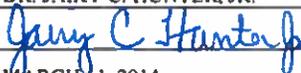


COVER PAGE  
 SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION  
 CENTERS OF EXCELLENCE PROGRAM  
 EDUCATION IMPROVEMENT ACT OF 1984  
 PROJECT YEAR 2014-15

<b>INSTITUTION</b>	CHARLESTON SOUTHERN UNIVERSITY		
<b>CENTER NAME</b>	CENTER FOR EXCELLENCE IN COLLEGE & CAREER READINESS		
<b>PROJECT DIRECTOR(S)/TITLE</b>	DR. PATRICIA HAMBRICK		
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<b>PROPOSED FUNDING</b>	<b>YEAR ONE</b>	<b>SEVEN YEAR TOTAL</b>	<b>SCHOOL OR DISTRICT PARTNERS</b>
STATE FUNDS REQUESTED	\$173,393	\$918,984	
INSTITUTIONAL FUNDS	\$ 44,400	\$310,800	See "Other Funds"
OTHER FUNDS: CCSD	\$ 37,000	\$259,000	
<b>TOTAL</b>	<b>\$254,793</b>	<b>\$1,488,784</b>	
<b>INSTITUTIONAL APPROVAL</b>	DR. JAIRY C. HUNTER, JR.		
<b>CHIEF EXECUTIVE OFFICER</b>			
<b>DATE</b>	MARCH 11, 2014		

## ABSTRACT

The purpose of the Center of Excellence in College and Career Readiness (CECCR) is to develop and model state-of-the-art technology-rich pre-service and in-service teacher training programs designed to prepare high school students to demonstrate readiness for postsecondary education and entering the 21<sup>st</sup> century workforce. To achieve this outcome, P-12 and postsecondary faculty will work side by side to align policies, programs, standards, courses and practices to advance both college readiness and career success.

The target population to be served by the proposed grant is teachers and students in grades 9-12 at two CCSD-Innovation Zone schools: Baptist Hill Middle-High School and North Charleston High School. The partners involved in the project include Charleston Southern University, Charleston County School District-Innovation Zone, Trident Technical College, and Dr. Lee Lewis of the Medical University of South Carolina.

The CECCR consists of five interrelated goals, each with its own program activities. Project activities include: (1) high quality professional development for high school teachers and college faculty to align high school and college classrooms to the South Carolina College and Career Readiness Standards; (2) Teacher Education Program Analysis to determine revisions to curriculum and instruction for the purpose of preparing pre-service teachers to use college and career readiness activities in their classrooms; (3) development of college and career readiness modules and workshops for students in the two high schools; (4) development of an influential constituency that promotes the CECCR as a leader in the state for college and career readiness; and (5) research initiatives that insure that the Center for College and Career Readiness becomes an exemplary resource center.

The expected outcomes from this project are to align current high school and college courses in English, math and science; align the teacher education program standards, content, activities, and field experiences to South Carolina College and Career Readiness Standards to prepare future teachers to use in their future classrooms; the number of high school graduates who enter college without the need for remediation in English, math, and science; improve postsecondary retention and graduation rates; and ultimately produce college graduates who are qualified for employment in the 21<sup>st</sup> century.



March 11, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

Thank you for providing Charleston Southern University the opportunity to submit the 2014 Centers for Excellence Grant.

The support we've received from the South Carolina Commission on Higher Education is much appreciated. We are grateful recipients of two years of funding for our Teacher Quality Grant partnership with CCSD. We believe that the Centers for Excellence grant will help us build on our excellent relationships with Charleston County School District and Trident Technical College, as well as a new relationship with Dr. Lee Lewis of the Medical University of South Carolina.

The School of Education Center for Excellence in College and Career Readiness will allow CSU to develop and model state of the art programs designed to prepare high school students to demonstrate readiness for postsecondary education. We'd like to continue the fine tradition of service that Charleston Southern University and the School of Education provide to the community.

We have enclosed our 2014 Centers for Excellence grant proposal and the supporting information for your review. The faculty, staff and administration of Charleston Southern University are dedicated to preparing graduates and transforming lives. We appreciate your consideration of CSU's proposal.

Please do not hesitate to contact me if I can provide any additional information.

Sincerely,

Jairy C. Hunter, Jr.  
President

Enclosure

Integrating Faith in Learning, Leading and Serving

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## **Introduction**

Far too many students drop out or graduate from high school underprepared, closing doors and limiting their options and opportunities---in particular minority and low income students.<sup>1</sup> The challenge of preparing students for college and career cannot be accomplished by P-12 education alone, but both systems ---P-12 and postsecondary ---must work together to improve student readiness for college and career.<sup>2</sup>

### **a. Center's Purpose and Focus**

The purpose of the Center of Excellence in College and Career Readiness (CECCR) is to develop and model state-of-the art, technology-rich pre-service and in-service teacher training programs designed to prepare high school students to demonstrate readiness for postsecondary education and entering the 21<sup>st</sup> century workforce. To achieve this outcome, P-12 and postsecondary faculty will work side by side to align policies, programs, standards, courses and practices to advance both college readiness and career success.

Selection of schools and discussion of needs. The ACT College Readiness Report indicates that in all five areas tested, South Carolina falls below the national average. Figures are even more dismal for low income students, with 48% ready for college English, 34% for reading and 25% ready for mathematics.<sup>3</sup> Domenech<sup>4</sup> underscores the need to fully realize that the biggest factor limiting the academic success of our students is poverty. For first generation college students whose family members cannot serve as coaches or advisors, adjustment to college is extraordinarily challenging. Low income and minority students attend college at a fraction of the rate of others.<sup>5</sup>

This CECCR is designed to increase college and career readiness in two low-income, primarily minority schools in the Innovation Zone of Charleston County School District (CCSD).

The Innovation Zone consists of 14 schools that are clustered together because they represent the most pressing needs based on report card data, income status, and/or percent of minority population. The two schools—Baptist Hill (BH) and North Charleston (NC)--have an extremely high poverty index (99.5% for BH and 94.6 % for NC). The minority population at BH is 97% and at NC 94% (Table 1).

Charleston Southern University (CSU), Trident Technical College (TTC), Dr. Lee Lewis of the Department of Psychiatry and Youth Services at the Medical University of South Carolina (MUSC) and CCSD have teamed up to implement a program that will increase the chances of students graduating from high school ready to go to college. Baptist Hill High School (grades 7-12)\* and North Charleston High School were selected for the project not only because of their high need but also because one is a rural and the other a city school. These two public schools represent many schools in South Carolina.

**Table 1: Demographic Data: Baptist Hill High and North Charleston High School**

	Baptist Hill High (BH)	North Charleston High (NC)
School Population	396 (grades 7-12)	494
% Minority	97%	94%
Poverty Index	99.5	94.6
On-time graduation rate	60%	47%
% of students scoring above 70 on combined end-of-year course tests 2013	61.5%	56.1
ESEA Composite Index Score	47.6	46.2
% students enrolled in AP/IB courses	13%	13%
% students passing AP/IB courses	0%	0%
% of students entering post-secondary education	The % of students entering post-secondary education is not available at this time; however, will be tracked starting with Year 1.	

\*Baptist Hill houses grades 7-12 but the primary focus of this project is on grades 9-12.

North Charleston High, for the past three years, has rated “at-risk” on the SC State Report Card. Baptist Hill, for the two years preceding 2013, ranked at below average and average and in 2013 just barely made a good rating; however, based on the criteria outlined on Table 2, this

school, a rural school 20 miles from the city, certainly would benefit from a project that will increase the number of graduates who are college and career ready. In the combined score of all end-of-course tests (Algebra I, English I, Biology 1 and US History and Constitution) Baptist Hill had only about 61% passing and North Charleston 56%. Both schools' on-time graduation rates (BH 60% and NC 47%) are unacceptable.

Coursework between high school and college is not connected; students graduate from high school under one set of standards and three months later are required to meet a whole new set of standards in college. Research indicates that connecting the systems and ensuring that they work together closely can improve college preparation, readiness, and completion. <sup>6</sup>

Benefit. (Please see more detail in sections h and k). The two public schools and others that will participate in the future will benefit by having more students prepared for postsecondary education and their future careers. CSU and TTC will benefit by retaining and graduating more students who are better prepared for their careers. Pre-service teachers will graduate with the knowledge and skills they need to prepare their future students for college. The entire state will benefit from having a focused center that serves as a clearinghouse for research and dissemination of best practices and programs leading to college and career success. Students will be the ultimate winners as they enter college prepared for entry-level courses and graduate prepared for a successful career.

**b. Goals, Objectives and Effectiveness Measures**

Goal 1: Provide high quality professional development to high school teachers and college professors to ensure that college and career readiness standards, curriculum content and best practices are aligned and implemented in high schools.	
Objectives	Effectiveness Measures
1.1 Conduct for high school and college faculty a cycle of high quality professional development related to college and career success. (project staff)	By August 2014, teams of faculty/teachers from CSU, TTC, and CCSD will be established based on their subject area (one team each teaching English, math, and science), and will attend monthly meetings (led by the Project Director and guest speakers) to determine the content and skills necessary to

	facilitate the SC College Readiness Standards in their courses. <u>Assessment:</u> (1) By August 1, 2014, the professional development plan will be printed and available for use;
1.2 Incorporate Dr. David Conley's Four Keys and SC College and Career Readiness Standards into high school and college curricula and instruction. (faculty and professors)	<u>Assessment:</u> (1) Attendance at monthly meetings will be tracked and reported; (2) a final list of the skills and content to be included in revised course syllabi will be submitted to the Project Director and External Evaluator.
1.3 Develop and implement innovative, performance-based assignments and assessments that incorporate Conley's four keys*. (faculty and professors)	<u>Assessment:</u> The faculty teams (secondary and postsecondary) will collaborate to develop performance-based student assignments and assessments that incorporate Conley's four keys. Performance-based assignments for each of the courses will be prepared and evaluated against the rubric developed to insure that standards are met. Classroom observations will occur to determine appropriate project implementation.
1.4 Build sustainability and increase the number of schools to be served by selecting three exemplary teachers to serve as trainers of peers for subsequent years. (project staff)	<u>Assessment:</u> By August 1, 2016, three exemplary high school teachers will be selected and trained to serve as peer trainers in Year 3 and beyond. The three peer trainers will be enrolled in special training for serving as a trainer of others.
Goal 2: Develop and model an exemplary teacher education program that incorporates curricular and instructional practices aimed at integrating college and career readiness in high school classrooms.	
Objectives	Effectiveness Measures
2.1 Formulate a plan for incorporating readiness and content skills in coursework and other professional experiences of School of Education and Arts and Sciences. (professors)	<u>Assessment:</u> A 2-day Summer Retreat involving three CSU SOE faculty and three Arts & Sciences faculty will meet to design the implementation plan for conducting an analysis of the teacher education program. (1) 80% of those invited will attend the retreat; (2) attendees will submit a written plan for training their peer faculty members in incorporation of college and career readiness skills into teacher education program courses.
2.2 Redesign education courses to include field-based activities and content that address college readiness. (professors)	<u>Assessment:</u> Based on Conley's four keys, faculty from CSU's A&S disciplines and the SOE will develop field-based activities that address college readiness standards for inclusion in teacher education courses at the university. By August 1, 2016, a catalog of field-based activities addressing college readiness standards in selected SOE courses will be available for review by the Project Director and External Evaluator.
2.3 Develop and implement field-based experiences that require pre-service teachers to prepare and use performance-based activities and assessments in high school classrooms. (professors)	<u>Assessment:</u> Using the catalog of field-based assignments created above, pre-service teachers will be required to prepare and use performance-based activities and assessments in high school courses. 80% of those assignments will be judged as "acceptable" based on a rubric developed by the SOE faculty. 80% of pre-service teachers will implement the performance-based activities and assessments in high school classrooms.
Goal 3: Provide services directly to high school students through the use of technology and face-to-face strategies to increase the percentage of SC graduates who immediately after graduation, enter postsecondary education without a need for remediation.	

Objectives	Effectiveness Measures
3.1 Increase opportunities for underprepared students to participate in pre-college experiences. (project staff)	<u>Assessment:</u> By August 1, 2015, the Project Director, CSU SOE, TTC, and the teams of teachers/faculty will develop and implement student workshops and web-based pre-college experiences for underprepared students. By September 1, 2015, 40 selected students will attend monthly college readiness sessions.
3.2 Increase opportunities for earning college credit in high schools by offering more AP and dual enrollment classes. faculty)	<u>Assessment:</u> The CCSD will work with personnel from CSU and TTC to augment and revise college credit-earning opportunities in high schools, including AP courses and dual enrollment. A plan will be in place by August 2016 describing the college credit-earning opportunities for CCSD students. The number of high school students passing AP courses will increase by 20% above the number established in the 2014 baseline year.
3.3 Improve the percentage of graduates who are ready to enter college without need of remediation. (faculty)	<u>Assessment:</u> At the end of Year I of the grant, a “cohort” of BHHS and NCHS students who graduated from high school and who were involved in grant-related activities will be established, including the colleges in which they are enrolled. The list will be given to the Project Director, who will query the students/colleges to determine the number of students who enrolled in traditional freshman year courses during their first semester. The number of students will become the basis against which to measure progress during Year II and beyond.
3.4 Improve college graduation and retention rates. (all partners)	<u>Assessment:</u> (1) The number of underprepared freshmen (those who enter the college requiring remediation in English, math, and/or reading) who entered the institution in Fall 2012 and returned in Fall 2013 will be established at CSU and TTC. That figure will be used as the baseline against which to measure improvement in retention in Year III and beyond. (2) By Year 7, the graduation rate within 150% of the standard timeframe for underprepared students at CSU and TTC will improve by 10% over the baseline year.
<b>Goal 4: Develop an influential constituency that promotes the CECCR as a leader in the state for promoting college and career readiness.</b>	
Objectives	Effectiveness Measure
4.1 Establish an Advisory Council that consists of members of the school district, colleges, business and industry, and SCCAP. (project staff)	<u>Assessment:</u> 75% of Advisory Board members will attend regular meetings to review and make suggestions for project progress.
4.2 Appoint a coordinating committee that represents all project partners to plan, monitor and assess project activities. (project staff)	<u>Assessment:</u> A Coordinating Committee consisting of the Project Director; Project Coordinator; one teacher from each partner in math, English, and science will meet monthly.
4.3 Invite educational and business/industry representatives to participate in special events and day-to-day activities. (project staff)	<u>Assessment:</u> (1) Influential members of the industrial and business communities will be invited to the opening, midyear, and annual events sponsored by the grant; (2) influential members of the industrial and business communities will be invited to serve as speakers at regular monthly grant meetings

	and participate in other day-to-day activities.
4.4 Develop relationships with other Centers of Excellence and SCCAP representatives (project staff)	<u>Assessment:</u> CECCR will establish an annual meeting for representatives from all Centers of Excellence in South Carolina to share and develop collaborative activities.
Goal 5: Serve as an exemplary resource center for developing and disseminating research initiatives that target college and career readiness.	
Objectives	Effectiveness Measure
5.1 Develop and implement a research agenda related to college and career readiness. (project staff and college faculty)	<u>Assessment:</u> Based on project data, tracking systems will be developed to address the questions posed in the “Research Agenda.” Beginning in Year 3, the strategies developed will be outlined and disseminated to other constituencies.
5.2 Disseminate information related to center activities and research on a regular basis through a variety of media (project staff)	<u>Assessment:</u> Through conferences, newsletters, web-based communication and other media, the CECCR will publish materials to share with other P-20 initiative groups in South Carolina and beyond.

\*Dr. Conley’s Four Keys include: Key 1: Cognitive Strategies; Key 2: Content; Key 3: Learning Skills and Techniques and Key 4: Transition Knowledge and Skills.

### c. Activities

Activities in this proposal are designed to increase college and career readiness as defined by Dr. David Conley:

the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or at a high-quality certificate program that enables students to enter a career pathway with potential future advancement.<sup>7</sup>

Project goals were informed by the South Carolina College and Career Readiness Standards, Dr. David Conley’s Four Keys to College and Career Readiness,<sup>\*8</sup> the South Carolina Course Alignment Project’s resources, Southern Regional Educational Board, Educational Policy Improvement Center (EPIC), Achieve, etc.

***Goal 1: Provide high quality professional development to high school teachers and college professors to ensure that college and career readiness standards, curriculum content and best practices are aligned and implemented in high school and college classrooms.***

Professional development is one of the core components of the CECCR and is designed to engage 24 English, mathematics and science teachers (Baptist Hill and North Charleston) and 6 college faculty members (CSU and TTC) in a two-year training program that includes: two summer institutes; monthly work and training sessions; web-based activities and follow-up classroom visitations. Year 3 represents full implementation and evaluation of the effectiveness of modules in the classrooms.

Three **content-based collaborative teams** will be established and work side by side on the project. Each team is composed of 4 high school faculty members from each content area (one per grade level/school) from each school and two college faculty (TTC and CSU). Upon completion of the two-year training cycle, participants will have: (1) aligned their individual courses (grades 9-12) to SC College and Career Readiness Standards, Conley's Four Keys and college entry-core level courses; (2) incorporated components of Conley's Keys 1, 2 and 3 into their courses; and (3) developed an online module for each course that contains the course syllabus, outline of content, activities, assignments and assessments that correlate to the standards and Keys 1, 2 and 3. The six college professors, in addition to working with the content-based teams, will develop a module for cross-disciplinary learning skills and techniques to be used by high school students. Year 3 is a full implementation year and all interventions will be fully used and evaluated. Also included in Year 3 is the initiation of the first cycle with two new high schools.

This Professional Development Plan is based on the SC Standards for Professional Development (2000) and Learning Forward: The Professional Learning Association Standards (2013). Activities extended over time (two years) are more likely to allow teachers to practice in the classroom and obtain feedback on their teaching.<sup>9</sup> Including a group of teachers from the

same school (content areas and grade levels) supports the research that teachers who are from the same school are likely to engage in joint professional dialogue on a daily basis and discuss students' needs across classes and grades.<sup>10</sup>

Summer Institutes. A four-day summer institute will be held to acquaint teachers and college faculty with each other and to present to each group Dr. Conley's Four Keys to College and Career Readiness. Teams will use Keys 1 and 2, SCCAP course alignment, and readiness standards to determine specific areas deemed essential for each course. A two-day summer institute will occur during the second summer and focus on developing the modules.

Table 2 reflects more specific activities and products that will be developed and disseminated.

Workshops. During Years 1 and 2 of the project, monthly workshops will be held related to the course alignments as course syllabi and modules for each course are developed. One interdisciplinary strategy/activity for teaching Keys 1 and 3 will occur at each workshop.

Online courses and activities. Teachers will have access to separate online course management systems (CMS), which will allow high school and college faculty to communicate with each other on a regular basis.

Classroom Visitations. Classroom visitations will occur during the second and third years of the grant. Professors and teachers will visit each other's classrooms to observe project activities and strategies in practice. Project staff will also observe teachers to determine effectiveness of the modules in practice. Peer visitations will occur within and between schools.

At the end of two years, three teachers (1 per content area) will be selected as model peer trainers and will work with project staff to implement the two-year process in additional schools.

**Table 2: Sequence of Activities for Professional Development**

Component	Year 1	Year 2
Summer Institute	<ul style="list-style-type: none"> <li>-Present an overview of Conley's Four Keys. (Project Staff)</li> <li>-Present The SC College and Career Readiness. (Project Staff)</li> <li>-Design teams that will begin working together to review the course alignments from SCCAP, and standards to determine key content knowledge for their own courses. (Project Staff).</li> <li>-Meet with individual teams to determine ways to incorporate content knowledge into their courses (Project Staff, Teachers, and Professors)</li> </ul>	<ul style="list-style-type: none"> <li>-Celebration of First Year</li> <li>-Share 4-year course content alignments and cognitive strategies related to improving college readiness (Key 1) (project staff, teachers and professors)</li> <li>-Begin developing content-specific activities and assessments related to Keys 1 and 2 for inclusion in the course modules</li> </ul>
Monthly Workshops	<p>Note: Beginning in SI Institute and continuing through Year I, participants will be involved in one cross-disciplinary activity each month related to Keys 1 and 3. Pertinent topics will be presented in the different sessions, e.g. Motivation of students; Working with first generation college students (project staff)</p> <ul style="list-style-type: none"> <li>-Continue to review and determine outline of content</li> <li>-Develop content-based key cognitive strategies for individual courses (teachers and professors)</li> </ul>	<ul style="list-style-type: none"> <li>-Continue developing content-based strategies, activities and assessments that address Keys 1 and 2.</li> <li>-Develop one online module for each course. A module includes: syllabus; standards, outline of content; performance-based instructional activities, assignments and assessments reflecting Keys 1, 2 and 3 (teachers and professors)</li> <li>-Complete a module on cross-disciplinary learning skills and techniques to be used by high school students (professors).</li> </ul>
Project Benchmarks	<ul style="list-style-type: none"> <li>-Alignment of Course Syllabi</li> <li>-One module for each content-based high school core course (English, mathematics, science) that contains online and face-to-face interactions. The module will be aligned to state readiness standards. (teachers and professors)</li> <li>-One cross-disciplinary module developed based on keys 1 and 4 to be used by high school students (professors and project staff)</li> </ul>	

	-Successful implementation (Year 3) of modules in college and high school classrooms.
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***Goal 2: Develop and model an exemplary teacher education program that incorporates curricular and instructional practices aimed at improving college and career readiness in high school classrooms.***

Future teachers need to clearly understand performance-level expectations for students and have a set of effective skills, strategies and methods ready to assist their students in attaining college and career readiness levels.<sup>11</sup> Several organizations and initiatives were used to determine how to develop these skills and knowledge (e.g., Educational Policy Improvement Center [EPIC], Dr David Conley's Four Keys, University of Texas at Austin, Arizona State Department of Education, SC Course Alignment Program, Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Career [PARCC], etc.<sup>10</sup>

According to Hilda Rosselli (2013), one role of teacher educator preparation programs must be to model and prepare educators to develop skills that will help the next generation navigate a world we cannot even imagine. That world begins for many high school students by pursuing a college degree upon graduation from high school. Rosselli suggests that essential components that must be included in teacher education are: (1) specific teaching and assessment strategies that develop useful skills for being successful in college and career and (2) programs and interventions that support the college and career ready culture in high schools.

CSU School of Education will conduct an in-depth program analysis that will include a revision of courses, field experiences and other processes to assure that the standards are infused into the program in a sequential manner. A rubric will be designed and used to evaluate course analyses and revisions to assure that they include appropriate content, pedagogy, and assessment

skills related to the standards. Conley's Four Keys will be used not only in designing activities for our teacher education candidates but also for them to use in designing experiences for their future classrooms. Components in the process of reviewing the teacher education program are listed below:

Two-day Summer Retreat: Three faculty members in the SOE and three from arts and sciences will form the Program Analysis Team Leaders (PATL) and will attend a two-day summer retreat to design a plan for conducting the Program Analysis (see Table 3 for sequence of activities). The plan will be shared in the fall with all faculty members in the SOE and designated faculty from arts and sciences. During Year II, the Program Analysis Team Leaders will attend a second summer retreat at which time they will review the course and field experience analyses to be sure that everyone is on track. The team also will focus on developing training for their respective faculty members on the use of performance-based activities and assessments using the SC College and Career Readiness Standards in their individual classes.

Monthly Meetings. Faculty who are involved in the Program Analysis will meet monthly to discuss their progress in developing their analyses, activities and assessments for teaching and assessing college and career readiness standards in their classes. By the end of Year 1, the course-by-course analyses will be completed. By the end of Year 2, field-based experiences, course activities and assessments for college readiness will be integrated into the designated content and education courses, and by Year 3 they will be fully implemented.

**Table 3: Sequence of Activities for Teacher Education**

Component	Year 1	Year 2
Two-Day Summer Retreat for Program Analysis Team Leaders (PATL)	-Present the SC College and Career Readiness Standards (project staff) -Develop a plan for Teacher Education Program Analysis for	-Review revised field experiences to determine their effectiveness (PATL) -Plan process for proceeding with writing the performance-based

	the integration of SC Readiness Standards into curricula and field-based experiences. (PATL)	activities and assessments that are aligned to the standards. (PATL)
Monthly Faculty Meetings	<ul style="list-style-type: none"> <li>--Lead faculty workshops on how to complete individual course analyses (PATL)</li> <li>--Meet with individual faculty throughout the year to assist in their development of the course analysis for their particular courses. (PATL)</li> <li>-</li> <li>Note: College faculty will: analyze their course(s) in relationship to SC College Readiness standards and make revisions in course content, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct training sessions to appropriate SOE and Arts and Sciences faculty on integrating activities and performance-based assessments into their courses.(PATL)</li> <li>-Present 4 Keys and work with individual faculty to incorporate them into appropriate courses and field experiences. (PATL)</li> <li>-Develop course activities and field experiences to incorporate the standards and 4 keys (SOE)</li> <li>-Review individual course and field experience analyses (SOE and Arts and Sciences courses) for final course approval (PATL and faculty)</li> </ul>
Project Benchmarks	<ul style="list-style-type: none"> <li>-Guidelines and Strategies for Teacher Education Program Analysis (may be used by other teacher education programs in the state)</li> <li>-Completion of presentations on various topics related to the goal</li> <li>-Revised syllabi for selected courses that contain content, strategies and assessments related to the integration of SC Readiness Standards and Four Keys. Syllabi will be available online.</li> <li>-Completion of Teacher Education Program Analysis</li> <li>-Full implementation of college and career readiness components in Year 3</li> </ul>	

The result of these actions will be to develop a state-of-the art teacher education program that integrates South Carolina college and career readiness standards into the undergraduate curricula.

***Goal 3: Provide direct services to high school students through the use of technology and other strategies to increase the percentage of graduates who immediately enter postsecondary education without need of remediation.***

In order to overcome educational impacts of poverty, schools that serve high concentrations of low income students need to provide direct supports that help students to believe that they will succeed and then put forth the required effort to be successful. <sup>12</sup> The major

activity (EXCEL) described in this section seeks to prepare low income 9<sup>th</sup> through 12<sup>th</sup> graders to complete high school, enter college without a need for remediation, and graduate from a two- or four-year institution on time.

EXCEL. The university implements a program for Excellence in College Entrance Preparation and Leadership (EXCEL). The present program will be revised and expanded to meet the needs of 40 high school students monthly. EXCEL promotes effective behaviors and skills as students confront personal and academic issues that may influence whether they are ready to enter college. To kick off the program, students in grades 9-12 will attend a four-day institute at CSU during which they will participate in activities to: build their self-esteem and self-monitoring skills; improve their learning strategies; participate in activities related to STEM; and gain a greater understanding of what it takes to be ready for college. Students will meet with staff from TTC and CSU who will introduce them to numerous actions necessary for college admission. Students also will complete learning styles and other similar assessments which will be used to target their individual needs. Each student will write a Personalized Action Plan (PAP) outlining personal behaviors and skills they need to address. The PAP will be reviewed by project staff and selected professors.

Beginning in the fall and continuing throughout the two years, students will complete a 20-hour online module--STAR (Self-monitoring, Time Management, Accountability and Relationships)-- that focuses on college readiness behaviors and skills. They also will attend monthly meetings and complete activities that indicate the importance of being accountable to themselves and developing strong and varied relationships. CSU has 4 online modules (How to Succeed in College, and Intro to Mathematics, English, and reading) which also will be available to the students if they choose.

Following five years of controlled studies with students at a wide range of colleges and universities, it was found that like athletes or business professionals, students perform best when they are managed well and receive individual guidance. A minimum of two times per semester, “coaches”---college students from TTC and CSU --- will meet with individual students to assist them in checking their own progress with the PAP and the module. In Year 2, students will be expected to compose a School to Career Plan (SCP) that indicates their future steps in finishing high school ready to enter college.

AP and Dual Enrollment Courses. Although AP exam-taking does not guarantee or predetermine postsecondary success, it is highly correlated with successful postsecondary outcomes. High school students who earn one or more AP exam scores of 3 or higher are less likely to need remediation upon entry to college, and more likely to enroll in college, remain in college, and earn a bachelor’s degree.<sup>13</sup> At North Charleston High, 13.5% of the students were enrolled in AP/IB programs last year, but none was successful. The situation was similar at Baptist Hill, where 13.4% were enrolled and none was successful on the AP/IB exams. Clearly, it is time to review the number and quality of AP classes being taught at each school. Project staff and two professors (one CSU; one TTC) will meet with teachers and administrators at each school to determine whether more classes can be offered with better results. CSU is a training site for AP courses.

In addition to AP courses, regular core courses must represent high expectations for student success in completing rigorous course requirements. Dr. Pamela Horne reports that meeting high school requirements is necessary but not sufficient to preparing students effectively for postsecondary success. Taking challenging coursework not only prepares students for success in college but also is the best predictor of college readiness and success.<sup>14</sup>

Benchmarks: -EXCEL Program planned and conducted; --Students complete all activities; --Teachers report that student progress has improved; --Number of AP courses and percent passing increases; --Number of graduates who are ready to pursue postsecondary education increases

***Goal 4: Develop an influential constituency that promotes the CECCR as a leader in the state for developing and disseminating best practices related to college and career readiness.*** The CECCR will interact with a variety of individuals and groups to assure that there is support and enthusiasm for the work that we are doing. Components designed to attain this goal include:

Advisory Council. An Advisory Council consisting of members of each of the three colleges (CSU, TTC and MUSC); one teacher from each school; one principal; industry and business representatives from Boeing and AT&T; and representatives from the SCCAP will meet quarterly to discuss goals and how they are being met. The Council will provide oversight for the CECCR. It is expected that each member will serve as an advocate for the project.

Coordinating Committee. A coordinating committee representing project staff, teachers, college professors and college staff will meet together on a regular basis to determine specific steps that will be taken to assure project success.

Relationships with other centers. Three centers that offer services and activities directly related to the success of this project are: the Citadel STEM Center of Excellence, Francis Marion's Center of Excellence to Prepare Teachers of Children of Poverty, and Newberry's Center of Excellence for Teacher Retention. By collaborating with these and other relevant centers, CECCR's goals will be enhanced and opportunities will open for building supportive constituencies among the higher education institutions.

Relationships with SCCAP. So much of the work of the CECCR is directly related to the goals and actions of the South Carolina Course Alignment Project and the strides they have made in ensuring college and career readiness. As our CECCR works directly with the SCCAP, chances for developing an influential constituency broaden. The CECCR will seek assistance

from the SCCAP immediately upon funding to assure that there is no redundancy and that collaboration will occur early on. In a conversation with Ms. Trena Houp it became clear that this center and SCCAP can work hand-in-hand on college and career readiness initiatives.

Dissemination of Project Activities. On a regular basis, the CECCR will be disseminating information through a variety of means. Avenues for dissemination include, but certainly are not limited to: state, regional and national meetings and conferences; electronic newsletters to school districts and higher education agencies; website listing activities and events; relationships with other colleges; and announcements and presentations.

Center Members. A most obvious influential constituency involves the colleges and schools involved in the project---CSU, TTC, MUSC, and CCSD. As college professors and teachers interact with others, they will be able to share the effectiveness of project activities and garner support for CECCR activities. As the program develops its influential constituency, there exists a natural progression to achieving a position of leadership in the state.

***Goal 5. Serve as an exemplary resource center for developing and disseminating research initiatives targeting college and career readiness.*** A key thrust of the CECCR is to design and build upon research that points to the urgency and effectiveness of college and career readiness programs. Several areas will be explored and expanded upon in the area of college and career readiness: (1) professional development; (2) teacher education programs; (3) best practices; and (4) services and programs for 9<sup>th</sup>-12<sup>th</sup> grade students. Our drive to promote research in these areas is informed by the work of other organizations mentioned previously. Involvement of the three colleges, several high schools in the lowcountry, three Centers of Excellence previously mentioned, and SCCAP will lead to development and dissemination of college and career readiness research and field-based best practices.

Beginning in Year 2 and continuing in subsequent years, the CECCR will publish materials and provide online information and programs in the areas of teacher education, professional development, best practices and student services. These resources will be available to all higher education institutions and public schools throughout the state and beyond. Further, after the first year of full implementation (Year 3), conferences and onsite observations to high school and college classes will provide opportunities for teachers, professors and administrators to see first-hand the effects of project implementation. Participants will be encouraged to present their own research and initiatives to improve college and career readiness.

Benchmarks for Goals 4 and 5: ---Advisory Board and Coordinating Committee formed and operating; --  
-Relationships occurring with other centers and SCCAP; ---Dissemination of project activities; and  
resources ---Research being conducted and completed; ---presentations conducted (state and regional)

## Benchmarks

### Year 1

- Cohort 1 begins - Revision of courses that indicate content in high school and college classrooms is aligned to each other and the SC College and Career Readiness Standards
- Excel program planned and conducted; students complete all activities; teachers report that EXCEL students' progress has improved
- Summer I Institute and monthly workshops completed
- Advisory Board and Coordinating Committee meeting 4 times per year
- Initiation of Teacher Education Program Analysis

### Year 2

- Cohort 1 continues
- Guidelines and strategies for Teacher Education Program Analysis (may be used by other teacher education in the state)
- One module for each high school that contains content, activities and assessments that are aligned to college core courses and the readiness standards.
- Completion of Teacher Education Program Analysis
- Relationships occurring with other Centers and SCCAP
- Advisory Board and Coordinating Committee continue to meet to insure that all grant activities are proceeding as planned or that necessary changes are implemented
- Dissemination of project activities and resources
- Design and initiation of research

### Year 3

- Cohort 1 continues in implementation; cohort 2 begins - Revision of courses that indicate content in high school and college classrooms is aligned to each other and the SC College

and Career Readiness Standards

- Implementation of course revisions in the classroom for Cohort 1
- One cross-disciplinary module developed based on keys 1 and 4 used by high school students
- Revised Teacher Education Program implemented
- Number of graduates who are ready to pursue postsecondary education without remediation increases
- CECCR conference held at CSU including all partners and representatives from other centers and the SCCAP
- Advisory Board and Coordinating Committees operating
- Dissemination of project activities and resources
- Research continues to be conducted
- Evaluation of overall effectiveness of project activities

**Year 4**

- Cohort 2 implementation continues
- All benchmarks for Year 2 conducted for the second cohort added in Year 3
- Continued development of research and compilation of results
- CECCR conference held and preliminary results of research presented
- Research results are compiled and reviewed
- CECCR held at CSU including all partners and representatives from other centers and the SCCAP
- Number of graduates who are ready to pursue postsecondary education without remediation increases
- Implementation of course revisions in the classroom
- Advisory Board and Coordinating Committee continue to meet to insure that all grant activities are proceeding as planned or that necessary changes are implemented
- Dissemination of project activities, resources and research findings
- Evaluation of overall effectiveness of project activities

**Year 5**

- Cohort 2 continues in implementation; Cohort 3 begins - Revision of courses that indicate content in high school and college classrooms is aligned to each other and the SC College and Career Readiness Standards
- Advisory Board and Coordinating Committee continue to meet to insure that all grant activities are proceeding as planned or that necessary changes are implemented
- Dissemination of project activities and resources
- Dissemination of research

**Year 6**

- Cohort 3 continues
- All benchmarks for Year 2 conducted for the second cohort added in Year 3
- Continued development of research and compilation of results
- CECCR conference held and preliminary results of research presented
- Research results are compiled and reviewed
- CECCR held conference at CSU including all partners and representatives from other centers and the SCCAP
- Number of graduates who are ready to pursue postsecondary education without

<p>remediation increases</p> <ul style="list-style-type: none"> <li>• Implementation of course revisions in the classroom</li> <li>• One cross-disciplinary module developed based on keys 1 and 4 used by high school students</li> </ul>
<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Cohort 3 implementation</li> <li>• Compile all research developed during the grant period for inclusion in the final research report</li> <li>• Present results of final research report at state, regional and national education conferences</li> <li>• Complete plan for post-grant employment of the grant period for Project Director, Project Coordinator, and Technology Manager</li> </ul>

#### **d. Evaluation Plan**

The evaluation plan calls for collection of both qualitative and quantitative data throughout the grant period. Data will be collected using a combination of techniques, including online and paper-and-pencil methods as appropriate for each measure. For example, qualitative data (i.e., student and faculty satisfaction surveys) will be collected electronically using online instruments. Quantitative data will include written or electronic skills assessments for faculty and students, meeting attendance data, rubrics against which to measure accuracy of innovative outcomes, classroom observation, retention and graduation rate data, and ultimately the rates at which students enter college fully prepared for college-level work.

Information gleaned from the data collection will be used to monitor the success of the project and make changes in program design, if necessary. The most important measures to demonstrate the success of this project are the success of pre-service and in-service teacher training in the methods and content teachers use in the classroom to encourage students' college and career readiness, and the rates at which students are able to enter college without the need for remediation in English, math, or science. As data are collected and analyzed throughout the

grant period, any information that indicates changes are needed will be reviewed, and changes will be made as needed.

The focus of this grant will be on achievement of students beginning in grades 9-12 at Baptist Hill and North Charleston High Schools in college and career readiness. Outcomes data will include student performance on redesigned classroom assignments, the number of students who graduate from high school and enroll successfully (without the need for remediation) in college, and the college retention and graduation rates of those students. The data will be collected throughout the grant period, and all results will be reported to the Project Director and stored in her office for review. These measures will provide evidence of the success of this grant project.

In order to determine how activities have contributed to teacher practice, several assessments are planned. The first is an annual survey to be administered to participating teachers upon completion of their in-service training, on which the teachers will indicate their satisfaction with the value of the program. The second measure will include an evaluation of each module to determine its effectiveness. The third measure will include classroom observations to insure that the college readiness concepts are being used appropriately in the classroom.

Upon completion of the grant, the measures described above will demonstrate the degree to which the project has influenced changes in teacher knowledge and instructional practices in the classroom. We are confident that the end result will show the value of including college and career readiness in the P-20 curriculum. Results will demonstrate that students will be able to enroll in college, graduate, and enter the world of work in a timely manner, prepared for meaningful careers.

### **e. Research Agenda**

A number of ongoing research questions arose as we were doing research for this proposal that will continue to be examined as we progress with our grant. Four critical questions include: (1) What policies should be in place for secondary and postsecondary institutions to guarantee that more students are ready for college? (2) What data systems are necessary to track student progress across educational levels? (3) What pedagogical approaches are common among high school teachers who consistently send well-prepared students to college? (4) What are the indicators for being college ready, and how can we provide states, students, schools, and families with information to keep students on a trajectory toward a particular goal? Additional questions may include: How do students who earn a passing score on our high school exit exam perform in postsecondary education? What are concrete “things” that postsecondary and higher education can do to ensure readiness for college? How do students who take AP classes in high school perform in postsecondary education? How can high schools change their curricula and instruction to improve student readiness for college?

In order to respond to these questions and others that might arise as we move forward, the research for this grant will be implemented using a carefully prepared program that will (1) track and quantify pre-service and in-service teacher education with regard to college and career readiness; (2) track students’ progress in terms of their college readiness, their persistence in college, and their entry into the world of work following college graduation; and (3) provide a basis for curriculum and instructional changes on the secondary and postsecondary levels that will embed the teaching of college and career readiness across programs in the future.

Beginning in Year 1 of the grant, data will be collected annually to determine: (1) pre-service and in-service teachers’ use of Conley’s Four Keys; (2) in-service teachers and college

faculty alignment of courses to core college courses and the readiness standards; (3) SOE's revisions of courses and field experiences to include readiness standards in their syllabi; (4) in-service and pre-service teachers use of performance-based activities and assessments related to college and career readiness standards; (5) number of individuals attending various functions offered by the CECCR; and (6) student performance related to their PAP and school-to-career plans. Results will be compared in each annual report, and the final results will be summarized in the grant final report at the end of Year 7. The challenges of collecting this type of data across several different institutions over a seven-year period will be difficult to overcome. However, once the grant is completed, the data gathered and techniques developed will be shared with other institutions around the state to insure a smoother process for them in the years to come.

#### **f. Institutional Strengths**

CSU is a relatively small university (3,500 students) with the School of Education as its largest major. The size is a huge advantage because it allows professors across disciplines to work together in ways that result in innovative projects and initiatives. This particular proposal represents the productive connections between the two divisions, as arts and sciences and education faculty will work closely implementing the outlined activities.

The School of Education (SOE) has a history of working with low performing schools. This history spans from the first year of the Teacher Cadet Program, when no other local college chose to be involved at Lincoln High (rural school at the edge of the county), to our present ITQ grant, which is being implemented in six of the lowest performing schools in Charleston County. We have garnered strong relationships through our professional development schools, and North Charleston High School is one of them. We began working with Baptist Hill two years ago and believe that through this partnership, both Baptist Hill and CSU will grow.

Knowing that women are needed in STEM careers, the School of Education and Arts and Sciences professors implemented a summer camp for 7<sup>th</sup> and 8<sup>th</sup> grade minority girls to come to campus and participate in activities that represented STEM jobs. Starting three years ago, our SOE initiated an annual Diversity Conference. Keynote speakers and other presenters share innovative and effective ways to encourage multicultural understandings and to appreciate and support them.

As mentioned earlier, the university implements the EXCEL Program. This program will bring about 40 students (9<sup>th</sup> -12<sup>th</sup> grades) per month to campus to learn about STEM content, robotics, self-monitoring and other effective learning skills. Students meet and interact with full-time professors, staff and students and receive up-to-date information about applying to college. The university has developed 4 online modules for these students.

Dr. Jairy Hunter, President, is committed to partnerships that involve the local schools and always supports their implementation. A new School of Education dean adds a special element to the strength of this grant. Dr. George Metz brings with him a firm understanding of the importance of meeting the needs of P-12 schools, and he is leading the SOE in expanding its programs and making them fit with these needs. It is a perfect time to implement this project in the SOE.

#### **g. Center Staffing**

Resumes for the following persons are included in the Appendix.

**PROJECT DIRECTOR:** Dr. Patricia Hambrick, Charleston Southern University

**TIME COMMITMENT:** 25%

**QUALIFICATIONS:** B.A., Marshall University; M.A., Marshall University; Ed.D., Technology and Learning, United States International University; over 30 years of teaching and administrative experience in public schools and higher education; ITQ Teacher Quality Grant Director since 2012; Director of Academic Grants, CSU

**RESPONSIBILITIES:** Oversee project activities for proper implementation; supervise Project Coordinator and other staff members; participate collaboratively with other Centers in the state and in the region; manage the research agenda; disseminate project progress and results; oversee budget; perform all grant reporting

**PROJECT COORDINATOR:** Asst. Prof. Richard Blanchard, Charleston Southern University

**TIME COMMITMENT:** 50%

**QUALIFICATIONS:** B.S., The Citadel; M.A.T., College of Charleston Graduate School; Administrative Certification, The Citadel; ABD, doctoral program in Curriculum and Instruction, University of South Carolina; former Education Associate for G&T initiatives, advanced AP programs, and AP/IB programs for the SC Department of Education; classroom teacher for 10 years; workshop presenter for SC Department of Education

**RESPONSIBILITIES:** Implement day-to-day activities related to the grant; work directly with partners to accomplish grant goals; develop and present workshops for public school and college faculty and students; implement the research agenda in cooperation with the Project Director; participate in grant-related activities as assigned by the Project Director

**TECHNOLOGY MANAGER:** Mr. Brian McGlothlin, Charleston Southern University

**TIME COMMITMENT:** 50%

**QUALIFICATIONS:** B.A., College of Charleston; M.A., Computer Resources and Information Management, Webster University

**RESPONSIBILITIES:** Provide technology resources and services to assist in the development of instructional modules; attend workshops to assist with technology needs; participate in grant-related activities as assigned by the Project Director

**ADMINISTRATIVE ASSISTANT:** TBA

**TIME COMMITMENT:** 50%

**QUALIFICATIONS:** High school diploma/GED; 3 years of office experience including technology

**RESPONSIBILITIES:** Maintain grant-related electronic records and materials; perform general office duties; participate in grant-related activities as assigned by the Project Director

#### **h. Benefit to the Institution**

It appears obvious, yet bears repeating, that one of the major benefits not only to CSU but also higher education institutions across the state is that graduates of high schools will enter postsecondary education ready for core courses. Resources that are used for remediation can be directed toward other programs that will benefit the student body. The CECCR will bring together high school teachers and college professors who rarely, if ever, communicate about their core courses; thus fragmentation occurs. CSU sees this as a perfect means of aligning our core courses with high school curricula. As indicated earlier, our professors in education and those teaching English, mathematics and science are accustomed to working together but through the CECCR these relationships will become even stronger, and the university will serve as a model of collaboration.

The university sees the goals and activities of this grant as attainable and will commit its resources to a full and effective implementation. Research findings generated from the grant will make a definite impact on the content and methodology in education and arts and sciences courses. CSU offers online classes in all three areas addressed in this grant, and as the grant progresses, more top-notch online courses will be available to students and teachers. Modules developed in the grant will be available to all faculty, and they will be able to use them to make their own courses more relevant to the needs of their students.

The CECCR will contribute enormously to the university's visibility in the tri-county area and the state. With research carried out as an integral component of the grant, faculty will have opportunities to work with teams of individuals across the state to define the most effective programs and best practices for increasing the number of students who demonstrate college and career readiness. More people will be coming on campus, thus more exposure to the university.

The Center will offer new and exciting possibilities for the university to gain recognition as a premier vehicle for promoting college and career readiness.

**i. Institutional Commitment**

Ten years ago, CSU received a Title III grant which was designed to upgrade the university's use of technology and provide the necessary training to assure that all faculty use it effectively. A Director of Academic Technology (DAT) and a support technician were hired. Ten years later, the director is still providing training on the most up-to-date technology and the technician continues in his role. The same is true of other grants. These statements are written to assure that CSU does not sign on to something unless they are committed to support the program after funding ceases; this will be true throughout the 7-year duration of this project. The letters of support in the Appendix indicate strong institutional commitment and support for the continued effectiveness of this project on the part of CSU faculty (Dr. Patty Hambrick, Prof. Rick Blanchard) and administration (Dr. Jairy Hunter, Dr. Jackie Fish).

**j. Discussion of Partnerships**

This partnership is composed of Charleston Southern University, Trident Technical College, Charleston County Schools and Dr. Lee Lewis of the Psychiatry and Youth Services Department at MUSC. One of the advantages of the project is that TTC has opened the St. Paul Campus, which is just a couple of miles from Baptist Hill High School, and their main campus is just a few miles from North Charleston High School. Baptist Hill and TTC already are in partnership for offering dual credit courses. CSU and TTC share an articulation agreement, which will work well for the high school graduates. Both TTC and CSU will provide meeting space and 3 faculty members each (English, mathematics and science). The faculty members will work with their colleagues and the high school teachers. Both campuses will provide

opportunities for high school students to use their resources and attend campus functions as available. Each institution also will offer opportunities for students to visit the campus and meet directly with faculty and staff.

In this project, the roles and responsibilities of each participant are as follows: CCSU will work with CSU and other grant partners to assist in implementing the research based agenda, develop modules for college and career readiness, and implement the program in the identified schools; CSU will employ the project personnel, coordinate all project and evaluation activities, and direct the research agenda; TTC will provide advisory committee members, collaboration in the development of college and career readiness modules, and advise other grant partners in the development of a career readiness program; and Dr. Lee Lewis of MUSC will work with all grant partners in developing career readiness modules, conduct workshops, and assist in the design of the research agenda.

**k. Benefit to school/district**

As described previously, the need for this grant is dire in the two schools and both are representative of many other schools in the state. Both schools' graduation rates are unacceptable. As teachers work with college partners to revise and upgrade their courses, they feel ownership because they have a direct hand in how it is shaped. The activities are informed by two major research areas: (1) college and career readiness and (2) successful professional development programs that focus on improving student achievement. Findings from the professional literature point to the importance of implementing readiness standards and aligning high school and college core courses. To assure this happens, it is important to provide teachers with the opportunity to work collaboratively with a college partner and their own colleagues in a partnership that strengthens both groups. Findings from the proposed research questions in this

project will contribute directly to the district's plan for assuring college readiness. Specific programs and procedures that are effective will be defined and can be implemented in other schools. Additionally, a well-defined curriculum that is sequential and incremental will be much more effective for tracking students over a four-year period. Over the course of seven years and with the teacher peer trainer model, more than seven high schools and 5,000+ students will benefit directly. The cycle for the first two schools in this project will result in 24 teachers and approximately 700 students benefitting.

#### **I. Discussion of Similar and Related Centers.**

Three Centers of Excellence complement the CECCR grant, and collaboration with them should be mutually beneficial. Right here in Charleston is the Citadel's STEM Center. As teachers are learning how to increase their skills in teaching STEM courses through a professional development program, it seems natural that the two centers will form a relationship. A second center that has a direct correlation is the Center of Excellence to Prepare Teachers of Children of Poverty. Their many resources and presentations will be most valuable as we pursue the teacher training. The third center with which we can collaborate is the Center of Excellence for Teacher Retention, as both centers are concerned with effective teachers staying in the classroom. South Carolina already is involved with EPIC, which will provide a great resource as the activities in this grant proceed. Although SCCAP is not specifically a center, it will be a definite partner as we reinforce and expand the goals of SCCAP.

#### **m. Current Initiatives/Programs**

As mentioned previously, the CECCR initiatives plug right into the EXCEL Program, which is moving into its fourth year of funding at CSU. To date, nearly 300 students from area high schools have been involved in the program, which highlights college and career readiness

activities. CSU mathematics, computer science and the education departments have been involved with a variety of local initiatives that aim to encourage students to pursue careers in STEM-related fields. STEM fits naturally into activities in this grant, which concentrates on preparing students for college and career. Mathematics and computer science faculty are involved in an AT&T project in which they develop modules designed for student success (e.g., study skills). This year a one-day “Money Rocks” conference was sponsored by CSU. The purpose of “Money Rocks” is for students between the ages of 12-21 to learn financial management and career strategies, college financial aid and other similar skills. This would be a perfect match for 9<sup>th</sup>-12<sup>th</sup> graders at Baptist Hill and North Charleston High Schools. The SOE is in its second year of the Improving Teacher Quality grant in which they use several effective and research-based strategies for professional development. The grant recognizes the need for effective teacher training and is working successfully with 4<sup>th</sup> and 5<sup>th</sup> grade teachers to integrate science, reading and technology in their teaching. On an ongoing basis, the education faculty cooperates with public schools on varied programs that require proper professional development, which is a key factor in the success of this project.

#### **n. Collaborative Planning**

All grant partners participated in project planning and preparation. The Director of Academic Technology, Dr. Patty Hambrick at Charleston Southern University, met with the principals of North Charleston High School (Mr. Robert Grimm) and Baptist Hill Middle High School (Ms. Kala Goodwine) to discuss potential responsibilities of the grant and to gain an understanding of college and career readiness needs for their high school students. Dr. Hambrick also met with the guidance counselor (Ms. Ericka Evans) and assistant principal/grant director (Mr. Kenya Mabry) of NCHS. Before the letter of intent was required and afterward, Dr.

Hambrick met with Dr. James Winbush, Associate Superintendent of the CCSD Innovation Zone, to discuss the grant possibilities and strengths of the potential proposal. They also discussed the benefits of the grant to the district and the individual schools. Dr. Hambrick also met with Mrs. Chris Power, Learning Specialist, Charleston County School District, to discuss college and career readiness needs of Innovation Zone high school students. They also discussed benefits of the grant project for the two high schools.

Prior to writing this grant proposal, Dr. Hambrick met with Dr. George Metz, Dean of the School of Education at CSU, to discuss the possibilities and receive approval to pursue the grant. They met again to discuss the activities of the grant and the SOE's role in it. She also met with Ms. Rose Manigault at TTC and Dr. Lee Lewis at MUSC to discuss their interest in participating in the CECCR project and their role in it. External sources consulted included Mr. Frank Hatten (The Boeing Company) and Mr. Jack Mitchell (AT&T), who discussed their future involvement with the CECCR.

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#### END NOTES

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<sup>3</sup> ACT. (2013). *The Condition of College and Career Readiness (2013)*. [act.org/research/policymakers/cccr13/pdf/CCCR13-NationalReadinessRpt.pdf](http://act.org/research/policymakers/cccr13/pdf/CCCR13-NationalReadinessRpt.pdf)

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<sup>6</sup> National Center for Public Policy and Higher Education and the Southern Regional Education Board (2010). *Moving State Agendas Forward: A Comprehensive and Systemic College Readiness Agenda*. [www.highereducation.org/reports/college\\_readiness/moving\\_agendas.shtml](http://www.highereducation.org/reports/college_readiness/moving_agendas.shtml).

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<sup>8</sup> Conley, D. (2012). *College and Career Readiness: Same or Different*, Educational Leadership: 69 (7): 28-34.

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<sup>10</sup> Garet, M.S. Porter, A.C., Desimone, L., Binnan.B. F. and Yoon, K.S. (2001). What Makes Professional development effective? Results from a national sample of teachers. American Educational Research Journal 38 (4): 915-945.

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<sup>12</sup> Saravia-Shore- in Cole, R.W. (ed.) (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*. Chapter 2. <http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>.

<sup>13</sup> Dougherty, C. Mellor, L. & Jian, S. (2006). *The Relationship between Advanced Placement and college graduation*. Austin, TX: National Center for Educational Accountability.

<sup>14</sup> Horne, P. (2013). *Academic Rigor Makes the Difference in College Readiness*. Purdue Today, Purdue University.

#### Additional Sources

Achieve. <http://www.achieve.org/>

Educational Policy Improvement Center (EPIC). <http://www.sreb.org/>

Partnership for Assessment of Readiness in College and Careers (PARCC). <https://www.parcconline.org/about-parcc>

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SC Readiness standards

[http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/EEDA/SC\\_College\\_Readiness\\_Standards.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf)

South Carolina Course Alignment Program.

[http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/EEDA/SC\\_College\\_Readiness\\_Standards.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf)

Southern Regional Education Board (SREB). <http://www.sreb.org/>

**CENTERS OF EXCELLENCE PROGRAM  
EDUCATION IMPROVEMENT ACT OF 1984  
PROPOSED PROJECT TIMELINE  
FY 2014-15, 2015-16 and 2016-17**

**5. Proposed Project Timeline for CECCR**

Institution: Charleston Southern University		
Center Name: Center of Excellence in Increasing College and Career Readiness		
Program/Activity	Begin Date	Target End Date
<b>Goal 1: Professional Development</b>		
1. Completion of Four-day Summer Institute 1	July 1, 2014	August 30, 2014
2. Alignment of content between high school and college core courses (English, mathematics and science) to include common core and SC college and career ready standards	August 30, 2014	June 30, 2015
3. Development of innovative and performance-based activities and assessments for teaching the designated core courses.	June 30, 2015	June 30, 2016
4. Implementation of aligned courses that contain performance-based activities and assessments	August 2016	June 2017 (ongoing annually)
5. Development of plan to collect formative and summative data/findings related to course alignments and implementation	August 1, 2014	January 30, 2015
6. Implementation of plan to collect formative data	October 30, 2014	June 30, 2017 (ongoing )
7. Implementation of plan to collect summative data	June 30, 2015	June 30, 2017 (ongoing)
8. Two-year series of	September 15, 2014'	June 15, 2016

monthly workshops developed and completed		
9. Evaluation of Year 1	June 1, 2015	August 30, 2015
10. Completion of 4-day Summer Institute 2	May 1, 2016	August 30, 2016
11. Development of performance-based strategies and assessments	June 1, 2015	July 30, 2016
12. Development of course modules containing content and performance based strategies and assessments	July 1, 2015	July 30, 2016
13. Full implementation of modules	August 15 2016	June 1, 2017
14. Evaluation of modules in first year of implementation	January 1, 2017	June 30, 2017
15. Implementation of professional development in two –three additional schools	July 2017	August 15, 2019
<b>Goal 2: Teacher Education Program</b>		
1. Formulation of a plan with identified SOE faculty and representatives of Arts and Sciences for incorporating readiness and common core standards into teacher education curricula and instruction.	July 1, 2014	August 1, 2014
2. Analysis of course syllabi to review content and incorporate SC college and career readiness and common core standards into syllabi.	August 30, 2014	May 30, 2015
3. Development of performance-based activities and assessments keyed to common core and readiness standards to use	August 2015	June 2016

in training teacher education students		
4. Incorporation of activities and assessments into teacher education program syllabi	August 2015	August 2016
5. Analysis of field experiences that result in teacher education students' use of the college and career readiness and common core standards, to prepare and teach performance-based activities and assessments	August 2015	January 2016
6. Collection and analysis of formative and summative data related to revised Teacher Education Program.	January 2015	August 2017 (ongoing)
7. Full implementation of revised Teacher Education Program and Collection of data as to its success	August 2016	August 2017 (ongoing)
8. Evaluation of first year of full implementation and modifications/revisions made, as necessary	August 2017	August 2018
9. Presentations and research related to Teacher Education Program designed and conducted	June 2016	Ongoing
<b>Goal 3: Direct Services to Students</b>		
1. Development or revisions of additional components of EXCEL Program	July 1, 2014	March 30, 2015
2. Selection of 40 students for attendance at the 4-day Summer Institute	January 30, 2015	May 30, 2015
3. Implementation of EXCEL Program	June 1, 2015	August 15, 2015 (ongoing annually)
4. Planning of monthly workshops for EXCEL students	July 1, 2015	August 30, 2015

5. Implementation of monthly workshops for students	September 1, 2015	April 30, 2017 (ongoing)
6. Evaluation of EXCEL Program	August 15, 2015	October 30, 2017 (ongoing annually)
7. Evaluation of monthly workshops for students	August 15, 2015	October 30, 2016
8. Review of AP courses and student performance at each school	January 15, 2015	April 15, 2015
9. Implementation of additional AP courses and/or dual enrollment courses, if deemed possible	August 30, 2015	June 5, 2016
10. Evaluation of AP courses	June 15, 2016	August 1, 2016
<b>Goal 4: Influential Constituency</b>		
1. Advisory Council recruited and formed	July 1, 2014	August 15, 2014
2. Advisory Council meets 4 times per year	September 30, 2014	September 30, 2014, December 30, 2014 March 30, 2014 June 30, 2014 (Ongoing)
3. Appointment of Coordinating Committee	July 1, 2014	July 5, 2014
4. Coordinating Committee meets two times per month	Beginning July 5, 2014	Ongoing
5. Educational, community, business and industry representatives attend events conducted by the CECCR.	Beginning June 30, 2015	Ongoing
6. Relationships with other Centers of Excellence and SCCAP established and working together	January 30, 2015	Ongoing
7. Evaluations completed annually and reported to Advisory Council	<u>June 30, 2015</u>	September 30 <sup>th</sup> Annually
<b>Goal 5: Resource Center for Increasing College and Career Readiness</b>		
1. Initial Research Agenda	October 30, 2014	January 30, 2015

established and shared with CHE		
2. Invitation to other Centers of Excellence, higher education institutions and school districts to collaborate on research questions and studies	February 15, 2015	Ongoing
3. Incorporation of other P-20 initiatives into the work of the CECCR	June 30, 2015	Ongoing
4. Selection of research questions to pursue	January 30, 2015	June 30, 2015
5. Research projects implemented; data collection/analysis and findings reported	January 30, 2015 (ongoing)	June 30, 2017 Ongoing
6. Findings from studies and lessons learned from project evaluations reported to others (e.g. school districts, higher education institutions, CHE, SDEetc.)	August 30, 2015 (ongoing)	Ongoing
7. Dissemination of information related to CECCR activities and research on a regular basis through a variety of means	January 30, 2015 (ongoing)	Ongoing

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2014-15**

INSTITUTION:	Proposed Budget - YR 1	Institutional Funds CSU	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	100%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
<b>A. Salaries</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 17,000			
2 Coordinator @ 50%	\$ 30,000			
3 Technology Manager @ 50%	\$ 20,000			
<b>Total Key Personnel Salaries</b>	<b>\$ 67,000</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>B. Fringe Benefits TOTAL</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,360	\$ -		
2 Coordinator @ 50%	\$ 2,400	\$ -		
3 Technology Manager @ 50%	\$ 1,600	\$ -		
<b>Total Key Personnel Fringe</b>	<b>\$ 5,360</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 72,360</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
<b>A. Salaries</b>				
1 Administrative assistant	\$ 10,000			
2				
<b>Total Support Personnel Salaries</b>	<b>\$ 10,000</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>B. Fringe Benefits TOTAL</b>				
1 Administrative assistant	\$ 800	\$ -		
2				
<b>Total Support Personnel Fringe</b>	<b>\$ 800</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>\$ 10,800</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 83,160</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 12,000			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 18,000			
c. Travel and Subsistence	\$ 4,000			
d. Room and Board	\$ -			
e. Refreshments	\$ 6,000			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 17,500	\$ 8,900		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 16 workshop presenters/project professors]	\$ 13,333			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 14,400			
<b>Total Participant Costs</b>	<b>\$ 85,233</b>	<b>\$ 38,900</b>	<b>\$ 30,000</b>	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 5,000	\$ 2,500	\$ 2,500	
b.				
<b>Total Supply Costs</b>	<b>\$ 5,000</b>	<b>\$ 2,500</b>	<b>\$ 2,500</b>	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
<b>Total Equipment Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>6. Additional Costs - PLEASE SPECIFY (Includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2014-15**

INSTITUTION:	Proposed Budget - YR 1	Institutional Funds CSU	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	100%			
a. Institutional funds (In-Kind - meeting space)		\$ 5,000	\$ 5,000	
b.				
<b>Total Additional Costs</b>	\$ -	\$ 5,000	\$ 5,000	
7. Travel and Subsistence				
a. Education (State Employee)				
b. Education (Non-state employee)				
<b>Total Other Travel</b>	\$ -	\$ -	\$ -	
<b>Total Direct Costs</b>	\$ 173,393	\$ 44,400	\$ 37,500	
<b>TOTAL PROJECT COSTS</b>	\$ 173,393	\$ 44,400	\$ 37,500	
Project Director(s) Dr. Patty Hambrick	<i>Patty Hambrick</i>		Signature <i>Patty Hambrick</i>	
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs			Signature <i>Jacqueline J. Fish, Ed. D</i> Date <i>3.12.14</i>	

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984**  
Project Year: **2015-16**

INSTITUTION:	Proposed Budget - YR 2	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR                      % of YR 1	100%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
<b>A. Salaries</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 17,000			
2 Coordinator @ 50%	\$ 30,000			
3 Technology Manager @ 50%	\$ 20,000			
Total Key Personnel Salaries	\$ 67,000	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,380	\$ -		
2 Coordinator @ 50%	\$ 2,400	\$ -		
3 Technology Manager @ 50%	\$ 1,600	\$ -		
Total Key Personnel Fringe	\$ 5,380	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 72,380</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
<b>A. Salaries</b>				
1 Administrative assistant	\$ 10,000			
2				
Total Support Personnel Salaries	\$ 10,000	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Administrative assistant	\$ 800	\$ -		
2				
Total Support Personnel Fringe	\$ 800	\$ -	\$ -	
<b>TOTAL SUPPORT PERSONNEL COSTS</b>	<b>\$ 10,800</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 83,180</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 12,000			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 18,000			
c. Travel and Subsistence	\$ 4,000			
d. Room and Board	\$ -			
e. Refreshments	\$ 6,000			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 17,500	\$ 6,900		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 18 workshop presenters]	\$ 13,333			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 14,400			
Total Participant Costs	\$ 85,233	\$ 36,900	\$ 30,000	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 5,000	\$ 2,500	\$ 2,500	
b.				
Total Supply Costs	\$ 5,000	\$ 2,500	\$ 2,500	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
Total Equipment Costs	\$ -	\$ -	\$ -	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2015-16**

INSTITUTION:		Proposed Budget - YR 2	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR	% of YR 1	100%			
a. Institutional funds (In-Kind)			\$ 5,000	\$ 5,000	
b.					
<b>Total Additional Costs</b>		<b>\$ -</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	
<b>7. Travel and Subsistence</b>					
a. Education (State Employee)					
b. Education (Non-state employee)					
<b>Total Other Travel</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Direct Costs</b>		<b>\$ 173,393</b>	<b>\$ 44,400</b>	<b>\$ 37,500</b>	
<b>TOTAL PROJECT COSTS</b>		<b>\$ 173,393</b>	<b>\$ 44,400</b>	<b>\$ 37,500</b>	
Project Director(s) Dr. Patty Hambrick			Signature <i>Patty Hambrick</i>		
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs			Signature <i>Jackie J. Fish, Ed.D.</i> Date <i>3.12.14</i>		

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2016-17**

INSTITUTION:	Proposed Budget - YR 3	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR                      % of YR 1	90%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
A. Salaries				
1 Director @ 25% - Dr. Patty Hambrick	\$ 15,300			
2 Coordinator @ 50%	\$ 27,000			
3 Technology Manager @ 50%	\$ 18,000			
Total Key Personnel Salaries	\$ 60,300	\$ -	\$ -	
B. Fringe Benefits TOTAL				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,224	\$ -		
2 Coordinator @ 50%	\$ 2,160	\$ -		
3 Technology Manager @ 50%	\$ 1,440	\$ -		
Total Key Personnel Fringe	\$ 4,824	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 65,124</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
A. Salaries				
1 Administrative assistant	\$ 8,000			
2				
Total Support Personnel Salaries	\$ 8,000	\$ -	\$ -	
B. Fringe Benefits TOTAL				
1 Administrative assistant	\$ 720	\$ -		
2				
Total Support Personnel Fringe	\$ 720	\$ -	\$ -	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>\$ 8,720</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 74,844</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 10,800			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 16,200			
c. Travel and Subsistence	\$ 3,600			
d. Room and Board	\$ -			
e. Refreshments	\$ 5,400			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 15,750	\$ 6,900		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 16 workshop presenters]	\$ 12,000			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 12,960			
Total Participant Costs	\$ 78,710	\$ 36,900	\$ 30,000	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 4,500	\$ 2,500	\$ 2,500	
b.				
Total Supply Costs	\$ 4,500	\$ 2,500	\$ 2,500	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
Total Equipment Costs	\$ -	\$ -	\$ -	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2016-17**

INSTITUTION:	Proposed Budget - YR 3	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	90%			
a. Institutional funds (In-Kind)		\$ 5,000	\$ 5,000	
b.				
<b>Total Additional Costs</b>	<b>\$ -</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	
7. Travel and Subsistence				
a. Education (State Employee)				
b. Education (Non-state employee)				
<b>Total Other Travel</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Direct Costs</b>	<b>\$ 156,054</b>	<b>\$ 44,400</b>	<b>\$ 37,500</b>	
<b>TOTAL PROJECT COSTS</b>	<b>\$ 156,054</b>	<b>\$ 44,400</b>	<b>\$ 37,500</b>	
Project Director(s) Dr. Patty Hambrick	Signature <i>Patty Hambrick</i>			
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs	Signature <i>Jackie J. Fish, Ed.D.</i> Date <i>3.12.14</i>			

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

Project Year: **2017-18**

INSTITUTION:	Proposed Budget - YR 4	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	90%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
<b>A. Salaries</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 15,300			
2 Coordinator @ 50%	\$ 27,000			
3 Technology Manager @ 50%	\$ 18,000			
Total Key Personnel Salaries	\$ 60,300	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,224	\$ -		
2 Coordinator @ 50%	\$ 2,160	\$ -		
3 Technology Manager @ 50%	\$ 1,440	\$ -		
Total Key Personnel Fringe	\$ 4,824	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 65,124</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
<b>A. Salaries</b>				
1 Administrative assistant	\$ 9,000			
2				
Total Support Personnel Salaries	\$ 9,000	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Administrative assistant	\$ 720	\$ -		
2				
Total Support Personnel Fringe	\$ 720	\$ -	\$ -	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>\$ 9,720</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 74,844</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 10,800			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 18,200			
c. Travel and Subsistence	\$ 3,600			
d. Room and Board	\$ -			
e. Refreshments	\$ 5,400			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 15,750	\$ 6,800		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 16 workshop presenters]	\$ 12,000			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 12,960			
<b>Total Participant Costs</b>	<b>\$ 76,710</b>	<b>\$ 36,900</b>	<b>\$ 30,000</b>	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 4,500	\$ 2,500	\$ 2,500	
b.				
<b>Total Supply Costs</b>	<b>\$ 4,500</b>	<b>\$ 2,500</b>	<b>\$ 2,500</b>	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
<b>Total Equipment Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2017-18**

INSTITUTION:	Proposed Budget - YR 4	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	90%			
a. Institutional funds (In-Kind)		\$ 5,000	\$ 5,000	
b.				
<b>Total Additional Costs</b>	\$ -	\$ 5,000	\$ 5,000	
7. Travel and Subsistence				
a. Education (State Employee)				
b. Education (Non-state employee)				
<b>Total Other Travel</b>	\$ -	\$ -	\$ -	
<b>Total Direct Costs</b>	\$ 156,054	\$ 44,400	\$ 37,500	
<b>TOTAL PROJECT COSTS</b>	\$ 156,054	\$ 44,400	\$ 37,500	
Project Director(s) Dr. Patty Hambrick	Signature <i>Patty Hambrick</i>			
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs	Signature <i>Jacqueline J. Fish, EdD</i> Date <i>3.12.14</i>			

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

Project Year: **2018-19**

INSTITUTION:	Proposed Budget - YR 5	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	75%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
A. Salaries				
1 Director @ 25% - Dr. Patty Hambrick	\$ 12,750			
2 Coordinator @ 50%	\$ 22,500			
3 Technology Manager @ 50%	\$ 15,000			
Total Key Personnel Salaries	\$ 50,250	\$ -	\$ -	
B. Fringe Benefits TOTAL				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,020	\$ -		
2 Coordinator @ 50%	\$ 1,800	\$ -		
3 Technology Manager @ 50%	\$ 1,200	\$ -		
Total Key Personnel Fringe	\$ 4,020	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 54,270</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
A. Salaries				
1 Administrative assistant	\$ 7,500			
2				
Total Support Personnel Salaries	\$ 7,500	\$ -	\$ -	
B. Fringe Benefits TOTAL				
1 Administrative assistant	\$ 600	\$ -		
2				
Total Support Personnel Fringe	\$ 600	\$ -	\$ -	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>\$ 8,100</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 62,370</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 9,000			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 13,500			
c. Travel and Subsistence	\$ 3,000			
d. Room and Board	\$ -			
e. Refreshments	\$ 4,500			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 13,125	\$ 6,900		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 16 workshop presenters]	\$ 10,000			
i. Other - Summer Institute participants (24 teachers @ \$800)	\$ 10,800			
Total Participant Costs	\$ 63,925	\$ 36,900	\$ 30,000	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 3,750	\$ 2,500	\$ 2,500	
b.				
Total Supply Costs	\$ 3,750	\$ 2,500	\$ 2,500	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
Total Equipment Costs	\$ -	\$ -	\$ -	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				
a. Institutional funds (In-Kind)		\$ 5,000	\$ 5,000	

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984**  
Project Year: **2018-19**

INSTITUTION:	Proposed Budget - YR 5	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	75%			
b.				
<b>Total Additional Costs</b>	\$ -	\$ 5,000	\$ 5,000	
7. Travel and Subsistence				
a. Education (State Employee)				
b. Education (Non-state employee)				
<b>Total Other Travel</b>	\$ -	\$ -	\$ -	
<b>Total Direct Costs</b>	\$ 130,045	\$ 44,400	\$ 37,500	
<b>TOTAL PROJECT COSTS</b>	\$ 130,045	\$ 44,400	\$ 37,500	
Project Director(s) Dr. Patty Hambrick	Signature <i>Patty Hambrick</i>			
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs	Signature <i>Jacqueline J. Fish Ed.D</i> Date <i>3.12.14</i>			

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

Project Year: **2019-20**

INSTITUTION:	Proposed Budget - YR 6	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR % of YR 1	75%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
<b>A. Salaries</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 12,750			
2 Coordinator @ 50%	\$ 22,500			
3 Technology Manager @ 50%	\$ 15,000			
Total Key Personnel Salaries	\$ 50,250	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,020	\$ -		
2 Coordinator @ 50%	\$ 1,800	\$ -		
3 Technology Manager @ 50%	\$ 1,200	\$ -		
Total Key Personnel Fringe	\$ 4,020	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 54,270</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
<b>A. Salaries</b>				
1 Administrative assistant	\$ 7,500			
2				
Total Support Personnel Salaries	\$ 7,500	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Administrative assistant	\$ 600	\$ -		
2				
Total Support Personnel Fringe	\$ 600	\$ -	\$ -	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>\$ 8,100</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 62,370</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 9,000			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 13,500			
c. Travel and Subsistence	\$ 3,000			
d. Room and Board	\$ -			
e. Refreshments	\$ 4,500			
f. Technology Contribution CSU/CCSD (In-Kind)	\$ -	\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 13,125	\$ 8,900		
h. Technology/Equipment - 80 iPads @ \$500 each (40 classroom set), 24 teachers, 16 workshop presenters)	\$ 10,000			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 10,800			
Total Participant Costs	\$ 63,925	\$ 38,900	\$ 30,000	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 3,750	\$ 2,500	\$ 2,500	
b.				
Total Supply Costs	\$ 3,750	\$ 2,500	\$ 2,500	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
Total Equipment Costs	\$ -	\$ -	\$ -	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984**  
Project Year: **2019-20**

INSTITUTION:		Proposed Budget - YR 6	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR	% of YR 1	75%			
a. Institutional funds (In-Kind)			\$ 5,000	\$ 5,000	
b.					
<b>Total Additional Costs</b>		\$ -	\$ 5,000	\$ 5,000	
7. Travel and Subsistence					
a. Education (State Employee)					
b. Education (Non-state employee)					
<b>Total Other Travel</b>		\$ -	\$ -	\$ -	
<b>Total Direct Costs</b>		\$ 130,045	\$ 44,400	\$ 37,500	
<b>TOTAL PROJECT COSTS</b>		\$ 130,045	\$ 44,400	\$ 37,500	
Project Director(s) Dr. Patty Hambrick			Signature <i>Patty Hambrick</i>		
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs			Signature <i>Jackie J. Fish, Ed.D.</i> Date <i>3.12.14</i>		

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2020-21**

INSTITUTION:	Proposed Budget - YR 7	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR                      % of YR 1	75%			
<b>1. Key Personnel (Faculty/Administration) LIST NAMES &amp; Role</b>				
<b>A. Salaries</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 12,750			
2 Coordinator @ 50%	\$ 22,500			
3 Technology Manager @ 50%	\$ 15,000			
Total Key Personnel Salaries	\$ 50,250	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,020	\$ -		
2 Coordinator @ 50%	\$ 1,800	\$ -		
3 Technology Manager @ 50%	\$ 1,200	\$ -		
Total Key Personnel Fringe	\$ 4,020	\$ -	\$ -	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 54,270</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>2. Support Personnel (LIST NAMES)</b>				
<b>A. Salaries</b>				
1 Administrative assistant	\$ 7,500			
2				
Total Support Personnel Salaries	\$ 7,500	\$ -	\$ -	
<b>B. Fringe Benefits TOTAL</b>				
1 Administrative assistant	\$ 600	\$ -		
2				
Total Support Personnel Fringe	\$ 600	\$ -	\$ -	
<b>TOTAL SUPPORT PERSONNEL COSTS</b>	<b>\$ 8,100</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 62,370</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>3. Participant Support (District/School participants)</b>				
a. Books (24 teachers @ \$500)	\$ 9,000			
b. Supplies and Materials - 24 Teachers @ \$750 each	\$ 13,500			
c. Travel and Subsistence	\$ 3,000			
d. Room and Board				
e. Refreshments	\$ 4,500			
f. Technology Contribution CSU/CCSD (In-Kind)		\$ 30,000	\$ 30,000	
g. Stipends for teacher workshops and module development	\$ 13,125	\$ 6,900		
h. Technology/Equipment - 80 iPads @ \$500 each [40 (classroom set), 24 teachers, 16 workshop presenters]	\$ 10,000			
i. Other - Summer Institute participants (24 teachers @ \$600)	\$ 10,800			
Total Participant Costs	\$ 63,925	\$ 36,900	\$ 30,000	
<b>4. Supplies and Materials</b>				
a. Teacher Training Room SmartBoards (1 for BHHS, 1 for NCHS, 1 CCSD, 1 CSU)	\$ 3,750	\$ 2,500	\$ 2,500	
b.				
Total Supply Costs	\$ 3,750	\$ 2,500	\$ 2,500	
<b>5. Equipment/Technology (greater than \$5,000 per item)</b>				
a.				
b.				
c.				
Total Equipment Costs	\$ -	\$ -	\$ -	
<b>6. Additional Costs - PLEASE SPECIFY (includes contract services)</b>				

**BUDGET REQUEST  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
Project Year: 2020-21**

INSTITUTION:	Proposed Budget - YR 7	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR                      % of YR 1	75%			
a. Institutional funds (In-Kind)		\$ 5,000	\$ 5,000	
b.				
<b>Total Additional Costs</b>	\$ -	\$ 5,000	\$ 5,000	
7. Travel and Subsistence				
a. Education (State Employee)				
b. Education (Non-state employee)				
<b>Total Other Travel</b>	\$ -	\$ -	\$ -	
<b>Total Direct Costs</b>	\$ 130,045	\$ 44,400	\$ 37,500	
<b>TOTAL PROJECT COSTS</b>	\$ 130,045	\$ 44,400	\$ 37,500	
Project Director(s) Dr. Patty Hambrick	Signature <i>Patty Hambrick</i>			
Institutional Authority Dr. Jackie Fish, CSU Vice-President of Academic Affairs	Signature <i>Jackie J. Fish Ed.D.</i> Date <i>3.12.14</i>			

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

Project Year: 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

INSTITUTION:	Proposed Budget - YR 1	Proposed Budget - YR 2	Proposed Budget - YR 3	Proposed Budget - YR 4	Proposed Budget - YR 5	Proposed Budget - YR 6	Proposed Budget - YR 7
PROJECT DIRECTOR	100%	100%	90%	90%	75%	75%	75%
1. Key Personnel (Faculty/Administration) LIST NAMES & Role							
A. Salaries							
1 Director @ 25% - Dr. Patty Hambrick	\$ 17,000	\$ 17,000	\$ 15,300	\$ 15,300	\$ 12,750	\$ 12,750	\$ 12,750
2 Coordinator @ 50%	\$ 30,000	\$ 30,000	\$ 27,000	\$ 27,000	\$ 22,500	\$ 22,500	\$ 22,500
3 Technology Manager @ 50%	\$ 20,000	\$ 20,000	\$ 18,000	\$ 18,000	\$ 15,000	\$ 15,000	\$ 15,000
Total Key Personnel Salaries	\$ 67,000	\$ 67,000	\$ 60,300	\$ 60,300	\$ 50,250	\$ 50,250	\$ 50,250
B. Fringe Benefits TOTAL							
1 Director @ 25% - Dr. Patty Hambrick	\$ 1,360	\$ 1,360	\$ 1,224	\$ 1,224	\$ 1,020	\$ 1,020	\$ 1,020
2 Coordinator @ 50%	\$ 2,400	\$ 2,400	\$ 2,160	\$ 2,160	\$ 1,800	\$ 1,800	\$ 1,800
3 Technology Manager @ 50%	\$ 1,600	\$ 1,600	\$ 1,440	\$ 1,440	\$ 1,200	\$ 1,200	\$ 1,200
Total Key Personnel Fringe	\$ 5,360	\$ 5,360	\$ 4,824	\$ 4,824	\$ 4,020	\$ 4,020	\$ 4,020
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>\$ 72,360</b>	<b>\$ 72,360</b>	<b>\$ 65,124</b>	<b>\$ 65,124</b>	<b>\$ 54,270</b>	<b>\$ 54,270</b>	<b>\$ 54,270</b>
2. Support Personnel (LIST NAMES)							
A. Salaries							
1 Administrative assistant	\$ 10,000	\$ 10,000	\$ 9,000	\$ 9,000	\$ 7,500	\$ 7,500	\$ 7,500
2							
Total Support Personnel Salaries	\$ 10,000	\$ 10,000	\$ 9,000	\$ 9,000	\$ 7,500	\$ 7,500	\$ 7,500
B. Fringe Benefits TOTAL							
1 Administrative assistant	\$ 800	\$ 800	\$ 720	\$ 720	\$ 600	\$ 600	\$ 600
2							
Total Support Personnel Fringe	\$ 800	\$ 800	\$ 720	\$ 720	\$ 600	\$ 600	\$ 600
<b>TOTAL SUPPORT PERSONNEL COSTS</b>	<b>\$ 10,800</b>	<b>\$ 10,800</b>	<b>\$ 9,720</b>	<b>\$ 9,720</b>	<b>\$ 8,100</b>	<b>\$ 8,100</b>	<b>\$ 8,100</b>
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 83,160</b>	<b>\$ 83,160</b>	<b>\$ 74,844</b>	<b>\$ 74,844</b>	<b>\$ 62,370</b>	<b>\$ 62,370</b>	<b>\$ 62,370</b>
3. Participant Support (District/School participants)							





**Charleston Southern University  
Centers for Excellence Grant  
Budget Justification**

**Budget Categories:**

- 1. Key Personnel and Support Personnel:** All key personnel will be employed by Charleston Southern University. Salaries for those personnel will be assumed gradually by CSU as the grant progresses, and by the end of Year 7, CSU will be paying 100% of those salaries. The Project Director, Project Coordinator, and Technology Manager will continue as Center for Excellence employees and retain their grant responsibilities upon completion of grant funding.
- 2. Participant Support:** This includes costs for support materials, books and technology for grant and classroom activities; travel to grant meetings/events; refreshments for working meetings and events for the Center; and stipends for faculty partners who develop teacher workshops and modules. It is the intent of the grant team to submit a proposal to present grant successes at a professional conference in College and Career Readiness.
- 3. Summer Institutes:** During August 2014, the Year 1 Summer Institute will provide an introduction to grant activities and will focus on course revisions for the coming year. These will be four non-contract days for public employees. The Year 2 Summer Institute will take place in August 2015 and will focus on integration of college and career readiness strategies into high school and college classes. The Year 2 Summer Institute will be two non-contract days for public employees.
- 4. In-Kind Support from Charleston Southern University –** Includes technology and other grant-related purchases for English, mathematics, science, and teacher education professor partners.
- 5. In-Kind Support from CCSD Innovation Zone:** - Includes technology and other grant-related purchases for high school teacher partners.

**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).

Charleston Southern University agrees to make the following contributions or agrees to play the following roles in the Center:

1. **Coordinate grant partners to assist in implementing a research-based agenda that will enable higher education and P-12 faculty to improve classroom effectiveness, student achievement, and college and career readiness.**
2. **Provide office space and a training room for project activities.**
3. **Work with other grant partners to develop course modules, implement workshops for teachers, and assess project outcomes.**
4. **Coordinate the research design, implementation and evaluation.**

The organization assures that this proposal addresses the following needs identified by the school/district:

1. **Teachers need more knowledge and skills to work with adolescents.**
2. **Students need advanced study about effective learning strategies, self-monitoring, time management, life goals and strategies for student success.**

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

Project Director/Key Contact Name Patricia J. Hambrick  
Signature Patricia J. Hambrick Date: 03-12-14  
Academic Dean Jacqueline T. Fish Date: \_\_\_\_\_  
Charleston Southern University President's Office Date: \_\_\_\_\_  
Signature Jacqueline T. Fish, Ed.D. Date: 3.12.14

**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).

Charleston County School District agrees to make the following contributions or agrees to play the following roles in the Center:

1. Working with CSU and other grant partners to assist in implementing a research-based agenda that will enable higher education and P-12 faculty to improve classroom effectiveness, student achievement, and college and career readiness.
2. Working with CSU and other grant partners to develop a modules for college and career readiness for 9<sup>th</sup> - 12<sup>th</sup> grade students
3. Working with CSU and other grant partners to develop and implement workshops for teachers to help them better understand developmental and age-level characteristics for high school students.

The organization assures that this proposal addresses the following needs identified by the school/district:

1. Increase teacher knowledge and skills to work with adolescents.
2. Students need advanced study about effective learning strategies, self-monitoring, time management, life goals and strategies for student success.

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

Project Director/Key Contact Name Patricia J Hambrick  
Signature Patricia J. Hambrick Date: 03-10-14  
Academic Dean Jaqueline J. Fosti Date: 3-10-14  
CCSD Superintendent DR. NANCY J. MCGINLEY Date: 3/10/14  
Signature Nancy J. McGinley Date: 3/10/14

**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).

Trident Technical College agrees to make the following contributions or agrees to play the following roles in the Center:

1. Provide an advisory committee member to make recommendations for a research-based program that will enable higher education and P-12 faculty to improve college and career readiness and student achievement.
2. Advise CSU and other grant partners in the development of a college readiness program.

The organization assures that this proposal addresses the following needs identified by the school/district:

1. Teachers need more knowledge and skills to ensure that college and career readiness is being taught and assessed.
2. Students need more opportunities to be prepared for college and career success.

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

Project Director/Key Contact Name Rosemary Manigault  
Signature Rosemary Manigault RW Date: 3/10/14

Trident Tech Representative President, Dr. Mary Thornley Date: \_\_\_\_\_  
Signature Mary Thornley Date: 3/10/14

**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).

Dr. Lee Lewis, (of the Medical University of South Carolina) agrees to make the following contributions or agrees to play the following roles in the Center:

1. Working with CSU and other grant partners to design, develop and implement a research-based agenda that will enable higher education and P-12 faculty to improve classroom effectiveness, student achievement, and college and career readiness.
2. Working with CSU and other grant partners to develop a module for high school teachers to use with their students to teach:
  - a. Effective learning strategies
  - b. Self-monitoring
  - c. Time management
  - d. Life goals
  - e. Strategies for student success
3. Working with CSU and other grant partners to develop and implement workshops for teachers to help them better understand developmental and age-level characteristics for high school students.

The organization assures that this proposal addresses the following needs identified by the school/district:

1. Teachers need more knowledge and skills to work with adolescents.
2. Teachers need advanced study about effective learning strategies, self-monitoring, time management, life goals and strategies for student success.

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

Project Director/Key Contact Name Patricia J. Hambrook

Signature Patricia J. Hambrook Date: 03-04-14

Academic Dean: Jacqueline A. Frost Date: 3.04.14

Lee Lewis MD (MUSC Assistant Professor - Psych) [Signature] Date: 3/4/14

Tom Uhde, MD (Dept. Chair - Psych): [Signature] Date: 3/6/14



March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

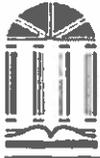
Charleston Southern University is pleased to provide this letter in support of the 2014 "Centers of Excellence" grant, which will be focused on college and career readiness for students in grades 9-12. Our track record in working on grants from a variety of funding sources is excellent, and we look forward to this opportunity to be on the cutting edge of college and career readiness education.

I believe that not only 9-12th graders will gain from this grant, but also CSU and other higher education institutions throughout the state will have students coming to them prepared to enter their freshman year and enroll in core courses.

Thank you for your consideration of this grant proposal.

Sincerely,

Jacqueline T. Fish, Ed.D.  
Vice President for Academic Affairs



March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

As the dean of the School of Education, I am pleased to provide this letter in support of the 2014 "Centers of Excellence" grant, which we are submitting. The School of Education has a reputation in the Tri-County area of preparing teachers who are ready to implement the most current programs. This grant represents an excellent opportunity for our teacher preparation program.

It is important for schools of education to remain actively involved with essential programs in the public schools. The college and career readiness initiative represents an important movement toward preparing high school students for successful futures. Clearly our pre-service teachers must possess the knowledge and skills to provide opportunities for high school students to enter college ready to enroll in core courses, graduate on time, and enter meaningful careers.

I support this grant proposal and want you to know that the CSU School of Education will do what it takes to make the project successful.

Sincerely,

Dr. George Metz  
Dean of the School of Education

Integrating Faith in Learning, Leading and Serving

March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dr. Nancy J. McGinley  
Superintendent of Schools

Dear Dr. Gregg:

Dr. James E. Winbush  
Associate Superintendent

Innovation Zone Learning  
Community

Charleston County's Innovation Zone is excited to know that teachers will receive training to support students in grades 9-12 in developing college and career readiness skills through the 2014 "Centers of Excellence" grant. We have partnered with CSU on previous grants, and we are currently involved in an ITQ grant that is proving to be very valuable.

4720 Jenkins Avenue  
North Charleston, SC 29405  
Tel. (843) 745-7150  
Fax (843) 666-7799

The two high schools involved in this grant are in need of special attention related to college and career readiness as reported by Mrs. Kala Goodwine, principal of Baptist Hill Middle-High, and Mr. Robert Grimm, principal of North Charleston High School.

The college and career readiness initiative represents an important movement toward preparing high school students for successful futures. Clearly our 9-12<sup>th</sup> grade students must possess the knowledge and skills necessary to enter college ready to enroll in core courses, graduate on time, and enter the world of work.

I recommend this grant proposal for funding and want you to know that the CCSD Innovation Zone is ready to support the project.

Sincerely,



Dr. James Winbush  
Associate Superintendent – Innovation Zone

March 10, 2014

**Kala T. Goodwine**  
Principal

**Dr. Nancy J. McGinley**  
Superintendent of Schools

**Dr. James Winbush**  
Associate Superintendent

**Baptist Hill Middle High  
School**

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5117 Baptist Hill Road  
Hollywood, SC 29449  
Tel. (843) 889-2276  
Fax (843) 889-2101

**Dr. Paula Gregg**  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

I am excited about the 2014 "Centers of Excellence" grant being submitted by Charleston Southern University. At Baptist Hill Middle/High School, student achievement is our primary focus, and this grant will offer a unique opportunity for our teachers and students. We aim for our students to graduate with various post-secondary outcomes which include attending college to become prepared for success in their careers. This grant will help us to accomplish that goal, and it will also give CCSD-Innovation Zone and Baptist Hill another partnership with Trident Tech-St. Paul's Campus.

I look forward to contributing to this grant project and will work collaboratively to ensure its success.

Sincerely,



**Kala T. Goodwine**  
Principal

March 10, 2014

**Dr. Nancy J. McGinley**  
Superintendent of Schools

**Dr. James Winbush**  
Associate Superintendent

**North Charleston**  
**High School**

**Robert Grimm**  
Principal

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1087 East Montague Avenue  
North Charleston, SC 29405  
Tel: (843) 745-7140  
Fax: (843) 566-1954

**Dr. Paula Gregg**  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

As principal of North Charleston High School, I am offering my support of the 2014 "Centers of Excellence" grant being submitted by Charleston Southern University. Our teachers, and ultimately our students, will benefit a great deal from the activities outlined in this grant proposal.

It is important to all of us at NCHS to help our students improve in every way. This grant addresses one of the most important goals of a high school – to have students graduate prepared to go to college and go on to a successful career. I am excited about the possibilities that will be available if this grant is funded.

Thank you for this opportunity for North Charleston High School.

Sincerely,



**Robert Grimm**  
Principal, North Charleston High School



March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

Trident Technical College – St. Paul’s Parish is pleased to participate in the 2014 “Centers of Excellence” grant being submitted by Charleston Southern University. TTC-St. Paul’s has a positive relationship with Baptist Hill Middle-High and Charleston Southern University; we offer dual-enrollment courses at Baptist Hill and have an ongoing articulation agreement with CSU.

It is important for high school graduates to enroll in college without need of remediation in core courses and then graduate ready for a career. This grant supports just that kind of opportunity for students, and we look forward to contributing to its success.

I appreciate your consideration of this grant proposal.

Sincerely,

Dr. Mary Thornley  
President

cc: Rose Manigault, Bob Walker



March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

I am pleased to provide this letter in support of Charleston Southern University's 2014 "Centers of Excellence" grant. I believe that programs such as this support communities because students need to be better prepared to finish high school, enter and complete college, ready to enter their future careers..

I am very interested in this project and commit to working with Charleston Southern University and other grant partners to design an appropriate research study. I also commit to work with the partners to develop modules for college and career readiness that are based on appropriate developmental stages and age-level characteristics. Helping to develop workshops and grant activities for this content will help teachers learn more about effective learning strategies and student success.

I believe that funding this proposal will benefit CCSD Innovation Zone high schools students, teachers and faculty members from the college partners.

Sincerely,



Lee Lewis, MD/Psychiatry



John M. "Jack" Mitchell  
Regional Director

AT&T South Carolina  
385 Meeting Street  
Suite 112  
Charleston, SC 29403

T: 843.722.5111  
F: 843.722.5202  
jm3191@att.com  
www.att.com

March 10, 2014

Dr. Paula Gregg  
South Carolina Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201

Dear Dr. Gregg:

AT&T is pleased to provide this letter in support of Charleston Southern University's 2014 "Centers of Excellence" grant. I believe that programs such as this support my company and others because students who complete it will be better prepared to enter the world of work. I have worked with Charleston Southern University and Dr. Patricia Hambrick in several successful projects, and I would commit to support this program.

I know that if you fund this proposal, it will be successful and benefit communities across the state.

Sincerely,

Jack Mitchell

4333 Cloudmont Dr.  
Hollywood, SC 29449

Phone 843.327.0288  
Fax 843.863.7922  
E-mail  
phambric@csuniv.edu

# Dr. Patricia J. Hambrick

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## Summary of qualifications

**Charleston Southern University    2002 – Present**

**Director of Academic Technology**

- Faculty Mentor for Teaching, Learning and Technology
- Full Professor, Education

## Education

**United States University, San Diego, CA**

**Doctor of Technology and Learning**

**The Ohio State University**

Completed Technology Credential

**Marshall University, Huntington, WV**

**M.A. Special Education/Gifted**

**M.A. Education**

**B.A. Education and Mathematics**

## Professional experience

**1990-2002 Point Loma Nazarene University**

**Director of Technology and Learning**

Coordinator of M.A. program in Technology and Learning

**1983-2002 Mount Vernon Nazarene University**

Professor of Mathematics and Technology Education

**Cabell County Schools**

Math Specialist/Special Needs and Gifted Education

Middle School Mathematics Teacher

## Publications

***Integrating Children's Literature, Mathematics & Science***

Delta Education

***Enabling Educators: Mathematics, Second Grade***

Association of Christian Schools International

Teacher's Edition, Student Edition, Blackline Masters

**Additional professional activities**

Director of Teacher Quality Grant 2012-to present  
Technology Webinars for CCCU.org  
Executive Technology Chair  
Grant Recipient and facilitator for \$500,000+ funding  
National Presenter for Technology, Mathematics, Children's Literature  
Technology Mentor for High School Students  
Teaching and Technology Mentor for faculty  
Strategic Planning Committee Member  
Authorized Organizational Representative for Grants.gov  
Project Director and Grant Implementer for three major grants.

**Previous Teaching Assignments**

Educational Psychology  
Education and Cultural Diversity  
Language Arts for the Elementary Teacher  
Supervision of Student Teachers  
Coordinator of Student Teaching  
Field Experience Coordinator

**Non-Teaching Assignments**

Admission & Retention Committee,  
Computer Committee,  
Coordinator of the Master's Degree Program/Teaching,  
Teacher Education NCATE Review, 1992-93  
Faculty Development Committee  
Rank and Tenure Committee, 1996-98  
Graduate Studies 1998-2000  
University Technology Planning Committee,  
Chapel Speaker, Communion Chapel Speaker  
Spiritual Development for Graduate Studies  
Sabbatical Award, "Shadowing Children, Their Teachers and Their Computers." A project in Lemon Grove School District, CA.

**Memberships**

National Council of Teachers of Mathematics  
Phi Delta Kappa  
Computer Using Educators  
AERA

## Richard Stockton Blanchard Jr.

114 Old Tavern Lane  
Summerville, SC 29485  
843-709-6865  
[RSBlanchardJr@aol.com](mailto:RSBlanchardJr@aol.com)

### Education

University of South Carolina- Columbia, SC  
Anticipated completion of Ed.D. in Curriculum and Instruction is fall 2014.  
(Currently ABD)

The Citadel- Charleston, SC  
Administrative Certification in Elementary Education, 2006

University of Charleston (College of Charleston Graduate School)- Charleston, SC  
Masters of Arts in Teaching, Elementary Education 1997

The Citadel- Charleston, SC  
Bachelor of Science, Business Administration, 1986

### Certification:

South Carolina Certificate #188189  
National Board Certification, Early Adolescent  
Generalist 2001-2011; Elementary Education, Highly  
Qualified; Middle School Mathematics, Highly qualified; Gifted and Talented Endorsed;  
Administrative Certification, Elementary Principal; elementary Supervisor

### Present Position

Charleston Southern University  
Assistant Professor of Education  
August 2013 to present

**Responsibilities include:** Developing the course curriculum and instructional process, selecting resources, and creating course syllabi for these courses: Introduction to Human Growth and Development; Principles and Philosophies of Education; Secondary Social Studies Curriculum and Methods; and Clinical Practice in the Secondary School.  
Student advisement; potential student advisement; Teacher Education Committee Member; New Faculty Committee Member; and other duties as assigned.

★ Created syllabus for the Nature and Needs of the Gifted Learner

★ Helped to develop a gifted and talented teacher endorsement courses program

**Former Positions:**

**South Carolina Department of Education, Columbia, SC**  
**Education Associate (State Director) for Gifted and Talented Initiatives, Advanced Placement Programs, and International Baccalaureate Programmes**  
**April 2007 to July 2013**

**Responsibilities include:** leadership of the programs on a state level; providing technical support for districts and schools; planning and providing professional development on a state level; planning and managing budgets of almost \$5,000,000; developing “Requests for Proposals”, awarding and managing grants; representing the state of South Carolina at national and regional events; and monitoring programs in South Carolina.

- ★Greatly expanded technological offerings and support to include over 150 professional development videos (with SC ETV)
- ★Facilitated and designed online courses (Moodle and BlackBoard)
- ★Planned and hosted online meetings (Elluminate and BlackBoard Collaborate)
- ★Revamped district planning template and process
- ★Revised Gifted and Talented Regulation
- ★Increased Advanced Placement participation and school support
- ★Streamline and improved many processes for reporting and monitoring

**Previous Positions**

**Alston Middle School, Summerville, SC 1997-2007**

- Sixth graded gifted and seventh grade mathematics teacher, 2006-2007
- Seventh grade gifted and academic assistance mathematics, 2005-2006
- Seventh grade gifted and sixth grade regular mathematics, 2004-2005
- Sixth grade gifted and regular mathematics, 2002-2004
- Gifted and talented exploratory teacher of sixth through eighth grades, 1999-2002
- Gifted and talented exploratory teacher of sixth through eighth grades and South Carolina and United States’ history, 1998-1999
- Eighth grade earth sciences and South Carolina and United States’ history, 1997-1998
- ★Supervised student teacher from the College of Charleston
- ★Mentored new teachers PACE program teachers
- ★Created school’s original web site and served as web master for 5 years
- ★Collaborated on middle school gifted and talented education’s curriculum selection, mapping, and pacing guide.
- ★Taught in multiage class and also looped with students
- ★Team leader for district’s gifted and talented planning committee
- ★Participated in vertical teaming and alignment in mathematics
- ★Smart teacher- Smart Board trained school support team

**Educator Special Training Received**

- BlackBoard Training, 2014, 2013, 2009
- Designing and Teaching an Online Course (Moodle and BlackBoard)-  
2010
- Smartboard – Smart Teacher Training – 2006 and 2007
- ADEPT Teacher Evaluation Team training 2003
- Mentor Teacher Training 2003

Spring 2014

**Brian Edward McGlothlin**

Communications Assistant  
Charleston Southern University  
9200 University Boulevard  
Post Office Box 118087  
Charleston, South Carolina 29406

Office Tel: (843) 863-7077  
Cell Tel: (843) 670-2511  
bmcglothlin@csuniv.edu  
bedlmcglothlin@yahoo.com

**EDUCATION**

Master of Arts in Computer Resources and Information Management, Webster University, St. Louis, Missouri. Honors graduate. October, 2005.

Bachelor of Arts in English, Minor in Communications, The College of Charleston, Charleston, South Carolina. December, 1987.

**EXPERIENCE**

Communications Assistant – Charleston Southern University, Charleston, South Carolina  
From April, 2000 – present

- Setup audio-visual support for classroom instruction. Develops and recommends plans and purchases for improving technology on the campus. Meets with vendors to obtain new services, correct problems, or learn of new procedures and regulations. Responsible for frugal expenditures for material and supplies to stay within a limited budget.
- Distance learning consultant; including design, implementation, and operation of all solutions and tools required to utilize emerging technologies in the learning environment. Provides maintenance and upkeep; including upgrades, updates, trouble-shooting, and documentation of all facets of production.
- Serves as information resource for faculty and staff regarding new purchases and acquisitions. Develop relationships with peer organizations and academic organizations in order to foster and increase awareness and trends of instructional technology in specific disciplines and across academia.
- Maintains harmonious relations with senior administration, other departments on campus, staff, and students to educate users of varying technical knowledge and ability. Skilled in planning, directing and coordinating events as new projects come on-line and funds are allocated for completion.

Construction Mechanic – H. R. Allen, Inc., North Charleston, South Carolina  
From: January, 1995 – April, 2000

- Assisted in all aspects of commercial application of HVAC
- Read and interpreted mechanical drawings to establish a material list
- Ordered for delivery or personally obtained necessary supplies and materials from local vendors

- Responsible for punch list when the job reached its completion. Attention to detail was required to ensure Certificate of Occupancy was obtained.

Operations Manager – IVS Media, Inc., Charleston, South Carolina

From: March, 1988 – August, 1994

- Met with prospective clients to determine their needs based on stated requirements
- Provided detailed proposals and quotes for clients
- Handled deliveries, set up equipment, provided detailed instructions for equipment usage and operated equipment, if necessary, for the client
- Networked with local businesses including hotels, motels, convention centers, auditoriums, schools, and private residents to ensure harmonious relations with community resources
- Arranged for delivery in a three state territory to shuttle equipment to its appropriate destination
- Trained, assigned and coordinated schedules with three employees and two college interns.
- Serviced diverse groups to ensure every level of professionalism and attention to detail to culminate in a quality production.

### **PRESENTATIONS AND WORKSHOPS**

Chairman for the South Carolina Partnership for Distance Education (2009): Led three quarterly meetings – available in person or live feed from SCETV during my year of service

Planned each SCPDE meeting, scheduled each speaker, provided round-table discussions with the speakers and responded to questions from our audience

Presented at the South Carolina Law Enforcement Symposium (July 2007) Columbia SC, “Ask the Experts” session

Established best practices for immediate response systems with practical examples in business, state agencies, and colleges and universities

### **PROFESSIONAL DEVELOPMENT**

- 2013 “Unsung Hero Award” ~ The Parent & Community Summit – 2013 Sponsoring Parent
- 2010 – present Representative for the South Carolina Independent Colleges and Universities
- 2010 - present Board of Directors for the South Carolina Association for Educational Technology. “The purpose of the association is to promote innovative, intelligent and responsible use of technology in education.”
- 2008 - 2009 Outstanding Staff Award ~ Charleston Southern University
- 2007 -present Certified Technology Specialist from InfoComm “To achieve a CTS credential, individuals must agree to a code of ethics pledging truth, accuracy and a commitment to excellence in all aspects of their profession.”

**A.Lee Lewis IV**  
**Medical University of SC**  
**Department of Psychiatry**  
**67 President St**  
**Charleston, SC 29425**  
lewisal@musc.edu

## **Work Experience**

### **Assistant Professor- Youth Division, Medical University of SC, Charleston, SC – 2011-current**

- 1) I have been part of a team spearheading tele-psychiatry with New Hope Carolinas Treatment Center (PRTF) in Rock Hill, SC. New Hope Carolinas is a PRTF specialized in Youth with severe Mental Illness and Sexually Inappropriate Behaviors.
- 2) I am an attending on the adult inpatient unit specializing in co-morbid psychiatric pathology and substance abuse/dependence (dual-diagnosis) through the MUSC Center for Drug and Alcohol Programs (CDAP).
- 3) I have an active outpatient clinic specialized in Adolescents/Young Adults with Substance Misuse/Abuse behaviors.
- 4) I am the psychiatrist for the MUSC Sports Neurosciences Clinic, specializing in patients with psychiatric sequelae to sports related injuries or experiences
- 5) I have been highly involved in medical student education at the department and university level, as well as involved in a number of research grants concerning adolescent substance use and mood disorders (see awards/honors section). I am currently the Medical Student Liaison to the Education Committee for the Department of Psychiatry.

## **Education**

**Medical University of SC – Child and Adolescent Psychiatry Fellowship 06/11 (Chief, 2011)**

**Medical University of SC – General Psychiatry Residency, 06/10**

**Medical University of SC - Medical Doctor, 05/06**

**Wofford College - Bachelor of Science in Psychology (Magna Cum Laude), 05/00**

## **Training and Certifications**

**Suboxone Licensing – 7/2013**

**General Psychiatry (ABPN)- 4/2011**

**Child and Adolescent Psychiatry (ABPN) – 11/2012**

**Multisystemic Therapy Training –training completed 12/2010**

**Trauma Focused CBT –training completed 07/2010**

**Parent Child Interaction Therapy – training completed 07/2010**

**Play Therapy – training completed 06/2010**

**Dialectical Behavioral Therapy – intensive completed 05/2010**

**Collaborative Institutional Training Initiative (CITI) – training completed 02/2007 (renewal 11/2010)**

**USMLE board examination – passed 2007**

## **Teaching Experience**

### **Medical Student:**

**MS1: “Depression in the Primary Care Setting”, “Introduction to the Mental Status Exam”, “Fundamentals of Patient care”, Preceptor: “Fundamentals of Patient Care”**

**MS2:** "Case Conference: Introduction to the Psychiatric Interview", "Anxiety Disorders", "Mood Disorders", "Case Conference – Differential Diagnosis of Altered Mental Status"  
**MS3:** "The Mental Status Exam", "The Psychiatric Examination: The Quadrant Technique", "Nailing Your OSCE Examination", "Child and Adolescent Psychiatry"  
**MS4:** Delerium Simulation Series, Internship 101: Psychiatric Pearls for Interns, Senior Mentor

**Physician Assistants:**

"Mood Disorders"  
"Psychiatric Disorders in the Primary Care Setting"

**Nursing Staff:**

Inservice: "Managing the Delirious Child"  
Inservice: "Managing Difficult Family Dynamics"

**Emergency/Intensive Care Residency Training Program**

ADHD – "Help for them, Help for Me"  
Pediatric Depression in the ER

**Neurology Residency**

"Human Development"  
"Defense Mechanisms"

**General Psychiatry Residency**

"Human Development" – PGY3  
"Child and Adolescent Psychiatry – Board Review" – PGY3  
Introduction to Neuroleptics – PGY1  
Introduction to Mood Stabilizers – PGY1  
Residents As Teachers – PGY1  
Longitudinal Psychotherapy Supervisor – PGY2-4

**Child and Adolescent Fellowship**

Case Conference Discussant  
"Understanding and Using Research Literature"  
"Treating Aggression in Youth"  
Substance Use Disorders

**Speaking Engagements/Grand Rounds/Symposia**

MUSC Youth Seminar 2011 – "All of These Things are NOT Like the Other: Pediatric Bipolar Disorder, ADHD, and Mood Dysregulation Disorder with Dysphoria"  
MUSC Department of Psychiatry Grad Rounds Series 2011 – "Surveying the Characteristics of Medication Use/Abuse/Diversion in Adolescents and Young Adults".  
MUSC Department of Pediatrics Frontiers in Pediatrics 2011 – "Adolescent Depression"  
South Carolina Nurse Practitioners Conference 2012 – "Pediatric Bipolar Disorder"  
South Carolina Nurse Practitioners Conference 2012 – "Autism Spectrum Disorders"  
MUSC Youth Seminar 2013 – "Medication Misuse in Adolescents"  
MUSC Obstetrics and Gynecology Grand Rounds – "Becoming a more Effective Clinician/Educator"  
Tulane University Grand Rounds – "Adolescent Substance Misuse"  
Community Mental Health Talkback (co-sponsored by Charleston Stage Company) – Moderator and Discussant (2014)

**Publications/Papers/Presentations**

**Lewis, AL;** Pelic C., Kahn, D. Malignant Catatonia in a Patient with Bipolar Disorder, B12 Deficiency, and Neuroleptic Malignant Syndrome: One Cause or Three? *Journal of Psychiatric Practice.* 15:5. 415-422, 2009.

**Lewis A.L.,** Gray, K. Surveying the Characteristics of Medication Use/Abuse/Diversion in Adolescents and Young Adults. (IRB approval 7/09). Project funded by Eli Lilly AACAP Pilot Research Award. Presented at the annual meeting of the American Academy of Child and Adolescent Psychiatry, Toronto, ON, 2011.