

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

Institution Francis Marion University

Center Name Center of Excellence for College and Career Readiness

Project Director(s)/Title
 Matthew C. Nelson,
 Associate Professor of English

 Meredith A. Love,
 Associate Professor of English

Address Dept. of English, Francis Marion University
 PO Box 100547 Florence, SC 29502
 Phone (843) 661-1500/(843) 661-1522
 Fax (843) 661-4676
 E-mail mnelson@fmarion.edu/mlove@fmarion.edu

Institutional Contact
 Shara L. Moore,
 Director of Financial Planning

Address Francis Marion University
 PO Box 100547 Florence, SC 29502
 Phone (843) 661-1132

Fiscal Officer/Title
 John J. Kispert,
 Vice President for Business Affairs

Address Francis Marion University
 PO Box 100547 Florence, SC 29502
 Phone (843) 661-1110

Proposed Funding	Year One	Seven-Year Total	University/District/School/ Business Partners
State Funds Requested	\$164,987.46	\$991,880.11	Florence School District Four Florence School District One
Institutional Funds	\$49,543.45	\$477,511.52	Central Carolina Technical College Florence Darlington Technical College
Other Funds			Greenville Technical College Tri-County Technical College
Total	\$214,530.91	\$1,469,391.63	The South Carolina Advanced Technological Education Center of Excellence Clemson University
Institutional Approval Chief Executive Officer _____ Date <u>3/12/14</u>			USC-Upstate Center of Excellence in Mobile Learning, Anderson University North Eastern Strategic Alliance

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Abstract

The Center of Excellence for College and Career Readiness at Francis Marion University will serve as a statewide professional development and resource center for P-20 teachers in South Carolina. Initially, the Center will work in depth with two local school districts—Florence County District One and Florence County District Four—to provide middle and high-school teachers with an in-depth course on post-secondary readiness. These teachers will be equipped to put this knowledge into practice within their own classrooms immediately. Several of these Readiness Consultants (RCs) will also participate in the implementation of an 8th-Grade Academy (to be held each summer) which will, in its first years, serve students in these districts who have the potential to be successful in college but may have risk factors that could prevent them from achieving post-secondary success.

The Center Directors are active participants in the South Carolina Course Alignment Project (SC CAP), an additional eight SC CAP participants have agreed to partner with the Center as members of math, English, and science content teams. Along with faculty from other institutions, these teams will develop The Write Stuff Portfolio Program along with math and science initiatives. Together, these teams represent three four-year colleges, three technical colleges, and two school districts. The University of South Carolina has agreed to immediately extend the efforts of the SC CAP by recruiting twelve USC faculty to partner with neighboring school districts. These established partnerships and the expertise in course alignment that these faculty bring with them will enable the Center to continue regional SC CAP meetings and grow the efforts of the program.

In addition to the SC CAP statewide program, the Center will also work to create directory of P-20 initiatives in South Carolina. The Center, in its first year, will survey P-20 initiatives across the state and will host a P-20 Forum. This forum will offer educators a rare opportunity to collaborate and talk with one another about readiness in the state. Another statewide initiative includes The Write Stuff Portfolio Project which will use a common “readiness rubric” to assess the writing of 9th-graders across the state. The training of teachers who will teach this portfolio, the discussion that will take place among the teachers who will assess these portfolios, and the discussion in 9th-grade classrooms about The Write Stuff will aid in creating a college and career readiness culture.

The Center will also strive to connect with and learn from business and industry in the state. Therefore, the North Eastern Strategic Alliance (NESAs) and the South Carolina Advanced Technological Education (SC ATE) Center of Excellence at Florence-Darlington Technical College will act as consultants, and the Center will survey state business and industry to learn more about the knowledge and skills that employees need to be successful in post-secondary programs and careers.

Narrative

The Center's Purpose/Focus

The Center of Excellence for College and Career Readiness will partner with school districts, technical colleges, economic development centers, and four-year colleges and universities to prepare students for post-secondary success. The Center will provide resources, programs, and support for existing P-20 initiatives and stakeholders (including administrators, guidance counselors, teachers, and students) and will develop new activities and materials in consultation with P-20 teachers. Furthermore, the Center will conduct research to further our understanding of how to best prepare South Carolina's students for the challenges they face beyond high school.

Francis Marion University is well situated to house the Center of Excellence for College and Career Readiness. Several schools in our region (including South Florence High School, Wilson High School, West Florence High School, Francis Marion University, and Florence-Darlington Technical College) have been enthusiastic and active participants in the state's Course Alignment Project, and we are neighbors with many counties (such as Dillon County, Marion County, and Lee County) who have low rates of educational attainment (less than 25% of adults with an Associate Degree) (South Carolina Education Oversight Committee). The Center will have a statewide focus from the beginning with the continuation of the Course Alignment Project and statewide meetings with P-20 initiatives; however, there will also be a more concentrated local focus with Florence School Districts One and Four which will expand to other districts in subsequent years.

Goals and Objectives

Researcher and EPIC founder David Conley notes that college and career readiness share many elements and that there are certain skills including study skills, time management, persistence, and ownership of learning that are essential to students' success after high school.

Thus, the Center does not make a distinction between activities for college readiness or those for career readiness; rather, we assume that success in today's workplace requires post-secondary education of one kind or another (Conley).

Whether students pursue certification or a college degree, these foundational skills, knowledge, and strategies are necessary to succeed in today's workforce. Achieve, Inc. notes that "In the last decade, research conducted by Achieve and others, such as ACT, has shown a strong convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful, especially in English and mathematics." Conley's keys prepare students for post-secondary education of all types, serving as the cornerstone of the Center and motivating the Center's goals, objectives, and key activities, which seek to address "the full set of knowledge and skills that need to be developed to make students college and career ready" (Conley 54).

The goals, objectives, and activities for the Center for College and Career Readiness are built around David Conley's four key areas for the promotion of college and career readiness (see Appendices for an Overview of Goals, Objectives, Activities, and Links to Conceptual Framework):

- 1. Key Cognitive Strategies:** Problem formulations, research, interpretation, communication, and precision and accuracy are key cognitive strategies that students can learn, practice, and adapt throughout their middle and high school years. Conley notes in his 2013 book *Getting Ready for College, Careers, and the Common Core*, that "Developing cognitive strategies requires considerable practice over time with increasingly more complex assignments" (64). A P-20 approach is necessary to ensure that students are given that practice.
- 2. Key Content Knowledge:** Content knowledge for college and career readiness encompasses not only the key facts, terms and concepts in particular fields of study, but also the students' relation to, engagement with, and understanding of the importance of the content knowledge.

3. Key Learning Skills and Techniques: These skills and techniques, which include goal setting, motivation, self-awareness, study skills, and time management can be taught to students long before high school and are essential in creating a readiness culture in South Carolina schools. Like the “Key Cognitive Strategies,” these learning skills and techniques should be developed over time—“These skills and techniques require years to incorporate fully to the point that they make a real difference for learners...[and] must be integrated into regular instruction on an ongoing and sustained basis” (Conley 85).

4. Key Transition Knowledge and Skills: These are the contextual, procedural, financial, cultural, and personal knowledge and skills about college and career readiness that are crucial for school personnel, students, and parents to provide the basis for students’ successful transition from high school to a college or career.

The Center has the following goals and objectives:

GOAL #1: The Center will serve as a state-of-the-art resource center for P-20 initiatives, and will form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of “college and career readiness.”

Objectives:

- a. Create a directory of P-20 initiatives in SC.
- b. Provide opportunities for leaders of P-20 initiatives to collaborate.
- c. Coordinate the work of P-20 initiatives.
- d. Disseminate information on college and career readiness preparation to stakeholders (administrators, educators, parents, students) throughout the state.

GOAL #2: The Center will develop and implement best practices for promoting college and career readiness in the four key areas defined by EPIC: cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills.

Objectives:

- a. Develop a consensus definition of college and career readiness for South Carolina.

- b. Provide opportunities for 8th-grade students to learn more about the strategies, content knowledge, learning skills, and transition knowledge and skills necessary for postsecondary success.
- c. Compile and disseminate statewide assignments and activities in math, science, and English based on Conley's Four Keys to College Readiness.
- d. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty.
- e. Provide high quality professional development for teachers and school districts.

GOAL #3: *The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.*

Objectives:

- a. Improve high school graduation rates.
- b. Increase the college enrollment rate.
- c. Increase the proportion of South Carolina High School graduates who go on immediately to some form of postsecondary education without the need for remediation
- d. Provide opportunities for interaction among high school and college faculty focused on issues related to college and career readiness.
- e. Facilitate the continuation of cross-level class visits to educate high school students and teachers as well as college instructors about the transition from high school to college.

Activities

Statewide P-20 Initiatives Survey and Forum (Fall 2014 and June 2015)

According to a report published by Hobsons, an educational consulting company, college and career readiness should take a P-20 approach which “acknowledges that the responsibility for preparing students for post-secondary success does not reside solely in the late high school

years. . .The responsibility is shared by multiple stages in the education continuum, at multiple levels in the system” (Bloom 7). Thus, the Center will bring together P-20 initiatives in two ways.

First, the Center will compile a statewide directory of programs focused on college and career readiness. To this end, one of the Center’s first projects will be to locate and survey (using Survey Monkey) programs to collect contact and program information. Using this information, the Center then will invite P-20 initiatives to attend a P-20 Initiatives Forum in summer 2015. This event will provide an opportunity for participants in existing statewide P-20 initiatives to come together, share their work, and explore opportunities for collaboration. It will also give the Center a chance to discuss its goals and activities and to solicit feedback from other initiatives.

Readiness Consultants (RCs) and 8th Grade Academy (spring and summer 2015)

- In Year One of the Center, sixteen Florence District One and Florence District Four middle and high school teachers will participate in a semester-long course, meeting once a week, focusing on intervention strategies to motivate students to concentrate on high school and post-secondary success. Activities in this course include becoming familiar with the research from David Conley, understanding the educational research about readiness, and applying the state standards in the development of problem-based and experiential learning assignments that will help middle and high school students be better prepared for post-secondary education.
- Teachers who complete the course will become Readiness Consultants (RCs), charged with sharing their knowledge about college and career readiness with colleagues at their home institutions. While there will be sixteen participants in the 8th-Grade Academy preparation course, we expect that the impact of the course will be much broader. With significant representation of both middle school and high school teachers from the partner districts, we expect that these participants will take what they learn during the course and share it with their colleagues. We believe that teachers are the best teachers

of their colleagues, and we will provide opportunities for participants to think about what they hope to share with their colleagues and how to do so effectively. We will follow up with course participants to inquire about the opportunities they have to share their learning with colleagues.

- Ten of these RCs will use their knowledge from the spring course to help will design and lead the 8th-Grade Academy to be held on campus of FMU beginning summer 2015. One important component of the Academy will be the attention given to mobile learning. Each student and teacher involved in the 8th-Grade Academy will receive an iPad Mini tablet. In order to make the most of these tools, our Center has a partnership agreement with the Center of Excellence in Mobile Learning, which will provide professional development in the form of an intensive, one-day workshop plus additional follow-up sessions to help us consider how to make the most of these devices during the 8th-Grade Academy and beyond.
- In this first year, the 8th-Grade Academy at Francis Marion University will serve thirty students from Florence District One and Florence District Four who have the potential to succeed in college but have risk factors that may prevent them from succeeding in post-secondary endeavors (students will be selected in consultation with school guidance counselors). Studies indicate that 9th-graders face many of the same challenges as first-year college students including less individualized attention and support from teachers, increased academic rigor, the necessity of making new social connections, and expectations of extracurricular involvement (Neild; Benner). Furthermore, studies show, as Ruth Curran Neild of Johns Hopkins University notes, that “Evidence is growing that students who fall off track during the freshman year have very low odds of earning a high school diploma...approximately one-third of the nation’s recent high school dropouts never were promoted beyond ninth grade.” Thus, the Center will focus its summer program on these rising 9th-graders.

In this intense four-day Academy, students will participate in a variety of activities including the completion of college readiness and career inventories, meetings with business and industry leaders, lessons about “college knowledge,” and presentations by successful students from their county and districts. The last evening of the program will include a celebration dinner and Academy showcase where students can discuss their work and parents can learn more about the steps that students and families need to take together to ensure post-secondary success.

The Center will maintain digital contact with the Academy graduates and will invite them to participate in the iMentor program and to return to the Academy the following year to talk to the new group of rising ninth-graders.

- After offering the spring RC course for several spring semesters and the 8th-Grade Academy (which will be a residential program beginning in Year Two), we will compile a collection of Readiness Resources for South Carolina schools that will include plans for professional development for teachers as well as classroom activities and assignments that promote the Keys to College and Career Readiness.

Statewide College Readiness Conferences (2017, 2019, 2021)

Beginning in the Spring of 2017, the Center will hold a biennial conference on “Strategies for College and Career Readiness.” This conference will have a very specific focus each year. The first conference will be focused on “Student Ownership of Learning.” P-20 teachers, experts in this area, and Center directors will present research, lead discussions, and develop materials together that can be used across grade levels and throughout the disciplines. RCs will also give a presentation at the conference about their course and the 8th-Grade Academy.

Attendees will be encouraged to share their knowledge and activities with their colleagues in their home districts. Future “Strategies” conferences will focus on topics such as “Reflection and Transfer,” “Collaborative Learning,” and “Researching to Solve Problems.”

iMentor

In its first two years, the Center will collect narratives, photos, and videos to compile digital resources for students and teachers. These resources will be known as “iMentor” and will be available statewide as both a means of disseminating knowledge and informing classroom discussions and professional development activities.

The iMentor project will focus on student experiences. The Directors will distribute questionnaires to college students and high school students, asking about their struggles and successes in their pursuit of college and career readiness. When possible, students will also be interviewed, and short video clips will be posted as well. Visitors to iMentor will find information and encouragement from these testimonies. Furthermore, the Directors will develop activities and follow-up questions to coincide with the mentor profiles, thus making each profile a valuable resource and classroom tool.

The Virtual Classroom component of iMentor will highlight the alignment work of specific teachers in both high school and college. In addition to showing video of these teachers at work, the Virtual Classroom Project will include specific assignments and teacher commentary focusing on aligning high school and college classrooms. Each profile will include follow-up questions to make them useful for professional development conversations. The members of the content Initiative Teams (for English, mathematics, and the sciences) have agreed to open their classrooms and to provide profiles of teachers at work.

The Write Stuff: 9th-grade Portfolio Project

With the help of The Center for College Readiness in Minnesota, myeFolio software designers, and Course Alignment Project participants, we will design, implement, and facilitate a 9th-grade portfolio program called “The Write Stuff.”

South Carolina 9th graders will be invited to submit portfolios of their writing to The Write Stuff. Portfolios will be assessed by middle school, high school, and post-secondary English faculty who have attended a one-day professional development workshop to orient them to the SC CAP College Readiness Standards and the common “readiness rubric” that will be used

to assess the portfolios. (Not only will this meeting and scoring sessions assure reliability, it will also give teachers from a range of grade levels a rare opportunity to come together to discuss writing pedagogy and practice.)

Individual students will be given feedback about their writing in terms of their ability to meet readiness standards, and participating area high schools will be given generalized reports about how well situated their upcoming 10th-graders are prepared for postsecondary success. Professional development from the Center can then be tailored to address the needs that surface from these reports.

We hope The Write Stuff will eventually become a statewide effort that will help students to focus on their writing, help faculty to become more aware of how writing prepares students for college and careers, and inform schools about the readiness of their students. Teachers who assess the portfolios will help the Center choose the strongest student papers to be a part of the “Best of The Write Stuff” ebook that will include student writing, teacher commentary, and suggested assignments for helping students become college ready.

Math and Science Content Initiatives

While the Center will begin with a focus on writing with The Write Stuff Portfolio Program, we will also facilitate the work of mathematics and science instructors from middle schools, high schools, technical colleges, and four-year colleges and universities to develop similar initiatives that address relevant content area. There will be three Initiative Teams, each with an appointed Team Initiative Leader. Team members have agreed to meet at least twice a year to develop initiatives and will be paid honoraria for their participation. We anticipate that these teams will focus their efforts on the 11th and 12th grade, although activities with other grade levels may be proposed.

Cross-Level Regional Meetings

One of the cornerstones of the success of the SC Course Alignment Project is the facilitation of yearly regional meetings that allow SC CAP participants to collaborate and plan

class visits while also providing a way for those interested in becoming involved to learn more about it. The Center will continue to plan and facilitate these meetings to foster existing collaborations and create new ones. Regional meetings will be held in the Upstate, the Midlands, the Pee Dee/Grand Strand, and the Lowcountry.

While we will continue to involve past and current CAP participants, new participants will be recruited by the thirteen Content Initiative Team members. We have also asked two centers at The University of South Carolina to assist us with recruitment. Dr. Bert Ely, Director of the Center for Science Education, has agreed to help recruit six science faculty members from USC to be participants in CAP and work with local district partners. Dr. Christy Friend, Director of the Center of Teaching Excellence, has agreed to help recruit six English and Mathematics instructors at USC to be participants in CAP and work with local district partners.

College and Career Readiness Nights

These sessions, for 11th and 12th-grade students and their parents, will be designed to introduce and reinforce Conley's four key areas for the promotion of college and career readiness, with a particular focus on the key transition knowledge and skills necessary for post-secondary success. These sessions—facilitated by representatives of four-year colleges, two-year colleges, and local business—will provide participants with practical information and provide them the opportunity to ask questions about post-secondary opportunities. The sessions will begin in the 2014-15 academic year with high school students and their parents in our two partner districts. Planning materials will be made available through the website. We expect to expand these sessions throughout the state using the network of SC CAP participants. The Center will provide materials and professional development support for SC CAP participants who plan sessions in their own area.

Business and Industry Survey and Meetings

The Center has met with and will collaborate with two organizations in the Pee Dee linked to business and industry development: The North Eastern Strategic Alliance (NESA)

housed at Francis Marion University and The South Carolina Advanced Technological Education Center of Excellence (SCATE) at Florence-Darlington Technical College. Each group has agreed to partner with the new Center to make contacts in business and industry.

A survey of business and industry will serve as a needs assessment of the “soft skills” (or “non-cognitive” or “meta-cognitive” skills, according to Conley) required by these employers. In September 2013, Businessweek.com reported on a study, conducted with American Express, that surveyed 1,000 managers in the United States. They found that “over 60 percent of managers agree that soft skills are the most important when evaluating an employee’s performance, followed by 32 percent citing hard skills and only 7 percent social media skills. When breaking down which soft skills were most important, managers chose the ability to prioritize work, having a positive attitude, and teamwork skills as their top three requirements for management roles” (Schawbel). Knowing more about where graduates fall short of employer expectations in these areas will benefit the Center as we create and revise materials and programs.

More informally, these organizations will also invite the Center to speak to area business leaders to inform them about the Center’s work and to seek guidance from them about the direction it should go in helping to prepare students. We also hope to recruit managers to speak to students in the 8th-Grade Academy and to sponsor “teacher field trips” where SC CAP participants can visit local businesses and complete Workplace Research Reports such as those designed by the SCATE Center of Excellence. These visits and reports give employees the opportunity to teach faculty about the necessary skills needed to do their jobs, and the faculty can observe employees at work and reflect in writing about their general impressions and lessons learned. The SCATE Center of Excellence reports that “By conducting workplace research, faculty members, teachers and students become more enthused and motivated about designing and implementing integrated curricula and are better equipped to make learning

relevant to the learner. They learn how problem-based instruction better meets the needs of students entering the technology-driving, constantly changing, workplace of today.”

Evaluation Plan

We plan to work with both the Educational Policy Improvement Center as well as the external evaluator to develop and refine the Center’s evaluation plan. We will have evaluations that measure processes, particularly for objectives such as the development of opportunities for P-20 collaborations in the state as well as measurements of the impact that the Center’s initiatives are having on our partner districts as well as the state as a whole. We will implement both formative and summative assessments of the Center’s work, which will be particularly important in the assessment of long-term initiatives such as the Portfolio Project and the statewide math and science initiatives. The chart below contains an initial draft evaluation plan for the Center’s key goals and objectives:

Goals	Objectives	Effectiveness Measures
<p>GOAL #1: The Center will serve as a state-of-the-art resource center for P-20 initiatives. Form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of “college and career readiness.”</p>	<ul style="list-style-type: none"> a. Create a directory of P-20 initiatives in SC. b. Provide opportunities for leaders of P-20 initiatives to collaborate. c. Coordinate and facilitate the work of P-20 initiatives. d. Disseminate information on college and career readiness preparation to stakeholders (administrators, educators, parents, students) throughout the state. 	<ul style="list-style-type: none"> 1.a: Quarterly process evaluation on progress on directory. 1.b: Quarterly process evaluation of progress on creation of collaboration opportunities. 1.b: Survey of participants at P-20 Initiatives Forum. 1.c: Quarterly process evaluations of P-20 initiatives and Center’s role in coordinating efforts. 1.d: Survey participants at College and Career Readiness Nights, CAP Regional Meetings, and P-20 Initiatives Forum.
<p>GOAL #2: The Center will develop and implement best practices for promoting college and career readiness in the four key areas defined by EPIC: key cognitive strategies, key content knowledge, key learning skills and techniques, and key</p>	<ul style="list-style-type: none"> a. Develop a consensus definition of college and career readiness for South Carolina. b. Provide opportunities for 8th grade students to learn more about the strategies, content 	<ul style="list-style-type: none"> 1.a: Quarterly process evaluation on progress on definition. 1.b: Pre- and post-evaluation of 8th Grade Academy participants’ knowledge of transitional knowledge and skills and learning skills and techniques.

Center of Excellence for College and Career Readiness Proposal

<p>transition knowledge and skills.</p>	<p>knowledge, learning skills, and transition knowledge and skills necessary for college success.</p> <p>c. Compile and disseminate statewide assignments and activities in math, science, and English based on Conley's Four Keys to College Readiness.</p> <p>d. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty.</p> <p>e. Provide high quality professional development for teachers and school districts.</p>	<p>1.b: Qualitative and quantitative</p> <p>1.c and 1.d: Quarterly process evaluation on progress in developing iMentor website and other Center resources.</p> <p>1.c and 1.d: Collection and analysis of user feedback on iMentor website and other Center resources.</p> <p>1.d: Interviews and survey data providing information about the level of familiarity with college and career readiness knowledge and skills.</p> <p>1.e: Analysis of feedback from participants in professional development activities.</p> <p>1.e: Collection of data regarding teaching practice and effect on student performance.</p>
<p>GOAL #3: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.</p>	<p>a. Improve high school graduation rates.</p> <p>b. Increase the college enrollment rate.</p> <p>c. Increase the proportion of South Carolina High School Graduates who go on immediately to some form of postsecondary education without the need for remediation</p> <p>d. Provide opportunities for interaction among high school and college faculty focused on issues related to college and career readiness.</p> <p>e. Facilitate the continuation of cross-level class visits to educate high school students, college instructors, and high school teachers about the transition from high school to college.</p>	<p>1.a: Measure of high school graduation rates for partner districts and statewide.</p> <p>1.b: Measure enrollment figures of SC students at SC colleges and universities for partner districts and statewide.</p> <p>1.b: Measure college application rates for partner districts and statewide.</p> <p>1.c: Measure number of students enrolled in remedial courses at SC colleges and universities.</p> <p>1.d: Survey participants about their experiences in regional meetings and P-20 forums and conferences.</p> <p>1.e: Collection of data regarding number of class visits, including total numbers of teachers and students involved in class visits.</p> <p>1.e: Survey participants about the value of class visits and areas for improvement.</p>

Research Agenda

We will employ a mixed methods approach to the research at the Center. The Center's research agenda is a project in three parts:

Part I—Needs Assessment

The first year of the project, the Center will create and distribute three surveys. The first instrument will attempt to inventory the various statewide initiatives currently ongoing across the state. This instrument will attempt to answer questions such as the following:

- What P-20 college and career readiness programs are currently being offered in South Carolina? Where are they housed?
- What are the methodologies currently employed by these programs?
- What are the success rates of these programs?

The second survey will include participants (both secondary and post-secondary) in the South Carolina Course Alignment Project (CAP) and will answer the questions such as the following:

- What are the most effective components of CAP?
- Have conversations between secondary and post-secondary partners influenced assignments and/or course approaches? If so, in what ways?
- What further support do CAP participants need to continue and expand their work?

The third survey will attempt to assess the needs of South Carolina business and industry in terms of employees' soft skills. In addition to asking managers and owners to rate their employees' soft skills in the areas of self-efficacy, adaptability, and problem-solving, to name a few, this survey will answer questions such as the following:

- What types of soft skills do employees need to do different types of jobs?
- Is soft skills training provided to employees? If so, what kind of training? Who provides that training?
- How much are companies spending on additional soft skills training for employees?

Part II—Keys for College Readiness (ongoing)

The Center will employ different methods to determine which specific classroom strategies and assignments help to strengthen students' readiness for post-secondary success. We will use the National Student Clearinghouse's data to track students who participate in the Center's activities or work with a participating secondary teacher. We also hope to data share with the major public universities in order to track students who participate in programs such as the 8th-grade Academy, The Write Stuff, and the Course Alignment Project classrooms. We hope to answer questions such as the following:

- How can high school teachers help to bridge the transition to college and pave the way for students' post-secondary success?
- What curricula changes in math, science and English in grades 11-12 benefit students the most when they get to college?
- What methods are most effective in teaching students the habits of mind necessary for college success?

Part III—Assessing The Write Stuff (ongoing)

The Center will develop a research project that assesses the effectiveness of the portfolio program, looking at several different data points for participants and non-participants including GPA, SAT/ACT scores, and grades in subsequent ELA classes. We plan to answer the following questions:

- How does participating in a portfolio program that provides students, teachers, and parents with results and action items, influence rising tenth-graders' writing skills?
- How do these curricular changes impact students who go on to post-secondary programs?

Institutional Strengths

Francis Marion University and the partner schools have developed cultures focused on exploring college and career readiness that situate the institution and partner institutions well to lead the state in addressing these important issues.

Support of Course Alignment Project

Francis Marion University faculty members have been strong supporters of the efforts of CHE and EPIC to align high school and college courses. Faculty from Mathematics, English, Chemistry, Biology, and Physics Departments have visited multiple schools across the Pee Dee including The Academy for Technology and Academics (Loris), Wilson High School (Florence), and West Florence High School (Florence) and have hosted faculty from secondary schools in their own classrooms.

FMU CAP participants include:

- Ms. Lisa Pike, Biology
- Dr. Tim Shannon, Biology
- Dr. Jeff Steinmetz, Biology
- Dr. Meredith Love, English
- Dr. Shawn Miller, English
- Dr. Matthew Nelson, English
- Dr. Nicholas Newman, Mathematics
- Dr. Larry Englehart, Physics
- Mr. Joe Mehaffey, Physics
- Dr. Kris Varazo, Chemistry

Other Florence School District One CAP participants since 2012 include:

- Ashley Barnhill, Mathematics
- Andrew Bell, Science
- Roslynn Elom, English
- Shawn Fischer, Math
- Gail Hayes, English
- Mary Hopper, Science
- Kim Kinley-Howard, English
- Jeff Lee, Science
- Dora Mitropoulos, English
- Lenora Rivers-Davis, English
- Jan Schultz, Science
- Lurma Swinney, Science
- Sandra Welch, Mathematics

The relationships built through the CAP will deepen at the Center, as we have included six current CAP participants from institutions other than FMU as team members.

Partners who are CAP participants include:

- Mr. Gérard Dotti, Mathematics, Greenville Technical College
- Dr. Lise Esch, English, Trident Technical College
- Ms. Alisa Hobgood, Mathematics, West Florence High School, Florence District One
- Dr. Gerald Marshall, CAP Design Team Member, Mathematics, Tri-County Technical College
- Dr. Bernard Omolo, Mathematics, USC Upstate
- Dr. Amy Pope, CAP Design Team Member, Physics, Clemson University
- Mrs. Carla Summersett, West Florence High School, Florence District One

The Swamp Fox Writing Project

FMU sponsors the Swamp Fox Writing Project, a local affiliate of the National Writing Project. The National Writing Project is a network of over 200 affiliated sites throughout the country that provide professional development related to the teaching of writing for teachers from all grade levels and subject areas in their local area. During its fifteen- year history, Swamp Fox Writing Project has worked with hundreds of teachers throughout the Pee Dee, and over 150 teachers have become Swamp Fox Writing Project Teacher Consultants by participating in an intensive, four-week summer course focused on the teaching of writing. Swamp Fox Writing Project has provided opportunities for extensive collaboration and professional development partnerships between FMU and local schools. These ongoing relationships are a valuable asset that will inform the work of the Center.

Center Staffing

Dr. Meredith Love is an Associate Professor of English at Francis Marion University who has overseen curriculum development, assessment, and professional development of the university's first-year composition program for the past nine years. Additionally, she has co-directed a GEAR UP Summer Institute (Summer 2011), developed the "Connections" mentoring program in Marlboro County, and was recently named the coordinator of the university's University Life 100. She has been an active participant in the SC Course Alignment Project since 2011.

Dr. Matthew Nelson is an Associate Professor of English at Francis Marion University who serves as Director of Swamp Fox Writing Project, a local affiliate of the National Writing Project professional development network. As part of this work, he has planned and facilitated professional development workshops for teachers from across grade levels and subject areas focused on helping them be better teachers of writing. He has served as President of the South Carolina Council of Teachers of English, and he has been an active participant in the SC Course Alignment Project since 2008.

Benefit to the Institution

The Center will provide many benefits to Francis Marion University. Initiatives focused on college and career readiness will directly benefit the university insofar as they raise the quality of preparation for incoming students. In particular, the university draws a large number of students from the two partner districts, so efforts focused on increasing students' preparedness for college in those districts will directly impact the college readiness of a significant portion of FMU's incoming students.

FMU will also benefit from the other partnerships with technical colleges, four-year colleges and universities, and business/industry organizations both in the Pee Dee region and throughout the state. These partnerships build upon already strong relationships the institution has developed with these constituencies. Furthermore, the Center will be able to build on existing relationships among the School of Education, The Center of Excellence for Preparing Teachers of Children of Poverty, and local school districts. The Center of Excellence for Preparing Teachers of Children of Poverty has provided invaluable outreach to schools and districts throughout the region. This Center will build upon and add a new dimension to those relationships and also strengthen the numerous ongoing outreach efforts sponsored by the university that are outlined in subsequent sections.

Additionally, the institution will benefit from increasing the quality of education in the region and the state. This is an integral part of the mission of the university, and the university, like all institutions of higher education as well as the state's businesses will benefit from graduates who are better prepared for postsecondary success.

Institutional Commitment

As the budget indicates, FMU will make a significant financial commitment to the viability and success of the Center. The institution is making significant commitments in the form of in-kind contributions of release time for the Center's co-directors and office space. Over the term of

the grant, FMU is committed to providing financial support to ensure the sustainability of the Center's work. The university's administration—including the President, the Provost, and deans and department chairs—have been integrally involved in the development of this grant and in securing partnerships with school districts, technical colleges, and universities. And the large number of faculty members from FMU involved in the SC CAP as well as the numerous ongoing initiatives related to college and career readiness indicate the institution's commitment to issues related to P-20 partnerships and post-secondary preparedness.

As the budget justification indicates, FMU is committed to funding the Center beyond the seven years of CHE funding. The institution is committed to providing all fiscal resources necessary to maintain the ongoing operation of the Center.

Discussion of Partnerships

The Center has partnered with numerous schools, educators, and organizers across South Carolina. These partners represent different stakeholders in the conversation about college and career readiness, including superintendents, teacher-educators, teachers, technical college professors, four-year college professors, Centers of Excellence, and business and industry.

Many of the partners are participants in the SC CAP and bring with them not only experience with bridging the gap between high school and post-secondary education but an understanding of and genuine concern for student readiness.

Florence School District One

Florence One has approximately 22 schools and serves 75, 000 people. The Center will work primarily with the three middle schools and three high schools in the district. Florence District One secondary teachers have been very involved with the Course Alignment Project, and Francis Marion University and Florence District One teachers have established relationships that will serve as a strong foundation for the continuing SC CAP work and the new activities proposed by the Center.

Dr. Allie Brooks, Superintendent of the District, has agreed to the following:

- to recruit at least twelve teachers (two each from Sneed Middle School, Williams Middle School, Southside Middle School, South Florence High School, Wilson High School, West Florence High School) to be “Readiness Consultants” (RCs) to participate in a semester-long course (Spring 2015) and in the 8th-Grade Academy to be held at Francis Marion University (Summer 2015). RCs will learn about the keys for college and career readiness and will create lessons, activities, and assignments to use in the classroom for students in grades 8-12. These activities will be piloted in the week-long 8th-Grade Academy for rising ninth-graders in Florence Four and Florence One school districts.
- to support the classroom efforts of these teachers in the implementation of class activities and assignments that encourage college and career readiness.
- to recruit at least ten students to attend the 8th-Grade Academy (Summer 2015).
- to provide transportation for the ten students attending the 8th-Grade Academy (Summer 2015).
- to recruit at least twelve ELA teachers (two each from Sneed Middle School, Williams Middle School, Southside Middle School, South Florence High School, Wilson High School, West Florence High School) to participate in The Write Stuff Statewide Conference (May 2015). At this one-day conference, teachers will be introduced to The Write Stuff Portfolio Program, and Center Directors and RCs will present suggested writing prompts and pedagogical strategies to help students meet grade 9 and 10 state standards for language and writing.
- to support the classroom efforts of ELA teachers in the implementation of The Write Stuff Portfolio.
- to recruit additional teachers in mathematics, biology, physics, and chemistry to become RCs (Fall 2016).

Additionally, two teachers from Florence One have agreed to work on Content Initiative Teams—Alissa Hobgood and Carla Summersett, both from West Florence High School.

Florence School District Four

Florence District Four serves approximately 750 students and includes three schools. The proposed Center will work with Timmonsville High School and Johnson Middle School (both with a poverty index of 95%). In addition to the commitment outlined below, Mr. Henry McGill, Science Department Chair at Timmonsville High School, has agreed to work on the Science Initiative Team.

Dr. André Boyd, Superintendent of Florence District Four has agreed to the following:

- to recruit at least four teachers (two each from Johnson Middle School and Timmonsville High School) to be “Readiness Consultants” (RCs) to participate in a semester-long course (Spring 2015) and in the 8th-Grade Academy to be held at Francis Marion University (Summer 2015). RCs will learn about the keys for college and career readiness and will create lessons, activities, and assignments to use in the classroom for students in grades 8-12. These activities will be piloted in the week-long 8th-Grade Academy for rising ninth-graders in Florence Four and Florence One school districts.
- to support the classroom efforts of these teachers in the implementation of class activities and assignments that encourage college and career readiness.
- to recruit at least ten students to attend the 8th-Grade Academy (Summer 2015).
- to provide transportation for the ten students attending the 8th-Grade Academy (Summer 2015).
- to recruit at least four ELA teachers (two each from Johnson Middle School and Timmonsville High School) to participate in The Write Stuff Statewide Conference (May 2015). At this one-day conference, teachers will be introduced to The Write Stuff Portfolio Program, and Center Directors and RCs will present suggested writing prompts and pedagogical strategies to help students meet grade 9 and 10 state standards for language and writing.
- to support the classroom efforts of ELA teachers in the implementation of The Write Stuff Portfolio.

- to recruit additional teachers in mathematics, biology, physics, and chemistry to become RCs (Fall 2016).

Anderson University: Center of Excellence in Mobile Learning

We have established a partnership with The Center of Excellence in Mobile Learning to provide professional development support for the 8th Grade Academy.

Clemson University

We have established a partnership with SC CAP Science Design Team Member, Dr. Amy Pope, Instructor, Department of Physics and Astronomy. She has agreed to serve on the Science Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

University of South Carolina—Center of Teaching Excellence

Currently, there are few faculty members from The University of South Carolina participating in the Course Alignment Project. Dr. Christy Friend, Director of the Center of Teaching Excellence, has agreed to help recruit six English and Mathematics instructors at USC to be participants in SC CAP and work with local district partners. (Partnership Agreement pending.)

University of South Carolina—Center for Science Education

Dr. Bert Ely, Director of the Center for Science Education, has agreed to help recruit six science faculty members from USC to be participants in SC CAP and work with local district partners. (Partnership Agreement pending.)

Florence-Darlington Technical College

We have established a partnership with Professor Gowoon Choi in the Physics Department. She has agreed to serve on the Science Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

The University of South Carolina Upstate

We have established a partnership with SC CAP participant Dr. Bernard Omolo, Associate Professor of Mathematics, to serve as a member of the Math Initiative Team for the Center. He has agreed to serve on the Math Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative.

Greenville Technical College

We have established a partnership with SC CAP participant Mr. Gérard Dotti, Associate Professor of Mathematics, to serve as a member of the Math Initiative Team for the Center. He has agreed to serve on the Math Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative.

Tri-County Technical College

We have established a partnership with SC CAP Mathematics Design Team member Dr. Gerald Marshall, Mathematics Instructor, to serve as the Team Leader for the Math Initiative Team for the Center. He has agreed to serve on the Math Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative.

Central Carolina Technical College

We have established a partnership with Mr. Joshua Castleberry, Environmental Engineering Technology Academic Program Manager and 2013 South Carolina Governor's Professor of the Year for Two-Year Colleges. He has agreed to serve on the Science Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

Trident Technical College

We have established a partnership with SC CAP participant Dr. Lise Esch, English Instructor, to serve as a member of the Portfolio Initiative Team. She has agreed to serve on the

Portfolio Initiative Team for the Center and to participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative. (Partnership Agreement pending.)

North Eastern Strategic Alliance (NESA)

The Executive Director and Business Development Coordinator at NESA, a resource for economic development in South Carolina, have agreed to serve as consultants to the Center, linking the Center with regional business and industry.

South Carolina Advanced Technological Education Center of Excellence at Florence-Darlington Technical College

Representatives of this center will serve as a consultant to the Center, linking the Center with regional business and industry.

Francis Marion University College of Liberal Arts

The College of Liberal Arts will provide faculty members to serve as consultants to the project.

- Dr. Meredith A. Love, Associate Professor of English, English Composition Program Coordinator
- Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure
- Ms. Lisa Pike, Associate Professor of Biology, Team Leader for Science Initiative Team

FMU School of Education

The School of Education will provide faculty members to serve as consultants to the project. They will also help to integrate the FMU Teaching Fellows into the work of the Center:

- Dr. Shirley Carr Bausmith, Associate Professor and Dean, School of Education
- Dr. Erik Lowry, Associate Professor of Education and Coordinator, Elementary Education Program; Director, Teaching Fellows; Coordinator, NCATE/CAEP

Benefit to K-12 Districts/Schools

The partner districts, Florence School District Four and Florence School District One will benefit from this partnership in a number of ways. It will provide high-quality, sustained, and

contextually-relevant professional development for their middle school and high school teachers. Furthermore, the large number of teachers who participate directly in Center-sponsored professional development activities will be encouraged to share the results of their work with their colleagues. The partner districts will also benefit from the participation of their teachers and students in the 8th-Grade Academy. This activity is designed to provide support for students who have the potential to attend college but may be at risk based on their economic and academic background. The research agenda of the Center will provide districts with information about how well their students are being prepared for college, how they are performing once they attend, and the ways in which college and career readiness are incorporated by teachers into their work in the classroom.

Initially, the Center will serve the teachers, students, and administrators at the three middle schools (Sneed, Southside, and Williams) and three high schools (South Florence, West Florence, and Wilson) in Florence School District One and Timmonsville High School and Johnson Middle School in Florence District Four.

Discussion of Similar and Related Centers

Statewide/Regional Initiatives

Southern Regional Education Board (SREB): houses a number of programs designed to improve education at all levels and provides an excellent repository of research in P-20 schools. For instance, **Advanced Career** is a new program from the Southern Regional Education Board that focuses on the use of hands-on and "real world" assignments to enhance technical and academic skills needed for postsecondary success. South Carolina's Advanced Career focus on developing a course sequence around Clean Energy Technology will be useful for the Science Initiative Team as they develop college and career readiness materials.

EXEMPLARY WRITING PROGRAM has developed a framework for creating effective writing programs in schools. The Center's The Write Stuff Program shares many goals with this program,

including a focus on student ownership of writing. The proposed Center will work with the leadership of the program to both seek guidance and find common points of collaboration.

SC CAN is a CHE program that provides resources and advice for South Carolina teachers, parents, students, and guidance counselors about preparing for and applying to college. The Center will link to this program on its website and will use these resources in the development of materials for its constituents. The Center will also support College Sunday and other CHE readiness initiatives.

GEAR UP SC serves 15 counties and 4,000 students in the state. Their efforts to work with parents and students to encourage college awareness and improve student academic achievement is an important part of P-20 initiatives in the state. In fact, two graduation coaches, Linda Thomas and Pamela Swinney-Johnson, have their offices on the FMU campus. Their experience and work with Williams Middle School will be invaluable as we develop the 8th-Grade Academy.

The Emerging Scholars Program at Clemson University is designed "to enhance South Carolina's economic prosperity by increasing the number of college graduates that come from economically disadvantaged areas and first generation families." Students from the Lowcountry of South Carolina participate in residential camps at the university following their freshman, sophomore, and junior years of high school. The experiences of these program directors can help with the planning of the 8th-Grade Academy.

In addition to the statewide programs already mentioned, the Center will also invite (among others) the following programs to participate in the P-20 Forum in the Summer of 2015:

- Clemson University's Academic Outreach Program
- College Goal South Carolina
- Technology Centers that Work sites
- The advisors for student organizations such as South Carolina Future Business Leaders of America (SCFBLA); Future Farmers of America (FFA); Future Educators Association; Family, Career and Community Leaders of America, Inc.; and Technology Student Association

Nationwide Programs

- **Center for College Readiness at Minnesota State University** offers an extensive model for a college and career readiness program. This Center focuses on readying students for the challenges they will face in both high school and in postsecondary study in the subject areas of reading, writing, and math. Our proposed Center models its “The Write Stuff Portfolio Program” on their “Step Write Up” program. The Step Write Up program gives middle school students an online space where they can submit a portfolio of their writing that includes argument, inform/explain, and narrative pieces of writing. High school teachers score with a rubric that focuses on the student’s readiness for high school writing, and they write each student a feedback letter that articulates the strengths and weaknesses of the writing and offers strategies for student improvement. Center directors have been in contact with the director of Step Write Up and will work in conjunction with secondary partners to adapt this program for South Carolina students. It is also possible that the Step Write Up portfolio could be a place where students maintain a portfolio throughout high school, resubmitting their work after their junior year to determine postsecondary readiness.
- **Educational Policy Improvement Center (EPIC)** conducts research and partners with educational institutions in order to prepare students for post-secondary success. Founder David Conley’s research serves as the foundation for both the South Carolina Course Alignment Project and the proposed Center. EPIC offers not only a robust library of resource material; they possess direct knowledge of the curriculum and culture of South Carolina education, making them an important partner of the Center.
- **CONNECT: A Southeastern Massachusetts Public Higher Education Partnership** is another college readiness initiative that strives to partner secondary and postsecondary educators. One of the means used is a P-20 conference that brings different stakeholders together every other year to discuss important readiness issues. The proposed Center will also hold a conference every other summer, starting in 2015 with a P-20 Initiative Meeting.

- **American Institutes for Research College and Career Readiness and Success**

Center is funded by the United States Department of Education and provides research reports, online resources, and facilitator guides for readiness programs.

Current Initiatives/Programs

On Campus Initiatives/Programs Supporting the Center

The multiple initiatives on the campus of Francis Marion University, along with the support of administration, faculty, and staff provide a rich environment for a Center of Excellence for College and Career Readiness. Here are a few of the initiatives and programs that are aligned with the Center's mission to improve the postsecondary opportunities for South Carolina students:

- **Pee Dee Education Center** is housed at FMU and is the home of several programs including PROJECT SHARE, the Junior Scholars Program, Math Tournament, and the Regional Spelling Bee, among others. It is also a host site for the Coastal Pee Dee S²TEM Center, working with teachers and industry on science education. This Center can assist us in meeting our goal to “form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of ‘college and career readiness.’”
- **The Center of Excellence to Prepare Teachers of Children of Poverty:** This Center at FMU is statewide resource for research and best practices in teaching children of poverty. Heavily invested in the professional development of teachers across the state, the Center offers workshops, conferences, summer institutes, and essay contests. Center Director, Dr. Tammy Pawloski, is enthusiastic about working with a new Center of Excellence for College and Career Readiness, and will provide invaluable guidance as we work together to improve the opportunities and quality of life for South Carolina's students. Specifically, this Center will assist as we “contribute to the creation of a college and career readiness culture.”

- **The FMU Teaching Fellows Program** will enroll its first students in the Fall 2014 semester, and the new Fellows will help with programming at the university, specifically as teaching assistants in the 8th-Grade Academy.
- **University Life 100** is a required course for incoming first-year students at FMU. In recent years, the university has invested considerable resources in the professional development of the faculty teaching this course and into the collection and development of teaching materials as a resource for that faculty. Since the course is devoted to student success in college, there is overlap between the skills and strategies taught in this course and those emphasized in college and career readiness initiatives within the Center. This program's curricula and faculty will be helpful as the Center strives to educate others about bridging the gap between high school and post-secondary work.

Collaborative Planning

We have consulted with a wide range of stakeholders related to the issue of college and career readiness in developing this grant proposal. These conversations have informed the development of the activities described in this proposal. Additionally, the relationships fostered and the ideas discussed will continue to fuel the work of the Center and ensure that it is responsive to the needs of P-20 stakeholders across the state.

In particular, we worked to plan the nature of the work of the Math, Science, and Portfolio Initiative teams with Bernard Omolo, Amy Pope, Gerald Marshall, and Carla Summersett. Insight into how the Center could continue and expand on the work of the SC CAP was provided by SC CAP members at the Florence cohort meeting as well as in conversations with Terri Ward and Greg Hopper-Moore from the Educational Policy Improvement Center. We were also able to discuss the ways that the Center could help support the work of the Educational Oversight Committee with Melanie Barton, how it could support ongoing CHE initiatives with Karen Woodfaulk, and how it could support SC State Department of Education efforts with Briana Timmerman. We also discussed possible areas for collaboration between the proposed Center and existing Centers of

Excellence at FMU and Anderson University and other related centers housed at the University of South Carolina.

Email exchanges:

- Gerard Dotti, Greenville Tech. College
- Alissa Hobgood, West Florence HS
- Carla Summersett, West Florence HS
- Lise Esch, Trident Technical College

Phone conversations:

- Melanie Barton, Executive Director of the SC Educational Oversight Committee
- Karen Woodfaulk, CHE Director of Student Services
- Briana Timmerman, Director of the Office of Instructional Practices and Evaluations, SC Department of Education
- Jennifer Keup, Director of the National Resource Center for The First-Year Experience and Students in Transition
- Benjamin Deaton, Center of Excellence in Mobile Learning
- Christy Friend, USC Center of Excellence in Teaching
- Bert Ely, Center for Science Education (USC)
- Amy Pope, Clemson University
- Gerald Marshall, Tri-County Technical College
- Bernard Omolo, USC-Upstate
- Tressa Gardner, Southeastern Institute of Manufacturing and Technology

Face-to-Face Meetings:

- Allie Brooks, Superintendent, Florence School District 1
- Andre Boyd, Superintendent, Florence School District 4
- Florence Cohort, SC Course Alignment Project
- Terri Ward and Greg Hopper-Moore, Educational Policy Improvement Center
- Ronald Carter, North Eastern Strategic Alliance
- Tammy Pawloski, Center of Excellence for the Teaching of Children of Poverty
- LaDonna Pipkins, College Coordinator, SC GEAR UP

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2014-15**

Francis Marion University

Center of Excellence for College and Career Readiness

Program/Activity	Begin Date	Target End Date
Survey of CAP Participants	July 2014	October 2014
Survey of P-20 Initiatives	August 2014	December 2014
Launch Website	August 2014	August 2014
College & Career Readiness Nights	October 2014	January 2015
Regional Meetings (2)	November 2014	December 2014
Readiness Consultant Course	January 2015	April 2015
Regional Meetings (2)	February 2015	March 2015
MyeFolio Setup	February 2015	April 2015
Math & Science Initiative Team Meetings	April 2015	May 2015
Begin iMentor Profiles	April 2015	ongoing
Statewide P-20 Meeting	June 2015	June 2015
8th-Grade Academy	June 2015	June 2015

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2015-16**

Francis Marion University

Center of Excellence for College and Career Readiness

Program/Activity	Begin Date	Target End Date
The Write Stuff Teacher Meeting	July 2015	July 2015
Business & Industry Survey	July 2015	November 2015
College & Career Readiness Nights	October 2015	January 2016
Initiative Team Meetings	October 2015	December 2015
Open website for The Write Stuff Portfolio Submissions	November 2015	May 2016
Regional Meetings (2)	November 2015	December 2015
Readiness Consultant Course	January 2016	April 2016
Regional Meetings (2)	February 2016	March 2016
Initiative Team Meetings	April 2016	May 2016
8th-Grade Academy	June 2016	June 2016

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2016-17**

Francis Marion University

Center of Excellence for College and Career Readiness

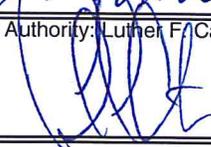
Program/Activity	Begin Date	Target End Date
The Write Stuff Portfolio Assessment	July 2016	July 2016
Begin Math Initiative Pilot Begin Science Initiative Pilot	August 2016 August 2016	June 2017 June 2017
College & Career Readiness Nights	October 2016	January 2017
Regional Meetings (2)	November 2016	December 2016
Readiness Consultant Course	January 2017	April 2017
Regional Meetings (2)	February 2017	March 2017
Readiness Conference	March 2017	March 2017
8th-Grade Academy	June 2017	June 2017

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

Project Year: **2014-15**
(Year 1)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1. Matthew Nelson, Co-Director	12487.86	16378.58		
2. Meredith Love, Co-Director	13049.58	17115.31		
3				
4				
Total Key Personnel Salaries	25537.44	33493.89	0	
B. Fringe Benefits TOTAL				
1. Matthew Nelson, Co-Director	3075.76	4034.05		
2. Meredith Love, Co-Director	3214.11	4215.51		
3				
4				
Total Key Personnel Fringes	6289.87	8249.56	0	
TOTAL KEY PERSONNEL COSTS	31827.31	41743.45	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1. Admin. Assistant (TBD)	18720			
2. Student worker for video editing	400			
3				
4				
Total Support Personnel Salaries	19120	0	0	
B. Fringe Benefits				
1. Admin. Assistant (TBD)	12230.15			
2. Student worker for video editing	40			
3				
4				
Total Support Personnel Fringes	12270.15	0	0	
Total SUPPORT PERSONNEL COSTS	31390.15	0	0	
TOTAL PERSONNEL COSTS	63217.46	41743.45	0	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials	4900			
c. Travel and Subsistence	3000			
d. Room and Board				
e. Refreshments	8540			
f. Tuition				
g. Stipends	18000			
h. Technology/Equipment	14700			
i. Other - PLEASE SPECIFY				
Total Participant Costs	49140	0	0	

Francis Marion University
Center of Excellence for College and Career Readiness

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a. Promotional Materials	2550			
b. 2 laptop computers for Co-Directors	3000			
c. Desktop computer for administrative assistant	1500			
d. Printer	600			
e. Printer toner	300			
f. 2 LCD projectors	1000			
g. HD video camera	1500			
h. postage, copying, telephone	2500			
Total Supply Costs	12950	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	10000			
b.				
c.				
d.				
Total Equipment Costs	10000	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a. Office space for Center staff		7500		
b. Website development and maintenance	100	300		
c. Research (data collection and analysis)	2000			
d. Professional development contract w/ COE in Mobile Lrng.	1500			
e. Outside evaluator	15000			
f. IT consultant	5000			
g. SurveyMonkey account	780			
h. Constant Contact email list management account	300			
Total Additional Costs	24680	7800	0	
7. Travel and Subsistence				
a. State Employee	5000			
b. Non-State Employee				
Total Travel	5000	0	0	
TOTAL PROJECT COSTS	\$ 164,987.46	\$ 49,543.45	\$ -	
Project Director(s): Matthew C. Nelson, Associate Professor of English			Typed Name & Title	
			Signature	
3/12/14			Date	
Institutional Authority: Luther F. Carter, President			Typed Name & Title	
			Signature	
3/12/14			Date	

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: **2015-16**
(Year 2)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1. Matthew Nelson, Co-Director	12737.62	16706.15		
2. Meredith Love, Co-Director	13310.57	17457.61		
3				
4				
Total Key Personnel Salaries	26048.19	34163.76	0	
B. Fringe Benefits TOTAL				
1. Matthew Nelson, Co-Director	3184.41	4176.54		
2. Meredith Love, Co-Director	3327.65	4364.41		
3				
4				
Total Key Personnel Fringes	6512.06	8540.95	0	
TOTAL KEY PERSONNEL COSTS	32560.25	42704.71	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1. Admin. Assistant (TBD)	19094.4			
2. Student worker for video editing	400			
3				
4				
Total Support Personnel Salaries	19494.4	0	0	
B. Fringe Benefits				
1. Admin. Assistant (TBD)	13038.78			
2. Student worker for video editing	40			
3				
4				
Total Support Personnel Fringes	13078.78	0	0	
Total SUPPORT PERSONNEL COSTS	32573.18	0	0	
TOTAL PERSONNEL COSTS	65133.43	42704.71	0	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials	3000			
c. Travel and Subsistence	6000			
d. Room and Board	3405			
e. Refreshments	6650			
f. Tuition				
g. Stipends	23700			
h. Technology/Equipment	11375			
i. Other - PLEASE SPECIFY				
Total Participant Costs	54130	0	0	

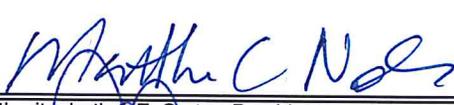
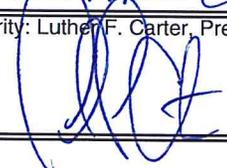
Francis Marion University
Center of Excellence for College and Career Readiness

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a. Promotional Materials	2500			
b. Printer toner	250			
c. postage, copying, telephone	1000			
Total Supply Costs	3750	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	11000			
b.				
c.				
d.				
Total Equipment Costs	11000	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a. Office space for Center staff		7500		
b. Website development and maintenance	100			
c. Research (data collection and analysis)	2000			
d. Professional development contract w/ COE in Mobile Lrng.	1500			
e. Outside evaluator	15000			
f. SurveyMonkey account	780			
g. Constant Contact email list management account	300			
Total Additional Costs	19680	7500	0	
7. Travel and Subsistence				
a. State Employee	5000			
b. Non-State Employee				
Total Travel	5000	0	0	
TOTAL PROJECT COSTS	\$ 158,693.43	\$ 50,204.71	\$ -	
Project Director(s): Matthew C. Nelson, Associate Professor of English			Typed Name & Title	
 Matthew C Nelson 3/12/14			Signature	
			Date	
Institutional Authority: Luther F. Carter, President			Typed Name & Title	
 3/12/14			Signature	
			Date	

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: **2016-17**
(Year 3)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1. Matthew Nelson, Co-Director	12992.37	17040.27		
2. Meredith Love, Co-Director	13576.79	17806.77		
3				
4				
Total Key Personnel Salaries	26569.16	34847.04	0	
B. Fringe Benefits TOTAL				
1. Matthew Nelson, Co-Director	3297.47	4324.83		
2. Meredith Love, Co-Director	3445.79	4519.36		
3				
4				
Total Key Personnel Fringes	6743.26	8844.19	0	
TOTAL KEY PERSONNEL COSTS	33312.42	43691.23	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1. Admin. Assistant (TBD)	19476.29			
2. Student worker for video editing	400			
3				
4				
Total Support Personnel Salaries	19876.29	0	0	
B. Fringe Benefits				
1. Admin. Assistant (TBD)	13907.64			
2. Student worker for video editing	40			
3				
4				
Total Support Personnel Fringes	13947.64	0	0	
Total SUPPORT PERSONNEL COSTS	33823.93	0	0	
TOTAL PERSONNEL COSTS	67136.35	43691.23	0	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials	2500			
c. Travel and Subsistence	1000			
d. Room and Board	3405			
e. Refreshments	9000			
f. Tuition				
g. Stipends	21700			
h. Technology/Equipment	10500			
i. Other - PLEASE SPECIFY				
Total Participant Costs	48105	0	0	

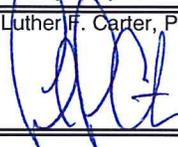
Francis Marion University
Center of Excellence for College and Career Readiness

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a. Promotional Materials	1250			
b. Printer toner	250			
c. postage, copying, telephone	750			
Total Supply Costs	2250	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	317.36	11682.64		
b.				
c.				
d.				
Total Equipment Costs	317.36	11682.64	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a. Office space for Center staff		7500		
b. Website development and maintenance	100			
c. Research (data collection and analysis)	1500			
d. Outside evaluator	15000			
e. SurveyMonkey account	780			
f. Constant Contact email list management account	300			
g. Funds for implementation of Statewide Science Initiative	5000			
h. Funds for implementation of Statewide Math Initiative	5000			
Total Additional Costs	27680	7500	0	
7. Travel and Subsistence				
a. State Employee	3000			
b. Non-State Employee				
Total Travel	3000	0	0	
TOTAL PROJECT COSTS	\$ 148,488.71	\$ 62,873.87	\$ -	
Project Director(s): Matthew C. Nelson, Associate Professor of English			Typed Name & Title	
			Signature	
3/12/14			Date	
Institutional Authority: Luther F. Carter, President			Typed Name & Title	
			Signature	
3/12/14			Date	

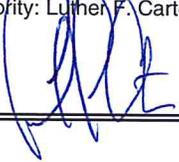
BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: **2017-18 Estimated**
(Year 4)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel Salaries and Fringes	29404.71	49811.29		
2. Support Personnel Salaries and Fringes	35207			
3. Participant Support (District/School participants)	34500			
4. Supplies and Materials (Institution) LIST MAJOR ITEMS	1877			
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	10000			
6. Additional Costs - (Funds for Math and Science Initiatives, Funds for Research, Funds for external evaluator)	35500	7500		
7. Travel and Subsistence	2000			
TOTAL PROJECT COSTS	\$ 148,488.71	\$ 57,311.29		
Project Director(s): Matthew C. Nelson, Associate Professor of English <i>Matthew C Nelson 3/12/14</i>			Typed Name & Title Signature Date	
Institutional Authority: Luther F. Carter, President <i>[Signature] 3/12/14</i>			Typed Name & Title Signature Date	

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: **2018-19** Estimated
(Year 5)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel Salaries and Fringes	5345.6	75459.4		
2. Support Personnel Salaries and Fringes	36611			
3. Participant Support (District/School participants)	31500			
4. Supplies and Materials (Institution) LIST MAJOR ITEMS	3284			
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	10000			
6. Additional Costs - (Funds for Math and Science Initiatives, Funds for Research, Funds for external evaluator)	34500	7500		
7. Travel and Subsistence	2500			
TOTAL PROJECT COSTS	\$ 123,740.60	\$ 82,959.40		
Project Director(s): Matthew C. Nelson, Associate Professor of English			Typed Name & Title	
			Signature	
3/12/14			Date	
Institutional Authority: Luther F. Carter, President			Typed Name & Title	
			Signature	
3/12/14			Date	

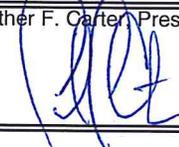
BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2019-2020 Estimated
(Year 6)

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel Salaries and Fringes	3047.6	79359.4		
2. Support Personnel Salaries and Fringes	37333			
3. Participant Support (District/School participants)	31500			
4. Supplies and Materials (Institution) LIST MAJOR ITEMS	3000			
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	10000			
6. Additional Costs - (Funds for Math and Science Initiatives, Funds for Research, Funds for external evaluator)	36500	7500		
7. Travel and Subsistence	2360			
TOTAL PROJECT COSTS	\$ 123,740.60	\$ 86,859.40		
Project Director(s): Matthew C. Nelson, Associate Professor of English			Typed Name & Title	
 Matthew C. Nelson 3/12/14			Signature	
			Date	
Institutional Authority: Luther F. Carter, President			Typed Name & Title	
 3/12/14			Signature	
			Date	

**BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2020-2021 Estimated
(Year 7)**

INSTITUTION: Francis Marion University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Matthew Nelson and Meredith Love				
1. Key Personnel Salaries and Fringes	3763.6	80259.4		
2. Support Personnel Salaries and Fringes	38070			
3. Participant Support (District/School participants)	31500			
4. Supplies and Materials (Institution) LIST MAJOR ITEMS	2000			
5. Equipment/Technology (greater than \$5,000 per item)				
a. AVENET: MyeFolio Portfolio Management System	10000			
6. Additional Costs - (Funds for Math and Science Initiatives, Funds for Research, Funds for external evaluator)	36500	7500		
7. Travel and Subsistence	1907			
TOTAL PROJECT COSTS	\$ 123,740.60	\$ 87,759.40		

Project Director(s): Matthew C. Nelson, Associate Professor of English	Typed Name & Title
	Signature
3/12/14	Date

Institutional Authority: Luther F. Carter, President	Typed Name & Title
	Signature
3/12/14	Date

Budget Justification**Year One Proposed Budget****Key Personnel Salaries/Fringes: \$31,827.31**

- The grant funds will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University.

Support Personnel Salaries/Fringes: \$31,390.15

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage. These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, 30 hours of work at \$13.33/hour, including required fringes for student workers.

Participant Costs: \$49,140**Participant Supplies: \$4,900**

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.) for the Statewide P-20 Meeting (\$1,000), the 8th Grade Academy professional development preparation course (\$1,500), the 8th Grade Academy (\$1,400), the CAP regional meetings (\$500), and the College and Career Readiness Nights (\$500).

Participant Travel: \$3,000

- These funds will go toward offsetting the travel costs of the 13 members of the statewide Math, ELA, and Science Initiative teams as they travel to their team meetings. A proportion of participants' travel will be covered in proportion to the distance they travel.

Participant Refreshments: \$8,540

- These funds will go toward the cost of meals and refreshments for the Statewide P-20 Meeting (\$2,500 for 100 people at \$25/person), the 8th Grade Academy (\$1,440 for 40 people at \$9/person per day for 4 days), the CAP regional meetings (\$4,000 for 200 people at \$20/person), and the Statewide content initiative team meetings (\$600 for 2 meetings, 15 people per meeting, \$20/person).

Participant Stipends: \$18,000

- These funds will go toward the cost of stipends for the teachers who facilitate the 8th Grade Academy (\$4,000 for 10 people at \$100/person per day for 4 days) and the Statewide content initiative team meetings (\$14,000 for \$1,000 each for 11 team members, and \$1,500 each for the math and science team leaders. A co-director will serve as ELA team leader and will not receive a stipend).

Participant Technology/Equipment: \$14,700

- These funds will go toward the cost iPad Mini tablets and cases for the 30 students, 10 instructors, and 2 co-directors participating in the 8th Grade Academy. \$300 for each iPad Mini and \$50 per case. These tablets will not only be used during the 8th Grade Academy, but they will also be used to maintain contact with participants and provide them with additional resources and support after the Academy is complete.

Institution Supplies and Materials: \$12,950**Promotional Materials: \$2,550**

- These funds will go toward the cost of materials to promote the work of the Center that can be distributed to stakeholders (administrators, teachers, parents, and students) throughout the state. Such items may include pens, notebooks, magnets, markers, bags, etc.

Laptop Computers: \$3,000

- These funds will go toward the cost of two laptop computers, one for each of the co-directors, which can be used for both day-to-day Center business as well as to take to meetings and presentations throughout the state.

Desktop Computer: \$1,500

- These funds will go toward the cost of one desktop computer for day-to-day use by the Center's administrative assistant.

Printer and Toner: \$900

- These funds will go toward the cost of a laser printer (\$600) and toner (\$300) for use by the Center staff.

LCD Projectors: \$1,000

- These funds will go toward the cost of two LCD projectors that will be used by Center staff to conduct presentations and workshops with teachers and parents throughout the state.

HD Video Camera: \$1,500

- These funds will go toward the cost of one HD video camera. This camera will be used to record classroom and interview footage for inclusion on the iMentor website.

Postage, Copying, Telephone: \$2,500

- These funds will go toward the cost of postage, on-site copying, and telephone costs. We expect these costs to be slightly higher during year 1 as we send out promotional materials to schools and districts throughout the state publicizing the 9th Grade Portfolio Project.

Equipment/Technology (greater than \$5,000): \$10,000

MyeFolio Portfolio Management System: \$10,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$24,680

Website Development and Maintenance: \$100

- These funds will go toward the cost of securing a domain name for the Center's website.

Research Data Collection and Analysis: \$2,000

- These funds will go toward the collection and analysis of data to support the Center's research agenda. The Center will work with partners to secure the personnel, likely to be graduate students, to engage in data collection, organization, and preliminary analysis.

Contract with Center of Excellence in Mobile Learning: \$1,500

- These funds will go toward the cost of professional development on the use of mobile technology to be provided by Benjamin Deaton with the Center of Excellence in Mobile

Learning. Dr. Deaton will provide a one-day, on-site workshop as well as follow-up work with the participants in the 8th Grade Academy preparation course to discuss with teachers how to make the best use of the tablets that will be used during the 8th Grade Academy.

Outside Evaluator: \$15,000

- These funds will go toward the cost of an outside evaluator for the Center as mandated by CHE.

IT Consultant: \$5,000

- It is expected that these funds will go toward the cost of IT support involved in the initial setup and development of the Center website, the iMentor materials, and the use of other technology tools such as Survey Monkey and Constant Contact. Any funds not needed for these purposes, we will move to another area of high priority.

Survey Monkey Account: \$780

- These funds will go toward a one-year subscription to the Survey Monkey online survey service. This subscription will allow the Center to collect survey information from individuals and groups quickly and easily. This information will be used to collect data about ongoing P-20 initiatives, gauge the interests and concerns of stakeholders to inform Center activities and professional development offerings, and to receive feedback from participants about their experiences with the Center.

Constant Contact: \$300

- These funds will go toward an account with Constant Contact, an email management system. This will allow us to collect and manage email contact lists containing stakeholders from across the state to inform them about the work of the Center and solicit their involvement in Center activities.

Travel and Subsistence: \$5,000

State Employee: \$5,000

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences (such as the South Carolina Council of Teachers of English and South Carolina Council of Teachers of Mathematics conferences) as well as national conferences focused on P-20 and college and career readiness issues.

Year One Institutional In Kind Contributions

Key Personnel Salaries/Fringes: \$41,743.45

- The institutional funds consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits.

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Website and graphics development: \$300

- The institution will contribute to the development of graphics and the initial setup of the Center's website.

Year Two Proposed Budget

Key Personnel Salaries/Fringes: \$32,560.25

- The grant funds will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University.

Support Personnel Salaries/Fringes: \$32,573.18

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage. These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, 30 hours of work at \$13.33/hour, including required fringes for student workers.

Participant Costs: \$54,130

Participant Supplies: \$3,000

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.) for the 8th Grade Academy professional development preparation course (\$1,000), the 8th Grade Academy (\$1,000), the CAP regional meetings (\$500), and the College and Career Readiness Nights (\$500).

Participant Travel: \$6,000

- These funds will go toward offsetting the travel costs of the 13 members of the statewide Math, ELA, and Science Initiative teams as they travel to their team meetings (\$3,000). The funds will also go toward offsetting the travel costs of participants in the one-day Portfolio conference (\$3,000). A proportion of participants' travel will be covered in proportion to the distance they travel.

Participant Room and Board: \$3,405

- These funds will go toward the residential component of the 8th Grade Academy in Year 2, including resident hall fees (\$480 total, \$16/student for 30 students) and student meals (\$2,925, \$19.50/student per day for 5 days).

Participant Refreshments: \$6,650

- These funds will go toward the cost of meals and refreshments for the 8th Grade Academy (\$1,400 for 25 people at \$11.20/person per day for 5 days), the CAP regional meetings (\$4,000 for 200 people at \$20/person), the Portfolio conference (\$650 for 25 people at \$26/person), and the Statewide content initiative team meetings (\$600 for 2 meetings, 15 people per meeting, \$20/person).

Participant Stipends: \$23,700

- These funds will go toward the cost of stipends for the teachers who facilitate the 8th Grade Academy (\$4,000 for 10 people at \$100/person per day for 4 days as well as \$5,700 for FMU students to supervise Academy participants overnight), the Statewide content initiative team meetings (\$14,000 for \$1,000 each for 11 team members, and \$1,500 each for the math and science team leaders. A co-director will serve as ELA team leader and will not receive a stipend).

Participant Technology/Equipment: \$11,375

- These funds will go toward the cost iPad Mini tablets and cases for the 30 students and 5 instructors in the 8th Grade Academy; we expect that some instructors will have participated in Year 1 and will not need an iPad. \$275 for each iPad Mini and \$50 per case. These tablets will not only be used during the 8th Grade Academy, but they will

also be used to maintain contact with participants and provide them with additional resources and support after the Academy is complete.

Institution Supplies and Materials: \$3,750

Promotional Materials: \$2,500

- These funds will go toward the cost of materials to promote the work of the Center that can be distributed to stakeholders (administrators, teachers, parents, and students) throughout the state. Such items may include pens, notebooks, magnets, markers, bags, etc.

Printer Toner: \$250

- These funds will go toward the cost of toner for use by the Center staff.

Postage, Copying, Telephone: \$1,000

- These funds will go toward the cost of postage, on-site copying, and telephone costs. We expect these costs to be slightly higher during year 1 as we send out promotional materials to schools and districts throughout the state publicizing the 9th Grade Portfolio Project.

Equipment/Technology (greater than \$5,000): \$11,000

MyeFolio Portfolio Management System: \$11,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$19,680

Website Development and Maintenance: \$100

- These funds will go toward the cost of securing a domain name for the Center's website.

Research Data Collection and Analysis: \$2,000

- These funds will go toward the collection and analysis of data to support the Center's research agenda. The Center will work with partners to secure the personnel, likely to be graduate students, to engage in data collection, organization, and preliminary analysis.

Contract with Center of Excellence in Mobile Learning: \$1,500

- These funds will go toward the cost of professional development on the use of mobile technology to be provided by Benjamin Deaton with the Center of Excellence in Mobile Learning. Dr. Deaton will provide a one-day, on-site workshop as well as follow-up work with the participants in the 8th Grade Academy preparation course to discuss with teachers how to make the best use of the tablets that will be used during the 8th Grade Academy.

Outside Evaluator: \$15,000

- These funds will go toward the cost of an outside evaluator for the Center as mandated by CHE.

Survey Monkey Account: \$780

- These funds will go toward a one-year subscription to the Survey Monkey online survey service. This subscription will allow the Center to collect survey information from individuals and groups quickly and easily. This information will be used to collect data about ongoing P-20 initiatives, gauge the interests and concerns of stakeholders to

inform Center activities and professional development offerings, and to receive feedback from participants about their experiences with the Center.

Constant Contact: \$300

- These funds will go toward an account with Constant Contact, an email management system. This will allow us to collect and manage email contact lists containing stakeholders from across the state to inform them about the work of the Center and solicit their involvement in Center activities.

Travel and Subsistence: \$5,000

State Employee: \$5,000

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Two Institutional In Kind Contributions

Key Personnel Salaries/Fringes: \$42,704.71

- The institutional funds consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits.

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Year Three Proposed Budget

Key Personnel Salaries/Fringes: \$33,312.42

- The grant funds will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University.

Support Personnel Salaries/Fringes: \$33,823.93

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage. These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, 30 hours of work at \$13.33/hour, including required fringes for student workers.

Participant Costs: \$48,105

Participant Supplies: \$2,500

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.) for the Statewide P-20 Conference (\$500), the 8th Grade Academy (\$1,000), the CAP regional meetings (\$500), and the College and Career Readiness Nights (\$500).

Participant Travel: \$1,000

- These funds will go toward offsetting the travel costs of the 13 members of the statewide Math, ELA, and Science Initiative teams as they travel to their team meetings. A proportion of participants' travel will be covered in proportion to the distance they travel.

Participant Room and Board: \$3,405

- These funds will go toward the residential component of the 8th Grade Academy in Year 2, including resident hall fees (\$480 total, \$16/student for 30 students) and student meals (\$2,925, \$19.50/student per day for 5 days).

Participant Refreshments: \$9,000

- These funds will go toward the cost of meals and refreshments for the 8th Grade Academy (\$1,400 for 25 people at \$11.20/person per day for 5 days), the CAP regional meetings (\$4,000 for 200 people at \$20/person), the Portfolio conference (\$1,000 for 25 people at \$20/person per day for two days), the Statewide P-20 Conference (\$2,000 for 100 people at \$20/person), and the Statewide content initiative team meetings (\$600 for 2 meetings, 15 people per meeting, \$20/person).

Participant Stipends: \$21,700

- These funds will go toward the cost of stipends for the teachers who facilitate the 8th Grade Academy (\$4,000 for 10 people at \$100/person per day for 4 days as well as \$5,700 for FMU students to supervise Academy participants overnight), the Statewide content initiative team meetings (\$7,000 for \$500 each for 11 team members, and \$750 each for the math and science team leaders. A co-director will serve as ELA team leader and will not receive a stipend), and for the Portfolio evaluators (\$5,000 for 25 teachers at \$200/teacher).

Participant Technology/Equipment: \$10,500

- These funds will go toward the cost iPad Mini tablets and cases for the 30 students and 5 instructors in the 8th Grade Academy; we expect that some instructors will have participated in Year 1 and will not need an iPad. \$250 for each iPad Mini and \$50 per case. These tablets will not only be used during the 8th Grade Academy, but they will also be used to maintain contact with participants and provide them with additional resources and support after the Academy is complete.

Institution Supplies and Materials: \$2,250Promotional Materials: \$1,250

- These funds will go toward the cost of materials to promote the work of the Center that can be distributed to stakeholders (administrators, teachers, parents, and students) throughout the state. Such items may include pens, notebooks, magnets, markers, bags, etc.

Printer Toner: \$250

- These funds will go toward the cost of toner for use by the Center staff.

Postage, Copying, Telephone: \$750

- These funds will go toward the cost of postage, on-site copying, and telephone costs. We expect these costs to be slightly higher during year 1 as we send out promotional materials to schools and districts throughout the state publicizing the 9th Grade Portfolio Project.

Equipment/Technology (greater than \$5,000): \$317.36 paid by grant; \$11,682.64 paid by institutional funds (\$12,000 total)MyeFolio Portfolio Management System: \$12,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$27,680

Website Development and Maintenance: \$100

- These funds will go toward the cost of securing a domain name for the Center's website.

Research Data Collection and Analysis: \$1,500

- These funds will go toward the collection and analysis of data to support the Center's research agenda. The Center will work with partners to secure the personnel, likely to be graduate students, to engage in data collection, organization, and preliminary analysis.

Outside Evaluator: \$15,000

- These funds will go toward the cost of an outside evaluator for the Center as mandated by CHE.

Survey Monkey Account: \$780

- These funds will go toward a one-year subscription to the Survey Monkey online survey service. This subscription will allow the Center to collect survey information from individuals and groups quickly and easily. This information will be used to collect data about ongoing P-20 initiatives, gauge the interests and concerns of stakeholders to inform Center activities and professional development offerings, and to receive feedback from participants about their experiences with the Center.

Constant Contact: \$300

- These funds will go toward an account with Constant Contact, an email management system. This will allow us to collect and manage email contact lists containing stakeholders from across the state to inform them about the work of the Center and solicit their involvement in Center activities.

Funds for Pilot Implementation of Statewide Science Initiative: \$5,000

- These funds will go toward pilot implementation of the statewide science initiative. The exact nature of this initiative will be developed by the science initiative team during Years 1 and 2.

Funds for Pilot Implementation of Statewide Math Initiative: \$5,000

- These funds will go toward pilot implementation of the statewide math initiative. The exact nature of this initiative will be developed by the math initiative team during Years 1 and 2.

Travel and Subsistence: \$3,000

State Employee: \$3,000

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Three Institutional Contributions

Key Personnel Salaries/Fringes: \$43,691.23

- The institutional funds consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits.

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

MyeFolio Portfolio Management System: \$11,682.64 paid by institutional funds; \$317.36 paid by grant (\$12,000 total)

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Year Four Budget Overview

Key Personnel Salaries/Fringes: \$79,216 (\$29,404.71 grant funds; \$49,811.29 institutional funds and in-kind support)

- The grant funds (\$29,404.71) will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University. Institutional funds will cover \$5,011.29 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$44,800).

Support Personnel Salaries/Fringes: \$35,207

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage (\$34,707). These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, approximately 30 hours of work at \$15/hour, including required fringes for student workers (\$500).

Participant Costs: \$34,500

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.), stipends, refreshments, room and board, travel and technology for the 8th Grade Academy (\$26,500), CAP Regional Meetings (\$4,500), Portfolio Project (\$3,000), and College and Career Readiness Nights (\$500).

Institution Supplies and Materials: \$1,877

- These funds will go toward the cost of supplies and promotional materials.

Equipment/Technology (greater than \$5,000): \$10,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$35,500

- These funds will go toward the cost of the Math and Science Initiatives (\$16,000), research (\$1,500), and the external evaluator (\$15,000).

Travel and Subsistence: \$2,000

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Four Institutional Contributions

Key Personnel Salaries/Fringes: \$49,811.29 institutional funds and in-kind support

- Institutional funds will cover \$5,011.29 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$44,800).

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Year Five Budget Overview

Key Personnel Salaries/Fringes: \$80,805 (\$5,345.60 grant funds; \$75,459.40 institutional funds and in-kind support)

- The grant funds (\$ 5,345.60) will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University. Institutional funds will cover \$29,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$45,700).

Support Personnel Salaries/Fringes: \$36,611

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage (\$36,111). These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, approximately 30 hours of work at \$15/hour, including required fringes for student workers (\$500).

Participant Costs: \$31,500

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.), stipends, refreshments, room and board, travel and technology for the 8th Grade Academy (\$26,500), CAP Regional Meetings (\$4,500), and College and Career Readiness Nights (\$500).

Institution Supplies and Materials: \$3,284

- These funds will go toward the cost of supplies and promotional materials.

Equipment/Technology (greater than \$5,000): \$10,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$34,500

- These funds will go toward the cost of the Math and Science Initiatives (\$18,000), research (\$1,500), and the external evaluator (\$15,000).

Travel and Subsistence: \$2,500

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Five Institutional Contributions

Key Personnel Salaries/Fringes: \$75,459.40 institutional funds and in-kind support

- Institutional funds will cover \$29,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$45,700).

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Year Six Budget Overview

Key Personnel Salaries/Fringes: \$82,407 (\$3,047.60 grant funds; \$79,359.40 institutional funds and in-kind support)

- The grant funds (\$3,047.60) will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University. Institutional funds will cover \$32,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$46,600).

Support Personnel Salaries/Fringes: \$37,333

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage (\$36,833). These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, approximately 30 hours of work at \$15/hour, including required fringes for student workers (\$500).

Participant Costs: \$31,500

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.), stipends, refreshments, room and board, travel and technology for the 8th Grade Academy (\$26,500), CAP Regional Meetings (\$4,500), and College and Career Readiness Nights (\$500).

Institution Supplies and Materials: \$3,000

- These funds will go toward the cost of supplies and promotional materials.

Equipment/Technology (greater than \$5,000): \$10,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$36,500

- These funds will go toward the cost of the Math and Science Initiatives (\$20,000), research (\$1,500), and the external evaluator (\$15,000).

Travel and Subsistence: \$2,360

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Six Institutional Contributions

Key Personnel Salaries/Fringes: \$79,359.40 institutional funds and in-kind support

- Institutional funds will cover \$32,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$46,600).

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Year Seven Budget Overview

Key Personnel Salaries/Fringes: \$84,023 (\$3,763.60 grant funds; \$80,259.40 institutional funds and in-kind support)

- The grant funds (\$3,763.60) will go toward funding salaries/fringes during the summer months for the two Center co-directors, Nelson and Love. This amount is based on the equivalent payment of two summer courses at Francis Marion University. Institutional funds will cover \$32,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$47,500).

Support Personnel Salaries/Fringes: \$38,070

- The funds will go toward funding an administrative assistant position of 24 hours/week for 12 months at a rate of \$15/hour. The position will include all fringe benefits, including medical and dental coverage (\$37,570). These funds will also pay the salary and benefits for a student worker who will edit videos for the iMentor project, approximately 30 hours of work at \$15/hour, including required fringes for student workers (\$500).

Participant Costs: \$31,500

- These funds will go toward the cost of materials (paper, notebooks, folders, pencils, flip charts, books, resource materials, etc.), stipends, refreshments, room and board, travel and technology for the 8th Grade Academy (\$26,500), CAP Regional Meetings (\$4,500), and College and Career Readiness Nights (\$500).

Institution Supplies and Materials: \$2,000

- These funds will go toward the cost of supplies and promotional materials.

Equipment/Technology (greater than \$5,000): \$10,000

- These funds will go toward the cost of setup and initial collection of portfolios using the MyeFolio management system.

Additional Costs: \$36,500

- These funds will go toward the cost of the Math and Science Initiatives (\$20,000), research (\$1,500), and the external evaluator (\$15,000).

Travel and Subsistence: \$1,907

- These funds will go toward the cost of travel for the two Center co-directors to attend local and statewide meetings and conferences as well as national conferences focused on P-20 and college and career readiness issues.

Year Seven Institutional Contributions

Key Personnel Salaries/Fringes: \$80,259.40 institutional funds and in-kind support

- Institutional funds will cover \$32,759.40 of the summer salaries and fringes. Additionally, institutional in-kind contributions will consist of one semester of course release per semester of the academic year for both Nelson and Love to devote to the work of the Center along with the required fringe benefits (\$47,500).

Office Space: \$7,500

- The institution will provide dedicated office space for Center work and personnel, including the co-directors and the administrative assistant.

Year Eight Overview

The institution is committed to providing all fiscal resources necessary to maintain the ongoing operation of the Center.

References

- Achieve, Inc. "What is College- and Career-Ready?" *Achieve, Inc.* Achieve, Inc., 2014. Web. 9 Mar. 2014.
- Benner, Aprile. "The Transition to High School: Current Knowledge, Future Directions." *Educational Psychology Review*. 23.3 (September 2011): 299-328. Print.
- Bloom, Todd. "College and Career Readiness: A Systemic P-20 Response." *Hobsons, Inc.* 2012. Hobsons, 2012. Web. 9 Mar. 2014.
- Conley, David. *Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know*. Hoboken, NJ: Jossey-Bass, 2013. Print.
- Neild, Ruth Curran. "Falling Off Track During the Transition to High School: What We Know and What Can Be Done." *The Future of Children* 19.1 (Spring 2009). Print.
- Schawbel, Dan. "The Soft Skills Managers Want." *Businessweek.com*. Bloomberg L.P. 4 September 2013. Web. 9 Mar. 2014.
- South Carolina Advanced Technological Education (SC ATE). "Workplace Research Model." *SC ATE National Resource Center*. Florence-Darlington Technical College, 7 March 2014. Web. 7 March 2014.
- South Carolina Education Oversight Committee. "At a Glance: Postsecondary Success Among Adult Population." *South Carolina Education Oversight Committee*. N.p., April 2012. Web. 10 Mar. 2014.

Matthew C. Nelson

Department of English, Modern Languages, and Philosophy
Francis Marion University • PO Box 100547 • Florence, SC 29502
Phone: (843) 661-1500 • E-mail: mnelson@fmarion.edu

EDUCATION

Ph.D., English and Education

University of Michigan (Ann Arbor, MI), April 2008

Dissertation: *"What Would You Advise Us To Do?": Status, Knowledge, and Asymmetry in Cross-Level Interactions among Teachers of Writing*

M.A., English

Texas A&M University (College Station, TX), May 1999

B.A., English

Texas A&M University (College Station, TX), December 1996

Minor: History

Teacher Certification: English Language Arts and Social Studies, Grades 7-12 (Texas)

ACADEMIC POSITIONS

Francis Marion University (Florence, SC), 2004-present

- Associate Professor, Department of English, Modern Languages, and Philosophy (2011-present)
- Assistant Professor, Department of English, Modern Languages, and Philosophy (2004-2011)
- Coordinator of English Teacher Licensure (2008-present)
- Director, Swamp Fox Writing Project (2011-present)
- Co-Director, Swamp Fox Writing Project (2005-2011)

SELECTED PUBLICATIONS

Journal Articles

"How Teachers' Professional Identities Position High Stakes Test Preparation in Their Classrooms." *Teachers College Record*. 106.6 (2004): 1288-1331. With Lesley A. Rex.

Contributions to Edited Collections

"Stars Hollow, Chilton, and the Politics of Education in *Gilmore Girls*," *Screwball Television: Gilmore Girls*. Eds. David Scott Diffrient and David Lavery. Syracuse: Syracuse UP, 2010.

SELECTED PRESENTATIONS

National Conferences

"What We Think We Know and What We Can Find Out: Student Preparedness for College Writing." Council of Writing Program Administrators Annual Conference. Baton Rouge, LA: July 2011.

"Articulation and Expectation: Revisiting the Relationship between High School English and First-Year Composition through Quantitative Research." Conference on College Composition and Communication. San Francisco: March 2009.

"Where the 'Tower' and the 'Trenches' Meet: Representations of Cross-Level Conversations among Teachers of Writing." National Council of Teachers of English. San Antonio: November 2008.

"Investigating Teachers' Concepts of 'Best Writing' as a Way of Understanding Students' Transitions from Secondary School to College." Conference on College Composition and Communication, Research Network Forum. San Antonio: March 2004.

"Acting 'Cool' and 'Appropriate': Comparing White and Black Teacher and Student Classroom Literacy Learning Discourses." American Educational Research Association. New Orleans: April 2002.

"What 'Teaching to the Test' Means When We Look Closely at Classroom Teaching and Learning." American Educational Research Association. Seattle: April 2001.

Regional Conferences

"College Teachers: Our Role in Shaping Literacy Education in South Carolina." South Carolina International Reading Association. Myrtle Beach, SC: February 2012.

“Connecting with Reluctant Writers.” South Carolina Council of Teachers of English. Kiawah Island, SC: January 2012.

“Exploring ‘Preparedness’ in the Transition from High School to College Writing.” South Carolina Council of Teachers of English. Kiawah Island, SC: January 2011.

“What High School Teachers and College Instructors Don’t Know about Each Other, But Should.” Student Success in First-Year Composition Conference. Statesboro, GA: February 2007.

Invited Presentations

“The Impact of Social Media Roundtable.” Francis Marion University. October 2011.

“Remixing the Student Writer through Quantitative Research.” FMU Humanities and Social Sciences Symposium: April 2010.

HONORS, AWARDS AND GRANTS

SEED II: Teacher Leadership Development Grant-\$20,000 (2013-14)

SEED II: Professional Development in High-Needs Schools Grant-\$20,000 (2013-14)

Francis Marion University Award for Excellence in Professional Service (2011-12)

Council of Writing Program Administrators Research Grant (2010)

Spencer Foundation Research Training Grant Fellowship (2000-02)

Educational Testing Service Summer Program in Research Fellowship (2001)

UNIVERSITY TEACHING EXPERIENCE

Francis Marion University

Composition I (ENG 111)

Composition II (ENG 112)

Writing for Disciplines (ENG 200)

Advanced Composition (ENG 220)

Business Writing (ENG 305)

Theories of Writing (ENG 340)

Advanced Comp. for Teachers (English 341)

Swamp Fox WP Invitational Summer Institute (ENG 501)

Applied Composition Theory (ENG 516)

Clinical Experience: Secondary (EDUC 393)

Teaching Eng. in the Sec. School (EDUC 434)

Swamp Fox WP Advanced Institute (EDPD 525)

PROFESSIONAL ACTIVITIES

Professional Organizations

- o South Carolina Council of Teachers of English
 - Co-Editor, *South Carolina English Teacher* (2011-present)
 - Past-President (2012-2013)
 - President (2011-2012)
- o National Council of Teachers of English
- o Conference on English Education
- o Conference on College Composition and Communication
- o Council of Writing Program Administrators
- President-Elect and 2011 Conference Chair (2010-11)
- Vice-President for Programs (2009-10)
- University Director (2006-09)

South Carolina Department of Education and Commission on Higher Education

- o South Carolina Course Alignment Project (2008-present)
 - ELA Cluster Leader (2012-present)
 - Phase III Participant (2010-present)
 - Pilot Course Implementer (2009-10)
 - Composition I Program Liaison (2008)
- o Smarter Balanced Common Core Assessment Achievement Level Descriptor Workshop Participant (2012)
 - South Carolina’s Higher Education Representative
- o PRAXIS II English Language, Literature, and Composition Standard Setting Study, Panelist (2010)
- o South Carolina Writing Improvement Coordinating Council, Member (2005-2010)

MEREDITH A. LOVE
CURRICULUM VITAE

EDUCATION

Ph.D., Composition and Rhetoric, 2003: Miami University, Ohio

M.A., Literature, 1997. Clemson University

B.A., English, 1995. Cum Laude. Loyola University, New Orleans

SELECTED ACADEMIC POSITIONS

Francis Marion University, Florence, South Carolina, 2009-present

Associate Professor, Department of English, Modern Languages, & Philosophy

- Coordinator of Composition, 2005-present
- Coordinator of University Life, 2013-present

SELECTED ADMINISTRATIVE POSITIONS

University Life Coordinator, 2013-present

- Compile and update *UL 100 Teacher's Guide* for instructors
- Lead instructors in professional development

Composition Coordinator, 2005-present

- Program Assessment
 - Organize and Facilitate Composition Assessment, 2005-present
 - Compile Institutional Effectiveness Reports for Program, 2005-present
- New Faculty Orientation
 - Facilitate New Faculty Orientation for Composition Program, 2005-present
 - Develop *Composition Orientation Guide* for new faculty, 2008-present
- Faculty Development Workshops
 - Creating Effective Writing Assignments, Fall 2013
 - New Research on Transfer and Genre, Spring 2013
 - Grading Essays Efficiently and Effectively, Fall 2012

TEACHING EXPERIENCE

Francis Marion University

- Composition I (English 111)
- Composition II (English 112)
- Writing in the Disciplines (English 200)
- Advanced Composition (English 220)
- Business Writing (English 305)
- Foundations of Professional Writing (English 307)
- Gender and Public Rhetoric (English 331B; English 421)
- Theories of Writing (English 340)
- Senior Seminar (English 491)
- University Life 100 (UL 100)
- Honors Independent Study (Honors 491)

HONORS, AWARDS, & GRANTS

- Project Director, "Connections Project," CHE Grant—Marlboro County EDGE, 2012-Present
- Project Director, "Connections Project," PBI Grant, 2011-2012 (\$19,370)
- Co-Principal Investigator, Council of Writing Program Administrators Research Grant, "Revising the Picture: Taking a Fresh Look at Preparedness Using Institutional Data and Surveys," Spring 2010 (\$1,600)

INVITED GUEST SPEAKER PRESENTATIONS

- “Writing Assignments that Work,” Faculty Development Workshop, University of North Carolina-Pembroke, October 2013
- “Remixing Our Perception of the Student Writer,” with Dr. Matthew Nelson, Humanities and Social Sciences Symposium, Francis Marion University, Spring 2010
- “Facilitating Professional Discussions.” Swamp Fox Writing Project Advanced Institute, Francis Marion University, Fall 2005

SELECTED PUBLICATIONS

- “Setting the Stage for Professionalism: Disrupting the Student Identity,” with Lynn Hanson. *Disrupting Pedagogies and Teaching the Knowledge Society: Countering Conservative Norms with Creative Approaches*. Ed. Julie Faulkner. Hershey, PA: IGI Global, 2011. 147-160.
- “Performing New Identities.” *Code-Meshing as World English: Pedagogy, Policy, and Performance*. Ed. Vershawn A. Young and Aja Y. Martinez. Urbana, IL: NCTE Press, 2011. 185-188.
- “Composing Through the Performative Screen: Translating Performance Studies into Writing Pedagogy,” *Composition Studies* 35.2 (Fall 2007): 11-30.

CURRENT RESEARCH PROJECTS

- “Composing the Writing Lives of Teachers: What Do Teachers Write?” with Matt Nelson and Will Duffy.

SELECTED PROFESSIONAL PRESENTATIONS

- “Writing Like a Teacher: New Directions for Teaching Composition to Pre-Service Educators,” with Matt Nelson and Will Duffy, National Conference of Teachers of English, Boston, MA, November 2013.
- “The Common Core, Authentic Reading, and Preventing ‘Readicide,’” with Amanda Graham, South Carolina Conference of Teachers of English, Kiawah Island, SC, January 2013.
- “Alignments and Transitions: The South Carolina Course Alignment Project,” with Matt Nelson, Gail Hayes, and Lynne Rhodes, South Atlantic Modern Language Association, Durham, NC, November 2012.
- “What We *Think* We Know and What We Can Find Out: Student Preparedness for College Writing,” Council of Writing Program Administrators Conference, Baton Rouge, LA, July 2011
- “Exploring ‘Preparedness’ in the Transition from High School to College Writing, South Carolina Council of Teachers of English, Kiawah Island, January 2011
- “Preparing High School Students for College Writing: Challenging Definitions of Preparedness through Quantitative Research.” Presentation with Matt Nelson. North Carolina Symposium on Teaching Writing, Raleigh, NC, October 2009

SELECTED PROFESSIONAL SERVICE

- Board Member, South Carolina Conference of Teachers of English, 2013-present
- Teaching Fellows Interviewer, CERRA SC, 2013-present
- Reviewer, Special Issue of *Across the Disciplines*, 2012

PROFESSIONAL MEMBERSHIPS

- National Council of Teachers of English (NCTE)
- College Composition and Communication (CCCC)
- South Carolina Conference of Teachers of English (SCCTE)
- Council of Writing Program Administrators (WPA)
- Carolinas Writing Program Administrators (CWPA)

**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).

Department of English, Modern Languages, and Philosophy

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

- to provide two faculty members to serve as the Co-Directors of the Center.

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

- to provide professional development for the implementation of lessons, activities, and assignments that encourage the key skills for college and career readiness.
- to create a college and career readiness culture in the state of South Carolina.

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

- **Dr. Meredith Love, Associate Professor of English, Composition Coordinator, University Life 100 Coordinator**
- **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/12/14

Dean/Superintendent Name: **Dr. Christopher Johnson, Chair, Department of English, Modern Languages, and Philosophy**

Signature Christopher D. Johnson Date 3/12/14

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Francis Marion University, School of Education

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

- allow the FMU Teaching Fellows to assist with the 8th-Grade Academy.
- provide faculty members to serve as consultants to the project.

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

- the experiences of the Teaching Fellows will be enriched by working with both students and teachers in the 8th-Grade Academy

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

- **Dr. Shirley Carr Bausmith, Associate Professor and Dean, School of Education**
- **Dr. Erik Lowry, Associate Professor of Education and Coordinator, Elementary Education Program; Director, Teaching Fellow; Coordinator, NCATE/CAEP**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name: **Dr. Shirley Carr Bausmith, Associate Professor and Dean, School of Education**

Signature Shirley Carr Bausmith Date 2/27/14

Partnership Agreement
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Center of Excellence

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Department of Biology, Francis Marion University agrees to make the following contributions or play the following roles in the Center:

- to provide a faculty member to serve as the Team Leader of the Science Initiative for the Center. Ms. Lisa Pike will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in science that encourage the key cognitive skills for college and career readiness.
- to contribute to a college and career readiness culture in grades 8-12.

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

- **Ms. Lisa Pike, Associate Professor of Biology**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Chair, Department of Biology: **Dr. Ann Stoeckmann, Associate Professor**

Signature Ann Stoeckmann Date 3/11/14

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South Carolina Commission on Higher Education
Center of Excellence**

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Florence County, School District 4

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

- to recruit at least four teachers (two each from Johnson Middle School and Timmonsville High School) to be "Readiness Consultants" (RCs) to participate in a semester-long course (Spring 2015) and in the 8th-Grade Academy to be held at Francis Marion University (Summer 2015). RCs will learn about the key cognitive strategies for college and career readiness and will create lessons, activities, and assignments to use in the classroom for students in grades 8-12. These will be piloted in the week-long 8th-Grade Academy for rising ninth-graders in Florence Four and Florence One school districts.
- to support the classroom efforts of these teachers in the implementation of class activities and assignments that encourage college and career readiness.
- to recruit at least ten students to attend the 8th-Grade Academy (Summer 2015).
- to provide transportation for the ten students attending the 8th-Grade Academy (Summer 2015).
- to recruit at least four ELA teachers (two each from Johnson Middle School and Timmonsville High School) to participate in The Write Stuff Statewide Conference (May 2015). At this one-day conference, teachers will be introduced to The Write Stuff Portfolio Program, and Center Directors and RCs will present suggested writing prompts and pedagogical strategies to help students meet 9th-grade state standards for language and writing.
- to support the classroom efforts of ELA teachers in the implementation of The Write Stuff Portfolio.
- to recruit additional teachers in mathematics, biology, physics, and chemistry to become RCs (Fall 2016).

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

- to provide professional development for the implementation of lessons, activities, and assignments in writing, math, and science that encourage the key cognitive skills for college and career readiness
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Andre' Boyd, Superintendent**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Noel Date 3/11/14

Dean/Superintendent Name: **Dr. Andre' Boyd, Superintendent**

Signature [Signature] Date 3/11/14

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).

Florence County, School District 4

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

- to provide a faculty member to serve on the Science Initiative Team for the Center. Mr. Henry McGill will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in physics that encourage the key cognitive skills for college and career readiness.
- to contribute to a college and career readiness culture in grades 8-12.

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

- **Mr. Henry McGill, Science Department Chairman, Timmonsville High School**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name: **Dr. Andre' Boyd, Superintendent**

Signature  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).

Florence County, School District 1

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

- to recruit at least twelve teachers (two each from Sneed Middle School, Williams Middle School, Southside Middle School, South Florence High School, Wilson High School, West Florence High School) to be "Readiness Consultants" (RCs) to participate in a semester-long course (Spring 2015) and in the 8th-Grade Academy to be held at Francis Marion University (Summer 2015). RCs will learn about the key cognitive strategies for college and career readiness and will create lessons, activities, and assignments to use in the classroom for students in grades 8-12. These will be piloted in the week-long 8th-Grade Academy for rising ninth-graders in Florence Four and Florence One school districts.
- to support the classroom efforts of these teachers in the implementation of class activities and assignments that encourage college and career readiness.
- to recruit at least ten students to attend the 8th-Grade Academy (Summer 2015).
- to provide transportation for the ten students attending the 8th-Grade Academy (Summer 2015).
- to recruit at least twelve ELA teachers (two each from Sneed Middle School, Williams Middle School, Southside Middle School, South Florence High School, Wilson High School, West Florence High School) to participate in The Write Stuff Statewide Conference (May 2015). At this one-day conference, teachers will be introduced to The Write Stuff Portfolio Program, and Center Directors and RCs will present suggested writing prompts and pedagogical strategies to help students meet 9th-grade state standards for language and writing.
- to support the classroom efforts of ELA teachers in the implementation of The Write Stuff Portfolio.
- to recruit additional teachers in mathematics, biology, physics, and chemistry to become RCs (Fall 2016).

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

- to provide professional development for the implementation of lessons, activities, and assignments in writing, math, and science that encourage the key cognitive skills for college and career readiness
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Allie E. Brooks, Jr., Superintendent**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name:

- **Dr. Allie E. Brooks, Jr., Superintendent**

Signature Allie E. Brooks, Jr. Date 3/7/14

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Florence County, School District 1, West Florence High School agrees to make the following contributions or play the following roles in the Center:

- to provide faculty member to serve on the Math Initiative Team for the Center. Mrs. Alisa Hobgood will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in mathematics that encourage the key cognitive skills for college and career readiness.
- to contribute a college and career readiness culture in grades 8-12.

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

- **Mrs. Alisa Hobgood, Mathematics Teacher, West Florence High School**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Principal Name: **Ms. Pam Quick, Principal, West Florence High School, Florence County School District One**

Signature Pam Quick Date 3-3-14

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Florence County, School District 1, West Florence High School agrees to make the following contributions or play the following roles in the Center:

- to provide faculty member to serve on the English Language Arts Initiative Team for the Center. Mrs. Carla Summersett will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop The Write Stuff Portfolio Project.

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

- to provide professional development for the implementation of lessons, activities, and assignments in ELA that encourage the key cognitive skills for college and career readiness.
- to contribute a college and career readiness culture in grades 8-12.

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

- **Mrs. Carla Summersett, English Department Chair, West Florence High School**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C Nelson Date 3/11/14

Principal Name: **Ms. Pam Quick, Principal, West Florence High School, Florence County School District One**

Signature Pam Quick Date 2-27-14

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

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The Center of Excellence in Mobile Learning

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

- to provide professional development for facilitators in the 8th grade academy in the use of mobile learning devices to facilitate student learning.

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

- to provide professional development for the implementation of lessons, activities, and assignments that encourage the key cognitive skills for college and career readiness.
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Benjamin Deaton, Director, The Center of Excellence in Mobile Learning**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C Nelson Date 3/12/14

- Dean/Superintendent Name: **Dr. Benjamin Deaton, Director, The Center of Excellence in Mobile Learning**

Signature Benjamin Deaton Date 3/7/2014

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

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Clemson University

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

- to provide faculty member to serve on the Science Initiative Team for the Center. Dr. Amy Pope will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative

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

- to provide professional development for the implementation of lessons, activities, and assignments in physics that encourage the key cognitive skills for college and career readiness.
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Amy Pope, Instructor, Department of Physics and Astronomy**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name: **Dr. Mark Leising, Department Head, Physics and Astronomy**

Signature Mark Leising Date 6 Feb 2014

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

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**The University of South Carolina
Upstate**

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

- to provide faculty member to serve on the Math Initiative Team for the Center. Dr. Bernard Omolo will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative

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

- to provide professional development for the implementation of lessons, activities, and assignments in mathematics that encourage the key cognitive skills for college and career readiness.
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Bernard Omolo, Associate Professor, Mathematics**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English,
Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name: **Dr. Dirk Schlingmann, Dean, College of Arts and Sciences**

Signature Dirk Schlingmann Date 02/28/2014

**Partnership Agreement
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Center of Excellence**

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Central Carolina Technical College

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

- to provide faculty member to serve on the Science Initiative Team for the Center. Mr. Joshua Castleberry will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in science that encourage the key cognitive skills for college and career readiness.
- to contribute to a college and career readiness culture in grades 8-12.

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

- **Mr. Joshua Castleberry, Environmental Engineering Technology—
Academic Program Manager**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

Dean/Superintendent Name: **Professor Nancy Bishop, Dean, Business and Public Services**

Signature Nancy H. Bishop Date 3/3/14

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South Carolina Commission on Higher Education
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Florence-Darlington Technical College agrees to make the following contributions or play the following roles in the Center:

- to provide a faculty member to serve on the Science Initiative Team for the Center. Professor Gowoon Choi will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide science initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in physics that encourage the key cognitive skills for college and career readiness.
- to contribute to a college and career readiness culture in grades 8-12.

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

- **Professor Gowoon Choi, Physics Instructor, Florence-Darlington Technical College**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C Nelson Date 3/12/14

Department Head: **Professor David Saleeby, Natural and Physical Sciences Department Head and Physical Science (PHS) Instructor**

Signature David E Saleeby Date 3/11/14

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South Carolina Commission on Higher Education
Center of Excellence**

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Tri-County Technical College

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

- to provide faculty member to serve as the Math Initiative Leader for the Center. Dr. Gerald Marshall will collaborate with the Center on regional Course Alignment Project meetings, develop a statewide science initiative with the Science Initiative Team, and will facilitate professional development for teachers involved in the statewide initiative.

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

- to provide professional development for the implementation of lessons, activities, and assignments in mathematics that encourage the key cognitive skills for college and career readiness.
- to create a college and career readiness culture in grades 8-12.

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

- **Dr. Ronnie L. Booth, President**
- **Dr. Gerald L. Marshall, Mathematics Instructor**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C Nelson Date 3/11/14

Dean/Superintendent Name: **Dr. Ronnie L. Booth, President**

Signature [Signature] Date 3/5/14

Partnership Agreement
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Greenville Technical College

Gérard Dotti

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

- to provide faculty member to serve on the Math Initiative Team for the Center. Mr. Gérard Dotti will participate in two meetings a year with the Team, recruit participants for the Course Alignment Project, contribute a profile to iMentor, and work with the Team to develop a statewide math initiative

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

- to provide professional development for the implementation of lessons, activities, and assignments in mathematics that encourage the key cognitive skills for college and career readiness.
- to create a college and career readiness culture in grades 8-12.

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

- **Mr. Gérard Dotti, Department of Mathematics**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Gérard Dotti Date 3-5-2014

Dean/Superintendent Name: **Professor Patty Amick, Dean, Arts and Sciences**

Signature Patty A Amick Date 3-6-14

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

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North Eastern Strategic Alliance (NESA) agrees to make the following contributions or play the following roles in the Center:

- to act as a consultant to the Center, linking the Center to regional businesses and industry to improve college and career readiness in South Carolina.

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

- to inform students about career opportunities in South Carolina.
- to contribute a college and career readiness culture in grades 8-12.

The organization further assures that this proposal was developed with input from the following:

- **Mr. Ronald Carter, Business Development Coordinator, NESA**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English, Coordinator of English Teacher Licensure**

Signature Matthew C. Nelson Date 3/11/14

NESA Executive Director: **Mr. Jeff McKay**

Signature [Signature] Date 3-6-14

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

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**The South Carolina Advanced
Technological Education (SC ATE)
Center of Excellence at Florence-
Darlington Technical College**

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

- to act as a consultant to the Center, linking the Center to regional businesses and industry to improve college and career readiness in South Carolina.

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

- to inform students about career opportunities in South Carolina.
- to create a college and career readiness culture in South Carolina.

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

- **Ms. Elaine L. Craft, SC ATE Center of Excellence Principal Investigator and Director**

Project Director/Key Contact Name: **Dr. Matthew Nelson, Associate Professor of English,
Coordinator of English Teacher Licensure**

Signature Matthew C Nelson Date 3/12/14

Director Name: **Ms. Elaine L. Craft, SC ATE Center of Excellence Principal Investigator and
Director**

Signature Elaine L Craft Date March 12, 2014



FRANCIS MARION UNIVERSITY

School of Education

March 3, 2014

South Carolina Commission on Higher Education
Columbia, SC 29201

To Whom It May Concern

The School of Education is pleased to support the Center of Excellence for College and Career Readiness at Francis Marion University.

The mission of the Center is to serve as a state-of-the-art resource center for P-20 initiatives in South Carolina. We are excited about the role the Center will play in bringing together educators across the state. The conversations encouraged by the P-20 Initiatives Forum and the continuation of the South Carolina Course Alignment Project, as well as the other planned activities, will have a direct influence on the assignments and activities in our classrooms as South Carolina students develop both the cognitive skills and content knowledge needed for postsecondary success.

Additionally, the School of Education hopes to involve our Teaching Fellows in several of the activities planned for the Center of Excellence for College and Career Readiness. In particular, the Teaching Fellows will assist faculty and middle level teachers in facilitating the activities of 8th Grade Academy. These experiences will expose our outstanding SOE students to a diverse population of middle level students and our SOE students will use the best strategies to help these students become successful.

If additional information is needed, please contact me via email (Sbausmith@fmarion.edu) or phone (843-661-1460).

Thank you,

A handwritten signature in blue ink that reads "Shirley Carr Bausmith".

Shirley Carr Bausmith, Ph.D.
Dean, School of Education



FRANCIS MARION UNIVERSITY

School of Education

February 27, 2014

Dr. Paula Gregg
South Carolina Commission on Higher Education
Columbia, SC

Dear Dr. Gregg,

The Center of Excellence to Prepare Teachers of Children of Poverty is pleased to support the proposal, also from Francis Marion University, for a new Center of Excellence for College and Career Readiness.

I understand that the proposed Center will function as the premier resource for P-20 educators who seek to promote the development of cognitive skills and content knowledge that are necessary for success beyond the secondary school. The planned menu of activities reflect a keen awareness that, in order to achieve the goal of college and career readiness, a range of supports that enhance the efforts of teachers and schools at all levels must be readily available. This Center will capitalize on existing successful projects, including the P-20 Initiatives Forum and the South Carolina Course Alignment Project, while concurrently developing new activities that are aligned with its mission. Together, these resources will position the new Center as a state-of-the-art resource center for P-20 educators across the state.

The proposed Center's work is focused on positively influencing the real-time activities and assignments used by teachers as they work to support the development of students. This mission is directly aligned with that of the existing Center of Excellence at FMU, and we are poised to work collaboratively to positively influence the real-time activities and assignments used by teachers as they work to support the development of students.

Sincerely,

A handwritten signature in cursive script that reads "Tammy Pawloski".

Tammy Pawloski, Ph.D.

Director

Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty

Striving



FLORENCE COUNTY SCHOOL DISTRICT FOUR

Every Student Achieving

Excellence

March 4, 2014

SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, South Carolina 29201

To Whom It May Concern:

Florence County School District Four is pleased to support the Center of Excellence for College and Career Readiness at Francis Marion University. I provide this letter as our formal request to join the Center as a Partner District. Our district serves approximately 700 students.

Involving our 8th-grade teachers in the Readiness Consultant Program and the summer 8th-Grade Academy will equip teachers in multiple disciplines with strategies that they can use to strengthen students' readiness for post-secondary success. Additionally, the conversations among students, parents, and teachers as they prepare for and receive feedback from The Write Stuff Portfolio Program will help to encourage a college-going and career readiness culture in the district.

I pledge our full support for the Center of Excellence for College and Career Readiness at Francis Marion University, and further pledge that Florence County School District Four will comply with all Partner District requirements.

We appreciate such a partnership that would assist all students, particularly those in Timmons ville community. Please contact me if I or my staff can be of assistance.

Sincerely,

Andre` L. Boyd, PhD
Superintendent

ALB/alm

304 Kemper Street
Timmons ville, South Carolina 29161
843-346-3956 / Fax: 843-346-5159
www.florence4.k12.sc.us



Florence Public School District One

319 South Dargan Street • Florence, South Carolina 29506-2589

Telephone: (843) 669-4141 • FAX: (843) 673-1108

www.fsd1.org

February 26, 2014

The South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

To Whom It May Concern:

Florence School District One is pleased to support the Center of Excellence for College and Career Readiness at Francis Marion University. I provide this letter as our formal request to join the Center as a Partner District. Our district serves approximately 16,283 students.

Involving our 8th grade teachers in the Readiness Consultant Program and the summer 8th-Grade Academy will equip teachers in multiple disciplines with strategies that they can use to strengthen students' readiness for post-secondary success. Additionally, the conversations among students, parents, and teachers as they prepare for and receive feedback from The Write Stuff Portfolio Program will help to encourage a college-going and career readiness culture in the district.

I pledge our full support for the Center of Excellence for College and Career Readiness at Francis Marion University, and further pledge that Florence School District One will comply with all Partner District requirements.

Key Activities (initial 3 years of grant)

8th Grade Academy

- Professional development for middle and high school teachers includes a semester long course, meeting once a week, focusing on intervention strategies for middle school students to get them focused on college possibilities and the importance of success in high school.
- 8th Grade Academy. Middle school teachers who participate in middle school course will design and lead an 8th Grade Academy to be held on campus of FMU beginning summer 2015. Teachers will use activities and assignments created in the semester long course.

Statewide P-20 Initiatives Forum and Statewide College Readiness Conference

One important task of the Center will be providing an opportunity for participants in existing statewide P-20 initiatives to come together, share their work, and explore opportunities for collaboration.

The Center aims to educate P-20 faculty about these strategies and work with them to develop effective classroom activities, assignments, and assessments that will exercise and strengthen students' abilities to use and apply content knowledge. To this end, the Center, beginning in the Spring of 2017, will hold an annual conference on "Strategies for College and Career Readiness."

iMentor

In its first two years, the Center will collect narratives, photos, and videos to compile digital resources for current K-20 students and teachers. These resources will be known as “iMentor” and will be available statewide as both a means of disseminating knowledge and a means of informing classroom discussions and professional development activities.

The Write Stuff: 9th-grade Portfolio Project

We will design, implement, and facilitate a 9th-grade portfolio program called “The Write Stuff.” After meeting with teachers across the state to design requirements and rubrics for the portfolios, South Carolina 9th graders will be invited to submit portfolios of their writing to The Write Stuff. Portfolios will be assessed by middle-school, high-school, and postsecondary English faculty who have attended a professional development orientation workshop. Individual students will be given feedback about their writing, and participating area high schools will be given generalized reports about how well situated their upcoming tenth-graders are for success in college composition.

Math and Science Content Initiatives

While the Center will begin with a focus on writing with the “Write Stuff” Writing Portfolio Program, we will also facilitate the work of math and science instructors from middle schools, high schools, technical colleges, and four-year colleges and universities to develop similar initiatives that address relevant content-area knowledge and skills. Cross-level committees of educators will collaborate on the development of a statewide initiative that will provide a basis for the development of subject-specific content knowledge and skills.

Cross-Level Regional Meetings

One of the cornerstones of the success of the SC Course Alignment Project is the facilitation of yearly regional meetings that allow CAP participants to collaborate and plan class visits while also providing a way for those interested in becoming involved in the Project to learn more about it. The Center will continue to plan and facilitate these meetings to foster existing collaborations and create new ones.

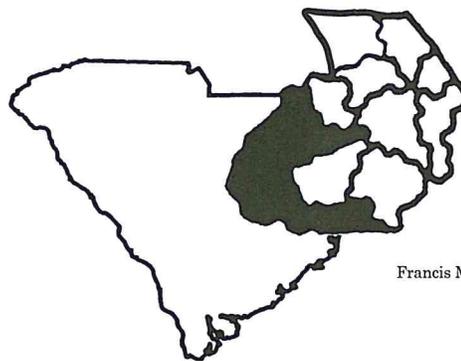
Sincerely,

A handwritten signature in blue ink that reads "Allie E. Brooks, Jr." The signature is written in a cursive style with a large, stylized initial 'A'.

Dr. Allie E. Brooks, Jr.
Superintendent, Florence School District One

PEE DEE EDUCATION CENTER

520 Francis Marion Road
Florence, South Carolina 29506-4701
Telephone: (843) 669-3391
Fax: (843) 669-3393
Website: www.pdec.net



Chesterfield
Clarendon
Darlington
Dillon
Florence
Lee
Marion
Marlboro
Williamsburg
Coker College
Francis Marion University

February 27, 2014

South Carolina Commission on Higher Education
Columbia, SC 29201

Dear Sir/Madam:

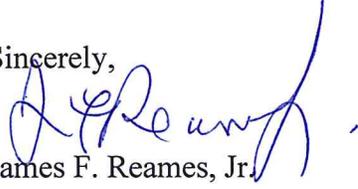
The Pee Dee Education Center is a consortium of the sixteen public school districts in our area of the state and also includes Coker College and Francis Marion University. Our purpose is to provide services to members through cost effective methods.

We understand that The Center of Excellence at Francis Marion University is applying for a grant for College and Career Readiness. The members of our consortium enthusiastically endorse this application as it fits nicely into our mission. The ultimate goal is to prepare middle and high school students for college and our region of the state desperately needs assistance in this area. The continuation of the South Carolina Course Alignment Project will be of tremendous benefit to our students.

The Board of Directors supports the Center of Excellence in this application and will work with them to implement the program when funded.

If you have any questions, please call me at 843-661-1816.

Sincerely,


James F. Reames, Jr.
Executive Director

WEST FLORENCE HIGH SCHOOL

221 North Beltline Drive
Florence, South Carolina 29501-2099

Pamela D. Quick
Principal

Telephone
(843) 664-8472

27 February 2014

To whom it may concern:

I am thrilled to offer my support of the Center of Excellence for College and Career Readiness at Francis Marion University and am excited about moving forward in a relationship between middle and high school teachers and post secondary educators in our state.

My experiences with the South Carolina Curriculum Project have proven invaluable in my school and classroom, influencing approaches to instruction and assessments that serve to prepare students for success at the post-secondary level. The center is a logical and much needed next step in this program and will serve to bring together educators across the state. This state-of-the-art resource center and the continuation of the South Carolina Course Alignment Project, as well as the other planned activities, will have a direct and great influence on the assignments and activities in classrooms across South Carolina in helping students develop both the cognitive skills and content knowledge needed for postsecondary success.

Sincerely,



Carla Summersett, M.Ed, NBCT

English Department Chair

Pride

February 27, 2014

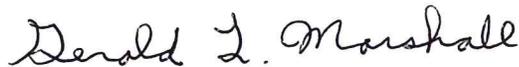
I, Dr. Gerald L. Marshall, former Head of the Mathematics Department at Tri-County Technical College, am pleased to support the Center of Excellence for College and Career Readiness at Francis Marion University.

The mission of the Center is to serve as a state-of-the-art resource center for P-20 initiatives in South Carolina. This Center will be a focal point for state-wide educational progress.

We are excited about the role the Center will play in bringing together educators from across the state. The conversations encouraged by the P-20 Initiatives Forum and the continuation of the South Carolina Course Alignment Project, as well as the other planned activities, will have a direct influence on the assignments and activities in our classrooms as South Carolina students develop both the cognitive skills and content knowledge needed for postsecondary success.

My experiences with the South Carolina Course Alignment Project over the last five years have been very positive. I have especially enjoyed getting to know and visiting in the classrooms of many of my colleagues in secondary education. This Center will enhance the opportunities of educators at all levels in South Carolina to interact with each other and to collaborate on many educational activities.

Sincerely,



Gerald L. Marshall, Ph.D.
Mathematics Instructor

Overview of Goals, Objectives, Activities and Links to Conceptual Framework (Conley's Four Keys)

Goals	Objectives	Activities	CF Link
<p>Goal #1: The Center will serve as state-of-the-art resource center for P-20 initiatives. Form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of "college and career readiness."</p>	<ul style="list-style-type: none"> • Create a directory of P-20 initiatives in SC. 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 	TKS
	<ul style="list-style-type: none"> • Provide opportunities for leaders of P-20 initiatives to collaborate. 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits • iMentor resources • Statewide College Readiness Conferences • Business and Industry Survey Meetings 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits • Business and Industry Survey meetings
<p>Goal #2: The Center will develop and implement best practices for promoting college and career readiness in the four key areas defined by EPIC: key cognitive strategies, key content knowledge, key learning skills and techniques, and key transition knowledge and skills.</p>	<ul style="list-style-type: none"> • Disseminate information on college and career readiness preparation to stakeholders (administrators, educators, parents, students) throughout the state. 	<ul style="list-style-type: none"> • iMentor resources • Statewide College Readiness Conferences • CAP Regional Meetings & Classroom Visits • P-20 Initiatives Forum, Fall 2015 	TKS
	<ul style="list-style-type: none"> • Develop a consensus definition of college & career readiness for SC. 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015
<p>GOAL #3: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.</p>	<ul style="list-style-type: none"> • Provide opportunities for 8th grade students to learn more about the strategies, content knowledge, learning skills, and transition knowledge and skills necessary for college success. 	<ul style="list-style-type: none"> • 8th Grade Academy 	LST, TKS, CK, CS
	<ul style="list-style-type: none"> • Compile and disseminate statewide assignments and activities in math, science, and English based on Conley's Four Keys to College Readiness. 	<ul style="list-style-type: none"> • 9th grade Write Stuff Portfolio Project • SC-CAP Resource (part of iMentor) 	<ul style="list-style-type: none"> • 9th grade Write Stuff Portfolio Project
<p>GOAL #3: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.</p>	<ul style="list-style-type: none"> • Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty. 	<ul style="list-style-type: none"> • "Best of The Write Stuff" collection • iMentor resources • Statewide math and science initiatives 	CK, CS
	<ul style="list-style-type: none"> • Provide high quality professional development for teachers and school districts. 	<ul style="list-style-type: none"> • 8th Grade Academy Teacher Seminar • 9th grade Write Stuff Portfolio Project • Statewide College Readiness Conferences 	<ul style="list-style-type: none"> • 8th Grade Academy Teacher Seminar • 9th grade Write Stuff Portfolio Project • Statewide College Readiness Conferences
<p>GOAL #3: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.</p>	<ul style="list-style-type: none"> • Improve high school graduation rates. 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits 	TKS
	<ul style="list-style-type: none"> • Increase the college enrollment rate. 	<ul style="list-style-type: none"> • College and Career Readiness Nights • College and Career Readiness Nights • Statewide College Readiness Conferences 	<ul style="list-style-type: none"> • College and Career Readiness Nights • Statewide College Readiness Conferences
<p>GOAL #3: The Center will contribute to the creation of a college and career readiness culture in the state of South Carolina.</p>	<ul style="list-style-type: none"> • Provide opportunities for interaction among high school and college faculty focused on issues related to college and career readiness. 	<ul style="list-style-type: none"> • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits • Statewide College Readiness Conferences 	CK, CS
	<ul style="list-style-type: none"> • Facilitate the continuation of cross-level class visits to educate high school students, college instructors, and high school teachers about the transition from high school to college. 	<ul style="list-style-type: none"> • iMentor resources • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits 	<ul style="list-style-type: none"> • Statewide College Readiness Conferences • P-20 Initiatives Forum, Fall 2015 • CAP Regional Meetings & Classroom Visits

CK: Content Knowledge; CS: Cognitive Strategies; LST: Learning Skills and Techniques; TKS: Transfer Knowledge and Skills

Advisory Committee Members

Dr. Shirley Bausmith, Dean, School of Education, Francis Marion University

Dr. Jennifer Keup, National Resource Center for the First-Year Experience

Dr. Gerald Marshall, Professor of Mathematics, Tri-County Technical College

Ms. Lisa Pike, Associate Professor of Biology, Francis Marion University

Mrs. Carla Summersett, English Department Chair, West Florence High School