



SPONSORED AWARDS MANAGEMENT

March 11, 2014

Dr. Paula Gregg
Commission on Higher Education
Centers of Excellence Program
1122 Lady Street, Suite 300
Columbia, SC 29201

RE: Proposal for Dr. Regelski for the Center of Excellence in College and Career Readiness Program

Dear Dr. Gregg:

The University of South Carolina - Columbia and the University of South Carolina-Aiken are pleased to submit the enclosed proposal on behalf of Dr. Jennifer Regelski, for the South Carolina Commission on Higher Education's Centers of Excellence Program opportunity.

The necessary budget, programmatic and administrative information for the University of South Carolina is enclosed.

Principal Investigator: Dr. Jennifer Regelski, Ed.D.
Assistant Professor, Science Education
University of South Carolina, Aiken Campus

Proposal Title: Center of Excellence in College and Career Readiness

Amount Requested: \$ 408,032 Year One Total - \$249,979 requested
\$2,817,016 Total Project - \$1,512,349 requested

Project Period: July 1, 2014 through June 30, 2021

Any resulting award for this proposal would be made to the University of South Carolina (EIN#57-6001153, DUNS #041387846). USC reserves the right to negotiate the terms and conditions or decline acceptance, of any award issued in response to this proposal. Please contact me at (803) 777-5389 or perkinsv@sc.edu if any additional information is needed.

Sincerely,

Vonnie Perkins
Sponsored Programs Administrator

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

Institution: University of South Carolina

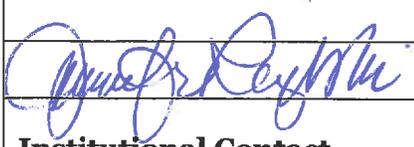
Center Name: Center of Excellence in College and Career Readiness

Project Director(s)/Title
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Proposed Funding	Year One	Five Year Total	University/District/School/ Business Partners
State Funds Requested	\$249,979	\$1,512,349	North Middle High School, Orangeburg 5 School District
Institutional Funds	\$140,033	\$1,102,787	Allendale-Fairfax High School, Allendale County School District
Other Funds	\$18,020	\$201,880	
Total	\$408,032	\$2,817,016	

Institutional Approval: **Daniel L. Christmus, Sr. Sponsored Programs Administrator**

Chief Executive Officer *Daniel L. Christmus*

Date *3/10/14*

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Abstract

Purpose of the project: The purpose of the Center of Excellence in College and Career Readiness (CE-CCR) is to serve the state of South Carolina as a leader in policy and reform initiatives and act as a primary resource center for college and career readiness education. CE-CCR will develop a definition of college and career readiness as well as standards and model lessons for implementation in K-12 education. The CE-CCR will also provide high quality professional development for in-service teachers in order to infuse both the cognitive strategies and learning skills that are necessary to prepare students to be college bound and career ready. The CE-CCR will work to build college and career education into existing teacher education programs so that tomorrow's teachers are prepared with the required strategies and skills. The CE-CCR will also work to build crucial partnerships with businesses and other key stakeholders throughout the state and collaborate to change policy. The ultimate goal for the CE-CCR is to create a productive workforce that is able to use innovation and creativity in solving the issues and challenges of the future in South Carolina.

Activities to be implemented: The CE-CCR will implement various activities throughout the project. Working with the Educational Policy Improvement Center (EPIC), the CE-CCR will work to continue and expand the South Carolina Course Alignment Project (SC CAP). The SC CAP was designed to allow an easy transition between high school and postsecondary education and the CE-CCR will work to develop more courses and enlist more participating teachers. The CE-CCR will also develop professional development opportunities dedicated to teaching educators about the cognitive strategies and learning skills necessary to prepare our students for life beyond high school. Students at the participating high schools will be offered the opportunity to attend courses during the summer for dual enrollment and will also have the opportunity to tour local businesses and explore the possible career options available within the local area. Finally, the CE-CCR will work with partners to improve educational policy and practices to ensure that every student leaves high school ready to succeed in either the post-secondary academic or business sector.

Target population to be served: The target population will be students and teachers from below average performing schools or those identified as having greater than 25% poverty as identified by the Commission on Higher Education, 2013 Report Card Ratings for High Schools. During the first year of the project, one high school from Allendale County School District and one high school from Orangeburg Consolidated School District Five will participate in the project. Pre-service teachers, higher education faculty, and business partners will also be served.

Expected outcomes: The CE-CCR will be a leader in college and career readiness research and resources throughout the State. This leadership position will position the Center to influence policy and drive initiatives for educational reform. This project will impact the target schools by not only educating teachers but also by providing them with the strategies to impact positively student performance and achievement.

School and/or district partners: During Year One of the project, CE-CCR will partner with North Middle High School and Allendale Fairfax High School. During subsequent years, CE-CCR will partner with other below-average performing schools with the intention of expanding to middle schools in the future.

Narrative

The Center's Purpose/Focus

The purpose of the Center of Excellence in College and Career Readiness (CE-CCR) is to serve the state of South Carolina as a leader in policy and reform initiatives and act as a primary resource center for college and career readiness education. CE-CCR will develop a college and career readiness definition to be adopted throughout the state and standards to be implemented within the K-12 educational system. CE-CCR will further the work of the Commission on Higher Education by expanding the South Carolina Course Alignment Project. Partnerships have been established with two high schools, which include Allendale Fairfax High School and North Middle High School. CE-CCR will engage in activities in five major areas:

Integrated Curriculum.

CE-CCR will develop curriculum that is integrated within each content area with cognitive strategies and learning skills. The Center will also develop model curricula and lessons for teachers to use in the classroom. As part of the project, the CE-CCR will develop a website that will house this information making it easily accessible to teachers and administrators throughout the state.

Course Alignment Project.

CE-CCR will further the work of the South Carolina Course Alignment Project (SC CAP). This project was designed to allow an easy transition between high school and postsecondary education. The goal of the CE-CCR is to enlist more teachers to teach using the paired-course teaching model and to develop more courses including social studies content courses to the project. Eventually the CE-CCR would like to expand the project even further to include middle school courses in order to make an easier transition from middle school to high school.

Educational Policy.

CE-CCR will work with partners to improve educational policy and practices to ensure that every student leaves high school and is ready to succeed in either the post-secondary

academic or business sector. As part of these improvements, CE-CCR will work to change summer school requirements, add more options for seniors, work to improve opportunities for dual enrollment, improve evaluation and assessment measures for students and teachers, and implement changes in content standards. The CE-CCR plans to involve its partners from business, higher education, K-12 education and the community in a collaboration that is focused on transforming education into a new system of learning that is individualized, creative and innovative.

Pre-service and In-service Teachers.

The CE-CCR plans to equip pre-service and in-service teachers with the necessary tools so they can prepare South Carolina's young people for success in our colleges and businesses. The CE-CCR is planning to develop workshops, graduate courses and professional development opportunities dedicated to teaching educators about the cognitive strategies and learning skills necessary to prepare our students for life beyond high school. Teachers need not only the knowledge base in order to transform their classroom teaching but they also need the resources. The CE-CCR recognizes this and is prepared to provide these resources. Therefore, the CE-CCR plans to develop model lessons for each of the standards so that teachers will be prepared with state-of-the-art lessons to implement in their classrooms.

Students.

The CE-CCR is committed to work with the students at two partnership high schools so that they will be competitive and successful in their postsecondary education and ultimately in the global marketplace. The students will be offered the opportunity to attend courses during the summer for dual enrollment at Aiken Technical College. The students will also have the opportunity to tour local business and explore the possible career options available within the local area. As part of the project, students will be able to access learning models that will cover topics such as cognitive strategies, learning skills, test taking skills, and time management.

Cognitive Strategies and Learning Skills

Conley (2010) defines college and career readiness as “the level of preparation a student needs in order to enroll and succeed – without remediation” in postsecondary academic studies (p. 21). This definition continues in that the student must also leave post-secondary studies and be able to pursue successfully a career pathway. Ultimately, that is the goal of education. Success for students in academics or in their careers can be summarized by their abilities to formulate problems, conduct research, interpret information, communicate effectively, be precise and be accurate in various situations. Metacognitive strategies, or thinking about one’s thinking, should be taught along with these cognitive strategies in order to help students take more control of their own learning (Wilson, D. & Conyers, M., 2013). Conley refers to these metacognitive skills as learning skills and he further classifies these skills into two categories: ownership of learning and learning techniques. Research studies have shown that teaching metacognitive and cognitive strategies congruently in the classroom can improve school performance more than simply teaching content alone.

Goals, Objectives, & Activities

Goal 1: Develop and implement college and career readiness standards and model curricula

Objective 1: Adopt a statewide definition of college and career readiness as well as K-12 standards that focus on foundational content, cognitive strategies and learning skills.

Activity 1: Assemble a team of key stakeholders to develop and implement both the definition and standards within the K-12 schools.

- Strategy: The team of key stakeholders will be comprised of K-12 teachers and administrators, higher education faculty, and business leaders. Having representatives from each area will provide the different perspectives needed as well as a sense of ownership. The standards will focus on the foundational content knowledge in each of the four core content areas including language arts, mathematics, science, and social studies. The standards will address the content that all students will need to know in order to be successful beyond high school.
- Effectiveness Measures: Adoption of college and career readiness definition; Adoption of college and career readiness standards
- Begin Date: July 2014, Completion Date: June 2017

Activity 2: Provide to secondary and postsecondary faculty a detailed explanation of the college and career readiness content and skills required by all students upon graduation.

- Strategy: This information will be disseminated via the CE-CCR website as well as information sessions throughout the state. A document will be created that will contain the complete standards and a detailed description of the content and skills required by all students upon graduation. There will be a draft that will be open for public comments and

then revisions will be made before the final draft is submitted to the State Department of Education for approval.

- Effectiveness Measures: Feedback from key stakeholders; Adoption of college and career readiness standards; Implementation of the Internet resource.
- Begin Date: June 2015, Completion Date: January 2018

Objective 2: Provide effective and relevant professional development to both teachers and administrators (building and district level) that incorporate best practices and research-based teaching methods

Activity 1: Provide summer college and career readiness academies to the administrators, teachers and staff at the partnership schools with follow up sessions each semester to discuss progress.

- Strategy: These 2-day academies will be implemented to introduce and instruct teachers about the key cognitive strategies and learning skills and ways to implement these in their classrooms. Example lessons will be provided that also infuse the Common Core State Standards. The teachers will begin to implement these strategies into their own lessons in teams. Each semester the progress will be evaluated to determine if teachers need assistance and how the activities were effective in the classroom.
- Effectiveness Measures: Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement.
- Begin Date: August 2014, Completion Date: ongoing

Activity 2: Establish Professional Learning Communities (PLCs) within the partnership schools.

- Strategy: The PLCs will work to develop model lessons, integrated curriculum, and college and career readiness skill implementation. The PLCs will be lead by teacher leaders. Edmodo groups will be established for each school and PLC to maintain communication and share information. These PLCs will start out with only 10 teachers the first year and increase in number in subsequent years.
- Effectiveness Measures: Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement
- Begin Date: August 2014, Completion Date: June 2021

Objective 3: Develop and model quality lessons and assessments that incorporate various instructional approaches.

Activity 1: Assemble teams of content and pedagogical experts in each of the core content areas to develop model lessons for high school teachers.

- Strategy: The teams will build content that focuses on foundational content knowledge, cognitive strategies and learning skills and provide students with maximum flexibility upon graduation (David Connelly's Four Keys to College and Career Readiness, Problem-Based Learning, Inquiry-Based Learning, etc.)
- Effectiveness Measures: Evaluate the effectiveness and measure the number of lessons and assignments that have been created and distributed to instructors; effectiveness will be measured by overall impact on student learning and achievement.
- Begin Date: June 2015, Completion Date: June 2017

Activity 2: Offer graduate courses to teachers and administrators

- Strategy: Graduate courses will be offered to teachers/administrators from the partnership schools that cover the following topics:
 - Problem-based Learning – Design, Facilitation, and Assessment (Spring, each year)
 - Inquiry & Problem-based learning in the Content Areas (ELA, Math, Science, & Social Studies – summer offering, each year)

- Effectiveness Measures: Evaluate the effectiveness of the courses and measure the number of teachers that enroll in the courses; effectiveness will be measured by the overall impact on student learning and achievement.
- Begin Date: January 2015, Completion Date: June 2021

Activity 3: Provide online core content resources for high school students that are aligned with college and career readiness standards

- Strategy: Online learning modules will be developed and implemented that provide information about core content that are aligned with the college and career readiness standards.
- Effectiveness Measures: Evaluate the effectiveness of the learning modules and measure the number of users that access the resources from the website; effectiveness will be measured by the overall impact on student learning and achievement.
- Begin Date: June 2017, Completion Date: June 2019

Objective 4: Implement cognitive strategies and learning skills within teacher education courses.

Activity 1: Incorporate cognitive strategies and learning skills within pre-service teacher education courses

- Strategy: Metacognitive and cognitive skills are discussed throughout the pre-service teachers' pre-professional course work but the primary emphasis during the methods courses is on content and teaching pedagogy and less on metacognitive or learning skills. The CE-CCR will work to improve the teaching of learning skills to the faculty at USCA and work to incorporate these skills within the methods courses at the university.
- Effectiveness Measures: Review syllabi to ensure that learning/metacognitive skills are part of the courses.
- Begin Date: August 2015, Completion Date: August 2016

Goal 2: Establish and maintain a college and career readiness culture within P-12 schools for all students within South Carolina

Objective 1: Develop courses for seniors to improve key college and career readiness skills to prepare them to transition and be successful within a 2-year or 4-year college program of study.

Activity 1: Engage high school seniors in challenging senior-year coursework

- Strategy: Work with guidance counselors in partnership schools to develop options for seniors to ensure that they are enrolled in meaningful and challenging coursework during their senior year.
- Effectiveness Measures: Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement.
- Begin Date: August 2014, Completion Date: ongoing

Objective 2: Ease the transitions between high school to college and middle school to high school coursework; reduce the repetition of academic content by implementing the paired course model developed by the South Carolina Course Alignment Project as a statewide initiative; and expand this to include all four core content areas and eventually to include middle school.

Activity 1: Implement the statewide expansion of the South Carolina Course Alignment Project (SC CAP).

- Strategy: The expansion of the SC CAP will begin by enlisting more K-12 and higher education faculty and developing more courses with the addition of social studies. The course alignment project will continue by creating courses in all grade levels in high

school with the intention of adding middle school courses as part of the long-range plan. This work will be completed in collaboration with the Educational Policy Improvement Center (EPIC). This is the organization that assisted the South Carolina Commission on Higher Education in the pilot of the paired course model and the Course Alignment Project.

- Effectiveness Measures: Feedback from instructors, student performance in courses, and number of courses completed.
- Begin Date: July 2014, Completion Date: ongoing

Objective 3: Improve high school graduation rates.

Activity 1: Develop and implement an advising/mentor program.

- Strategy: The Student Advisement & Support (SAS) program will be implemented as a mentorship program between the teachers and students at the partnership high schools focusing on college and career aspirations and paths to success while in high school;
- Effectiveness Measures: Measure high school graduation rates and college enrollment rates; feedback of participants.
- Begin Date: April 2015, Completion Date: June 2016 (ongoing revisions as needed)

Activity 2: Develop summer camps or workshops for students at partnership schools.

- Strategy: Summer camp or soft skill workshops in conjunction with summer school to high school students to prepare them for success in high school and postsecondary education
- Effectiveness Measures: Measure high school graduation rates and measure failure rates.
- Begin Date: January 2015, Completion Date: ongoing

Activity 3: Work with partnership schools about plans to alter the summer school framework from a remediation system to one of acceleration or preview of the material for the upcoming school year.

- Strategy: Summer school can be transformed from a session of remediation into one of preview and acceleration in which students are preparing for the upcoming school year. The students will be learning the critical content and strategies to be successful in the course they are about to enter during the next school year.
- Effectiveness Measures: Measure course failure rates as well as high school graduation rates.
- Begin Date: August 2014, Completion Date: June 2016

Objective 4: Increase opportunities for earning college credit for students during high school (dual enrollment courses through technical schools and 2-year or 4-year colleges, Advanced Placement (AP) courses, or International Baccalaureate (IB) courses)

Activity 1: Work with partnership schools and local technical colleges to increase the opportunities for dual enrollment.

- Strategy: Increasing the opportunities for dual enrollment is a necessity for the partnership schools. Looking at ways to increase dual enrollment may include alternatives to face-to-face instruction such as online courses. Students in these high poverty areas are hesitant to take courses on college campuses because of transportation issues or lack of resources, however by being able to use computers at their high school and by taking an online course, this may open the door for some students and make it possible for them to participate.
- Effectiveness Measures: Measure the number of students enrolling in and successfully completing dual enrollment courses.
- Begin Date: January 2015, Completion Date: ongoing

Activity 2: Develop more opportunities within partnership schools for students to take Advanced Placement (AP) courses and to successfully pass the AP exam.

- Strategy: Offering AP courses at the partnership schools is one way to increase the rigor within the high school in order to prepare students for the rigor of higher education.
- Effectiveness Measures: Measure the number of students enrolling in and successfully completing AP courses and the number of students who score a 3 or higher on the AP exam.
- Begin Date: August 2014, Completion Date: June 2016

Objective 5: Increase postsecondary enrollment rate (2-year or 4-year colleges, technical schools, or certificate programs)

Activity 1: Plan and implement strategies to create a college-bound and career ready culture within the partnership high schools. (“College & Career Campaign”)

- Strategy: Work with the staff to develop a college and career campaign within their school; ideas to include a possible career panel of alumni; college t-shirt Fridays, career spotlight displays, etc.
- Effectiveness Measures: Measure the number of students who enroll in and complete postsecondary programs of study. Measure the number of college and career activities that take place.
- Begin Date: August 2014, Completion Date: ongoing

Activity 2: Provide community “In The Know” nights and online workshops.

- Strategy: The information sessions will be for the parents and guardians of students interested in going on to a postsecondary institution of study. These sessions will provide information about the steps necessary for success in high school and postsecondary education.
- Effectiveness Measures: Measure the number of persons in attendance and the number of visitors to the online resource.
- Begin Date: August 2015, Completion Date: ongoing

Objective 6: Decrease the enrollment in remedial courses for students who attend postsecondary institutions and improve retention and graduation rates at postsecondary institutions.

Activity 1: Provide summer camp and workshops to juniors and seniors planning to attend either 2-year or 4-year institutions.

- Strategy: Students from the partnership schools will attend 3-week summer camps to become better prepared for post-secondary expectations. These camps will provide preparation and dual enrollment opportunities in various topics including, math and English content, placement testing, critical thinking skills, and technology skills. A vital aspect of this opportunity is to give students a positive experience by residing on a college campus by providing a 3-week residential experience.
- Effectiveness Measures: Measure the college retention rate and college graduation rate; Measure the number of students who enroll in remedial courses; measure the number of students who participate in the summer camps and review participant feedback.
- Begin Date: June 2015, Completion Date: June 2021

Activity 2: Provide online content and college and career readiness modules for high school students throughout the state to assist them in developing cognitive strategies and learning skills

- Strategy: Online learning modules will be developed and implemented that provide information about core content that are aligned with the college and career readiness standards.

- Effectiveness Measures: Evaluate the effectiveness of the courses and measure the number of users that access the resources from the website; effectiveness will be measured by the overall impact on student learning and achievement.
- Begin Date: June 2017, Completion Date: June 2019

Objective 7: Increase career awareness opportunities for students.

Activity 1: Provide opportunities for students to visit local businesses and leaders from various business sectors.

- Strategy: ATC will collaborate with business partnerships to arrange for students to tour their facilities and to experience the various careers available within the local community.
- Effectiveness Measures: Measure the number of students who participate in the business tours. Review participant feedback.
- Begin Date: August 2014, Completion Date: ongoing

Goal 3: Develop and implement professional development for educators to assist them in creating a college and career readiness culture within their schools

Objective 1: Provide effective and relevant professional development to both teachers and administrators (building and district level)

Activity 1: Provide summer college and career readiness academies to the administrators, teachers and staff at the partnership schools with follow up sessions each semester to discuss progress.

- Strategy: These 1 or 2-day academies will be implemented to introduce and instruct teachers about the key cognitive strategies and learning skills and ways to implement these in their classrooms. Example lessons will be provided that also infuse the Common Core State Standards. The teachers will begin to implement these strategies into their own lessons in teams. Each semester, the progress will be evaluated to determine if teachers need assistance and how the activities were effective in the classroom.
- Effectiveness Measures: Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement. Participant feedback will be measured using a Likert survey with t-test analysis of participant responses.
- Begin Date: August 2014, Completion Date: ongoing

Activity 2: Provide workshops for teachers and administrators regarding working with children of poverty

- Strategy: The Center of Excellence to Prepare Teachers of Children of Poverty staff will provide professional development to teachers at the partnership schools. Each of the partnership schools have poverty indices which indicate that over 90% of their students are eligible for free or reduced lunch or they are eligible for Medicaid services. We hope that by receiving training in teaching children of poverty that the teachers will gain valuable strategies and tools to implement within the classroom to help their students be more successful.
- Effectiveness Measures: Participant feedback will be measured with a survey using a Likert scale with t-test analysis of participant responses.
- Begin Date: August 2014, Completion Date: ongoing

Activity 3: Provide opportunities for teachers to receive add-on certification for teachers of poverty

- Strategy: Teachers at the partnership schools will be eligible for add-on certification for teachers of children of poverty provided by the Center of Excellence at Francis Marion University. These teachers will become leaders of the PLC within their schools and assist with professional development regarding working with children of poverty.

- Effectiveness Measures: Measure the number of teachers who successfully complete the add-on certification program; Measure the number of professional development opportunities provided by the lead teachers.
 - Begin Date: August 2014, Completion Date: ongoing
- Activity 4: Offer workshops and graduate courses for teachers to prepare them to teach their students in the 21st century global marketplace.
- Strategy: Teachers from the partnership schools will take graduate courses at USCA that deal with topics regarding using new technologies and integrating college and career readiness skills into their courses on the following topics: 1) College and Career Readiness in the Classroom– fall semester and 2) Teaching for the 21st Century – spring semester
 - Effectiveness Measures: Evaluate the effectiveness of the courses and measure the number of teachers that enroll in the courses; effectiveness will be measured by the overall impact on student learning and achievement.
 - Begin Date: January 2015, Completion Date: ongoing
- Activity 5: Develop an interactive website with information educators and administrators regarding college and career readiness
- Strategy: Online learning modules will be developed and implemented that provide information about college and career readiness skills and strategies that can be implemented in the classroom.
 - Effectiveness Measures: Evaluate the effectiveness of the learning modules and measure the number of users that access the resources from the website; effectiveness will be measured by the overall impact on student learning and achievement.
 - Begin Date: June 2017, Completion Date: June 2019

Objective 2: Develop College and Career Readiness Cohorts within schools in which groups of teachers focus on improving their instruction using Conley’s four Keys to College and Career Readiness

- Activity 1: Establish Professional Learning Communities (PLCs) within the partnership schools to develop model lessons, integrated curriculum, college and career readiness skill implementation, and other activities as decided by the school leadership team.
- Strategy: The PLCs will work to develop model lessons, integrated curriculum, and college and career readiness skill implementation. The PLCs will be lead by teacher leaders. Edmodo groups will be established for each school and PLCs to maintain communication and share information. These PLCs will start out with only 10 teachers the first year and increase in number in subsequent years.
 - Effectiveness Measures: Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement
 - Begin Date: August 2014, Completion Date: ongoing
- Activity 2: Develop an evaluation tool for college and career readiness skills.
- Strategy: An evaluation tool will be developed in conjunction with the partnership school administration to determine the teacher effectiveness in implementing college and career readiness skills as well as student performance measures.
 - Effectiveness Measures: The developed evaluation tool and the results from using the tool.
 - Begin Date: June 2015, Completion Date: June 2016

Objective 3: Provide opportunities for teachers/college professors to visit local businesses and leaders from various business sectors

- Activity 1: Provide opportunities for teachers to visit local businesses and leaders from various business sectors.

- Strategy: ATC will collaborate with business partnerships to arrange for teachers to tour their facilities and to experience the various careers available within the local community.
- Effectiveness Measures: Measure the number of teachers who participate in the business tours. Review participant feedback.

Begin Date: August 2014, Completion Date: ongoing

Goal 4: Maintain a collaborative relationship with key stakeholders throughout the state

Objective 1: Collaborate with stakeholders to work to redesign fundamentally the current educational system for improved student achievement. Partnerships/collaborations will be added as determined by the CE-CCR Advisory Council

Activity 1: Partner and work with TransformSC as part of their action team activities.

- Strategy: TransformSC has action teams organized around five topic areas: Problem Based Learning, Blended Learning, Readiness Indicators, Evidence of Progress and Culture for Change. CE-CCR staff and TransformSC will work together on these teams to develop ideas and best practices to implement within the classroom.
- Effectiveness Measures: Measure the effectiveness of this collaboration by the number of strategies developed to implement within the partnership schools.
- Begin Date: July 2014, Completion Date: ongoing

Activity 2: Collaborate with the South Carolina Commission on Higher Education (SC CHE) and with the Educational Policy Improvement Center (EPIC) through the Course Alignment Project.

- Strategy: Maintain communication during the transfer of responsibilities of this project as the SC CHE initiated and understands the current infrastructure of this project and has formed working relationships with the teachers and professors already involved in the implementation. For continued success, SC CHE's guidance will be crucial.
- Effectiveness Measures: Measure the effectiveness of this collaboration by the number of courses and teachers added to this project
- Begin Date: July 2014, Completion Date: ongoing

Activity 3: Work with the Education Oversight Committee (EOC) to discuss policy changes to implement college and career readiness initiatives within the K-12 educational system

- Strategy: Establish a collaborative relationship between the EOC and the CE-CCR in order to recommend and institute policy changes that will help to implement college and career readiness initiatives in K-12 schools.
- Effectiveness Measures: The number of initiatives that are implemented successfully at the state level will measure the effectiveness of this collaboration.
- Begin Date: August 2014, Completion Date: ongoing

Activity 4: Work with the South Carolina Department of Education, Office of Educator Evaluation to develop and implement professional standards related to college and career readiness skills.

- Strategy: To ensure institutional change, teachers statewide will be held to accountability measures by adding professional standards for implementing key cognitive strategies and learning skills within their classrooms.
- Effectiveness Measures: The development of teacher standards
- Begin Date: February 2018; Completion Date: June 2020

Goal 5: Achieve a position of college and career readiness leadership throughout the state

Objective 1: Coordinate and facilitate the work of P-20 initiatives

Activity 1: Establish an advisory council

- Strategy: Establish an advisory council to provide direction, guidance, and input to the CE-CCR. The CE-CCR Advisory Council will be composed of two educators from each partnership high school, two faculty from USCA, one faculty from USC, one faculty from ATC an outside advisor, and a district level administrator. In addition to providing direction, guidance and input, the Advisory Council will promote the partnerships with the schools. Representatives will be making decisions for the CE-CCR activities, which will provide a greater sense of ownership. This greater sense of ownership will result in more active participation and greater success of the CE-CCR activities.
- Effectiveness Measures: Agendas and minutes of the Advisory Council demonstrating involvement with CE-CCR.
- Begin Date: July 2014, Completion Date: September 2014

Objective 2: Provide P-20 resources to schools, colleges, and businesses throughout the state

Activity 1: Develop a Center of Excellence website that will provide access to information regarding all aspects of center activities and resources

- Strategy: The CE-CCR will develop a website that will disseminate information related to the research and resources from the Center's activities.
- Effectiveness Measures: Measure the number of users that visit the resource.
- Begin Date: September 2014, Completion Date: December 2014, ongoing revisions/updates

Activity 2: Host statewide college and career readiness conferences

- Strategy: The CE-CCR will host an annual college and career readiness conference in partnership with key stakeholders to promote college and career readiness within K-12 schools. Educators throughout the state and the region will be invited to present and share ideas on incorporating college and career skills in the classroom, creating a college-bound culture in schools, promoting a culture of change and other key ideas as deemed relevant by the CE-CCR staff and by research.
- Effectiveness Measures: Measure the number of participants that attend the conference. Measure the feedback from participants using a survey with a Likert scale and conducting t-test analysis.
- Begin Date: October 2016, Completion Date: ongoing

Objective 3: Ensure that the Center of Excellence in College and Career Readiness continues after funding from the state ends.

Activity 1: Establish internal funding support for CE-CCR

- Strategy: The Director and key personnel will receive internal funding for their salaries after state funding ends.
- Effectiveness Measures: Internal funding of key personnel
- Begin Date: August 2021, Completion Date: July 2022

Activity 2: Establish external funding support for CE-CCR

- Strategy: USCA has a strong history of sustaining projects like this. For specific examples, there are three Centers of Excellence at USCA that have been supported by CHE that are still active after state funding ended. A variety of sources of external funding will be used to sustain this center as has been accomplished with previous centers.
- Effectiveness Measures: External funding for this center continues after state funding ends
- Begin Date: August 2021, Completion Date: July 2022

Goal 6: Maintain a strong research agenda

Objective 1: Compile an understanding through a literature review

Activity 1: Review literature on current issues and trends in college and career readiness skills and metacognition and learning skills in K-12 education.

- Strategy: The CE-CCR staff will conduct a further review of the literature to understand current issues and trends in K-12 education. This background will help to develop the research agenda.
- Effectiveness Measures: 1) Review, identify and locate supporting literature and 2) Complete a review article with supportive references.
- Begin Date: August 2014, Completion Date: February 2015

Objective 2: Develop a research agenda

Activity 1: Further develop a set of research questions to guide research activities.

- Strategy: CE-CCR will address this goal by exploring the following set of research questions that will guide the ongoing research of the center. Compiling a review of the existing literature is important in developing a research agenda. The literature review from Objective 1 will help to formulate the specific aspect of the research agenda. The overriding research issue is how to create a college bound and career ready culture within a high school. The following pedagogical research questions will be considered during this project:
 - Which classroom strategies are most effective for teaching college and career readiness skills?
 - Which types of professional development opportunities are most effective in addressing college and career readiness skills?
 - Which factors are most important in preparing students for college-level coursework?
 - Which skills are most needed in preparing students to be career ready?
 - Which types of coursework are most effective in preparing pre-service teachers to meet the needs of 21st century learners?
 - What high school content is most crucial for all students to know and understand to be successful in their post-secondary endeavors?
- Effectiveness Measures: Papers published in professional journals and presentations at meetings of professional organizations.
- Begin Date: August 2014, Completion Date: ongoing

Activity 2: Develop and implement a research and analysis plan.

- Strategy: The design of the research will build on the latest relevant research in the area of college and career readiness in education. The CE-CCR staff will work with teachers and students and its partners to collect data and analyze the research.
- Effectiveness Measures: Development of a research design; Implementation of research activities; reports on research findings.
- Begin Date: August 2014, Completion Date: ongoing

Objective 3: Share research and strategies with local, state, and national entities.

Activity 1: Incorporate findings into professional development programs and teacher education courses.

- Strategy: As the CE-CCR staff learns from the research findings, professional development activities and teacher education courses will be modified by notifying the higher education faculty of the findings.
- Effectiveness Measures: Research findings applied to courses and workshops in the teacher education programs and to professional development programs.
- Begin Date: January 2016, Completion Date: ongoing

Evaluation Plan

The evaluation plan for the Center of Excellence in College and Career Readiness is targeted to specifically measure whether the six goals of this project are being met.

Goal 1: Develop and implement college and career readiness standards and model curricula

Objective 1: Adopt a statewide definition of college and career readiness as well as K-12 standards that focus on foundational content knowledge (in language arts, mathematics, science, and social studies), cognitive strategies and learning skills

Activity 1: Assemble a team of key stakeholders (K-12 educators/administrators, business leaders, higher education faculty, etc.) to develop and implement both the definition and standards within the K-12 schools.

- Adoption of college and career readiness definition
- Adoption of college and career readiness standards

Activity 2: Provide to secondary and postsecondary faculty a detailed explanation of the college and career readiness content and skills required by all students upon graduation.

- Review the feedback from key stakeholders
- Adoption of college and career readiness standards
- Implementation of the internet resource

Objective 2: Provide effective and relevant professional development to both teachers and administrators (building and district level) that incorporate best practices and research-based teaching methods

Activity 1: Provide summer college and career readiness academies to the administrators, teachers and staff at the partnership schools with follow up sessions each semester to discuss progress.

- Number of attendees for each of the workshops at each site.
- Pre/Post surveys using Likert scale with t-test analysis to determine participant satisfaction with activities
- Projects/initiatives developed by teachers

Activity 2: Establish Professional Learning Communities (PLCs) within the partnership schools.

- Measure the number of lessons created by teachers
- Pre/Post surveys using Likert scales with t-test analysis to determine participant satisfaction with PLC activities
- Measure the number of interactions/shared information on Edmodo between teachers.

Objective 3: Develop and model quality lessons and assessments that incorporate various instructional approaches

Activity 1: Assemble teams of content and pedagogical experts in each of the core content areas to develop model lessons for high school teachers.

- Measure the number of model lessons developed.

Activity 2: Offer graduate courses to teachers and administrators

- Measure the number of teachers that enroll in the courses
- Pre/Post surveys using Likert scales with t-test analysis to determine participant satisfaction with graduate courses

Activity 3: Provide online core content resources for high school students that are aligned with college and career readiness standards

- Measure the number of users that access the resources from the website.

Objective 4: Implement cognitive strategies and learning skills within teacher education courses.
Activity 1: Incorporate cognitive strategies and learning skills within pre-service teacher education courses

- Measure the number of syllabi for methods courses that include metacognitive skills

Goal 2: Establish and maintain a college and career readiness culture within P-12 schools for all students within South Carolina

Objective 1: Develop courses for seniors to improve key college and career readiness skills to prepare them to transition and be successful within a 2-year or 4-year college program of study.

Activity 1: Engage high school seniors in challenging senior-year coursework

- Evaluate activities to determine if they are effective; effectiveness will be measured by overall impact on student learning and achievement.

Objective 2: Ease the transitions between high school to college and middle school to high school coursework; reduce the repetition of academic content by implementing the paired course model developed by the South Carolina Course Alignment Project as a statewide initiative; and expand this to include all four core content areas and eventually to include middle school.

Activity 1: Implement the statewide expansion of the South Carolina Course Alignment Project (SC CAP)

- Measure the number of teachers in the program
- Measure the number of courses developed
- Measure college and career readiness across a range of skills

Objective 3: Improve high school graduation rates.

Activity 1: The Student Advisement and Support Program will be implemented as a mentorship program between the teachers and students at the partnership high schools focusing on college and career aspirations and paths to success while in high school

- Measure high school graduation rates.

Activity 2: Develop summer camps or workshops for students at partnership schools.

- Measure high school graduation rates.
- Measure course failure rates
- Measure changes in standardized test scores

Activity 3: Work with partnership schools to alter the summer school framework from a remediation system to one of acceleration or preview of the material for the upcoming school year.

- Measure course failure rates
- Measure high school graduation rates.
- Measure changes in standardized test scores

Objective 4: Increase opportunities for earning college credit for students during high school (dual enrollment courses through technical schools and 2-year or 4-year colleges, Advanced Placement (AP) courses, or International Baccalaureate (IB) courses)

Activity 1: Work with partnership schools and local technical colleges to increase the opportunities for dual enrollment.

- Measure the number of students enrolling in and successfully completing dual enrollment courses.

Activity 2: Develop more opportunities within partnership schools for students to take Advanced Placement (AP) courses and to successfully pass the AP exam.

- Measure the number of students enrolling in and successfully completing AP courses and the number of students who score a 3 or higher on the AP exam.

Objective 5: Increase postsecondary enrollment rate (2-year or 4-year colleges, technical schools, or certificate programs)

Activity 1: Plan and implement strategies to create a college-bound and career ready culture within the partnership high schools. (“College & Career Campaign”)

- Measure the number of students who enroll in and complete postsecondary programs of study.

Activity 2: Provide community “In The Know” nights and online workshops

- Measure the number of parents/guardians in attendance.
- Post surveys using Likert scales with t-test analysis to determine participant satisfaction with workshop activities

Objective 6: Decrease the enrollment in remedial courses for students who attend postsecondary institutions and improve retention and graduation rates.

Activity 1: Provide summer camp/workshops to juniors and seniors planning to attend either 2-year or 4-year institutions

- Measure the college retention rate and college graduation rate
- Measure the number of students who enroll in remedial courses.
- Review participant feedback using post-surveys with t-test analysis to determine participant satisfaction

Activity 2: Provide online college and career readiness modules for high school students throughout the state to assist them in developing cognitive strategies and learning skills

- Measure the number of persons who access the learning module.
- Post survey using Likert scales with t-test analysis to determine participant satisfaction with workshop activities

Objective 7: Increase career awareness opportunities for students.

Activity 1: Provide opportunities for students to visit local businesses and leaders from various business sectors

- Post surveys using Likert scales with t-test analysis to determine participant satisfaction with workshop activities

Goal 3: Develop and implement professional development for educators to assist them in creating a college and career readiness culture within their schools

Objective 1: Provide effective and relevant professional development to both teachers and administrators (building and district level)

Activity 1: Provide summer college and career readiness academies to the administrators, teachers and staff at the partnership schools with follow up sessions each semester to discuss progress.

- Measure the number of attendees for each of the workshops at each site.
- Pre/Post surveys using Likert scale with t-test analysis to determine participant satisfaction with activities
- Measure the number of Projects/initiatives developed by teachers

Activity 2: Provide workshops for teachers and administrators regarding working with children of poverty

- Measure the number of attendees for each of the workshops at each site

- Pre/Post surveys using a Likert scale with t-test analysis to determine participant satisfaction with activities
- Measure the number of projects/initiatives developed by teachers

Activity 3: Provide opportunities for teachers to receive add-on certification for teachers of poverty

- Measure the number of attendees for each of the workshops at each site
- Pre/Post surveys using a Likert scale with t-test analysis to determine participant satisfaction with activities
- Measure the number of projects/initiatives developed by teachers
- Measure the number of professional development opportunities created and provided by teacher leaders

Activity 4: Offer workshops and graduate courses for teachers to prepare them to teach their students in the 21st century global marketplace

- Measure the number of attendees for each of the workshops at each site
- Pre/Post surveys using a Likert scale with t-test analysis to determine participant satisfaction with activities
- Measure the number of projects/initiatives developed by teachers

Activity 5: Develop an interactive website with information for educators and administrators regarding college and career readiness

- Measure the number of persons who access the learning module.
- Post survey using Likert scales with t-test analysis to determine participant satisfaction with workshop activities

Objective 2: Develop College and Career Readiness Cohorts within schools in which groups of teachers focus on improving their instruction using Conley's four Keys to College and Career Readiness

Activity 1: Establish Professional Learning Communities (PLCs) within the partnership schools to develop model lessons, integrated curriculum, college and career readiness skill implementation, and other activities as decided by the school leadership team.

- Measure the number of model lessons created

Activity 2: Develop an evaluation tool for college and career readiness skills

- The developed tool and the data obtained from the tool
- Communication with the administration

Objective 3: Provide opportunities for teachers and college professors to visit businesses and leaders from various business sectors.

Activity 1: Provide opportunities for teachers to visit local businesses and leaders from various business sectors

- Measure the number of teachers who participate in the business tours.
- Post surveys using Likert scales with t-test analysis to determine participant satisfaction with workshop activities

Goal 4: Maintain a collaborative relationship with key stakeholders throughout the state

Objective 1: Collaborate with stakeholders to work to redesign fundamentally the current educational system for improved student achievement. Partnerships/collaborations will be added as determined by the CE-CCR Advisory Council

Activity 1: Partner and work with TransformSC as part of their action team activities.

- Measure the number of collaborative projects initiated

Activity 2: Collaborate with the South Carolina Commission on Higher Education (SC CHE) and the Educational Policy Improvement Center (EPIC) through the Course Alignment Project

- Measure the number of teachers added
- Measure the number of courses added

Activity 3: Work with the Education Oversight Committee (EOC) to discuss policy changes to implement college and career readiness initiatives within the K-12 educational system

- Measure the number of implemented initiatives

Activity 4: Work with the South Carolina Department of Education, Office of Educator Evaluation to develop and implement professional standards related to college and career readiness skills.

- The development and implementation of teacher standards

Goal 5: Achieve a position of college and career readiness leadership throughout the state

Objective 1: Coordinate and facilitate the work of P-20 initiatives

Activity 1: Establish an advisory council

- Agendas and minutes of the Advisory Council demonstrating involvement with the CE-CCR.

Objective 2: Provide P-20 resources to schools, colleges, and businesses throughout the state

Activity 1: Develop a CE-CCR website that will provide access to information regarding all aspects of center activities and resources

- Measure the number of users that access the resource

Activity 2: Host statewide college and career readiness conferences

- Measure the number of participants that attended the conference
- Measure the feedback of participants using a survey with Likert scale and t-test analysis

Objective 3: Ensure that the Center of Excellence in College and Career Readiness continues after funding from the state ends.

Activity 1: Establish internal funding support for CE-CCR

- Obtain internal funding of key personnel

Activity 2: Establish external funding support for CE-CCR

- Obtain external funding for this center continues after state funding ends

Goal 6: Maintain a strong research agenda

Objective 1: Compile on understanding through a literature review

Activity 1: Review literature on current issues and trends in college and career readiness skills and metacognitive and learning skills in K-12 education

- Review identify and locate supporting information
- Complete and article review with supportive references

Objective 2: Develop a research agenda

Activity 2: Further develop a set of research questions to guide research activities

- Measure the number of papers published in professional journals
- Measure the number of presentations at meetings of professional organizations

Institutional Strengths

USCA has developed a strong relationship with local schools and districts throughout South Carolina and has demonstrated its commitment through programs with the Ruth Patrick

Science Education Center (RPSEC) and previous projects including the Center of Excellence in Educational Technology (CEET), the Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS) and the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST). The School of Education has also shown its dedication to teacher education as well as a commitment to the students in our area by partnering with local school districts through our Professional Development Schools (PDS) in which junior and senior-level pre-service teachers participate in two semesters of study while immersed within one of our partner schools. USCA also offers a master's program for area teachers through a joint partnership with the University of South Carolina in Columbia, which shows the university's commitment to providing advanced studies and opportunities for growth for the teachers within South Carolina. Within the last year, USCA began to offer gifted and talented master's level courses to teachers throughout South Carolina and to date has offered or contracted to offer over 20 online master's courses in collaboration with local and regional school districts. USCA strives to meet the needs of the local and regional school districts and takes pride in its ability to form relationships and build partnerships within the community.

Aiken Technical College (ATC) has developed strong partnerships not only with the school districts for this project but also between the school district and business community within the CSRA. ATC's mission focuses not only on teaching and learning but also on training students to be successful once they leave their campus whether that be further studies in a 4-year institution or in a career. ATC has shown commitment to its students by offering assistance programs including the academic success center, free tutoring programs and the newly introduced boot camps to prepare incoming students to take academic placement tests. ATC also collaborates with local businesses and industry to form partnerships that provide financial support to the college and the students, professional development to the faculty and staff, and technical equipment. These business partnerships have been an important and vital factor in the growth of ATC and provide invaluable opportunities for the students.

The University of South Carolina in Columbia (USC) is one of three research institutions in the state of South Carolina. USC has a long tradition of academic and research excellence not only in the state but nationally and internationally as well and as such will serve the CE-CCR in fulfilling the research activities of this grant.

Center Staffing

Dr. Jennifer Regelski, an assistant professor within the School of Education at the University of South Carolina Aiken (USCA) will act as the project director. Dr. Regelski is an innovative, creative and hardworking faculty member. She has taught high school science for 14 years and special education for five of those years. While in the K-12 classroom, Dr. Regelski worked to implement best practices for increased student achievement while incorporating various learning models including, problem-based learning, blended learning, and inquiry-based instruction. Whether writing curriculum at the district level or lessons with her colleagues, she stressed the importance of rigor and relevance in the model lessons and activities selected. Throughout her career, Dr. Regelski worked to incorporate key cognitive strategies into her lessons to enhance her students' critical thinking skills and metacognition. During the last few years of her K-12 career, Dr. Regelski worked in a vocational and technical high school that strived to incorporate college and career readiness skills and strategies into the content area curriculum. She sat on task force and school improvement committees with business partners and community leaders as well as educators to discuss the skills and attributes necessary in a 21st century, global workplace and worked to implement those skills in her classroom. Dr. Regelski's practical classroom experience and extensive knowledge in the implementation of college and career readiness skills in the K-12 classroom makes her the ideal candidate to lead the Center of Excellence in College and Career Readiness (CE-CCR). This practical knowledge is supported by Dr. Regelski's terminal degree in Educational Leadership. She understands policy, administration, and resources as well as curriculum and learning. She has demonstrated her ability to lead through her service on building and district level leadership committees. Dr.

Regelski has lead professional development workshops with teachers not only at the building and district level but was also chosen to lead professional development for science teachers throughout the state by the Delaware Department of Education. Each of the various opportunities that Dr. Regelski has experienced during her career has led her to the Center of Excellence in College and Career Readiness. Dr. Regelski will commit 80% of her time to the CE-CCR.

Dr. Gary Senn, an associate professor within the School of Education and the Director of the Ruth Patrick Science Education Center (RPSEC) will serve as the assistant project director. He has been with the USCA School of Education and the RPSEC for over 21 years. During this time, he has been Principal Investigator or Co-principal Investigator for over 20 grant projects. Dr. Senn has demonstrated leadership with K-12 schools and has worked diligently to enhance student achievement and teacher effectiveness. His activities range from teaching programs for K-12 students and courses for undergraduate and graduate students to providing professional development for higher education faculty and K-12 teachers. In the process of developing meaningful professional development opportunities and effective graduate classes, Dr. Senn has incorporated the South Carolina Professional Development Standards and followed the Commission's Guidelines for Graduate Courses Offered for Professional Development of School Personnel. His experience with many successful projects makes him an incomparable asset and an obvious choice as an assistant director as he has directed several successful programs including the Center of Excellence in Middle-Level Interdisciplinary Strategies for Teaching, the Center of Excellence in Educational Technology, and the Ruth Patrick Science Education Center. Dr. Senn will commit 20% of his time to the CE-CCR.

Dr. Cheryl Wissick is an associate professor in the College of Education at the University of South Carolina in Columbia. Dr. Wissick is the director in the Center of Excellence in Special Education Technology, which is a successful project and has been active since 1990. Dr. Wissick has an extensive research career having published 15 journal articles, 8 books, 9 technical

reports, over 175 presentations and has advised 15 doctoral students. Her work will be invaluable to the research efforts of the CE-CCR.

Dr. Bill Jackson is an associate professor of biology and the department chair of the Department of Biology and Geology Department at USCA. He will serve as the science expert for the CE-CCR. Dr. Jackson brings invaluable expertise in that he not only holds a terminal degree in science and has an extensive scientific research agenda but he began his career as a high school science teacher. He understands the academic world from a wide range of perspectives. Dr. Jackson has collaborated with K-12 initiatives in the past as a lecturer at the Ruth Patrick Science Center as well as the South Carolina Governor's School for Science and Mathematics. He has also served as a judge for the State Science Olympiad Competition.

Dr. Tom Reid is an assistant professor of mathematics at USCA and will serve as the math expert for the CE-CCR. Dr. Reid boasts a 20-year career as an officer in the United States Air Force in which one of his jobs involved working on the operational test plan for an F-22 stealth fighter. This job combined statistics with computer simulation. This practical application of math and technology demonstrates a crucial mindset that is essential in developing model lessons for K-12 classrooms. Dr. Reid has collaborated with multiple projects and programs including the Improving Teacher Quality grant projects, Ruth Patrick Science Center, CE-MIST, and Math Science Partnership to name a few. Dr. Reid also participated in the SC CAP and his experience in the project is invaluable as the CE-CCR moves forward.

Dr. Heather Peterson is an assistant professor of history at USCA and will serve as the history expert for the CE-CCR. Dr. Peterson brings innovative and fresh ideas to education and challenges her students to develop key critical thinking strategies. Throughout her career, Dr. Peterson has received numerous awards and fellowships that have given her opportunities to study and live in various countries including Mexico, Spain and Germany. Her experiences offer her a unique global perspective, which is important and needed in this project.

Dr. Lynne Rhodes is professor of English at USCA and will serve as the English expert for the CE-CCR. Dr. Rhodes brings 34 years of experience with the university and has extensive experience in working with K-12 teachers, administrators and students through the Aiken Writing Project. This project provides academic year and summer professional development institutes that encourage teachers to incorporate new writing strategies to improve their students writing skills. Dr. Rhodes was also a participant in the SC CAP and her experience will be beneficial in moving forward with the expansion of that project.

Benefit to the Institutions

The University of South Carolina Aiken (USCA), Aiken Technical College (ATC), and the University of South Carolina in Columbia (USC) are extremely opportunistic in applying for this grant, as this project is invaluable to their institutions. The School of Education would like the opportunity to have this program to infuse these college and career readiness skills into their coursework for their pre-service teachers and to offer graduate courses for the partnership schools. For ATC, this project will allow them to expand existing programming by offering their college skills courses through dual enrollment to the participating high school rising juniors and seniors in the summer and also by offering their boot camp courses to incoming students. By successfully completing these courses, these students will be more prepared when they attend ATC, they will enroll in fewer or no remedial courses and will graduate sooner. Overall, the true impact of the project will benefit the students of South Carolina and that reaps the best reward. South Carolina's students need to be problem solvers and thinkers that are able to handle the issues of the ever changing global society and the demands and challenges that involve math, science, politics, geography, economics, literacy, language, and technology. When USCA, ATC, and USC impact the K-12 students in this state then not only will our institutions benefit, but every institution will reap the rewards from the school districts to higher education and beyond.

Institutional Commitment

USCA, ATC and USC are committed to the success of the Center of Excellence in College and Career Readiness. Six USCA faculty members, two ATC faculty members, and one USC faculty member will commit time to the project. Each of the three institutions will financially support portions of their salaries dedicated to the project. The benefits to the three institutions underscore the institutions' commitment to the project. The preparation of the pre-service teachers in our teacher education programs and the teachers in our Master of Education in Educational Technology programs with practical strategies for the teaching of college and career readiness skills and metacognition will transform classrooms. Incorporating these skills within the CE-MIST and RPSEC programs will enhance these offerings as well. These programs reach students in earlier grade levels, which can impact students during their key developmental years. This team of post secondary academic institutions is committed to establishing the CE-CCR and ensuring that its successful implementation is sustained beyond the completion of state funding.

Discussion of Partnerships

Allendale Fairfax High School (AFHS) is located in the rural community of Fairfax, South Carolina and is the single high school of Allendale County School District. Our partnership will work to improve college and career readiness at AFHS. North Middle High School (NMHS) is located in a small rural community of North, South Carolina and is one of three high schools within Orangeburg Consolidated School District Five. North Middle High School has just over 300 students in grades 6 through 12 and the principal boasts about having a small student-to-teacher ratio, which is less common in larger schools. We will provide professional development opportunities through summer academies to the faculty at each school, which focus on college and career readiness skills and metacognitive strategies and learning skills aligned with the Common Core Standards. The staff will also receive professional development dealing with teaching children of poverty due to the high poverty index within each school and district. The faculty will have the opportunity to receive add-on certification for

teachers of children of poverty. The faculty will also have opportunities to take graduate courses at USCA. The students at both schools will have the opportunity to participate in courses at ATC through dual enrollment; these courses will focus on content as well as college readiness skills. The faculty and students will also have career immersion experiences in which they have the opportunity to visit and observe the types of careers that are available within businesses around the CSRA. The faculty and administration of AFHS and NMHS are hardworking and eager for new initiatives that will help their students be successful. The CE-CCR collaboration will be a perfect opportunity to assist both AFHS and NMHS in meeting the needs of their students.

TransformSC is the education initiative of New Carolina, a non-profit organization working to transform the landscape in South Carolina and position the state as a leader in the 21st century global marketplace. TransformSC brings together business leaders, policy makers, educators, parents and students who seek to transform K-12 public education throughout the state. They have developed the Profile of the Graduate with the SC Association of School Administrators (SCASA) and the SC State Chamber of Commerce (SCSCC) bridging the business community perspective and the views of educators. The goals of TransformSC are perfectly aligned with that of the CE-CCR and as such this partnership makes perfect sense. TransformSC brings business leaders from over 100 companies around South Carolina such as AT&T, Duke Energy, Michelin International, and Blue Cross Blue Shield of South Carolina to name a few. TransformSC is a vital partnership that will bring a wealth of knowledge and experience to the CE-CCR.

Bridgestone Americas – Aiken PSR Plant and MOX Services of the Shaw, Areva and MOX Consortium at the Savannah River Site have also signed partnerships with the CE-CCR. These partnerships will allow the students in our partnership schools to tour the business facilities with an emphasis placed on the skills, knowledge, and abilities required to function effectively in the technologically advanced workplace.

Benefit of K-12 Districts/Schools

The Center of Excellence will provide various activities to benefit the teachers and students within our partnership schools. Students from these schools will participate in a summer college experience program where they will have the opportunity to live and take courses on two different college campuses. They will live in the dormitories at USCA and immerse themselves in the residential experience of a traditional 4-year university. During the day, they will take courses to prepare themselves for the academic rigor of college-level coursework at ATC. This experience is crucial considering many of the students from the partnership schools are first generation college students and have no frame of reference for the post-secondary experience. Teachers from partnership schools will participate in high quality and relevant professional development opportunities that will offer them strategies and lessons to easily transfer into their classrooms. The professional development will be student- and teacher-centered with an emphasis on practical application that is centered on the key cognitive strategies and learning skills that are necessary for college and career readiness. The teachers will also participate in professional development focused on working with children of poverty, which is crucial considering the high poverty index within the partnership schools. Students and teachers will benefit from the career exploration visits to local businesses with our business partners in which they will go to the business sites and tour the facilities. They will be exposed to the various careers that are available throughout the CSRA. ATC has already conducted similar tours with their faculty and have found these to be extremely valuable. The primary goal of the Center of Excellence in College and Career Readiness is to create a college bound and career ready culture for the teachers and students within the partnership schools. USCA, ATC and USC feel that the plan devised in collaboration with our partnership schools will realize that goal.

Discussion of Similar and Related Centers

The Center of Excellence to Prepare Teachers of Children of Poverty (CE PTCP) at Francis Marion University works to increase the achievement of children of poverty by improving the education of teachers who work with those children. South Carolina has a large

population of children of poverty and the work at this Center of Excellence is vital to improving the achievement of these students. To leverage the great work of CE PTCP, that Director will work with teachers from our Center in workshops and the add-on certification program. We look forward to our collaborative efforts between these two centers.

The Center of Excellence in Education Technology (CEET) will partner with CE-CCR by maintaining our Internet presence and providing technical support. CEET will provide expertise in best practices with incorporating technology in the classroom. The Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST) will partner with CE-CCR to reach teachers who work with middle-grade students who will then feed into the summer programs provided through ATC. The Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS) is focused in Allendale County. Connections with CEARUPS have provided a gateway to our connection with Allendale County School District. We will continue to work with CEARUPS as we reach out to teachers and students in Allendale County.

Current Initiatives/Programs

TransformSC has partnered with over 36 K-12 schools in 20 districts throughout South Carolina to act as an agent of change and transform the educational model within these buildings. They have organized action teams that are focused on, Project Based Learning, Blended Learning, Readiness Indicators, Evidence of Progress and Culture for Change. They have also established partnerships with business leaders throughout the state to help drive their initiatives and serve as advocates through the community and with policymakers. Forming this collaborative relationship is crucial to the success of both the CE-CCR and for TransformSC.

Collaborative Planning

Initial planning for this project began with collaborative discussions between both USCA and ATC with later discussions including USC. There is a definite need throughout the state and the nation for students to be ready for both college and the workplace with the required skills

and content. This trend is especially evident in the CSRA. Through these discussions we decided to proceed with this project and the specific planning for this grant is outlined below.

- 12/02/13 - The CE-CCR Team (which includes Jen Regelski, Gary Senn, Ben Jones, Cheryl Wissick, and Jacqueline Giorgi) had a planning meeting regarding the 2014 Centers of Excellence program.
- 12/11/13 - The CE-CCR Team had a planning meeting regarding the 2014 Centers of Excellence program.
- 1/06/14 - The CE-CCR Team had a planning meeting regarding the 2014 Centers of Excellence program.
- 1/09/14 - The CE-CCR Team had a planning meeting regarding the 2014 Centers of Excellence program.
- 1/10/14 - The CE-CCR Team had a planning meeting regarding the 2014 Centers of Excellence program.
- 2/05/14 - The CE-CCR Team had a planning meeting regarding the 2014 Centers of Excellence program.
- 2/06/14 - Dr. Regelski discussed the grant opportunity with Scott Flowers, Director, Curriculum and Instruction, Allendale County School District
- 2/07/14 - Dr. Regelski discussed the grant opportunity with Charles Gregory, Principal, North Middle High School, Orangeburg Consolidated School District Five
- 2/16/14 - Dr. Regelski contacted Laura McKinney, Executive Director, New Carolina to discuss partnership opportunity.
- 2/17/14 - Dr. Regelski spoke with Jennifer Massey, Assistant Director, Transform SC, division of New Carolina. Discussed partnership opportunity and opportunities for collaboration between the Center of Excellence and TransformSC's business and school district collaborations.
- 2/17/14 - Dr. Regelski met with members of the USCA School of Education faculty (Dr. Timothy Lintner, Dr. Tara Beziat, Dr. Bridget Coleman, Dr. Arlene Puryear, and Dr. Tom Smyth) to discuss grant activities.
- 2/18/14 - Dr. Regelski and Dr. Senn met to outline the budget and to discuss collaboration between this project and CE-MIST and CEET.
- 2/19/14 - Dr. Regelski met with Dr. Jeffrey Priest, Executive Vice Chancellor for Academic Affairs, USCA, to discuss grant activities.
- 2/19/14 - Dr. Regelski Spoke with Dr. Tammy Palowski, Director of the Center of Excellence to Prepare Teachers of Children of Poverty. Discussed the collaboration between her Center and this project.
- 2/20/14 - Dr. Regelski and Dr. Windy Schweder, Interim Dean of the USCA School of Education met with Scott Flowers and Coby Brandenburg, Director of Guidance at Allendale Fairfax High School. Had a planning meeting to discuss grant activities for their high school.
- 2/20/14 - Dr. Regelski met with Charles Gregory. Had a planning meeting to discuss grant activities for his high school.
- 2/21/14 - Dr. Regelski discussed grant activities again with Charles Gregory and answered further questions.
- 2/21/14 - Orangeburg Consolidated School District Five Administrators approved the partnership with the CE-CCR.

- 2/24/14 – Steve Simmons from Aiken Technical College discussed forming partnerships with Bridgestone and MOX Services
- 2/25/14 – Dr. Regelski discussed grant activities with Scott Flowers and answered further questions.
- 2/25/14 - Allendale County School Board approved the partnership with the CE-CCR
- 2/26/14 – Dr. Regelski discussed collaborative efforts with Laura McKinney and confirmed partnership.
- 2/26/14 – Dr Senn met with Dr. Jeffrey Priest, Executive Vice Chancellor for Academic Affairs, USCA, to discuss grant activities.
- 2/27/14 - Bridgestone and MOX Services agreed to form partnerships with the CE-CCR
- 2/28/14 – Dr. Regelski discussed partnership with Betty Bagley, Director, TransformSC and set up a meeting to discuss further collaboration (3/05/14).
- 3/01/14 – Dr. Regelski contacted Charis McGaughy, Director, Research Project, Educational Policy Improvement Center. Discussed collaborative efforts for the grant activities and future contract possibilities.
- 3/03/14 – Dr. Regelski made initial contact with Melanie Barton, Executive Director, Education Oversight Committee and informed her of the proposal submission for the Center of Excellence grant.
- 3/03/14 – Dr. Regelski made initial contact with Dr. Briana Timmerman, Director, Office of Instructional Practices and Evaluations, South Carolina State Department of Education and informed her of the proposal submission for the Center of Excellence grant.
- 3/03/14 – Dr. Regelski discussed professional development opportunities with both Charles Gregory of North Middle High School and Scott Flowers of Allendale Fairfax High School.
- 3/05/14 – Dr. Regelski, Dr. Senn and Betty Bagley (Director, TransformSC) met to discuss collaboration on this project.
- 3/07/14 – Dr. Regelski attended the TransformSC action team meeting and presented the goals, objectives and activities of the grant to the team. Discussed plan of action for collaboration between the proposed Center of Excellence and TransformSC.

Three-Year Timeline

Centers of Excellence Program Education Improvement Act of 1984 Proposed Project Timeline FY 2014 – 2015 through FY 2016 – 2017		
Institution: University of South Carolina Aiken		
Center Name: Center of Excellence in College and Career Readiness		
Program/Activity	Begin Date	Target End Date
Develop an advisory board (meet semi-annually)	July 2014	September 2014
Develop a CE-CCR website	September 2014	December 2014
Collaborate with the SC CHE and EPIC through the Course Alignment Project Expansion	July 2014	Ongoing
Develop and implement a statewide definition of College and Career Readiness	July 2014	September 2014
Partner and work with TransformSC as part of their action team activities	July 2014	Ongoing
Provide effective and relevant professional development to both teachers and administrators (building and district level)	August 2014	Ongoing
Establish the PLCs within the partnership schools (initial implementation)	August 2014	Ongoing
Develop a research agenda	August 2014	Ongoing
Provide workshops for teachers and administrators regarding working with children of poverty	August 2014	Annually
Offer graduate credit courses for teachers	August 2014	Ongoing
Plan and implement strategies to create a college-bound and career ready culture within the partnership high schools	August 2014	Ongoing
Provide opportunities for students and teachers to visit local business	August 2014	Ongoing
Implement the statewide expansion of the SC CAP	September 2014	Ongoing
Create the Student Advisement and Support Program at the partnership schools	April 2015	June 2016
Develop an evaluation tool for college and career readiness skills	June 2015	June 2016
Provide summer camps/workshops to juniors and seniors planning to attend either 2-year or 4-year institutions	June 2015	Annually
Develop and Implement statewide College and Career Readiness Standards	June 2015	June 2017
Plan and Implement Community “In the Know” Nights/Online Workshops	August 2015	Ongoing
Host an annual statewide conference focused on college and career readiness skills	October 2016	Annually

Budget

<p align="center">BUDGET REQUEST CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 Project Year: Years 1&2</p>				
<p>INSTITUTION: University of South Carolina Aiken</p>	<p>Proposed Budget</p>	<p>Institutional Funds</p>	<p>Other Funds not reportable (school districts, grants, private, etc.)</p>	<p>CHE use</p>
<p>PROJECT DIRECTOR: Jennifer Regelski</p>				
<p>1. Key Personnel(Faculty/Administration) LIST NAMES & Role</p>				
<p>A. Salaries</p>				
<p>1 Regelski - PI</p>	<p>\$38,760</p>	<p>\$15,640</p>		
<p>2 Senn - Co PI</p>	<p>\$7,410</p>	<p>\$7,790</p>		
<p>3 Wissick - Co PI</p>	<p>\$7,300</p>	<p>\$5,000</p>		
<p>4 Rhodes - ELA Content specialist</p>	<p>\$3,000</p>	<p>\$3,000</p>		
<p>5 Peterson - Soc Stud Content Spec</p>	<p>\$3,000</p>	<p>\$3,000</p>		
<p>6 Reid - Math Conten Spec</p>	<p>\$3,000</p>	<p>\$3,000</p>		
<p>7 Jackson - Science Content Specialist</p>	<p>\$3,000</p>	<p>\$3,000</p>		
<p>Total Key Personnel Salaries</p>	<p>\$65,470</p>	<p>\$40,430</p>		
<p>B. Fringe Benefits TOTAL</p>				
<p>1 Regelski - PI</p>	<p>\$12,815</p>	<p>\$5,171</p>		
<p>2 Senn - Co PI</p>	<p>\$2,551</p>	<p>\$2,682</p>		
<p>3 Wissick - Co PI</p>	<p>\$1,738</p>	<p>\$1,997</p>		
<p>4 Rhodes - ELA Content specialist</p>	<p>\$714</p>	<p>\$1,118</p>		
<p>5 Peterson - Soc Stud Content Spec</p>	<p>\$714</p>	<p>\$1,118</p>		
<p>6 Reid - Math Conten Spec</p>	<p>\$714</p>	<p>\$1,118</p>		
<p>7 Jackson - Science Content Specialist</p>	<p>\$714</p>	<p>\$1,118</p>		
<p>Total Key Personnel Fringes</p>	<p>\$19,961</p>	<p>\$14,320</p>		
<p>TOTAL KEY PERSONNEL COSTS</p>	<p>\$85,431</p>	<p>\$54,750</p>	<p>\$0</p>	
<p>2. Support Personnel (LIST NAMES)</p>				
<p>A. Salaries</p>				
<p>1 Administrative Support</p>	<p>\$12,000</p>	<p>\$2,400</p>		
<p>2 Workstudy student</p>	<p>\$9,788</p>	<p>\$0</p>		
<p>Total Support Personnel Salaries</p>	<p>\$21,788</p>	<p>\$2,400</p>		
<p>B. Fringe Benefits</p>				
<p>1 Administrative Support</p>	<p>\$4,690</p>	<p>\$988</p>		
<p>2 Workstudy student</p>	<p>\$54</p>	<p>\$0</p>		
<p>Total Support Personnel Fringe</p>	<p>\$4,744</p>	<p>\$988</p>		
<p>Total SUPPORT PERSONNEL COSTS</p>	<p>\$21,788</p>	<p>\$2,400</p>		
<p>TOTAL PERSONNEL COSTS</p>	<p>\$107,219</p>	<p>\$57,150</p>	<p>\$0</p>	
<p>3. Participant Costs</p>				
<p>a. Books</p>	<p>\$2,400</p>			
<p>b. Materials</p>				
<p>c. Travel</p>	<p>\$1,265</p>			
<p>d. Room and Board</p>	<p>\$9,580</p>	<p>\$1,680</p>		
<p>e. Refreshments</p>	<p>\$1,500</p>			
<p>f. Tuition</p>				
<p>1. Graduate Tuition (3 classes \$8000/class)</p>	<p>\$24,000</p>			

2. CtrEx Children of Poverty Training	\$7,800		
g. Stipends	\$32,650		
h. Technology/Equipment			
i. Other - Sales Tax	\$168		
Total Participant Costs	\$79,363	\$1,680	\$0
4. Supplies			
a. Laptop for mobile computing	\$2,260		
b. Software	\$430		
c. Proeware - instructional set (2)		\$500	
d. iPad min instructional set (2)		\$600	
c. Office Supplies	\$300		
d. Sales Tax (7%)	\$209		\$0
Total Supply Costs	\$3,199	\$1,100	\$0
5. Equipment			
a.			
Total Equipment Costs	\$0	\$0	\$0
6. Additional Costs			
a. External Evaluator - Grantor Selects	\$15,000		
b. Aiken Technical College Subcontract	\$40,198		\$18,020
c. Printing	\$1,000		
Total Additional Costs	\$56,198	\$0	\$18,020
7. Travel and Subsistence			
a. State Employee	\$4,000		
b. Non-State Employee			
Total Other Travel	\$4,000	\$0	\$0
8. Indirect Costs - 35% of Modified Total Direct Costs		\$80,103	
Total Modified Indirect		\$80,103	
Total Direct Costs	\$249,979	\$140,033	\$18,020
Project Director(s) Jennifer Regelski, PI	Typed Name & Title, Signature, Date <i>Jennifer Regelski</i> 3/10/14		
Institutional Authority VONNIE PERKINS	Typed Name & Title, Signature, Date <i>Vonnie Perkins</i> 3/10/14 SPONSORED PROGRAMS ADMINISTRATOR		

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984

Project Year: Years 3&4

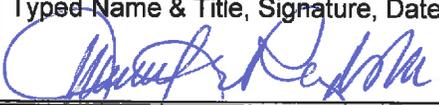
INSTITUTION: University of South Carolina Aiken	Proposed Budget	Institutional Funds	Other Funds not reportable (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR: Jennifer Regelski				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Regelski - PI	\$35,090	\$20,942		
2 Senn - Co PI	\$6,693	\$8,963		
3 Wissick - Co PI	\$6,570	\$5,730		
4 Rhodes - ELA Content specialist	\$2,500	\$3,500		
5 Peterson - Soc Stud Content Spec	\$2,500	\$3,500		
6 Reid - Math Conten Spec	\$2,500	\$3,500		
7 Jackson - Science Content Specialist	\$2,500	\$3,500		
Total Key Personnel Salaries	\$58,353	\$49,635		
B. Fringe Benefits TOTAL				
1 Regelski - PI	\$11,507	\$6,867		
2 Senn - Co PI	\$2,283	\$3,058		
3 Wissick - Co PI	\$1,564	\$2,171		
4 Rhodes - ELA Content specialist	\$595	\$1,237		
5 Peterson - Soc Stud Content Spec	\$595	\$1,237		
6 Reid - Math Conten Spec	\$595	\$1,237		
7 Jackson - Science Content Specialist	\$595	\$1,237		
Total Key Personnel Fringes	\$17,736	\$17,043		
TOTAL KEY PERSONNEL COSTS	\$76,089	\$66,678	\$0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Support	\$12,000	\$2,400		
2 Workstudy student	\$9,788	\$0		
Total Support Personnel Salaries	\$21,788	\$2,400		
B. Fringe Benefits				
1 Administrative Support	\$4,690	\$988		
2 Workstudy student	\$54	\$0		
Total Support Personnel Fringe	\$4,744	\$988		
Total SUPPORT PERSONNEL COSTS	\$21,788	\$2,400		
TOTAL PERSONNEL COSTS	\$97,876	\$69,078	\$0	
3. Participant Costs				
a. Books	\$2,400			
b. Materials				
c. Travel	\$1,265			
d. Room and Board	\$9,580	\$1,680		
e. Refreshments	\$1,500			
f. Tuition				
1. Graduate Tuition (3 classes \$8000/class)	\$18,000	\$6,000		
2. CtrEx Children of Poverty Training	\$6,250		\$1,500	
g. Stipends	\$28,900			

h. Technology/Equipment				
i. Other - Sales Tax	\$168			
Total Participant Costs	\$68,063	\$7,680	\$1,500	
4. Supplies				
a. Laptop for mobile computing				
b. Software				
c. Probeware - instructional set (2)		\$500		
d. iPad min instructional set (2)		\$600		
c. Office Supplies	\$300			
d. Sales Tax (7%)	\$21		\$0	
Total Supply Costs	\$321	\$1,100	\$0	
5. Equipment				
a.				
Total Equipment Costs	\$0	\$0	\$0	
6. Additional Costs				
a. External Evaluator - Grantor Selects	\$15,000			
b. Aiken Technical College Subcontract	\$38,720		\$20,640	
c. Printing	\$1,000			
Total Additional Costs	\$54,720	\$0	\$20,640	
7. Travel and Subsistence				
a. State Employee	\$4,000			
b. Non-State Employee				
Total Other Travel	\$4,000	\$0	\$0	
8. Indirect Costs - 35% of Modified Total Direct Costs		\$79,483		
Total Modified Indirect		\$79,483		
Total Direct Costs	\$224,980	\$157,341	\$22,140	
Project Director(s) Jennifer Regelski, PI	Typed Name & Title, Signature, Date <i>Jennifer Regelski</i> 3/10/14			
Institutional Authority <i>VONNIE PERKINS</i>	Typed Name & Title, Signature, Date <i>Vonnie Perkins</i> 3/10/14 SPONSORED PROGRAMS ADMINISTRATOR			

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

Project Year: Years 5-7

INSTITUTION: University of South Carolina Aiken	Proposed Budget	Institutional Funds	Other Funds not reportable (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR: Jennifer Regelski				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Regelski - PI	\$29,733	\$27,931		
2 Senn - Co PI	\$5,639	\$10,473		
3 Wissick - Co PI	\$5,475	\$6,825		
4 Rhodes - ELA Content specialist	\$2,150	\$3,650		
5 Peterson - Soc Stud Content Spec	\$2,150	\$3,650		
6 Reid - Math Conten Spec	\$2,150	\$3,650		
7 Jackson - Science Content Specialist	\$2,150	\$3,650		
Total Key Personnel Salaries	\$49,447	\$59,829		
B. Fringe Benefits TOTAL				
1 Regelski - PI	\$9,675	\$9,088		
2 Senn - Co PI	\$1,907	\$3,542		
3 Wissick - Co PI	\$1,304	\$2,432		
4 Rhodes - ELA Content specialist	\$512	\$1,272		
5 Peterson - Soc Stud Content Spec	\$512	\$1,272		
6 Reid - Math Conten Spec	\$512	\$1,272		
7 Jackson - Science Content Specialist	\$512	\$1,272		
Total Key Personnel Fringes	\$14,933	\$20,152		
TOTAL KEY PERSONNEL COSTS	\$64,381	\$79,981	\$0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Support	\$12,000	\$2,400		
2 Workstudy student	\$9,788	\$0		
Total Support Personnel Salaries	\$21,788	\$2,400		
B. Fringe Benefits				
1 Administrative Support	\$4,690	\$988		
2 Workstudy student	\$54	\$0		
Total Support Personnel Fringe	\$4,744	\$988		
Total SUPPORT PERSONNEL COSTS	\$21,788	\$2,400		
TOTAL PERSONNEL COSTS	\$86,168	\$82,381	\$0	
3. Participant Costs				
a. Books	\$2,400			
b. Materials				
c. Travel	\$1,265			
d. Room and Board	\$5,380	\$1,680	\$4,500	
e. Refreshments				
f. Tuition				
1. Graduate Tuition (3 classes \$8000/class)	\$12,000	\$4,000	\$8,000	
2. CtrEx Children of Poverty Training	\$5,600			
g. Stipends	\$18,900		\$10,000	

h. Technology/Equipment				
i. Other - Sales Tax	\$168			
Total Participant Costs	\$45,713	\$5,680	\$22,500	
4. Supplies				
a. Laptop for mobile computing				
b. Software				
c. Probeware - instructional set (2)		\$500		
d. iPad min instructional set (2)		\$600		
c. Office Supplies	\$300			
d. Sales Tax (7%)	\$21		\$0	
Total Supply Costs	\$321	\$1,100	\$0	
5. Equipment				
a.				
Total Equipment Costs	\$0	\$0	\$0	
6. Additional Costs				
a. External Evaluator - Grantor Selects	\$15,000			
b. Aiken Technical College Subcontract	\$36,275		\$18,020	
c. Printing	\$1,000			
Total Additional Costs	\$52,275	\$0	\$18,020	
7. Travel and Subsistence				
a. State Employee	\$3,000	\$1,000		
b. Non-State Employee				
Total Other Travel	\$3,000	\$1,000	\$0	
8. Indirect Costs - 35% of Modified Total Direct Costs		\$79,186		
Total Modified Indirect		\$79,186		
Total Direct Costs	\$187,477	\$169,346	\$40,520	
Project Director(s) Jennifer Regelski, PI	Typed Name & Title, Signature, Date  3/10/14			
Institutional Authority VONNIE PERKINS	Typed Name & Title, Signature, Date Vonnice Perkins 3/10/14 SPONSORED PROGRAMS ADMINISTRATOR			

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

Project Year: Year 8

INSTITUTION: University of South Carolina Aiken	Proposed Budget	Institutional Funds	Other Funds not reportable (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR: Jennifer Regelski				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Regelski - PI		\$57,664		
2 Senn - Co PI		\$16,434		
3 Wissick - Co PI		\$12,300		
4 Rhodes - ELA Content specialist		\$5,800		
5 Peterson - Soc Stud Content Spec		\$5,800		
6 Reid - Math Conten Spec		\$5,800		
7 Jackson - Science Content Specialist		\$5,800		
Total Key Personnel Salaries	\$0	\$109,598		
B. Fringe Benefits TOTAL				
1 Regelski - PI		\$26,265		
2 Senn - Co PI		\$6,978		
3 Wissick - Co PI		\$5,039		
4 Rhodes - ELA Content specialist		\$2,296		
5 Peterson - Soc Stud Content Spec		\$2,296		
6 Reid - Math Conten Spec		\$2,296		
7 Jackson - Science Content Specialist		\$2,296		
Total Key Personnel Fringes	\$0	\$47,466		
TOTAL KEY PERSONNEL COSTS	\$0	\$157,065	\$0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Support		\$2,400	\$12,000	
2 Workstudy student			\$9,788	
Total Support Personnel Salaries	\$0	\$2,400	\$21,788	
B. Fringe Benefits				
1 Administrative Support		\$988		
2 Workstudy student		\$0		
Total Support Personnel Fringe	\$0	\$988		
Total SUPPORT PERSONNEL COSTS	\$0	\$2,400	\$21,788	
TOTAL PERSONNEL COSTS	\$0	\$159,465	\$21,788	
3. Participant Costs				
a. Books			\$2,400	
b. Materials				
c. Travel			\$1,265	
d. Room and Board		\$1,680	\$9,580	
e. Refreshments				
f. Tuition				
1. Graduate Tuition (3 classes \$8000/class)		\$4,000	\$20,000	
2. CtrEx Children of Poverty Training			\$5,600	
g. Stipends			\$28,900	

h. Technology/Equipment			
i. Other - Sales Tax			\$168
Total Participant Costs	\$0	\$5,680	\$67,913
4. Supplies			
a. Laptop for mobile computing			
b. Software			
c. Probeware - instructional set (2)		\$500	
d. iPad min instructional set (2)		\$600	
c. Office Supplies			\$300
d. Sales Tax (7%)			\$21
Total Supply Costs	\$0	\$1,100	\$321
5. Equipment			
a.			
Total Equipment Costs	\$0	\$0	\$0
6. Additional Costs			
a. External Evaluator - Grantor Selects			\$15,000
b. Aiken Technical College Subcontract			\$54,295
c. Printing			\$1,000
Total Additional Costs	\$0	\$0	\$70,295
7. Travel and Subsistence			
a. State Employee		\$1,000	\$3,000
b. Non-State Employee			
Total Other Travel	\$0	\$1,000	\$3,000
8. Indirect Costs - 35% of Modified Total Direct Costs		\$56,548	
Total Modified Indirect		\$56,548	
Total Direct Costs	\$0	\$223,792	\$163,317
Project Director(s) Jennifer Regelski, PI	Typed Name & Title, Signature, Date  3/10/14		
Institutional Authority VONNIE PERKINS	Typed Name & Title, Signature, Date Vonnice Perkins 3/10/14 SPONSORED PROGRAMS ADMINISTRATOR		

Budget Justification

1. Key Personnel Salaries

1. Dr. Regelski is the Principal Investigator and will commit 80% of her time to the grant.
2. Dr. Senn is the Co-PI and will commit 20% of his time to the grant.
3. Dr. Wissick is the Co-PI and will be committed to research activities for the grant.
4. Dr. Rhodes, Dr. Peterson, Dr. Reid, and Dr. Jackson will be committed to serve as content specialist to assist with workshops and professional development and to curriculum, standards, and model lesson development.

2. Support Personnel

1. Administrative support position will be supported at USCA to assist with grant duties.
2. 3 Work Study students will be hired – 2 to assist with research activities and 1 to assist with administrative activities.

3. Participant Costs

- a. Books will be purchased for both teacher professional development and for graduate courses.
- c. Travel expenses will cover the transportation for the students participating in the 3-week summer program to and from their school.
- d. Room and board will be covered for student from partnership schools to stay in dormitories during the three-week summer camp/dual enrollment courses at Aiken Technical College**.
- e. A working lunch will be provided when meetings are held in which participants are asked to travel from all over the state
- f. Graduation tuition will be contracted with USCA and provided for teachers from partnership schools; Tuition for add-on certification will be provided to the Center of Excellence of Teachers of Children of Poverty to cover graduate course cost for teachers of partnership schools.
- g. Stipends will be provided for teachers for training purposes related to the South Carolina Course Alignment Project and for the Model Curriculum training sessions.

4. Supplies

- a. Laptop for mobile commuting will be provided for the PI for fieldwork, workshop and training purposes.
- b. Software such as statistical analysis and probeware software will be purchased for research and teaching purposes.
- c. Office Supplies will be needed for administrative purposes to support grant activities.

6. Additional Costs

- a. External Evaluator fees for evaluating the effectiveness and validity of grant activities and objectives
- b. Aiken Technical College Subcontract – This will cover the cost to administer the 3-week boot camp. These fees go directly to pay the coordinator, pay for course licensing fees (computer codes), academic tutors, instructors, and tuition for the courses.
- c. Printing will cover the cost of copying for the center

7. Travel and Subsistence

- a. State Employee travel will cover travel and fees to present at regional and national conferences as well as travel to and from meetings and the partnership schools.

****Aiken Technical College Budget Details can be found after the Budget Justification**

Aiken Technical College Budget Details

	Years 1 & 2			Years 3 & 4 (90% Grant Funds)			Years 5, 6, 7 (75% Grant Funds)		
	Grant Funds	ATC Funds	Total Budget	Grant Funds	ATC Funds	Total Budget	Grant Funds	ATC Funds	Total Budget
Key Personnel									
Project Coordinator (100% of time-Adm Project and Teach College Skills)	\$50,000	0	\$50,000	\$50,000	0	\$50,000	\$40,000	\$10,000	\$50,000
English -- Thurmond Whatley (\$30/hour for 3 weeks)		\$3,600	\$3,600		\$3,600	\$3,600		\$3,600	\$3,600
Math -- Lynn Rickabaugh (\$30/hour for 3 weeks)		\$3,600	\$3,600		\$3,600	\$3,600		\$3,600	\$3,600
Fringe Benefits (@ 35% of salaries)									
Proj. Coord.	\$17,500	\$0	\$17,500	\$17,500	\$0	\$17,500	\$13,100	\$4,400	\$17,500
Whatley	\$0	\$1,260	\$1,260	\$0	\$1,260	\$1,260	\$0	\$1,260	\$1,260
Rickabaugh	\$0	\$1,260	\$1,260	\$0	\$1,260	\$1,260	\$0	\$1,260	\$1,260
TOTAL KEY PERSONNEL AND FRINGES	\$67,500	\$9,720	\$77,220	\$67,500	\$9,720	\$77,220	\$53,100	\$24,120	\$77,220
Support Personnel									
Admin. Asst. -- Crystal Edwards (20% @ \$30,000/annually)	\$6,000	\$0	\$6,000	\$0	\$6,000	\$6,000	\$0	\$6,000	\$6,000
Tutors -- 2 English & 2 Math (\$10/hour * 25 hrs/wk)	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000
Support Fringe Benefits (35% FT & 18% PT)									
Admin. Asst. -- Crystal Edwards	\$2,100	\$0	\$2,100	\$0	\$2,100	\$2,100	\$0	\$2,100	\$2,100
4 Tutors	\$378	\$0	\$378	\$378	\$0	\$378	\$378	\$0	\$378
TOTAL PERSONNEL COSTS	\$78,978	\$9,720	\$88,698	\$70,878	\$17,820	\$88,698	\$56,478	\$32,220	\$88,698
Participant Support									
Books & Computer Codes \$75 * 20 students/summer)	\$1,500	\$0	\$1,500	\$1,500	\$0	\$1,500	\$1,500	\$0	\$1,500
Student supplies & Materials (misc) \$25 * 20 students/summer)	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500
Lunches for Boot Camps (\$8/student/day for 20 students for 12 days)	\$1,920	\$0	\$1,920	\$1,920	\$0	\$1,920	\$1,920	\$0	\$1,920
Tuition (\$605/student for 3 credit hours in College Skills -- SC non-Aiken County Rate)	\$12,100	\$0	\$12,100	\$12,100	\$0	\$12,100	\$12,100	\$0	\$12,100

TOTAL PARTICIPANT COSTS	\$16,020	\$0	\$16,020	\$16,020	\$0	\$16,020	\$16,020	\$0	\$16,020
Supplies and Materials (Institution)									
Paper, printing, copying	\$0	\$200	\$200	\$0	\$200	\$200	\$0	\$200	\$200
State Employee Mileage (at \$0.55/mile for 1000 miles)	\$550	\$0	\$550	\$550	\$0	\$550	\$550	\$0	\$550
TOTAL ALL COSTS	\$95,548	\$9,920	\$105,468	\$87,448	\$18,020	\$105,468	\$73,048	\$32,420	\$105,468

Appendix 1: Curriculum Vita

CURRICULUM VITAE JENNIFER L. REGELSKI, ED.D.

OFFICE: School of Education
University of South Carolina Aiken
B&E 204B
471 University Parkway, Box 28
Aiken, SC 29801

PHONE: (803) 641-6471

EMAIL: JenniferR@usca.edu

EDUCATION

2013 Ed.D. (Educational Leadership) **Wilmington University**, New Castle, Delaware (Pamela M. Curtiss, Ph.D.)
2003 M.A.T. (Biological Sciences) **Miami University**, Oxford, Ohio
1995 B.A. (Zoology) **The Ohio State University**, Columbus, Ohio

PROFESSIONAL

2013 – Present Assistant Professor and Science Education Program Coordinator, **University of South Carolina Aiken**, Aiken, South Carolina

2011 – 2013 Science and Special Education Teacher, **Polytech High School**, Woodside, Delaware

2008 – 2011 Science and Special Education Teacher, **Smyrna High School**, Smyrna, Delaware

1999 – 2007 Science Teacher, **Gahanna Lincoln High School**, Gahanna, Ohio

1998 – 1999 Reading and Mathematics Teacher, **Homeless Families Foundation**, Columbus, Ohio

PRESENTATIONS

Cindric, T.L. and Regelski, J.L. (2014). Scientific argumentation using online simulations. National Science Teachers Association. STEM Forum. New Orleans, LA. May 2014. (in review)

Regelski, J.L. (2014). Baby steps: Introducing engineering design into the science classroom. National Science Teachers Association. STEM Forum. New Orleans, LA. May 2014. (in review)

PUBLICATIONS

Regelski, J.R., (2014). What about science? The importance of motivating students in the middle school science classroom. South Carolina Middle School Association Journal (in press)

Regelski, J.R., (2013). What about science? A closer look at the impact of adequate yearly progress on science education. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses (Accession Order No. 3588197)

TEACHING CREDENTIALS

National Board for Professional Teaching Standards, AYA, Life Science
Teacher of Biology, valid for grades 5-12
Teacher of Exceptional Children, valid for grades K-12
Teacher of Physical Science, valid for grades 6-12

OTHER PROFESSIONAL ACTIVITIES

2013 **Manuscript Reviewer**, South Carolina Middle School Association Journal

2012 – 2013 **Science Coalition Chemistry Teacher Trainer**, State of Delaware

2012 – 2013 **STEM Initiative Committee Member**, Polytech High School

2012 – 2013 **District Technology Committee**, Polytech High School

2011 – 2012 **Acceptable Use Policy Committee, chair**, Polytech High School

2011 – 2013 **Social Skills Curriculum Developer and Trainer**, Polytech High School

2009 – 2010 **First Year Teacher Mentor**, Smyrna High School

2004 – 2005 **Ohio Energy Summit Lead Teacher**, Gahanna Lincoln High School/Ohio Energy Project

2002 – 2007 **First Year Teacher and Student Teacher Mentor**, Gahanna Lincoln High School

2002, 2005 **District Science Curriculum Development**, Gahanna Lincoln High School

PROFESSIONAL ASSOCIATIONS

National Science Teacher's Association (NSTA)
South Carolina Science Council (SC²)
National Association for Research in Science Teaching (NARST)
Association for Science Teacher Education (ASTE)

Gary J. Senn

University of South Carolina Aiken, 471 University Parkway, Aiken SC 29801, 803-641-3558, SennG@sc.edu

Education:

Ph.D. Science Education, Biology. August 1992, Florida Institute of Technology (Florida Tech), Melbourne, FL.

Ed.S. Science Education, Biology. June, 1992, Florida Institute of Technology, Melbourne, FL

M.S. Educational Leadership, Secondary School Administration. August, 1991, Florida Tech, Melbourne, FL

M.S. Science Education, Computer Science. December, 1984, Florida Tech, Melbourne, FL.

B.S. Marine Biology. June, 1982, Florida Tech, Melbourne, FL

Professional Experience:

1992 - Present University of South Carolina Aiken. (Various roles). Currently Associate Professor

2012 - Present Principal Investigator, Aiken Writing Project

2008 - Present Director, Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching

2004 - Present Director, Ruth Patrick Science Education Center

1997 - Present Director, Center of Excellence in Educational Technology.

1996 - Present Director, DuPont Planetarium.

Publications/Presentations: (selected)

Senn, G. J., McMurtrie D. H., & Coleman, B. K. (2013). RAFTing with raptors: Connecting science, English language arts, and the Common Core State Standards. *Middle School Journal*, 44(3), 52-55.

Luedeman, J. K. & Senn, G. J. (2011). Center of excellence in middle-level, interdisciplinary strategies for teaching (CE-MIST). In D. F. Berlin & A. L. White (Eds.), *Science and Mathematics Education: International innovations, research, and practices* (pp. 217-224). Columbus, OH:

Senn, G. J., Coleman, B. K., & McMurtrie D. H. (2010) Using an interdisciplinary “trunk” to facilitate interdisciplinary planning among teachers. *South Carolina Middle School Association Journal*, 71-80.

Senn, G. J., & Smyth J. C. (2009, October). *Breathing a Second Life into graduate courses*. Presented at the Ed Tech 2009 conference, Myrtle Beach, SC.

Senn, G. J. (2008). Comparison of face-to-face and hybrid delivery of a course that requires technology skills development. *Journal of Information Technology Education* 7, 275-291.

Senn, G. J., & Smalley D. C. (2007, May). *Using modified, analog scales to enhance student understanding of weight and mass*. Presented at the meeting of the Carolina Association of Planetarium Educators, Gastonia, NC.

Senn, G. J. (2006, September). *Educational research in the planetarium*. Presented at the annual meeting of the International Digistar Users Group, Salt Lake City, UT.

Senn G.J. (2005). Who is in charge of the education of children? In J. Hargis, *An active guide to education*. (pp. 164-165). Dubuque, Iowa: Kendall/Hunt.

Senn, G. J. (2003). Planetarium Obscura A camera obscura in a planetarium. *Southern Skies, Journal of the SouthEastern Planetarium Association*, 23(1), 20-23.

Senn, G.J. & Priest, J.M. (2001). *K-12 partnerships and preservice teacher training*. Presented at the 12th annual International Conference on College Teaching and Learning – Jacksonville, FL.

Senn, G.J., Hutchens, J. M. & Smyth T. J. C. (1999). Developing a Faculty Technology Support Center. Presented at the Distance '99 conference – Myrtle Beach, SC.

Senn, G.J. & Horton, P.B. (1996). The effects of hypermapping and embedded prompts on biology achievement and the completion rate of hypermedia courseware. *Journal of Computers in Mathematics and Science Teaching*, 15(1-2), 35-47.

Delivered over 100 presentation to civic groups and professional organizations since 1992.

Grants:

Acted as Principal Investigator, Co-principal Investigator or key personnel for 39 grants totaling over \$5,750,000 since 1992.

Planetarium Production:

Produced 25 shows for the DuPont Planetarium; 12 local productions and 13 from show kits.

Honors and Awards:

USCA Community Service Award. Presented by the University of South Carolina Aiken. April 2004.

Travel award from the Honors, Awards and Scholarships committee, \$750. 2004.

Award for Innovative Excellence in Teaching, Learning and Technology. Presented at the 12th International Conference on College Teaching and Learning. April 2001.

Service and Activities:

President, International Digistar Users Group, 2005-2008; Past President 2008-2011

Post Tenure Review Committee, 2009-2013, chair 2010-11; Campus Technology Committee, 2000-2006, 2010-Present; Graduate Advisory Council, 2005-2008, chair 2007-08; Academic Services Committee, 2006-2009; Academic Assessment Committee 2002-2005; Parliamentarian, Faculty Assembly, 2002-2005.

Served on multiple department level and university wide committees every year since 1992.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format on preceding page for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
Jackson, William Herbert		Associate Professor of Biology	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of South Carolina Aiken, Aiken, SC	BS	1979-83	Biology
Medical College of Georgia, Augusta, GA	PhD	1990-95	Immunology
University of Alabama Birmingham, Birmingham, AL	Postdoc	1995-97	Hematology/ Oncology

POSITIONS AND HONORS

1990-95 Graduate Teaching Assistant, Medical College of Georgia (Advisor: F. Garver)
 1995-96 Postdoctoral Associate, University of Alabama Birmingham (Advisor: A. Kraft)
 1996-97 Postdoctoral Associate, University of Alabama Birmingham (Advisor: M. Saleh)
 1997-97 Laboratory Manager, Gene Therapy Center, University of Alabama Birmingham,
 1997-99 Technical Assistant and Instructor, University of South Carolina Aiken
 1999-Present Associate Professor of Biology and Chair, University of South Carolina Aiken, Dept. of Biology and Geology

PUBLICATIONS

Jureka, A., P. Simon, and W.J. Jackson. 2011. siRNA-mediated inhibition of the HIV-1 transactivator of transcription. *J. South Carolina Academy of Science.* 9(2):6-9.
 Hendley, A.M. and W.H. Jackson. 2009. Downregulation of HIV-1 vif by a hammerhead ribozyme expressed from a retroviral vector. *J. South Carolina Academy of Science.* 7(2):14-17.
 Padgett, L.E. and W.H. Jackson. 2009. Generation of a retroviral vector that expresses an anti-HIV-1 tat hammerhead ribozyme. *J. South Carolina Academy of Science.* 7(2):1822.
 Anderson, K.L. and W.H. Jackson. 2006. Design and Cloning of a Hammerhead Ribozyme Targeted to HIV-1 vif mRNA: *J. South Carolina Academy of Science.* 3(1):24-30.
 Jackson, W.H., Jr., Moscoso, H., Nechtman, J.F., Galileo, D.S., Garver, F.A., and K.D. Lanclos. 1998. Inhibition of HIV-1 replication by an anti-tat hammerhead ribozyme: *Biochem. Biophys. Res. Comm.,* 245, p. 81-84.
 Feng, M., Jackson, W.H., Jr., Goldman, C.K., Rancourt, C., Wang, M. Dusing, S.K., Segal, and D.T. Curiel. 1997. Stable in vivo gene transduction via a novel adenoviral-retroviral chimeric vector: *Nature Biotechnology,* 15, 866-870.

RESEARCH SUPPORT

SC Research Foundation 5/1/13-4/30/14 10%
 Magellan Award \$2,500
 The effect of pro-apoptotic Bax and tBid on cells expressing HIV-1 tat. (Jackson, PI, C. Fulmer, Co-PI)
 The goal of this project was to measure the comparative effects of two pro-apoptotic genes under HIV regulatory control. Active.

SC Research Foundation 5/1/12-4/30/13 10%
 Magellan Award \$3,000
 Comparing the comparative effectiveness of anti-HIV-1 tat siRNAs and hammerhead ribozymes. (Jackson, PI, A. Jureka, Co-PI)
 The goal of this project was to measure the comparative effects of two classes of therapeutic RNAs against HIV tat. Inactive.

SC Research Foundation 1/1/12-12/31/13 10%
 Magellan Award \$2,500
 Comparative study of HIV-1 induced apoptosis by expression of pro-apoptotic Bax and tBid. (Jackson, PI, P. Simon, Co-PI)
 The goal of this project was to measure the comparative effects of two pro-apoptotic genes under HIV regulatory control. Inactive.

USC Office of Research and Graduate Education 4/15/10-7/15/11 10%
 Promising Investigatory Award. \$10,000
 Comparative antiviral activity of hammerhead ribozymes and siRNAs targeted to HIV-1 tat. (Jackson, PI)

The major goal of this project is to carry comparative antiviral activity studies of siRNAs and ribozymes targeted to HIV-1 tat. Inactive.

SC Research Foundation	1/1/10-12/31/10	10%
Magellan Award	\$3,000	
Inducement of Apoptosis through Tat-Dependent Expression of Pro-Apoptotic Bax. (Jackson, PI, A. Arthur, Co-PI)		

The major goal of this project is to test the anti-HIV activity of gene therapy vectors that express the pro-apoptotic bax gene in a tat-dependent manner. Inactive.

The major goal of this project was to test a library of hammerhead ribozymes targeted to HIV-1 vif. Inactive.

National Institutes of Health	10/1/01-9/30/06	15%
R15 Area Grant	\$136,000	
Analysis of ribozyme targets within the HIV-1 genome (Jackson, PI)		

The major goal of this project was to develop hammerhead ribozyme libraries targeted to several HIV-1 mRNAs. Each library is composed of a series of at least three ribozymes and their non-catalytic controls. The original ending date for this grant was 9/30/05, however a no-cost one-year extension was granted. Inactive.

PRESENTATIONS

Pickens, D, EM Webb, and **WH Jackson** (2013). Cloning and testing a DNA-transposon bases gene delivery system. South Carolina Academy of Science. Columbia, SC. April 2013

Simon, PS, CA Fulmer, and **WH Jackson** (2013) Comparative study of HIV-1 induced apoptosis by expression of pro-apoptotic Bax and tBid. South Carolina Academy of Science. Columbia, SC. April 2013.

Sweet, MT, AS Jureka, and **WH Jackson** (2013) Anti-HIVvif activity using a hammerhead ribozyme expressed from an RNA Polymerase III promoter. South Carolina Academy of Science. Columbia, SC. April, 2013.

Jureka, A and **WH Jackson**. (2012). Analysis of hammerhead-ribozyme mediated down-regulation of the HIV-1 transactivator of transcription. South Carolina Academy of Science. Aiken, SC. April 2012.

Simon, P and **WH Jackson**. (2012). Comparative study of HIV-1 induced apoptosis by expression of pro-apoptotic Bax and tBid. South Carolina Academy of Science. Aiken, SC. April 2012.

Albano, R and **WH Jackson**. (2011). Cloning of an anti-HIV-1 tat hammerhead ribozyme into a retroviral vector. South Carolina Academy of Science. Orangeburg, SC. April 2011.

Arthur, A and **WH Jackson**. (2011). Inducement of apoptosis through tat-dependent expression of pro-apoptotic bax. South Carolina Academy of Science. Orangeburg, SC. April 2011.

Jureka, A, S Simon, and **WH Jackson**. (2011), Designing and cloning of siRNAs targeted to HIV-1 tat. South Carolina Academy of Science. Orangeburg, SC. April 2011.

Murph, D and **WH Jackson**. (2011). Cloning an anti-HIV-1 tat hammerhead ribozyme into a retroviral vector. South Carolina Academy of Science. Orangeburg, SC. April 2011.

WH Jackson. HIV-1 tat as an antiretroviral target. American Society for Microbiology, South Carolina Branch meeting. Aiken, SC. October, 2010.

Arthur, A and **WH Jackson**. (2010). Induction of apoptosis through tat-dependent expression of pro-apoptotic bax. South Carolina Academy of Science. Charleston, SC. April 2010.

Nesbitt, J and **WH Jackson**. (2010). Analysis of hammerhead ribozymes targeted to HIV-1 tat. South Carolina Academy of Science. Charleston, SC. April 2010.

Rate, K and **WH Jackson**. (2010) Inhibition of tat function using a retroviral vector expressing anti-tat siRNA. South Carolina Academy of Science. Charleston, SC. April 2010.

Cooper, M and **WH Jackson**. Cloning of anti HIV-1 vif hammerhead ribozymes into a retroviral vector. South Carolina Academy of Science. Columbia, SC. April 2009.

Curriculum Vitae

Heather R. Peterson

Assistant Professor of History

University of South Carolina at Aiken

Aiken, SC 29801

heatherp@usca.edu

Education:

PhD., University of Texas at Austin. Fall 2009. Latin American History, Thesis: "Heavenly Influences: The Cosmic and Social Order of New Spain at the Turn of the Seventeenth Century."

Advisor: Susan Deans-Smith Committee: Jorge Cañizares-Esguerra, Neil Kamil, Ann Twinam, Maria Wade.

M.A., University of Texas at Austin. Spring 2003. Latin American History, Master's Report: "Enrico Martínez: Ambition, Authority, and Astrology in Seventeenth-Century New Spain," Advisor: Susan Deans-Smith. Qualifying Exams: 2004.

B.A., Montana State University, Alpha Lambda Delta, 1996. Major: History with an emphasis in Latin American History, advisors: Robert Rydell and Thomas Klubock. Semester Abroad at the Universiteit van Amsterdam spring of 1994 in the Program in European History and Culture.

Grants and Fellowships:

Barbara S. Mosbacher Fellow at the John Carter Brown Library, Brown University, March 1st, 2011 (4 months). Project Title: "Situating Mexico Between Heaven and Earth: Cosmography and Astrology in New Spain"

Postdoctoral Fellow at the Max Planck Institute for the History of Science, Berlin, Calendar year 2010. Part of the Cultural History of Heredity- Project title: "Essential Differences: Body and Place in the Early Modern Atlantic World"

UT History Department Fellowship, awarded to fund dissertation research and writing during the 2006-2007 academic year, and fall of 2008.

Fulbright-Garcia Robles, awarded to fund dissertation research in Mexico from Oct. 2005 to Sept 2006.

Embassy of Spain Program for Cultural Cooperation Grant, Awarded to fund Dissertation Research in Seville, 2005.

Carlos E. Casteñeda Scholarship awarded spring of 2004 for the completion of dissertation research in Spain in the spring of 2005.

Tinker Summer Research Travel Grant, awarded spring of 2004 for the completion of pre-dissertation research in Mexico during the summer of 2004.

Employment:

Assistant Professor at the University of South Carolina at Aiken

Fall 2011 to Present

Assistant Instructor at the University of Texas at Austin

Spring 2009

Supplemental Instructor at the University of Texas at Aus

Spring and Fall 2004

Teaching Assistant at the University of Texas at Austin

Fall 2002, Spring 2003, Fall 2003, Fall 2007, Spring 2008

Manuscript in Preparation:

"A Microcosm of Two Worlds: Mexico City's Rise from the Ashes of Tenochtitlan"

Publications:

- Review Essay: "The Shape of the World: The Story of Spanish Expansion and the Secret Science of Cosmography," *Studies in History and Philosophy of Science* (2011)

- "Digesting a New World: Early Spanish Experiments with the Fig of Hell (Prickly Pear)" *Eine Naturgeschichte für das 21. Jahrhundert. Festgabe für Hans-Jörg Rheinberger* (Max Planck Institute for the History of Science, Jan 2011)

-Book Review: *Science and Empire in the Atlantic World* edited by James Delbourgo and Nicholas Dew (Routledge Press, 2007) in *Eighteenth-century Studies*, 45.2 (2012): 323-325.

-Book Review: *Medicine and Politics in Colonial Peru: Population Growth and the Bourbon Reforms*, Adam Warren (University of Pittsburg Press, 2010) in *Social History* Volume 37, Issue 2, 2012.

Most Recent Conference Papers and Panels:

“Sucking the Blood of the Miserable Indians; Interpreting Indian Mortality in Mexico at the Turn of the Seventeenth Century,” presented at: the Mexican History Panel at the CLAH annual conference, January 5-8, 2006 Philadelphia.

“Vir Sapiens Dominabitur Astris; Astrology and Faith in Colonial Mexico,” presented at the Fulbright Midterm Orientation, March 1-2, 2006 Mexico City.

“Delineating the Space between Heaven and Earth: Celestial Influence and the Fate of Nations,” presented at XII Conference of Mexican, United States and Canadian Historians, Vancouver, B.C. October, 2006.

“Rightful Inheritance: Defining “Nativeness” and Belonging in New Spain, 1590-1620.” presented at the American Historical Association, January 2009

“The Body in New World Contexts: Corporeal Imaginings in New Spain at the Turn of the Seventeenth Century.” presented at the Harvard Atlantic World Seminar, August 2009.

“The Nature of Place and People: Mexico City and her Inhabitants at the Turn of the Seventeenth Century” Presented at the Max Planck Institute for the History of Science, July 2010

“Bodies in *Sitio*: Place and Health in Mexico City at the Turn of the Seventeenth Century” at the JCB Fellows Lunch Chat, Jun 1, 2011

“The Melancholy of Servitude: New Spain’s Melancholic Blacks and Phlegmatic Indians” at Body Knowledge: Medicine and Humanities in Conversation at Wits School of Public Health, Johannesburg South Africa, Sept. 2-4, 2013

“Saving Appearances: Heredity and the Microcosm of New Spain at the Turn of the Seventeenth Century,” at the History of Science and Society Annual Conference, Boston MS Nov. 23, 2013.

Service:

Chair- New Faculty Orientation Committee 2013-2014.

Organizing Committee for the Palmetto Connections Symposium Nov. 2012, USCA

Organizing Committee and Panel Chair for the Mephistos Conference 2008 in Austin

Lynne A. Rhodes, Ph.D. 471 University Parkway, USCA, Aiken, SC 29801
(803) 641-3571/ lynnr@usca.edu

Education: **Ph.D. in English, Composition/Rhetoric**, August 1996. *University of South Carolina Columbia*
M.A. in English, August 1979. *Clemson University*
B.A. in English, August 1976. *Clemson University*

Employment: **Professor of English** Fall 2010 to present
University of South Carolina Aiken
Director, Aiken Writing Project Jan. 2007 to present
Summer Institute and continuity / In-service activities, *USC Aiken, Aiken, SC*
NWP Teacher / Consultant June 2006 to present
Lowcountry Summer Institute, The Citadel, Charleston SC
Associate Professor 2001 to present
School of the Environment, University of South Carolina Columbia
Director of Writing Assessment Fall 1996 – Spring 2013
University of South Carolina Aiken
Associate Professor of English Fall 2003 to 2010
University of South Carolina Aiken
Assistant Professor of English Fall 1997 - Spring 2003
University of South Carolina Aiken
Instructor of English Fall 1986 – Spring 1997
University of South Carolina Aiken
Lecturer Fall 1979 – Spring 1986
University of South Carolina Aiken
Graduate Teaching Assistant Fall 1977 – Spring 1979
Clemson University

Professional Organizations: National Council of Teachers of English (NCTE)
South Carolina Council of Teachers of English (SCCTE)
Society of Technical Communicators (STC) *Senior member*
Writing Program Administration (WPA) *Editorial reviewer*
Carolinas WPA (NC & SC WPA affiliates) *Charter member*;
SACS *On-site accreditation review team*
Sigma Tau Delta, International English Society *Epsilon Upsilon*

Honors, Awards, and Grants:

Aiken Writing Project: 2013 (awarded) National Writing Project (NWP) (Federal Grant: \$20,000)
USC Featured Scholar, December 2012 <http://www.sc.edu/research>
Aiken Writing Project: 2012 (awarded) NWP (Federal Grant: \$30,000)
Aiken Writing Project: 2011 (awarded) NWP (Federal Grant: \$46,000 / Aiken County Public School District (ACPSD): \$19,250)
Aiken Writing Project: 2010 (awarded) NWP (Federal Grant: \$46,000 / ACPSD: \$19,250)
Aiken Writing Project: 2009 (awarded) NWP (Federal Grant: \$46,000 / ACPSD: \$19,250)
Aiken Writing Project: 2008 (awarded) NWP (Federal Grant: \$43,000 / ACPSD: \$19,250)
National Writing Project: New Site Leadership Institute Selected Participant, Atlanta, GA January 2008
Aiken Writing Project: 2007 NWP (awarded) (Federal Grant: \$30,000 / ACPSD: \$19,250)

Publications:

When Is Writing Also Reading?

Across the Disciplines, Special Issue on Reading and WAC, December 2013

A Friend in Your Neighborhood: Local Risk Communication

College Composition and Communication, Dec. 2009

When is Writing Also Reading? Reading Assessment in the Writing Classroom

9th Biennial *International Writing Across the Curriculum Conference Proceedings*

May 2008, Austin, TX

Using Assessment to Introduce Incremental Change

Faculty Development Resources for English Studies

An extensive, interactive site devoted to faculty development in English associated with the print journal, Pedagogy, Fall 2008

Writing Beyond the First Year (an annotated bibliography)

CWPA, September 2008, Wildacres

Research on Reading Pedagogy in a First Year Writing Program

8th International WAC Conference Proceedings, May 2006

Using Blogs in the Composition Classroom

Teaching Composition, May 2005

A New Land Ethic for WPAs

Carolina WPA Proceedings, September 2004, Wildacres, NC

Positioning WAC in the American Democracy Project

7th National Writing Across the Curriculum Conference Proceedings

St. Louis, Missouri, May 2004

Creating a WAC/WID Undergraduate Research Internship

7th National Writing Across the Curriculum Conference Proceedings

St. Louis, Missouri, May 2004

Teaching Ourselves: Writing in Learning Communities

5th National Writing Across the Curriculum Conference Proceedings, April 2001

Gaining Ground Revisited: Sustaining Grounds Gained

Language and Learning Across the Disciplines (LLAD)

August 2000 (vol. 4, no. 2).

Contrasting Student Perspectives in WAC and WID Portfolios

4th National Writing Across the Curriculum Conference Proceedings

June 1999

Preparing for 2000: Seizing the Opportunity

3rd National Writing Across the Curriculum Conference Proceedings

April 1997

Presentations:

Smooth Sailing? Questioning State Transfers of FYC

SAMLA, Atlanta, GA, Nov. 9, 2013

College Course Content Analysis Study: Educational Policy Improvement Center

Vancouver, WA Oct. 2013

Using Institutional Assessment to Track Information Literacy Competencies

IU Libraries Information Literacy Colloquium, Indiana U SW, New Albany, ID, Aug. 9, 2013

Aligning Conversations: Local College Readiness Initiatives

CCCC, Las Vegas, NV, March 14, 2013

Transferability: SCCAP

SCCTE 2013 Conference, Kiawah, SC, Jan. 25-26,, 2013

Alignments and Transitions: The SCCAP

SAMLA, Research Triangle, NC, Nov. 9-11, 2012

Building on the Past for Positive Change: FYI and WI Assessment

International WAC, Savannah, GA, June 2012

Appendix 2: Letters of Support



University of South Carolina Aiken
471 University Parkway
Aiken, South Carolina 29801
803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

February 14, 2014

Jennifer Regelski EdD
School of Education
University of South Carolina-Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Regelski,

The CE-MIST project has partnered with three area middle schools as it has worked to develop and model state-of-the-art in-service and pre-service teacher training programs that concentrate on interdisciplinary curriculum development and implementation at the middle school level. We have expanded this project to elementary and high schools in our area. We see the importance of encouraging middle level students to consider a variety of options before they complete their Individualized Graduation Plans (IGP). Becoming college and career ready is a goal of the IGP, and CE-MIST has worked with middle schools to improve student achievement and inform students of college and career options. The next phase of this is to support high school teachers and students to ensure that the students are well-prepared as they transition out of high school.

The opportunity to work with you on your Center of Excellence with teachers and students in Allendale and Orangeburg counties will align perfectly with plans for CE-MIST. I look forward to the opportunity for our two centers to collaborate as we work to ensure the success of students in these districts.

Please let me know what I can do to support your efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. Senn'.

Gary J. Senn, PhD
Director



NEW CAROLINA
SOUTH CAROLINA'S COUNCIL ON COMPETITIVENESS

March 4, 2014

Review Committee
Center of Excellence, 2014-2015

Dear Committee Members:

It is my pleasure to write a letter in support of the Center of Excellence in College and Career Readiness Proposal being submitted to the Center of Excellence by the School of Education at the University of South Carolina Aiken.

TransformSC is a consortium of organizations, including the South Carolina Association of School Administrators, South Carolina School Board Association, and South Carolina Education Oversight Committee, the Riley Institute at Furman University, South Carolina Chamber of Commerce, New Carolina and businesses focused on transforming public education in South Carolina. The mission is to identify and launch new learning models and help foster the conditions in which they can thrive. The vision is that more South Carolina students will advance along the PK-12 continuum of learning better prepared for career, college, and citizenship. This proposal made by the University of South Carolina Aiken keenly reflects the work that we have embraced. Our consortium will support the School of Education by helping to design curriculum, instructional strategies, professional development and assessment approaches that develop the 21st century graduate. We will help to create a public policy environment that supports public education transformation.

I am pleased to support the purpose and focus of this proposal. This university has an outstanding record of successful partnerships with school districts throughout the state. Together they have demonstrated productive relationships in improving student achievement. The School of Education at the University of South Carolina Aiken once again leads the way in building a new system of learning that encompasses integrated curriculum, course alignment, professional development, and educational policy.

In conclusion, this grant proposal captures the conversation that leaders across this state are having. They have articulated the purpose and a plan of action that TransformSC endorses and supports.

Sincerely,

Betty Bagley
Field Director, TransformSC



Dr. Susan A. Winsor
President

March 6, 2014

Review Committee
Centers of Excellence 2014 – 2015

Dear Review Committee,

As President of Aiken Technical College I am pleased to submit this letter in support of the proposed Center of Excellence in College and Career Readiness (CE-CCR) at USC Aiken. Aiken Technical College is committed to joining with the USCA School of Education and the Ruth Patrick Science Education Center to work with public school systems, teachers and college faculty to improve K-12 education in the state of South Carolina. Our institution has cooperated with USCA in similar efforts in the past, and we have found that our complementary efforts can enhance our effectiveness and success.

This proposal envisions a true cooperative effort. It will combine not only the efforts of university and technical school faculty, but also individual school districts and community partners as well. Aiken Technical College is excited to be a part of this effort and pledge strong support to make it a success.

Please feel free to contact me if you have any questions or would like any additional information.

Sincerely,

A handwritten signature in blue ink, which appears to read 'Susan A. Winsor', is positioned above the printed name.

Susan A. Winsor, Ph.D.
President



Sandra J. Jordan, Ph.D.
Chancellor

March 3, 2014

To Whom It May Concern:

I write this letter in support of the proposed Center of Excellence in College and Career Readiness (CE-CCR). The collaboration between USC Aiken, Aiken Technical College and USC Columbia will provide a strong partnership that will have a significant impact on the college and career readiness of students from Allendale Fairfax High School and North Middle / High School.

USC Aiken is prepared to support the CE-CCR by committing a portion of effort of six faculty members to the project. In addition to this effort, USC Aiken is prepared to support the project by matching indirect costs.

We are very confident in the team that has worked together to develop this grant proposal and are certain that the project will be very successful in its effort to improve the achievement of students from low-performing schools. I encourage you to give your most serious consideration to this proposal.

Please contact me if you need further information.

Sincerely,


Sandra J. Jordan



DEPARTMENT OF EDUCATIONAL STUDIES

March 3, 2014

Jennifer Regelski, Ed.D
School of Education
University of South Carolina-Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Regelski:

The Department of Educational Studies in the USC College of Education is pleased to be part of the Center of Excellence in College and Career Readiness. Dr. Cheryl Wissick, a veteran educator and researcher in our department, will work with your Center when funded. Dr. Wissick will bring excellent experience and enthusiasm to your Center as she works with USC students to support the research and data collection associated with the project. USC will support her work with the project during the academic year while grant funding will support her work during the summer. We will identify quality college students who will work with Dr. Wissick in support of the project.

We look forward to working with you to support students in becoming prepared to be successful in their choices of college or careers after completing high school. We are especially pleased that you will be working with two high schools that have histories of low performance.

Please let me know if I can be of further service to you.

Sincerely,

Erik Drasgow, Ph.D.
Chair, Department of Educational Studies



FRANCIS MARION UNIVERSITY

School of Education

March 4, 2014

Jennifer Regelski, Ed.D.
School of Education
University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Regelski:

Thank you for the opportunity to learn about your proposal for a Center of Excellence in College and Career Readiness. You have developed an aggressive agenda of activities that are clearly aligned with the goals and mission of the Center of Excellence to Prepare Teachers of Children of Poverty for which I serve as Director.

If your proposal is funded, I would welcome the opportunity to engage in collaborative efforts that are designed to increase the success of the P-12 teachers who work with children of poverty in your partnership schools. Your plan to support their participation in the "Teaching Children of Poverty" workshops and graduate level courses we offer is one that our data suggests will increase their effectiveness, and which will, in turn, lead to greater student success and college and career readiness. Additionally, access to the Add-On Certification for Teachers of Children of Poverty is another element of your proposal in which I have special interest. Teachers who choose to participate will have rich opportunities for professional growth, and, because these courses include mandated field assignments grounded in an action research model, I also envision many possibilities for joint research that will inform both the literature and practice.

As the Director of the Center of Excellence at Francis Marion, it is my pleasure to write in support of your proposal. Please let me know if you need any further information and I look forward to working with you if your proposal is funded.

Sincerely,

A handwritten signature in black ink that reads "Tammy Pawloski".

Tammy Pawloski, Ph.D.
Professor of Education
Director, Center of Excellence to Prepare Teachers of Children of Poverty

P.O. Box 100547, Florence, South Carolina 29502-0547 • (843) 661-1460 • FAX (843) 661-4647

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

NCATE
The Standard of Excellence
in Teacher Preparation



Center of Excellence in Educational Technology

Ruth Patrick Science Education Center
University of South Carolina Aiken

February 17, 2014

Jennifer Regelski EdD
School of Education
University of South Carolina-Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Regelski,

CEET is pleased to work with you on the Center of Excellence that will work with Allendale and Orangeburg Counties. You will be addressing important needs for teachers and students at Allendale Fairfax High School and North Middle / High School. Assisting the students and teachers at these schools with college and career readiness activities is very important.

CEET provides professional learning programs related to incorporating technology in the classroom and would be able to provide consultation on best practices for such implementation. Additionally, CEET can provide support to deliver information and content using technology to facilitate effective communication when face-to-face contact is not always possible. Finally, CEET will support your center of excellence by providing assistance in developing and maintaining your web presence.

Please let me know if you need further information or if there is anything else that I can do to help.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. J. Senn', with a long horizontal flourish extending to the right.

Gary J. Senn, PhD
Director



Executive Vice Chancellor for Academic Affairs

March 4, 2014

Review Committee
Centers of Excellence 2014 – 2015

Dear Review Committee,

This letter is in support of the proposed Center of Excellence in College and Career Readiness (CE-CCR) at USC Aiken. The School of Education and the Ruth Patrick Science Education Center at USC Aiken have a long history of working with schools, school systems, higher education, teachers and college faculty to improve K-12 education. The experience and expertise gained from years of work will help the proposed project be successful.

The proposed Center is exciting because it partners faculty from the Arts and Sciences at a 4-year comprehensive institution; a two year technical school; a Research I institution; school districts; and community partners such as TransformSC. It is going to take this type of strong collaboration to make this project a success. I strongly support the CE-CCR program and will do what I can as Executive Vice Chancellor for Academic Affairs to help make this project a success.

Please feel free to contact me if you have any questions or require further information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey M. Priest".

Jeffrey M. Priest, Ph.D.
Executive Vice Chancellor for Academic Affairs



March 3, 2014

Review Committee
Centers of Excellence, 2014 – 2015

Dear Review Committee,

This letter is in support of the Center of Excellence in College and Career Readiness (CE-CCR) proposal being submitted by USC Aiken. The activities of this grant will greatly benefit our teacher education programs by including college and career readiness strategies in many of our courses. The Center will collaborate with and strengthen several pre-existing centers and programs here at USC Aiken such as the CE-MIST, CEET and CEARUPS programs. All of these programs have strong records of excellence and I am confident in the potential success of this proposal as well.

I strongly support the CE-CCR program and I believe that this Center will have a tremendous impact on the students and the teachers not only in the partnership schools but throughout the state. I believe that our team has worked diligently to listen to the needs of the partnership districts and formed strong partnerships in order to make the Center a success. I encourage you to strongly consider this proposal as it is a worthy endeavor.

Sincerely,

A handwritten signature in blue ink that reads "Windy Schweder". The signature is fluid and cursive, with a long horizontal stroke at the end.

Windy Schweder, Ph.D.
Interim Dean, School of Education



Department of Biology and Geology

March 4, 2014

Review Committee
Centers of Excellence, 2014 – 2015

Dear Review Committee:

It is my pleasure to support the work of the Center of Excellence in College and Career Readiness (CE-CCR). Working to prepare students to be both college and career ready is crucial to our educational system. The activities proposed by the CE-CCR will work to improve teacher education programs and provide professional development to in-service teachers to impact student achievement in the classroom and beyond. As a “Content Expert” I am ready to assist the Center in achieving these goals.

I highly recommend serious consideration of the proposal submitted by the team from USC Aiken. This group is strongly committed to strengthening teacher education and professional development through the CE-CCR and I am happy to be a part of the proposal.

Sincerely,

A handwritten signature in black ink that reads "William H. Jackson".

William H. Jackson
Associate Professor of Biology and Chair



March 3, 2014

Jennifer Regelski EdD
School of Education
University of South Carolina-Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Regelski,

I am delighted to be one of the key personnel with the Center of Excellence in College and Career Readiness. As a professor of English, I am aware that reading and writing are important aspects of preparing high school students to be ready to go to college or begin a career after high school.

I have had much opportunity to work with middle and high school teachers through the Aiken Writing Project (AWP). Writing in its many forms is the signature means of communication in the 21st century. The AWP envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.

I am eager to be part of the College and Career Readiness team as we work with teachers and students to promote 21st Century skills that will ensure success for young people as they complete their high school years. With your leadership, I am confident that this Center will have a positive impact on the students in Orangeburg Consolidated School District 5 and in Allendale County Schools.

I look forward to working with you.

Sincerely,

Lynne A. Rhodes
Professor of English
Director, Aiken Writing Project



North Middle/High School

692 Cromer Avenue
North, SC 29112

March 4, 2014

Review Committee
Centers of Excellence, 2014 - 2015

Dear Review Committee:

We at North Middle-High School and Orangeburg Consolidated School District 5 are in full support of the Center of Excellence in College and Career Readiness Program and can see the benefits of this program within our school and district. It is our hope that this grant will enhance our continued improvements by providing professional development to our staff and providing programs for our students surrounding the topic of college and career readiness skills.

We are looking forward to the participation of both the teachers and students in the project because we believe this collaboration will enhance the resources available for our school in this rural area and stimulate growth and achievement.

At North Middle-High School we are committed to excellence and innovation and we believe that this grant we continue that commitment and help us to reach our full potential.

Sincerely,

Charles Gregory
Principal

March 3, 2014

Jennifer Regelski, Ed.D.
Assistant Professor, Science Education
School of Education
University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

Dear Review Committee:

On behalf of Allendale County Schools, I would like to thank you for the efforts you have made to work with our teachers and our students to develop a state-of-the-art Center of Excellence in College and Career Readiness. Your efforts will directly impact both our students and our teachers and have a direct benefit on student learning and achievement.

The Allendale County Schools Board of Education, along with our administration, staff and teachers, support your efforts to seek funding for the Center and we anticipate working with this project.

Thank you for your continued cooperation and support of Allendale County Schools.

Sincerely,



Walter L. Tobin
Interim Superintendent

Pc File

Appendix 3: Partnership Agreements

**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).

Bridgestone Americas – Aiken PSR Plant agrees to make the following contributions or play the following roles in the Center:

The business partner agrees to serve as a partner with Aiken Technical College and the University of South Carolina at Aiken for purposes of their creation and operation of a Center for Excellence supported by the South Carolina Commission on Higher Education. The business partner commitment is limited to the provision of separate tours of the partner's facilities for high school students and for high school students with an emphasis on the business partner exhibiting to the students and teachers the actual skills, knowledge, and abilities (particularly in science and mathematics) required to function effectively in their modern workplace. It is understood that tours must be scheduled in advance and may be limited by the

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

There is a clear need for both high school students and their teachers to understand the importance of science and mathematics knowledge in the modern workplace. The participation of the business partner will move this understanding from the abstract to practical knowledge and visualization of how such skills and knowledge is utilized in the workplace and why it is required.

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

Key Contact Name Dr. Steven F. Simmons, Dean of Business, Computer Technology, and Training, Aiken Technical College

Signature  Date 2/27/14

Company Representative Name Michael Uhle

Signature  Date 2/27/14

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).

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

The business partner agrees to serve as a partner with Aiken Technical College and the University of South Carolina at Aiken for purposes of their creation and operation of a Center for Excellence supported by the South Carolina Commission on Higher Education. The business partner commitment is limited to the provision of separate tours of the partner's facilities for high school students and for high school students with an emphasis on the business partner exhibiting to the students and teachers the actual skills, knowledge, and abilities (particularly in science and mathematics) required to function effectively in their modern workplace. It is understood that tours must be scheduled in advance and may be limited by the

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

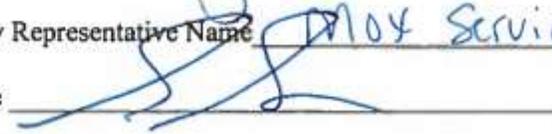
There is a clear need for both high school students and their teachers to understand the importance of science and mathematics knowledge in the modern workplace. The participation of the business partner will move this understanding from the abstract to practical knowledge and visualization of how such skills and knowledge is utilized in the workplace and why it is required.

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

Key Contact Name Dr. Steven F. Simmons, Dean of Business, Computer Technology, and Training, Aiken Technical College

Signature  Date 28 Feb 14

Company Representative Name MOX Services

Signature  Date 2/28/14

**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).

Allendale-Fairfax School District agrees to make the following contributions or
(Name of Organization) play the following roles in the Center:

- 1) Participate in faculty Professional Development through Summer Institutes focused on college and career readiness skills, common core, cognitive skills and advanced learning strategies and working with children of poverty
- 2) Opportunity for faculty development by participating in graduate courses offered through USC Aiken
- 3) Opportunities for college courses for students
- 4) Develop strategies to create a career and college bound culture
- 5) Participate in the Course Alignment Project in which a paired course model is implemented between high school courses and entry level college courses.
- 6) Provide opportunities for teachers to receive add-on certification for teachers of poverty
- 7) Provide opportunities for teachers and students to visit area businesses to explore the careers opportunities available in this area.

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

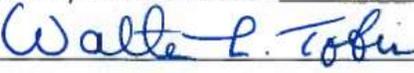
- 1) To increase staff knowledge of college and career readiness skills and common core
- 2) To increase standardized test scores and graduation rate.
- 3) To increase college enrollment rates.
- 4) To promote a college-bound culture throughout the school.

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

Project Director/Key Contact Name Dr. Jennifer Regelski

Signature  Date 2/26/14

Superintendent/Director's Name Walter L. Tobin

Signature  Date 2/26/14

**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).

SC Council on Competitiveness (New Carolina) agrees to make the following contributions or play the following roles in the Center:
(Name of Organization)

The New Carolina education initiative, TransformSC brings together business leaders, policy makers, educators, parents and students who seek to transform K-12 public education in South Carolina. TransformSC has developed the Profile of the Graduate with the SC Association of School Administrators and the SC State Chamber of Commerce bringing the business community perspective to compliment the views of the educators.

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

A most critical component in the system of leaning is effective teachers. TransformSC is focused on transforming the PK-12 classroom and the retraining of teacher is an essential part of the transformation. TransformSC is eager to partner with USC-Aiken and Aiken Technical College on this integral element to its overall mission.

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

Project Director/Key Contact Name Jennifer Massey Jennifer Regelski
Signature Jennifer Massey Jennifer Regelski Date 27 Feb 2014 2/27/2014
Superintendent/Director's Name Laura McKinney
Signature Laura McKinney Date 2/27/2014

**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).

North Middle High School agrees to make the following contributions or
(Name of Organization) play the following roles in the Center:

- 1) Participate in Professional Development focused on College and Career Readiness Skills, Common Core, Cognitive Skills and Advanced Learning Strategies and working with children of poverty.
- 2) Graduate courses for faculty at USCA.
- 3) College Courses for Students through dual enrollment at ATC
- 4) Develop strategies to create a career ready and college bound culture
- 5) Participate in the Course Alignment Project
- 6) Teachers may participate in add-on certification for teachers of children of poverty
- 7) Teachers and students to visit area businesses to explore career opportunities.

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

- 1) To increase staff knowledge and application of college and career readiness skills and the common core standards
- 2) To increase standardized test scores and graduation rates
- 3) To increase college enrollment rates.
- 4) To create a college-bound and career ready culture throughout the school.

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

Project Director/Key Contact Name Jennifer Regecki

Signature  Date 2/21/14

Dean/Superintendent Name Cynthia Wilson

Signature _____ Date 2/21/14