

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

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Center Name – Center of Excellence for College and Career Readiness

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Proposed Funding	Year One	Three Year Total	University/District/School/Business Partners
State Funds Requested	249,400	752,257	USC-Columbia, USC-Lancaster, York Technical College, Chester Co. Schools (Chester Middle & Chester High), Lancaster Co. Schools (South Middle & Lancaster High), Catawba Regional Education Center
Institutional Funds	100,694	302,082	USC-Columbia, USC-Lancaster, York Technical College, Chester Co. Schools (Chester Middle & Chester High), Lancaster Co. Schools (South Middle & Lancaster High), Catawba Regional Education Center
Other Funds	178,076	528,429	USC-Columbia, USC-Lancaster, York Technical College, Chester Co. Schools (Chester Middle & Chester High), Lancaster Co. Schools (South Middle & Lancaster High), Catawba Regional Education Center
Total	529,170	1,582,768	

Institutional Approval

Chief Executive Officer

Date 3-11-2014



**Center of Excellence for College and Career Readiness
WINTHROP UNIVERSITY**

ABSTRACT

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Abstract

The purpose of this project is to develop a Center of Excellence for College and Career Readiness that will implement readiness standards and facilitate the creation of a college-going and career-ready culture in middle and high schools throughout South Carolina. The Center will begin with four schools in two districts, allowing for the development and evaluation of tools, models, and change strategies before moving incrementally to a statewide scale. As a P-20 initiative, the Center will eventually link and coordinate all P-20 initiatives, including college and career readiness (CCR), in the state.

Postsecondary partners include **Winthrop University**, **USC-Columbia**, **USC-Lancaster**, and **York Technical College**. School partners are **Chester County Schools** [Chester Middle School (Below Average Absolute Rating, 87.58 Poverty Index) and Chester High School (Average Absolute Rating, Below Average Growth Rate, 79.17 Poverty Index)] and **Lancaster County Schools** [South Middle School (Average Absolute Rating, 86.75 Poverty Index) and Lancaster High School (Average Absolute Rating, 75.20 Poverty Index)]. Additionally, collaboration with the **Catawba Regional Education Center** provides access to multiple business/industry partners. Other supporting partners include **CERRA** and the **Olde English Consortium**. Populations initially served are students in grades 8-12 in Chester and Lancaster County partner schools; teachers, counselors, college faculty; school/district/college administrators and staff; and students who graduate from partner schools and proceed into college. Quickly after year two, those served by the Center will extend to other schools and colleges in the region and state.

Key activities of the Center include: (a) continue and expand the SC Course Alignment Project in English language arts, mathematics, and science; (b) promote CCR-focused culture in schools/districts; (c) implement EPIC “Partnership Workshops” to develop customized CCR toolkits; (d) create grade 8-12 seminars based on Conley’s Four Keys; (e) promote high school senior engagement to maintain rigor and focus on college preparedness; (f) review college admissions, assessment, and retention processes to promote access; (g) expand opportunities to earn college credits in high school; (h) offer CCR-related events for students and parents; (i) infuse College Readiness Standards and Four Keys into CERRA ProTeam and Teacher Cadet curricula; and (j) infuse the standards and keys into teacher/leader/counselor preparation programs. Professional development for school and college personnel will be essential. A state level P-20 Council and regional P-20 networks will support expansion of CCR and other P-20 initiatives, along with a data system and a website to share research and resources. Research activity will focus on questions related to student decisions, school/district culture, paired and dual enrollment courses, educator expectations, and successful college transition strategies.

A primary outcome is that partnering middle and high schools will acquire a strong CCR focus for all students. Curriculum products will illustrate commitment to fully preparing students for college through integration of College Readiness Standards and Conley’s Four Keys, and providing more options for students. Increases will occur in college applications and enrollments, students entering college without the need for remediation, and program completion rates in 2- and 4-year colleges. Customized toolkits for teachers, school counselors, and school/district administrators and other resources will be available for statewide use with a website to aid dissemination. Finally, a P-20 Council with regional P-20 networks will sustain Center work and continually reflect upon data provided through a statewide database.

**Center of Excellence for College and Career Readiness
Winthrop University**

Purpose

South Carolina's College and Career Ready Commitment provides clear documentation why it is vitally important to help students reach their full potential, graduate from high school prepared and with options available, and acquire some postsecondary education in order to compete for the high skilled jobs in the global economy. Noted by the Education Oversight Committee (2013), the percentage of high school graduates and number of SC's working adults with at least an associate's degree remains stagnant and incongruent with this century's changing expectations. Specifically, Achieve (2012) illustrates multiple data points evidencing SC's need to focus on college and career readiness:

- Only 35% of SC's adults have an associate's degree or higher while 49% of employers continue to increase requirements for higher levels of education;
- Only 56% of SC's students who enter college actually complete a degree;
- 34% of employers deem the preparation of newly hired employees with only a high school diploma as deficient (only 16% find the preparation "excellent"); and
- In the US, 20% of all students require remediation in 4-year colleges and 42% in 2-year colleges.

This is a national issue and SC has not neglected the need with its adoption of College Readiness Standards, congruent Common Core State Standards, and the Course Alignment Project. However, a need exists to continue, grow, and deepen this work to create sustained school and community college-going and career ready cultures. Such progress will require coordinated efforts locally, regionally, and statewide with genuine P-20 collaboration among school, college and university, community, and business/industry partners. Professional development, high

school/college course alignment, innovative curriculum, educator preparation, resource development, and family/community outreach are key strategies. Based on the data, a focus on minority, English language learners, and high-need students is critical to ensuring equity. The proposed Center of Excellence (CCR Center) will serve as the catalyst in South Carolina for this essential P-20 collaboration. It will support readiness of students from all backgrounds to promote success in pursuing the education they will need to compete in a global economy.

Goals and Objectives

The CCR Center will leverage the work of SC’s current P-20 initiatives while working with middle, secondary, and post-secondary educators to identify continuing needs and explore research-based practices as noted by the goals and objectives in Table 1.

Table 1. CCR Center Goals and Objectives	
GOAL 1: Implement college and career readiness (CCR) standards.	
Objectives	G1.O1: Adopt a statewide definition of college and career readiness and implementation plan to improve student preparation.
	G1.O2: Articulate specific content and skills necessary for college and post-college career readiness.
	G1.O3: Integrate Conley’s Four Keys to College and Career Readiness (Conley, 2010) into middle, secondary, and post-secondary curriculum, processes, and procedures.
GOAL 2: Create a college-going and career readiness culture in middle and high school to better prepare students for success in college and employment.	
Objectives	G2.O1: Increase high school to post-secondary admission rates.
	G2.O2: Increase post-secondary retention and graduation rates.
	G2.O3: Decrease need for post-secondary remediation.
GOAL 3: Serve as state-of-the-art resource center for P-20 initiatives.	
Objectives	G3.O1: Establish a P-20 Council in collaboration with state agencies and organizations.
	G3.O2: Establish a state system for data gathering and analysis related to P-20 initiatives.
	G3.O3: Build centralized system of sharing research, resources, and models to foster college and career readiness.

Activities

Activities align with the above goals and objectives and incorporate current understanding of college and career readiness projects. With focus on developing collaborative P-20 networks and

common understandings, activities include professional development; curriculum and process alignment at the middle, secondary, and post-secondary levels; and dissemination of information to educators, students, and families. Beginning in Year 3, the Center will move toward regional and eventual statewide implementation, exploring strategies that emerge from current projects and national research. Table 2 provides detailed descriptions of proposed activities with the persons and/or groups responsible for facilitation and benchmarks. A timeline for implementation and activity completion (as appropriate) is included, but must remain flexible in light of new information and assessment data presented by program participants and evaluation.

Table 2. Activities, Responsibilities, Benchmarks		
Activities	Person/Group Responsible	Benchmarks/ Timeline
GOAL 1: Implement college and career readiness (CCR) standards.		
<i>G1.O1: Adopt a statewide definition of college and career readiness and implementation plan to improve student preparation.</i>		
1. Center will draft definition based upon current research and efforts of established P-20 initiatives then confer with appropriate state agencies and organizations (CHE, SCDE, EOC, SCASA) for feedback. Consider feedback and publish final definition.	Center Leadership Team, Center Directors	Published definition endorsed by state agencies and organizations (Y1).
<i>G1.O2: Articulate specific content and skills necessary for college and post-college career readiness.</i>		
2. Post-secondary faculty will review college readiness standards and collaborate to develop list of necessary, content-specific skills in English Language Arts, Mathematics, and Science. Review conducted at three levels: research university, comprehensive university, and community/technical college. Skill articulation published on Center website and integrated with professional development described in G1.O3.	Post-secondary faculty at respective institutions, Center Directors facilitate review	Completed templates of articulation posted on Center website. <ul style="list-style-type: none"> • Y1-Y2: established partners • Y3-Y4: extend institutions and test possible initiatives • Y5 and beyond-statewide participation
3. Provide opportunity for middle and high school teachers and post-secondary faculty to participate in summer Externships and Field Studies during which they engage with local business and industry and each other to enhance subject expertise and explore new	Center Directors, Catawba Regional Education Center	Externship opportunities for partner schools in Y1-Y2 extending to other schools in region in Y3 and beyond; CREC Director will work with

teaching strategies. This collaborative experience gives educators and business professionals a structured time to connect with one another to develop materials that will meet both the educational and employment needs of students.		other regions in state to construct Externships specific to their context; curriculum materials reflecting business-related skills posted on Center website (Y2-Y7).
4. Using the Course Alignment Project as a model, examine post-secondary admissions processes and procedures for alignment with identified content and skills necessary for success. Post-secondary and secondary admissions faculty and counselors collaborate on modifying processes as needed then develop materials to promote access to and success in applying to college.	Center Directors, post-secondary admissions staff, high school counselors	Modified admissions process that aligns with College Readiness Standards, Conley's Four Keys, and content/skill articulation (Y4 and beyond).
<i>G1.03: Integrate Conley's Four Keys to College and Career Readiness into middle, secondary, and post-secondary curriculum, processes, and procedures.</i>		
5. Implement professional development through EPIC's "Partnership Workshops" (EPIC, 2014) to develop a CCR Toolkit that includes analyzing (diagnostic pre-and post-activity), prioritizing, mapping, and planning the Four Keys (including skill articulation from G1.02). Toolkits will be customized for middle, secondary, counseling, and school/district administration and include strategies for vertical and horizontal alignment from middle to high school (e.g., common syllabi specifying how students think, know, act, and go). CERRA's train-the-trainer model will support sustainability in bringing the activity to statewide scale.	Center Leadership Team, school and district faculty, post-secondary faculty, EPIC staff	Toolkits posted on Center website with sample assignments, assessments, and school processes and procedures aligned to the Four Keys. <ul style="list-style-type: none"> • Y2-Y4: established partners • Y5-Y6: trainers extend to other Partnership Network districts • Y7 and beyond – statewide participation
6. Infuse Conley's Four Keys and the College Readiness standards into teacher, leader, and school counseling preparation programs.	Post-secondary faculty and administration	Post-secondary syllabi and key assessments (Y1-Y2).
<i>GOAL 2: Create a college-going and career readiness culture in middle and high school to better prepare students for success in college and employment.</i>		
<i>G2.01: Increase high school to post-secondary admission rates.</i>		
7. Broaden opportunity for earning college credit in high school through establishment of early college/dual enrollment course opportunities and collection of best practices for such courses. Post-secondary faculty will serve as liaisons for qualified high school teachers to teach college freshman courses. A modified	Center Directors, post-secondary faculty, high school teachers, Catawba Regional Education Center	Established early college courses based upon partner school needs assessment (beginning in Y2 and expanding opportunities Y3 and beyond).

co-teaching model will support teacher development in associate, bachelor, and career certificate courses as well as the use of Winthrop's Teachscape Reflect systems that offer a 360° video of classroom events.		
8. Investigate barriers to establishing AP/IB courses and programs and establish a plan to increase offerings. Provide continuous support to instructors to ensure student success on requisite exams.	Center Leadership Team	Needs identified with two courses offered in Y2. Work with master teachers and faculty to submit training applications to College Board and offer courses for which qualified trainers already exist (Y3 and beyond).
9. Offer events for students, parents, and caregivers focused on preparing, applying, and paying for college (College Application Month, Education/Business Student Luncheon, College Goal Events). Utilize work done at Winthrop (in collaboration with Center of Excellence at Francis Marion) in working with students/families in poverty to create events. Collaborate with SCDE to generate resources through Center website.	Center Directors, Catawba Regional Education Center, SCDE	Event opportunities, attendance; Center website with resources for families (Y2-Y7).
10. In collaboration with the Center for Educator Recruitment, Retention, and Advancement (CERRA), infuse College Readiness Standards and Conley's Four Keys into the ProTeam and Teacher Cadet curriculum. During college visits, WU will provide ProTeam and Teacher Cadet instructors with college readiness professional development.	Center Directors, CERRA, middle and high school ProTeam and Teacher Cadet instructors	Revised ProTeam and Teacher Cadet curriculum including professional development for instructors (Y3-Y4).
<i>G2.O2: Increase post-secondary retention and graduation rates</i>		
11. Create level specific-seminars at 8 th through 12 th grade to increase awareness and prepare students for success in college including, but not limited to, emphasis on the Four Keys (with teacher feedback regarding how students are developing), preparation for SAT/ACT, differences between high school and college, scholarship opportunities/expectations, and alignment of grading policies/practices with college.	Center Leadership Team, middle and high school faculty/administrators, post-secondary faculty	Established seminars with feedback system for students to track longitudinal development. Plan seminars in Partnership Workshops (G1.O3) in Y1 and implement in Y2.

12. Examine course-taking patterns related to college and career goals including reconsideration of the Individual Graduation Plan (IGP) process and required information (e.g., revise template to include first year in college). Increase focus of high school plan to align with college readiness.	Center Leadership Team, middle and high school faculty and administrators, post-secondary faculty	Revised IGP template (Y1).
13. Create multiple avenues for engagement in the senior year of high school to maintain rigor and focus on college preparedness. This includes implementing early college courses (G2.O1) as well as examining college schedules to allow high school students to travel to campus to take courses. In addition, the Center will examine the processes for academic recognition promoting sustained excellence throughout high school (i.e., rewarding academic rigor in senior year).	Center Directors, high school faculty/administrators, post-secondary administrators	College course schedules that align with high school schedule (Y3); processes for rewarding academic rigor in place at partner high schools (Y4-Y7).
<i>G2.O3: Decrease need for post-secondary remediation</i>		
14. Assume responsibility for and expand paired course model developed by the SC Course Alignment Project. Implement co-teaching model to provide high school and college faculty opportunity to collaborate on curriculum and assessment while maintaining currency in content area. Winthrop's Teachescape Reflect systems will be used to capture video for instructional use in high school classrooms as well as for professional development/reflective conversations between high school and post-secondary faculty.	Center Leadership Team, post-secondary faculty, high school teachers and administrators	Post current paired course information for use statewide and develop professional relationships among CAP faculty and teachers (Y1). Establish at least one paired course in ELA, math, and science and analyze validity and reliability (Y2-3); expand to other courses, begin process with new partners (Y4 - beyond).
15. Examine possibilities for new high school courses to support success in Common Core State Standards and associated state assessment (Conley, 2014) and increase college preparedness (e.g., Common Core English I, Integrated Math).	Center Leadership Team, post-secondary faculty, high school teachers, administrators	Consider new courses aligned with CCSS (Y4-Y5).
GOAL 3: Serve as state-of-the-art resource center for P-20 initiatives.		
<i>G3.O1: Establish P-20 Council in collaboration with state agencies and organizations.</i>		
16. Establish a statewide P-20 Council consisting of Center leaders, state agency and organization personnel, and school/district/college representation; Establish regional networks focused on CCR	Center Leadership Team, state agencies and organizations	Established regional networks and state council with agendas/minutes indicating shared

for specific contexts. Build shared governance among all partners.		governance (Y7).
17. Host annual College and Career Readiness Symposium providing regional networks, the State Council, and experts opportunity to share best practice and engage in professional development.	Center Leadership Team, state agencies and organizations	Symposium agenda and participation evaluation (Y5 and beyond).
<i>G3.O2: Establish state system for data gathering and analysis related to P-20 initiatives.</i>		
18. Identify data points necessary to evaluate middle/secondary success and post-secondary outcomes aggregated by individual students such as high school graduation rates, post-secondary enrollment, persistence, transfer from 2 to 4-year, and others as determined by the Center Leadership Team. Data will be used to determine impact on students moving beyond entry-level positions, success in post-secondary institution, decrease in remedial courses required, and development of skills such as self-management, awareness, and intentionality. Create clearinghouse through the Center for access to data and support partners in analysis and use.	Center Leadership Team, state agencies and organizations	Accessible data system (Y6).
<i>G3.O3: Build centralized system of sharing research, resources, and models to foster college and career readiness.</i>		
19. Construct website for sharing P-20 CCR initiatives, research, and curriculum. Analyze current P-20 initiatives for strategies having impact sustainable through the Center.	Center Directors	Established website accessible statewide (Y1).
20. Pursue state and national external funding that will further support the needs of Center partners such as developing teacher content knowledge, supporting student transition needs in the summer, etc.	Center Directors in collaboration with Center Leadership Team	Submitted proposals; acquired funding (all years).

Evaluation

Winthrop will collaborate with the CHE and the external evaluator to develop a 7-year longitudinal *quasi-experimental design* to assess the impact of Center initiatives on college and career readiness, first with identified partners and then expanded to regional and state levels. Quality evaluation is guided by asking quality questions (Patton, 2004) as illustrated in Table 3.

Table 3. CCR Evaluation Framework – Quality Questions		
	Component	Primary Evaluation Question
Formative	Program Fidelity: <i>Conceptualizing CCR</i>	How is College and Career Readiness defined, articulated, and applied to promote college and career readiness reform at middle school, high school, and postsecondary levels?
	Program Fidelity: <i>Professional Development</i>	What opportunities have been made available to teachers, leaders, school counselors, and postsecondary educators that significantly contribute to the promotion of college and career readiness of middle and high school students?
	Program Fidelity: <i>Course Alignment</i>	What changes have been made in secondary and postsecondary courses and processes to promote successful transition from high school to college?
	Program Fidelity: <i>Teacher, Leader, Counselor Preparation</i>	What changes have been made in teacher, leader, and school counseling preparation programs that prepare graduates to implement college readiness standards in secondary schools?
	Program Fidelity: <i>Statewide Collaborative</i>	What changes have been made to processes and procedures that centralize college and career readiness efforts?
Summative	Outcome: <i>Increased Rigor and High Expectations</i>	Are an increased number of students taking challenging courses throughout their high school career?
	Outcome: <i>Student Success</i>	What is the impact of the Center on the number of high school students who enter (without remediation) and successfully exit a postsecondary program?
	Outcome: <i>Curriculum and Instruction Transformation</i>	What curriculum and instructional resources are developed that embed key knowledge, skills, and techniques promoting college and career readiness?

Data Collection Design. In the formative evaluation, we will assess the type, quality, and quantity of activities being delivered; the extent to which targeted participants engage in these activities; and the reactions of key stakeholder groups (such as higher education faculty and district teachers, administrators, students, and families) to these activities. Summative evaluation will determine progress toward outcomes, or the effects that can be reasonably attributed to the initiative, by tracking our progress according to valid and reliable objective performance measures. The main components of the evaluation design are best depicted by our Logic Model, which will be used to help guide the design and development of the program from beginning to end (Kellogg Foundation, 2004). (See Logic Model, first iteration, in the Appendices.)

Data Types, Methods, and Procedures. The evaluation plan incorporates a mixed-methods approach that will triangulate the data and significantly contribute to the validity of the evaluation process (Creswell and Clarke, 2007). Sources of quantitative data include: college enrollment, retention, and completion data; College and Career Readiness Diagnostic (EPIC, 2013); grade/course-specific performance; and college-level remediation. Qualitative data include interviews, focus groups, open-ended survey questions, minutes from project meetings, and documents/artifacts such as college and career ready toolkits, educator logs, syllabi and assessments, website activity, student progress tracking, and video recordings of classroom lessons. Performance measures listed in Table 4 are written in the “SMART” format (Specific, Measurable, Attainable, Realistic, and Timed) to maximize the validity of the data in the annual performance reports. Since the measures are based on current and/or available data, we will work with the evaluator to establish appropriate and specific baselines and targets.

Table 4. CCR Center Project-Specific Measures of Progress on Goals and Objectives
GOAL 1: Implement college and career readiness (CCR) standards.
<p>Outcome Objective 1. Increase teacher use of skills and content necessary for students to be college and career ready in curriculum materials and assessments. (Objectives-G1.O2, G1.O3) <i>Measure: Externship/Field Study surveys, middle and secondary course syllabi, middle and secondary course assessments</i> <i>Timeline/Analysis: Surveys conducted after experiences and analyzed for content application on an ongoing basis; syllabi and course assessments will be analyzed for pre/post change after Toolkit implementation</i></p>
<p>Outcome Objective 2. Publish college and career readiness definition endorsed by major state agencies and organizations. (Objective-G1.O1) <i>Measure: Published definition with stated endorsements</i> <i>Timeline/Analysis: Immediately following project initiation, a definition will be created with meeting minutes illustrating endorsements by state agencies and organizations</i></p>
<p>Outcome Objective 3. College admissions procedures aligned with college and career readiness standards. (Objective-G1.O2) <i>Measure: College admissions procedures</i> <i>Timeline/Analysis: Pre/post analysis of changes to college admissions procedures after collaboration between high school counselors and post-secondary admissions staff occurs</i></p>
GOAL 2: Create a college-going and career readiness culture in middle and high school to better prepare students for success in college and employment.

Outcome Objective 4. For 8th through 12th grade students respectively, 75% will score proficient on project-created assessment of Conley’s Four Keys, increasing by 3 percentage points per year in Years 2-7 (6-year increase of 18 percentage points above Year 1 baseline) or until the percentage exceeds 95%. (Objectives-G2.O1, G2.O2)

Measure: Grade-specific Four Keys assessment performance

Timeline/Analysis: Assessments administered spring or summer of each year (8th through 12th grade) and analyzed for proficiency at the current point in time as well as from year-to-year; feedback provided to student on performance and growth.

Outcome Objective 5. Increase percentage of students in target schools enrolling in college by at least 3 percentage points per year in Years 2-7 (6-year increase of 18 percentage points above Year 1 baseline) or until the percentage exceeds 95% with data disaggregated by type of college and student diversity. (Objectives-G2.O1, G2.O2)

Measure: SCDE College Freshman Report (expanded to include student diversity data)

Timeline/Analysis: Data collected annually and analyzed for trends in type of college (research, comprehensive, community/tech) and diversity by type (e.g., trends in college-type for low SES)

Outcome Objective 6. Of the students enrolled in high school exit “paired course,” 75% will enter college without the need for remediation, increasing by 3 percentage points per year in Years 2-7 (6-year increase of 18 percentage points above Year 1 baseline) or until the percentage exceeds 95%. (Objective-G2.O3)

Measure: College entrance remediation data

Timeline/Analysis: Analyzed annually for decreases in need for remediation as well as trends in specific courses; extend analysis to examine student success in required general education/major courses taken as college freshman

Outcome Objective 7. Increase post-secondary freshman to sophomore retention rates by at least 3 percentage points per year in Years 2-7 (6-year increase of 18 percentage points above Year 1 baseline) or until the percentage exceeds 90%. (Objective-G2.O2)

Measure: Partner institution freshman to sophomore retention rates; questionnaire for students exiting after freshman year

Timeline/Analysis: Retention rates analyzed annually for increases in freshman to sophomore retention; analysis of reasons for exiting extracted from questionnaire

Outcome Objective 8. With a baseline of 25%, increase the number of adults in target region who have an associate’s or bachelor’s 5 percentage points in Years 2-7 (6-year increase of 30%) or until the percentage exceeds 75%. (Objective-G2.O2)

Measure: SC Workforce Information Report – Catawba Region

Timeline/Analysis: Analyzed annually for increases in associate and bachelor degree attainment; additional analysis in degrees attained

Output Objective 9. Increase enrollment in early college/dual credit offered in partner schools by at least 3 percentage points per year in Years 2-7 (6-year increase of 18 percentage points above Year 1 baseline) or until the percentage exceeds 50%. (Objectives-G2.O1, G2.O2)

Measure: Early college/dual credit enrollment data

Timeline/Analysis: Analyzed per semester for course offerings as well as student enrollment in and successful completion of courses

Output Objective 10. Show an increase in positive ratings on EPIC Mini Diagnostic Activity after implementing strategies identified through Partnership Workshop. (Objectives-G1.O3)

Measure: EPIC Mini Diagnostic Activity

<p>Timeline/Analysis: <i>Implemented as a pre/post measure of school's integration of Conley's Four Keys to College and Career Readiness</i></p>
<p>Output Objective 11. Increase paired course partnerships in target schools. (Objective-G2.O3) Measure: <i>Number of paired courses, participant surveys, resource products</i> Timeline/Analysis: <i>Analyzed per semester for number of paired courses established disaggregated by content</i></p>
<p>Output Objective 12. For paired courses and early college/dual credit courses, establish validity of assessments at 80% minimum. (Objectives-G2.O1,G2.O3) Measure: <i>Alignment of assessments (exit/entrance courses and pre-requisite/subsequent courses); student success in subsequent courses.</i> Timeline/Analysis: <i>Assessment validity measured each semester through analysis of student success in subsequent courses</i></p>
<p>Output Objective 13. For paired courses and early college/dual credit courses, establish inter-rater reliability of assessments at 80% minimum. (Objectives-G2.O1,G2.O3) Measure: <i>Results of instructor inter-rater reliability sessions.</i> Timeline/Analysis: <i>Inter-rater reliability sessions conducted annually with secondary and post-secondary instructors using analysis of grades/feedback on student assessments</i></p>
<p>Output Objective 14. Increase number of Advanced Placement/International Baccalaureate courses offered in target schools. (Objective-G2.O1) Measure: <i>Number of AP/IB offerings, increased from baseline indicated on needs assessment</i> Timeline/Analysis: <i>Needs assessment conducted annually with analysis of impact/enrollment in current AP/IB courses and needs for additional offerings</i></p>
<p>GOAL 3: Serve as state-of-the-art resource center for P-20 initiatives.</p>
<p>Outcome Objective 15. Improve accessibility of CCR resources and materials by showing an annual 20% use increase of a centralized website location. (Objective-G3.O3) Measure: <i>Website use data, survey of website interface</i> Timeline/Analysis: <i>Ongoing analysis of website interface survey to improve accessibility of resources and materials; annual analysis of website resources and information use</i></p>
<p>Outcome Objective 16. Establish statewide data system for tracking college and career readiness specific to type of post-secondary experience and student diversity. (Objective-G3.O2) Measure: <i>Statewide data system available for use by schools, districts, and institutions</i> Timeline/Analysis: <i>Ongoing analysis of data needs and availability in collaboration with project partners and state agencies</i></p>
<p>Outcome Objective 17. Establish College and Career Readiness Council. (Objective-G3.O1) Measure: <i>Meeting agendas and minutes</i> Timeline/Analysis: <i>Annual analysis of meeting agendas/ minutes to determine Council foci</i></p>

Using Data to Monitor Progress and Make Changes. The Center Council will use evaluator quarterly feedback to monitor progress, identify program adjustments, provide information on accountability, and encourage positive program outcomes. A utilization-focused participatory approach ensures that data collection, data analysis, and dissemination efforts are timely,

relevant, and answer the questions most relevant to enhancing performance. Effectively communicating evaluation results using interim reports, end-of-year/final reports, survey briefs, snapshots, and personal briefings will be a priority. **Accountability and Outcome Data:** Short-term performance indicators will assess progress towards long-term intended outcomes. Annual benchmarks are established and embedded within the performance objectives for charting actual progress against stated targeted. Administrative data and enrollment records will be examined regularly to determine the presence of emerging trends. Data shared with the Center Council during monthly meetings and in annual performance reports to CHE and OEC will include:

- Impact on teacher knowledge and instructional practice (Outcome Objectives 1, 12, 13);
- Impact on student preparedness for and success in post-secondary education (Outcome Objectives 1-8); and
- Impact on college and career readiness school culture (Outcome Objectives 9-14).

Research Agenda

The research agenda involves five categories: *Student Decisions, School Culture, Courses, Educator Expectations, and College Strategies*. Rationale for each category follows with accompanying research questions and implementation/data use procedures. The Center Council and USC Researcher will meet to review local, state, and national data and discuss current knowledge and data gaps; then the research agenda will be refined, priorities set, and a research action plan developed. Recognizing that much of this will involve human subjects, IRB approval will be required and factored into the timeline.

Student Decisions. How can we make sure that students get on the right track for postsecondary education if we do not know what informs their decisions about whether or not they plan to go to college; and, then, what type of college? When students are in middle school or early in high

school and have career options in mind, are their ideas of what type of college to enter aligned with their career goals?

Table 5: Research Questions – Student Decisions	
<ol style="list-style-type: none"> 1. What informs decisions high school students make regarding whether or not they will pursue post-secondary education? 2. What informs decisions high school students make regarding the type of postsecondary education they will pursue? 3. How do the decisions high school students make regarding the type of postsecondary education they will pursue align with their career aspirations? 	
Implementation	Use of Findings to Improve Programs
<ul style="list-style-type: none"> • Qualitative study with three strategies: <ol style="list-style-type: none"> (a) Periodic surveys of all students in the participating middle/high schools (grades 8-12) (b) Case studies of randomly selected students grades 8-12 (c) periodic focus group interviews of middle/high school student subpopulations • Data gathered through case study subjects, focus groups, and initial data collection via surveys from students, parents/caregivers, school counselors, and teachers • Select number of the case studies will be longitudinal to explore changes over time during grades 8-12 • As much as possible, all three strategies will be used to help answer the questions by subpopulations (gender, race, SES, ELL/non-ELL) through de-identified school data 	<ul style="list-style-type: none"> • Data for use by school counselors and others helping to prepare students for college and future careers (personalized approach) • Direct students into the program of study they will need for their anticipated college and career paths • Contribute to research about college-decision making specific to SC students (beginning with two rural, high poverty areas) • Discover how parents, friends, teachers, school counselors, media, and others influence decisions and design appropriate activities • Assess impact of on-campus activities (dual enrollment, summer camps, campus visits) on student decisions • Discover unidentified influences that should factor into creating Center activities

School Culture. What does a college and career ready-focused school look like? What does it do that other schools do not do? How does the school work with families so that they can encourage their students to be college and career ready? If a school is college and career ready-focused, then how does this translate to classrooms? What policies does the district adopt and how are such policies disseminated throughout the district, its schools, and into the community?

Table 6. Research Questions – School Culture
<ol style="list-style-type: none"> 1. What are the characteristics of a CCR-focused school? Classroom? District? 2. What changes within the participating schools are necessary to facilitate a college and career

readiness culture?	
3. Are there differences in students’ attitudes about and aspirations for postsecondary education among participating schools as a result of change in school culture?	
Implementation	Use of Findings to Improve Programs
<ul style="list-style-type: none"> • Four key strategies to examine evidence of CCR-focus and success in a high percentage of students entering and completing a postsecondary program: <ol style="list-style-type: none"> (a) Extensive literature review (b) Investigation of high schools in South Carolina and the Southeast (and beyond, if necessary) (c) Surveys of attitudes and aspirations (d) Focus group interviews of middle and high school students (grades 8-12) • Identify CCR-focus characteristics at school, classroom, and district levels (with specific strategies/approaches credited for having an impact) • Develop research teams of college faculty, P-12 educators from the schools/districts, and Winthrop teacher interns and/or graduate students to conduct investigation with the Lead Researcher and participate in follow-up discussion groups with participating school/district educators • Examine longitudinal impact resulting from changes in school culture 	<ul style="list-style-type: none"> • Provide specific information to participating schools (eventually to all middle and high schools in the state) to inform changes necessary to classroom, school, and district culture • Identify specific changes for which the superintendent, the principal, school counselors, and teachers need to take responsibility in order for a college and career readiness-focus to be achieved • Produce a student attitudes and aspirations survey tool for use by schools and districts to collect benchmark data as they make school culture changes

Courses. As high school and college educators work together to develop paired courses - and as dual enrollment courses are offered as a way to bridge high school and college for some students - how can we ensure that the courses offered are quality learning experiences? And how can we be sure that they appropriately bridge high school to college in terms of content, rigor, and other quality indicators? We need to know that when these courses are offered, they contribute in real ways to college readiness; therefore, high school and college educators need to have a shared understanding of what those measures of quality are and engage in reliable assessment of such measures.

Table 7. Research Questions - Courses
<ol style="list-style-type: none"> 1. What are the attributes of high-quality “paired” courses? 2. What are the attributes of high-quality dual enrollment courses? 3. What is the level of quality of “paired courses” and dual enrollment courses being offered in (partner) SC high schools and colleges?

Implementation	Use of Findings to Improve Programs
<ul style="list-style-type: none"> • Three strategies to examine courses: <ul style="list-style-type: none"> (a) Review of the literature (b) Interviews with experts in this field, including EPIC staff (c) Course product analyses (syllabi, assessments, readings, activities, teaching observations) • Conduct “measures of quality” from paired course materials in high school and college (2- and 4- year for ELA, math, biology, chemistry, physics) done by P-20 content teams through blind review • Produce a narrative summary of the measures of quality for paired courses along with a draft rubric based on those measures • Analyze student success in the college course (of the paired sequence) to inform further study into the measures and changes to the Course Alignment Project using established review rubrics • Conduct same process with dual enrollment courses 	<ul style="list-style-type: none"> • Identification of specific measures of quality for both paired types of courses and dual enrollment in multiple content areas • Narrative summary and a feedback rubric for use by teams of high school and college instructors to assess the quality of both paired courses and dual enrollment courses • Means by which to make informed course improvements • Increase number of students taking and being successful in paired and dual enrollment courses

Educator Expectations. Although we do not want to think that educators in some schools might have lower expectations about college for certain populations of students, that might be the case and we need to know and try to do something about it. Are some students not being encouraged to take a curriculum that adequately prepares them for college? Are some students receiving the message that they are not “college material”?

Table 8. Research Questions – Educator Expectations	
<ol style="list-style-type: none"> 1. What influences educators’ expectations of student potential to complete a high school curriculum that prepares them for postsecondary education in 2- and 4-year institutions? 2. What influences educators’ expectations of student potential to complete a 4-year college degree? Two-year college degree? 3. Are there differences in educators’ expectations based on differing student populations? 	
Implementation	Use of Findings to Improve Programs
<ul style="list-style-type: none"> • Two strategies for investigating expectations: <ul style="list-style-type: none"> (a) Survey participating middle and high school teachers, counselors, and principals to determine their general expectations of student potential for completing a high school curriculum that prepares students for college (question 1) and for completing a 4-year college degree (question 2), soliciting opinions 	<ul style="list-style-type: none"> • Use results to support as they examine and work to improve school culture and focus on college and career readiness for all students • Changing attitudes and beliefs is difficult and a sensitive area to address; if differences in expectations based on the racial, income level, or

<p>based on race, income level, ELL/non-ELL)</p> <p>(b) Case studies of students from each identified student population will include review of student transcripts, referrals, and interviews; randomly select case studies for longitudinal examination, following a student from 8th grade through college</p> <ul style="list-style-type: none"> • Confidentiality of survey participants is important - if an appropriate survey instrument cannot be located, one will be developed and tested • Identify significant differences in expectations held by the groups of educators for the various populations of middle and high school students 	<p>language/cultural background of the student are found, future objectives and activities of the Center and the participating schools will be duly informed</p> <ul style="list-style-type: none"> • Integration of research findings into teacher preparation dispositions implementation
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College Strategies. The research questions so far have dealt primarily with middle and high school issues. But, what can the colleges do on their end to make the transition more successful for first time freshmen/recent high school graduates? Are there particular supports that a college can put into place to help specific populations of incoming freshmen? Research and best practices inform “first year experiences” for freshman college students, but often they are not informed and implemented through P-20 collaboration. How can colleges work with high schools to identify these supports and make them work for students as they enter college?

Table 9. Research Questions – College Strategies	
<ol style="list-style-type: none"> 1. What post-secondary strategies and processes support the successful transition of high school students to college (2 year/4 year)? 2. What post-secondary strategies and processes are effective in supporting the high school to college transitional needs of specific diverse populations (e.g., African American, low income, English language learners)? 	
Implementation	Use of Findings to Improve Programs
<ul style="list-style-type: none"> • Three strategies will be used: <ol style="list-style-type: none"> (a) With extensive review of literature, investigate research and evidence-based strategies and processes that support successful high school-college transition (b) Use case studies to sample colleges (2- and 4-year) with exceptional success in high school to college transition, especially with diverse populations (c) Track sample of graduates from the partnering high schools who enrolled in the partnering 	<ul style="list-style-type: none"> • Use case study findings developed by the project team, along with the literature review and the lessons learned from the exemplar institutions to develop a resource document to better inform high school to college transition efforts • Repeat research over time and in various locations around the state with different types of postsecondary institutions and high schools

<p>colleges (WU, USC, USCL, YTC) to identify, as best as possible, what supports they received related to their academic records</p> <ul style="list-style-type: none"> • Identify particular strategies, processes, or programs that effectively support the successful transition of specific diverse populations of students • Create measures of “successful transition” for use in the study (e.g., freshman to sophomore year retention, freshman GPA) 	<ul style="list-style-type: none"> • Research and successes at colleges around the country can continue to inform South Carolina’s schools through the Partnership Workshop Toolkit model while the model then reciprocally serves as a national exemplary for collaboration.
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Institutional Strengths

Winthrop University and its Riley College of Education and College of Arts and Sciences have several existing programs that demonstrate the likeliness of the Center achieving success within a reasonable time. Many of the initiatives are collaborative (P-20) in nature between the colleges, surrounding school districts, and regional and state organizations.

Winthrop University-School Partnership Network. Established five years ago, the Partnership Network seeks to meet five shared goals: (1) Improve student academic achievement in high-need schools; (2) Strengthen the professional learning for university and school faculty; (3) Support new teachers in high-need districts; (4) Engage in collaborative inquiry to address pressing teaching and learning problems; and (5) Strengthen the pre-baccalaureate preparation of teachers. The Network consists of 34 Professional Development/Partner Schools in nine partnering school districts (Cherokee, Chester, Fairfield, Lancaster, and Union and the four York County districts), Winthrop University’s three teacher preparation colleges, as well as CERRA and the Olde English Consortium. Through a Network Management Team (district, university, and community leaders) and a Partnership Advisory Council (school leaders and university faculty), regular needs-assessments are conducted and effectiveness measured. Professional development activities include teacher leadership, principal development and support, co-teaching, mentor/advanced mentor training, data use to improve instruction, innovative use of technology, literacy, and Common Core State Standards.

Educator Preparation and Professional Development. Through specific programs and partnerships, Winthrop supports the region’s needs for teacher recruitment, retention, and continued professional development. The College of Arts and Sciences and College of Education partner with York and Chester School Districts, North Central Regional S²MART Center, Catawba Regional Education Center, and York County Culture and Heritage Museums in the Alliance in Math/Science Success (AIMS) grant, a three-year grant funded by the SC Department of Education. AIMS focuses on the professional development needs of math and science teachers as they increase their content and conceptual knowledge of teaching STEM to improve student achievement. A specific focus is placed on schools with high dropout rates and significant gaps in student achievement. Another existing P-20 initiative is WISE (Winthrop Initiative for STEM Educators), an NSF Noyce Scholarship program. The WISE program trains educators in the high-need fields of math and science, providing 34 teacher candidates with a \$10,000 per year scholarship for two years, summer institutes for early college and technical college students, internships in high-need districts, and follow-up induction support. Partners include Winthrop’s Colleges of Arts and Sciences and Education, York Technical College, CERRA, and seven surrounding school districts.

Academic Affairs and Student Life initiatives Supporting College Entrance and Success.

- LEAP (Learning Excellent Academic Practice) is an academic support program designed to identify, support, and evaluate students before and during their first year at Winthrop University (especially those on “provisional admittance”). The LEAP program has consistently maintained retention rates and graduation rates similar to the general university rates even though the LEAP students are identified as at-risk.

- Project SEED is a grant-funded program by the American Chemical Society. The program places economically disadvantaged high school students in academic, industrial, and governmental research laboratories for 8-10 weeks during the summer. Winthrop's Project SEED experience has helped high school students expand their education and career outlooks and provide opportunities for students who historically lack exposure to scientific careers.
- The Winthrop Bridge Program is an academic transfer program that allows freshman students to attend York Technical College for two years to earn an associate's degree or University Studies certificate before transferring to Winthrop to complete a four-year degree. The Bridge Program provides comprehensive and coordinated student support services at both campuses. In addition, articulation agreements have created new programs to ensure students have a seamless transition transferring from York Technical College to Winthrop, including the University Studies Certificate and 2+2 transfer articulation programs.

Center for Educator Recruitment, Retention, and Advancement (CERRA). CERRA was established by CHE in 1985 and is recognized as the oldest established teacher recruitment program in the U.S. It has received national recognition for several of its programs, including Teacher Cadets, Teaching Fellows, and Teacher Leadership. Winthrop was selected as the location of CERRA for its history of excellence in teacher education, capacity to function as the fiscal agent for the center, providing gratis housing for the start-up, and investing additional start-up funds from an existing grant. Although the center is not considered a part of the university, the university continues to serve as CERRA's fiscal and human resources agent and houses the center in the Stewart House on the campus across from the Richard W. Riley College of Education. The Dean of the College of Education serves on CERRA's Board of Directors.

Summary. Throughout these and other P-20 initiatives, Winthrop has demonstrated its commitment to building effective partnerships across P-12 and higher education, collaborative planning, shared goals and decision-making, developing strategies and models for sharing across institutions, and outcomes that improve the quality of teaching, leadership, and learning. To sustain and build on our current P-20 initiatives, the College of Education created the Jim and Sue Rex Institute for Educational Renewal and Partnership with a mission to support the continual improvement of schools and educator preparation through P-20 collaboration. Winthrop has the propensity to and a history of sustaining impactful P-20 related programs through university commitment and by regularly seeking external funding support.

Center Staffing

Table 10 summarizes the qualifications and commitments of key Center personnel.

Table 10. Key Project Staff
Position: Name, Descriptor (Time), Q: Qualifications and R: Responsibilities
<p>Director: Dr. Cliff Calloway, Professor of Chemistry, College of Arts & Sciences (.50 FTE; 6 weeks summer)</p> <p>Q: Ph.D. in Chemistry. Leader of summer workshops for SC science teachers; past Chair of Faculty Conference (Winthrop’s primary faculty governance body) and faculty representative on Winthrop Board of Trustees; proven program management with a team-oriented approach; ability to build/ strengthen relationships across partnering schools/post-secondary institutions; recognized for classroom teaching excellence and mentoring college and high school students.</p> <p>R: Lead the Center Council; liaisons between grant partners; provide guidance on academic preparation necessary for college success; propose possible Center initiatives and work to implement these in the partner school settings; provide general direction of all center staff</p>
<p>Co-Director: Dr. Gayle Sawyer, Assistant Professor of Educational Leadership, College of Education (.50 FTE; 6 weeks in summer)</p> <p>Q: Ph.D. in Educational Administration, M.Ed. in Reading Ed.; and SC-certified Principal (Elementary, Secondary), Supervisor (Elementary, Secondary), and Superintendent. Current Winthrop Education Leadership faculty with five years past service as CERRA Executive Director; service in rural, high-poverty LEAs as school administrator and high school teacher</p> <p>R: Facilitate site-based collaborative activities in participating schools and districts; serve as a leader of the Center Council; guide teacher, leader, and counseling preparation programs in curriculum integration of college readiness</p>
<p>Expert Researcher: Dr. Leigh D’Amico, Office of Program Evaluation, University of South Carolina-Columbia (stipend provided for research support)</p> <p>Q: Ed.D. in Curriculum and Instruction, M.Ed. in Public Administration. Research assistant</p>

<p>professor and research associate at USC-Columbia; oversees research and evaluation projects; provides consultation to school districts, colleges/universities, and state entities to promote understanding of program implementation and impact; coordinates team-based development of research instruments and the analysis of quantitative and qualitative data</p> <p>R: Collaborate with Co-Directors and the Center Council to finalize and actualize research agenda; collect and analyze relevant data (school, college, and statewide) necessary to answer research questions; conduct surveys, interviews, and/or focus groups as appropriate</p>
<p>Administrative Assistant/Budget Analyst: TBD (.5 FTE; 12 months)</p>
<p>Q: Strong organization and self-management skills; ability to plan and prepare for various meetings; experience in managing budgets; self-directed with creative program solving skills; effective verbal and written communication skills</p> <p>R: Manage budget; plan and prepare for meetings; record and post meeting minutes; collaborate with Winthrop’s Instructional Technology Center to construct Center of Excellence website; support Director and Co-Director and Center Council as needed</p>
<p>Graduate Assistants (10-20 hours/week; paid for by Winthrop and USC)</p>
<p>Q: Proficient in various technologies, strong research methods skills, self-directed, willingness to work with school partners, effective verbal and written communication skills</p> <p>R: Provide technology expertise in building and maintaining Center website, facilitate use of Teachscape Reflect systems, manage distant meeting technology, support Lead Research in gathering data from local constituents, engage in research and data analysis</p>

A Center of Excellence for College and Career Readiness Council (Center Council) will provide coordination, communication, and oversight of the Center’s goals, objectives, and activities. Dr. Calloway and Dr. Sawyer will lead the Center Council with key personnel listed above as well as additional members not funded by the grant. Dr. Lisa Johnson, College of Education Associate Dean and Winthrop University-School Partnership Network Director, and Dr. Beth Costner, College of Arts and Sciences Associate Dean and AIMS and WISE Director, will each contribute 10% of their time to Center activities, including service on the Center Council and research facilitation (principal investigation). With their extensive knowledge of managing sizeable, complex grant programs, building university-school and cross-sector partnerships, and their ability to influence and gain the support of faculty for such projects, the two associate deans will be key resources for the Center staff. Center Council members will also include a liaison from Chester County School District and associated schools, Lancaster County School District and associated schools, York Technical College, USC-Columbia, USC-Lancaster, and the Catawba

Regional Education Center. In addition, the deans of the College of Education, College of Arts and Sciences, and University College; the VP for Access and Enrollment Management; other key staff in Admissions, Financial Aid, and Records and Registration offices; as well as Winthrop’s Provost, will serve active roles.

Benefit to the Institution

The proposed Center reflects Winthrop’s continued commitment to student success in South Carolina and highlights the multiple benefits to existing programs as well as the opportunity to strengthen the institution’s overall service as a comprehensive state university.

Table 11. CCR Center – Institutional Benefits

<ul style="list-style-type: none"> • Students from the participating high-poverty middle and high schools will experience greater success as they apply, enter, and graduate from the university’s programs.
<ul style="list-style-type: none"> • More students from high-poverty schools in the region will aspire to go to college—and go to college at Winthrop—allowing our institution to provide greater access to quality higher education for a diverse population of students. This includes first generation college students, a current goal of the university. This is a key priority for Winthrop’s President, Dr. Jayne Comstock, as evidenced by her nationally recognized presence in the discussion of access and attainment (http://blogs.winthrop.edu/president/).
<ul style="list-style-type: none"> • Winthrop will gain a better understanding of its expectations for incoming freshmen in terms of content knowledge, cognitive strategies, and metacognitive strategies.
<ul style="list-style-type: none"> • The Center will extend Winthrop’s P-20 work within its Partnership Network region to include a college and career readiness focus and provide an opportunity for Winthrop to lead statewide initiatives in this important area.
<ul style="list-style-type: none"> • Winthrop faculty and administration will gain a better understanding of P-12 challenges related to barriers and enablers for college and career readiness, ways in which the university can work with schools to address these issues, and ways in which those matters impact the institution in terms of recruitment, retention, and graduation rates.
<ul style="list-style-type: none"> • More College of Arts and Sciences faculty and university administrators not in teacher education will become involved in P-20 work, namely college and career readiness activities.
<ul style="list-style-type: none"> • Winthrop faculty and administration will be better informed and equipped to address college access, recruitment, retention, and completion goals through a comprehensive approach.

Institutional Commitments

Winthrop’s commitment to the creation and ongoing work of the Center is demonstrated by its stated activities and objectives, as well as its financial and personnel support. Under the leadership of President Comstock and Provost Boyd, the university has identified improved

access to a Winthrop education as a critical focus. With a restructuring of key positions at the university, two new roles to support a college-going culture were created - the VP for Access and Enrollment Management and the VP for Community Engagement and Impact. As noted in Provost Boyd’s support letter, faculty working in various roles with schools through grants, research, and networks continually note equitable access to college as a priority. Winthrop will provide the facilities, cover overhead, and supply human and capital in-kind contributions to ensure the Center has the necessary supports and resources to fulfill its stated goals.

Discussion of Partnerships

A comprehensive partnership will serve a central role in the creation, development, and ongoing work of the Center. Upon initiation, the partnership will consist of four schools (two middle and two high schools) in two school districts, four post-secondary institutions reflecting different educational opportunities, and three regional agencies/organizations that include business and industry. Table 12 outlines key partners’ roles, responsibilities, and contributions.

Table 12. Summary of Partnerships	
Partner	Roles, Responsibilities, and Contributions
Winthrop University	<ul style="list-style-type: none"> • Serve as Lead Partner, assume fiscal responsibility • Recruit, hire, and supervise Center personnel • Convene and provide administrative support for Center Council • Organize professional development (PD) meeting partner needs • Lead Center research efforts • Collaborate with independent evaluation team
USC Columbia, USC Lancaster, York Technical College	<ul style="list-style-type: none"> • Appoint a liaison to serve on the Center Council • Participate in planning, implementation, and evaluation of Center activities • Support faculty and staff at each respective institution as they actively engage in Center activities at school and post-secondary sites
Chester and Lancaster County Districts & Schools	<ul style="list-style-type: none"> • Appoint a school and district liaison to serve on the Center Council • Participate in regularly implemented needs assessments • Participate in planning, implementation, and evaluation of Center activities at each specific school site and at the district level • Support school administration, teachers, and counselors at each respective institution as they actively engage in Center activities • Allow time for students to engage in on and off-campus college events
Catawba	<ul style="list-style-type: none"> • Appoint a liaison to serve on the Center Council

Regional Education Center	<ul style="list-style-type: none"> • Provide access to network of business and industry leaders • Plan and implement college ready events for students and families • Organize and facilitate summer Externships and Field Studies
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During the first phase of Center implementation, Chester County and Lancaster County school districts will serve as the initial P-12 partners in the Center, including a high-poverty high school and its feeder middle school in each of those districts. Superintendents and principals in both districts note college and career readiness as a critical focus for their students. Only 47.9% of Chester’s graduates enter college (36% enter a 4-year college) with Chester Middle School receiving a “below average” absolute rating. While Lancaster High School sees 88.5% attending post-secondary, only 32.5% actually attend a 4-year institution.

Dr. Jane Turner, CERRA Executive Director has pledged her support to help inform the Center of successful strategies and resources related to teacher and school leader development and statewide implementation. CERRA also will continue to support Winthrop’s efforts to strengthen and expand its Teacher Cadet (high school) and ProTeam (middle school) initiatives in the partnering schools/districts including college and career strategies in program curriculum.

Dr. Mike Fanning, Executive Director of the Olde English Consortium (OEC), explains in his support letter how the OEC has a long history of coordinating professional development involving Chester and Lancaster County school districts and other districts throughout the north central region of the state. OEC will aid Winthrop’s efforts to organize professional development and use existing “NetServ” professional communities to support Center goals.

Three state agencies have promoted a statewide focus on college and career readiness in recent years—the Commission on Higher Education, the Education Oversight Committee, and the State Department of Education. Their efforts are evidenced in the SC Course Alignment Project, the SC CCR Standards, Achieve SC, and a GEAR-UP grant. Representatives from these agencies

will be invited to Center Council meetings to assist in making connections among ongoing college and career readiness initiatives, connect the Center with national and state resources and initiatives, and help identify and support state policy and regulatory reforms.

Benefits to K-12 Districts/Schools

The partnering districts (Chester County and Lancaster County) and their teachers/counselors, administrators, and staff at Chester Middle School, Chester High School, South Middle School, and Lancaster High School will benefit from involvement with the Center.

Table 13. CCR Center – K-12 Benefits
<ul style="list-style-type: none"> • Curriculum, along with high engagement assignments and performance-based assessments, which is well aligned with college curriculum in the areas of English-language arts, mathematics, and the sciences. Curriculum will incorporate the four keys to college and career readiness, including cognitive and metacognitive knowledge and skills.
<ul style="list-style-type: none"> • Teachers, school counselors, and school and district leaders will be more knowledgeable and skilled in areas of college and career readiness and able to create college-going and career-readiness cultures in their schools, incorporating effective strategies to support and extend this work throughout classrooms and schools in their districts and their communities.
<ul style="list-style-type: none"> • Increased numbers of middle and high school students engaged in “academic tenacity” through challenging courses that will purposefully keep them on the path toward fulfilling their college and career goals (McAlister & Mevs, 2012).
<ul style="list-style-type: none"> • Increased numbers of middle and high schools students will engage in meaningful experiences on post-secondary campuses and in business and industry environments, raising their expectations for post-secondary education and aiding in their future career decisions.
<ul style="list-style-type: none"> • Increased numbers of students from the partnering high poverty high schools will graduate having completed curricula that prepared them for post-secondary education.
<ul style="list-style-type: none"> • Increased numbers of students from the partnering high poverty high schools will be admitted, enroll, and graduate from post-secondary programs.

Visher, Altuna, Safran, and MDRC (2013) suggest providing students with access to college campuses, specific seminars in college readiness, and experiences with business and industry will result in development of skills such as critical thinking, communication, and collaboration. However, such initiatives accompany specific efforts that address the social, informational, and financial barriers faced by at risk and first-generation students (Hooker & Brand, 2010; McAlister & Mevs, 2012). It is important to note, as stated by the research, the planning of such

initiatives by teachers and other collaborators takes effort, dedication, and district support; acknowledging collaborators with sufficient time and compensation is necessary. While efforts in finding common ground on what college and career readiness is as well as aligning secondary/post-secondary curriculum and processes have been successful (Conley, McGaughy, Seburn, & Venezia, 2010), strong district and institutional support signifies a true commitment that will benefit K-12 partners.

Discussion of Similar and Related Centers

State Centers. We anticipate continued close connections with Dr. Tammy Pawloski and the Center of Excellence to Prepare Teachers of Children of Poverty to receive professional development for Winthrop faculty, teacher candidates, and school and community partners. In the past we have solicited Dr. Pawloski's input into Winthrop's new course, *EDUC 200 Developmental Sciences in the Context of Poverty*, and clinical components that would ensure Winthrop's graduates would be prepared to meet the needs of students living in poverty. Continued collaboration with Dr. Pawloski can inform curriculum efforts and preparation of student/family college events to ensure equitable access and confer with her on effective ways to expand the work of the Center statewide. Similarly, collaborating and sharing data with the Center of Excellence for the Advancement of Rural, Under-performing Schools (CEARUPS) will help meet the needs of the rural and high-poverty students and families. Collaborations with the four STEM-focused centers could provide resources for identified content professional development needs as well as support for improving student preparation in these fields.

Other State and National Centers. In addition to collaborating with national organizations working to support CCR implementation nationwide (e.g., EPIC, Center for College and Career Readiness), the SC Center will utilize resources from university-school networks such as the

Center for College and Career Readiness at Murray State University and Rice University’s “Content: College: Career.” Models for developing CCR summits, hosting college access events, and examining data will prove beneficial as the Center initiates its work. Data-based, promising practices out of Texas and Virginia in defining readiness and implementing CCR initiatives across the state can guide the Center’s foundation with current partners as well as regional and statewide expansion (SREB, 2011).

Current Projects/Initiatives

Winthrop University has several P-20 initiatives and associated data supporting the goals and objectives of the proposed Center. **NetSCOPE**. In 2009 Winthrop was awarded a five-year, \$7.5 million Teacher Quality Partnership grant by the U.S. Department of Education. NetSCOPE (Network of Sustained, Collaborative, Ongoing Preparation for Educators) is a successful P-20 collaboration with the number one goal of improving student achievement through transformed, field-based teacher preparation and continued professional development. The Partnership Network provides the foundation for the Center’s P-20 work; and the established relationships with existing partners will serve as a launch pad for the college and career readiness collaborations. The Center will model the organizational structure of NetSCOPE, including its team-oriented P-20 approach.

Table 14. NetSCOPE Accomplishments and Impact	
Accomplishments	Impact Data
<ul style="list-style-type: none"> • Established a vibrant Winthrop University-School Partnership Network with shared governance through a Network Management Team and Partnership Advisory Council • Created structures to support teachers in all fields, including K-12 and secondary, within the Partnership Network • Transformed, clinically-based teacher preparation program with an average of 1200 field hours in diverse placements starting freshman year 	<ul style="list-style-type: none"> • 824 served through collaborative professional development in just 1 year (conducted by university faculty and Partnership teachers/administrators) • Percentage of K-12 students taught by Winthrop induction teachers who met or exceeded PASS standards in math and reading increased by 8% between project years • WU induction teachers increased EOC

<ul style="list-style-type: none"> • Integrated a co-teaching model with mentor teachers to focus on student achievement • Instituted a year-long internship in which candidates follow the placement school calendar from August through May • Hosted annual Partnership Conference in 2013 for Educational Renewal with close to 300 university, school, and community partners participating • Supported AP Institutes; worked to develop an implementation model co-sponsored by SC Department of Education 	<ul style="list-style-type: none"> • test scores in English (+24%), Algebra (+25%), and Biology (+33%) • Greater gains in math and ELA MAP scores in middle school co-taught classes versus those students not co-taught (statistically significant in ELA) • Increase in state achievement scores for students engaged in Project-Based Learning initiative • Increase in math PASS scores after implementing small group, inquiry labs
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NetLEAD. In 2010 Winthrop received a U.S. Department of Education School Leadership grant (\$3.6 million over 5 years) to support principal/assistant principal preparation and development. Partnering with 11 high-poverty school districts including Cherokee, Chester, Dillon, Fairfield, Marion, Marlboro and Union counties, the Network of Leaders for Equity, Achievement, and Development grant has led to improvements to our M.Ed. Educational Leadership program and significant impact on the school leadership quality and climate in the partnering schools.

Table 15. NetLEAD Accomplishment and Impact	
Accomplishments	Impact Data
<ul style="list-style-type: none"> • Instituted regional Positive Behavior and Support Intervention systems to improve school climate • Collaboration with the Center for College and Career Readiness (Kevin Baird) • Transformation to clinically-based leader preparation program including districts in selection of leadership candidates • Implementation of regional, Olweus anti-bullying program with a train-the-trainer model • Provided professional development in FERPA and “Darkness to Light” Child Sexual Abuse Program to participants, candidates, faculty, and mentors 	<ul style="list-style-type: none"> • 1471 school leaders, teachers, and school staff participated in NetLEAD in just one year • Increases in ELA, Mathematics, and Biology EOC scores for schools in which school leader(s) was mentored • Over 82% administrators rated positively on Principal Instructional Management Rating Scale • 94% participants agree they are a better administrator as a result of NetLEAD

Through NetSCOPE and NetLEAD, Winthrop supports the improvement of teaching, learning, and leadership throughout a large region of the state through close, ongoing collaborations and a system of shared planning and decision-making involving school, district, and university educators. In addition, Winthrop also facilitates multiple content-specific grant activities

including the Chester/York County AIMS (Alliance in Math/Science Success) collaborative and WISE (Winthrop Initiative for STEM Educators).

Table 16. STEM Related Partnership (AIMS and WISE) – Accomplishments and Impact	
Accomplishments	Effectiveness Data
<ul style="list-style-type: none"> • Professional development and graduate coursework to improve teacher content knowledge • Created summer internship experiences for freshman and sophomores at Winthrop and York Technical College to pursue research and work with high poverty schools in science and math • Scholarships in place to support development of new teachers in shortage areas identified by partner districts (e.g., math and science) 	<ul style="list-style-type: none"> • 323 PD participants and 909 hours over 3 years • 100% of AIMS participants viewed the Externships with business and industry as valuable to their teaching • Increase in teachers mathematics and science content knowledge after content professional development and graduate coursework • Fidelity to professional development evident through 100% of participants scoring acceptable or above on observation protocol conducted by external party • Increase in Algebra and Biology EOC scores

Experiences through programs such as WISE and AIMS will support the Center through successful longitudinal professional development structures, proven strategies for gathering multiple quantitative and qualitative evaluation data, and expertise in content-specific initiatives.

Other programs that will support the Center goals and objectives include:

- Teacher Cadet and ProTeam - Winthrop has strong CERRA Teacher Cadet and ProTeam partnerships to encourage middle and high school students to pursue a college degree and consider teaching as a career. Winthrop will use established campus visits as a way to increase student aspirations for postsecondary education. In addition, the Center will work with CERRA to emphasize college preparedness in the program curricula.
- SC Course Alignment Project (SC CAP) – Winthrop University English, mathematics, and biology faculty participated in the SC Course Alignment Project and have a working knowledge of the program goals and objectives. By conducting alignment studies with local schools, Winthrop entry-level courses were modified and high school exit courses proposed. With successful collaborations with York Tech and regional high schools, faculty are eager

to continue the work and assist with bringing the project to regional and statewide scale. As one faculty member noted, “During my visit to the high school class, I presented a slideshow concerning what to expect of university mathematics, and was bombarded with questions. The students seemed very interested in the subject and eager to keep me around.”

Collaborative Planning

Collaborative planning for the Center proposal occurred in stages and in various ways with the partners. Discussions occurred with Winthrop education and arts and sciences deans, Provost, and President to ensure a high level of institutional commitment and engagement. Drs. Calloway and Sawyer were identified and invited to serve, a pair providing both arts and sciences and education credentials. Other key partners were then approached—superintendents of Chester and Lancaster County school districts, the USC Lancaster Dean, the York Technical College Associate Vice President, the Catawba Regional Educational Center Coordinator, as well as the Executive Director of CERRA and the Executive Director of the Olde English Consortium. Extensive research was conducted in a brief period before and during the grant development process (see “Collaborative Planning” Appendix). Each partner was asked to provide information on the college and career readiness-related initiatives currently underway, successes or effective practices, and CCR challenges. These conversations occurred through face-to-face meetings, by email and phone, and paper transmission of ideas. As the proposal was in development, key sections were shared with the partners for their feedback and further input.

Closing

In summary, Winthrop University is uniquely poised to initiate, sustain, and expand the Center of Excellence for College and Career Readiness statewide. Our past work in grants, collaborations, and partnerships are evidence of our qualification and commitment.

**Centers of Excellence Program
Education Improvement Act of 1984
Proposed Project Timeline
FY 2014-15, 2015-16, 2016-17**

Institution – Winthrop University		
Center Name – Center of Excellence for College and Career Readiness		
Program/Activity	Begin Date	End Date (*) = denotes activity end date for current partners, but extending beyond stated date to others throughout the state
Define college and career for SC	Fall 2014	Fall 2014
Expand Course Alignment Project	Fall 2014	Beyond Y3
Establish CCR Center Council that will serve as P-20 state leadership group	Fall 2014	Fall 2014
Construct website for sharing CCR initiatives, research, and curriculum	Fall 2014	None
Integrate CCR into teacher, leader, and counseling preparation programs	Fall 2014	Summer 2015*
Articulate content and skills necessary for success in college courses aggregated by university type (research, comprehensive, community/technical)	Spring 2015	Summer 2015*
Offer CCR events for students and families	Spring 2015	None
Refine Individual Graduation Plan processes and template	Spring 2015	Summer 2015
Teachers and faculty participate in summer Externships and Field Studies	Summer 2015	None
Collaborative “Partnership Workshops”	Summer 2015	Beyond Y3
Establish early college courses	Fall 2015	Beyond Y3
Offer level specific college-ready seminars in grades 8-12	Summer 2016	Beyond Y3

Align college/university admissions processes with CCR standards alignment results	Fall 2016	Summer 2017*
Establish AP course rotations	Fall 2016	Beyond Y3
Integrate CCR standards in CERRA's Teacher Cadet and ProTeam curriculum	Fall 2016	Spring 2017

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2014-2015

INSTITUTION: Winthrop University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Drs. Cliff Calloway and Gayle Sawyer				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Cliff Calloway, Project Director	32333	19595		
2 Gayle Sawyer, Project Co-Director	30625			
3 Leigh D'Amico, Lead Researcher	10000			
4 Personnel Match (see justification)		56438	69000	
Total Key Personnel Salaries	72958	76033	69000	
B. Fringe Benefits TOTAL				
1 Cliff Calloway	9360	6270		
2 Gayle Sawyer	9800			
3 Leigh D'Amico	2400			
4 Fringe match (see justification)		18391	18570	
Total Key Personnel Fringes	21560	24661	18570	
TOTAL KEY PERSONNEL COSTS	94518	100694	87570	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Assistant/Budget Analyst	17500			
2 Graduate Student Worker	8640			
3				
4				
Total Support Personnel Salaries	26140	0	0	
B. Fringe Benefits				
1 Administrative Assistant/Budget Analyst	3500			
2 Graduate Student Worker	216			
3				
4				
Total Support Personnel Fringes	3716	0	0	
Total SUPPORT PERSONNEL COSTS	29856	0	0	
TOTAL PERSONNEL COSTS	124374	100694	87570	
3. Participant Support (District/School participants)				
a. Books	1284			
b. Supplies and Materials	3715			
c. Travel and Subsistence	5946			
d. Room and Board				
e. Refreshments	1800			
f. Tuition				
g. Stipends	74121		15506	
h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
Total Participant Costs	86866	0	15506	

INSTITUTION: Winthrop University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Drs. Cliff Calloway and Gayle Sawyer				
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a. Computers and printers for Center personnel	9450			
b. General office supplies (phone, copying, materials)	5100			
c.				
d.				
Total Supply Costs	14550	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a.				
b.				
c.				
d.				
Total Equipment Costs	0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a. External Evaluator	15000			
b. Substitute teacher pay	4200			
c. Consultation from the Educational Policy Improvement Center (EPIC)			75000	
d.				
Total Additional Costs	19200	0	75000	
7. Travel and Subsistence				
a. State Employee	4410			
b. Non-State Employee				
Total Travel	4410	0	0	
TOTAL PROJECT COSTS	\$ 249,400.00	\$ 100,694.00	\$ 178,076.00	
Project Director(s) <i>Cliff P. Calloway Jr.</i> <i>Gayle B. Sawyer</i>	Typed Name & Title		Signature	Date <i>3-11-14</i>
Institutional Authority <i>JPMcKee</i> , Vice President for Finance and Business	Typed Name & Title		Signature	Date <i>3-11-14</i>

**BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2015-2016**

INSTITUTION: Winthrop University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Drs. Cliff Calloway and Gayle Sawyer				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Cliff Calloway, Project Director	32333	19595		
2 Gayle Sawyer, Project Co-Director	30625			
3 Leigh D'Amico, Lead Researcher	10000			
4 Personnel Match (see justification)		56438	69000	
Total Key Personnel Salaries	72958	76033	69000	
B. Fringe Benefits TOTAL				
1 Cliff Calloway	9360	6270		
2 Gayle Sawyer	9800			
3 Leigh D'Amico	2400			
4 Fringe match (see justification)		18391	18570	
Total Key Personnel Fringes	21560	24661	18570	
TOTAL KEY PERSONNEL COSTS	94518	100694	87570	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Assistant/Budget Analyst	17500			
2 Graduate Student Worker	8640			
3				
4				
Total Support Personnel Salaries	26140	0	0	
B. Fringe Benefits				
1 Administrative Assistant/Budget Analyst	3500			
2 Graduate Student Worker	216			
3				
4				
Total Support Personnel Fringes	3716	0	0	
Total SUPPORT PERSONNEL COSTS	29856	0	0	
TOTAL PERSONNEL COSTS	124374	100694	87570	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials	14820			
c. Travel and Subsistence	3824		3840	
d. Room and Board				
e. Refreshments	1800		1000	
f. Tuition			10000	
g. Stipends	82399		5814	

h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
Total Participant Costs	102843	0	20654	
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a. General office supplies (phone, copying, materials)	3600			
b.				
c.				
d.				
Total Supply Costs	3600	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a.				
b.				
c.				
d.				
Total Equipment Costs	0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a. External Evaluator	15000			
b. Substitute teacher pay	3000			
c. Consultation from the Educational Policy Improvement Center (EPIC)			50000	
d.				
Total Additional Costs	18000	0	50000	
7. Travel and Subsistence				
a. State Employee	4233			
b. Non-State Employee				
Total Travel	4233	0	0	
TOTAL PROJECT COSTS	\$ 253,050.00	\$ 100,694.00	\$ 158,224.00	
Project Director(s) <i>Carl P. Calloway</i> <i>Doyle D. Dougen</i>			Typed Name & Title Signature Date <i>3-11-14</i>	
Institutional Authority <i>A. McKeen, Vice President for Finance and Business</i>			Typed Name & Title Signature Date <i>3-11-14</i>	

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2016-2017

INSTITUTION: Winthrop University	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s): Drs. Cliff Calloway and Gayle Sawyer				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1 Cliff Calloway, Project Director	32333	19595		
2 Gayle Sawyer, Project Co-Director	30625			
3 Leigh D'Amico, Lead Researcher	10000			
4 Personnel Match (see justification)		56438	100500	
Total Key Personnel Salaries	72958	76033	100500	
B. Fringe Benefits TOTAL				
1 Cliff Calloway	9360	6270		
2 Gayle Sawyer	9800			
3 Leigh D'Amico	2400			
4 Fringe Match (see justification)		18391	25815	
Total Key Personnel Fringes	21560	24861	25815	
TOTAL KEY PERSONNEL COSTS	94518	100694	126315	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1 Administrative Assistant/Budget Analyst	17500			
2 Graduate Student Worker	8640			
3				
4				
Total Support Personnel Salaries	26140	0	0	
B. Fringe Benefits				
1 Administrative Assistant/Budget Analyst	3500			
2 Graduate Student Worker	216			
3				
4				
Total Support Personnel Fringes	3716	0	0	
Total SUPPORT PERSONNEL COSTS	29856	0	0	
TOTAL PERSONNEL COSTS	124374	100694	126315	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials	15620			
c. Travel and Subsistence	8545			
d. Room and Board				
e. Refreshments	1800			
f. Tuition			10000	
g. Stipends	74308		5814	
h. Technology/Equipment				

i. Other - PLEASE SPECIFY			
Total Participant Costs	100273	0	15814
4. Supplies and Materials (Institution) LIST MAJOR ITEMS			
a. General office supplies (phone, copying, materials)	3600		
b.			
c.			
d.			
Total Supply Costs	3600	0	0
5. Equipment/Technology (greater than \$5,000 per item)			
a.			
b.			
c.			
d.			
Total Equipment Costs	0	0	0
6. Additional Costs - PLEASE SPECIFY (includes contractual services)			
a. External Evaluator	15000		
b. Substitute teacher pay	2400		
c. Consultation from the Educational Policy Improvement Center (EPIC)			50000
d.			
Total Additional Costs	17400	0	50000
7. Travel and Subsistence			
a. State Employee	4160		
b. Non-State Employee			
Total Travel	4160	0	0
TOTAL PROJECT COSTS	\$ 249,807.00	\$ 100,694.00	\$ 192,129.00
Project Director(s) <i>Cliff P. Calhoun</i> <i>David D. Dwyer</i>		Typed Name & Title Signature Date <i>3-11-14</i>	
Institutional Authority <i>J. McKee, Vice President for Finance and Business</i>		Typed Name & Title Signature Date <i>3-11-14</i>	

and Business

Budget Justification

As directed by the Commission on Higher Education, a three-year budget justification follows.

Year 1 (2014-2015)

1-2. Personnel/Fringe

- a. Dr. Cliff Calloway will serve as Project Director for .5 FTE with grant funds paying \$20,000 per academic year to cover Dr. Calloway's courses. Dr. Calloway will work 1.5 summer months (faculty salary of \$74,000 salary/9 months x 1.5 = \$12,333. Total salary = \$32,333. Fringe includes 32% of \$20,000 for instructor (\$6,400) and 24% of \$12,333 summer salary (\$2,960) = \$9,360. *Match funds cover the difference between Dr. Calloway's actual salary and adjunct instructor cost at \$19,595 + 32% fringe = \$25,865.*
- b. Dr. Gayle Sawyer will serve as Project Co-Director for .5 FTE for 10.5 months with grant funds covering 50% of a \$70,000 12-month salary = \$35,000/12 x 10.5 = \$30,625. Fringe includes 32% of \$30,625 = \$9,800.
- c. Dr. Leigh D'Amico will receive \$10,000 to serve as the lead researcher for the Center's research agenda spending approximately 100 hours annually with support for a graduate assistant based at Winthrop. Fringe includes 24% of \$10,000 = \$2,400.
- d. An administrative assistant/budget analyst will provide clerical and budget support at .5 FTE with grant funds paying \$17,500. Fringe includes 20% of \$17,500 = \$3,500.
- e. Graduate Student Worker funds will cover 20 hours per week of support with a grant funded hourly wage of \$12.00 for 36 weeks = \$8,640. Fringe includes 2.5% of \$8,640 = \$216.
- f. *Multiple faculty and school district partners will contribute to match through in-kind time and effort. At 10% time and effort are Lisa Johnson (\$9,270) and Beth Costner (\$9,200), Associate Deans in Education and Arts & Sciences and research support from Winthrop. Also from Winthrop, Josh Bistromowitz, Executive Director of Recruitment (\$6,018) and Michelle Wolf, Academic Success Center Director (\$5,150). In addition, several key administrators will serve the project at 5% - COE Dean Jennie Rakestraw (\$6,400), CAS Dean Karen Kedrowski (\$6,000), and University College Dean Gloria Jones (\$5,650) as well as Vice President for Access and Enrollment Management, Eduardo Prieto (\$8,750). Total institutional in-kind match at \$56,438 + 32% fringe on \$50,420 (\$16,134) + 37.5% fringe on \$6,018 (\$2,257) = \$74,829.*

Liaisons from our 4 partner institutions - \$30,000 (average \$7,500 each) x 32% fringe (\$9,600) = \$39,600. At 10% match are two district leader liaisons (\$15,000) and four school-level liaisons (\$24,000). District match at \$39,000 + 23% fringe (\$8,970) = \$47,970. Total "other funds" match = \$87,570.

3. Participant Support

a. Books –

- Two books will be provided to participants for use during Partnership Workshop sessions (G1.O3). Dr. David Conley's *College and Career Ready: Helping All Students Succeed Beyond High School* and *Getting Ready for College, Career, and the Common Core: What Every Educator Needs to Know* average a cost of $\$18.00 \times 2 \text{ books} \times 25 \text{ participants} = \900 .
- Faculty engaged in articulating content and skills in college courses aligned with college readiness standards (G1.O2) will receive *College and Career Ready: Helping All Students Succeed Beyond High School* x $\$16 \times 24 \text{ participants} = \384 .

b. Supplies –

- Participants in the Partnership Workshop (G1.O3) will receive work binders with research, templates, standards articulations, and more. $\$15 \text{ per binder/materials} \times 25 \text{ participants} = \375 .
- Faculty engaged in the course/college readiness standards articulation (G1.O2) will also receive a binder with the standards, templates, and applicable research. $\$10 \text{ for materials} \times 24 \text{ participants} = \240 ;
- College events for students and families (G2.O1) through the Catawba Regional Education Center will require materials for $\$10 \text{ per participants} \times 3 \text{ events per semester} \times 100 \text{ participants per event} = \3000 .
- Materials for summer Externships and Field Studies (G1.O2) include binders with business profiles, templates for instructional integration of experiences, career readiness standards, and more. $\$20 \text{ per participants} \times 5 \text{ participants} = \100 .

c. Travel and Subsistence (travel for above activities is separated into school participants here and faculty in "state employee" travel) –

- For the Partnership Workshop (G1.O3), 8 cars will be traveling an average of 50 miles R/T x 14 days x 0.52 per mile = $\$2,912$.
- Transportation for students at schools to attend college events (G2.O1) - 2 trips x 2 schools x 2 semesters x $\$192 \text{ (bus driver and mileage)} = \$1,536$.
- Course Alignment Project (G2.O3) participants will travel for visits to college and school classrooms to observe and discuss content and pedagogy. 4 visitations x 12 participants x 60 miles average R/T x 0.52/mile = $\$1,498$.

d. Room and Board – n/a

e. Refreshments –

- Refreshments will be provided for professional development and meetings lasting longer than 3 hours of work time. Estimated 30 meetings x average 20 participants x $\$3 \text{ per person} = \$1,800$.

f. Tuition – n/a

g. Stipends –

- Participants in the Course Alignment Project (G2.O3) (faculty engaged in original project and content teachers from partner high schools) will have a professional development seminar in co-teaching during the summer. 20 participants x \$150 x 1 day = \$3,000. Fringe at 24% = \$720. Total = \$3,720.
- Seven faculty and teachers will participate in summer Externships and Field Studies (G1.O2) supported by the Catawba Regional Education Center (G1.O2) x \$25/hour x 75 hours = \$13,125. Fringe at 24% = \$3,150. Total = \$16,275.
- Participants in the Partnership Workshop (G1.O3) will be compensated for summer and Saturday work. 15 participants will be paid for 13 days x \$25/hour x 6 hours = \$29,250. 8 participants will be 12-month employees and paid for 6 Saturdays x 8 x \$25/hour x 6 hours = \$7,200. Fringe at 24% = \$8,748. Total = \$45,198. *In-kind match funds will cover the 8 administrative personnel participating in the Partnership Workshop during the 7 summer days. 8 x average \$1,563 seven-day salary = \$12,504. Fringe at 24% = \$3,001. Total match = \$15,506.*
- Faculty participants in the course/college readiness standards articulation (G1.O2) will receive a 2-day stipend for summer professional development and product development. 24 participants (6 faculty from 4 colleges) x 2 days x \$25/hour x 6 hours = \$7,200. Fringe at 24% = \$1,728. Total = \$8,928.

h. Technology/Equipment – n/a

4. Supplies and Materials

- a. Center personnel will need both desktop and mobile technology. Four laptops (one for each Co-Directors, one for the Graduate Student Worker, and one for the Lead Researcher) x \$1,200 = \$4,800. Four desktop computers will be purchased for each director and the administrative assistant x \$1,000 each = \$4,000. A network printer will be purchased for sharing among Center personnel = \$650. Total for technology purchases = \$9,450.
- b. General supplies in Year 1 will include phone services, copying/printing, and basic office supplies as well as Center Council meeting materials. Costs will generally be higher in Year 1 than subsequent years. 12 months x \$425/month = \$5,100.

5. Equipment/Technology (greater than \$5,000) – n/a

6. Additional Costs –

- a. External Evaluator as identified by the Commission on Higher Education and the Education Oversight Committee - \$15,000.
- b. Substitute Teacher Pay
 - Teacher participants in the Course Alignment Project (G2.O3) will require a substitute to visit college classes. 8 teachers x 6 visits per year x \$75 substitute cost per day = \$3,600

- Partnership Workshop (G1.O3) participants will engage in a mid-year check for one day in January. 8 classroom teachers will need a substitute for 1 day x \$75 sub cost per day = \$600.
- *The Commission on Higher Education will provide consultation support from the Educational Policy Improvement Center to support continuation and expansion of current initiatives such as the Course Alignment Projects as well as support new activities such as the Partnership Workshop. \$75,000 in match funds.*

7. Travel and Subsistence –

a. State Employee

- Co-Directors will travel (independently and together) to various partner locations. Estimated 1 trip to Columbia per month x 12 months x 160 miles R/T x 0.52/mile = \$998. 4 trips to Chester and Lancaster per month x 12 months x average 60 miles R/T x 0.52/mile = \$1,498. Total Co-Director travel = \$2496.
- Faculty engaged in the university course/college readiness standards articulation (G1.O2) will travel to Winthrop for two days. 4 faculty from USC-Columbia x 160 R/T x 0.52/mile x 2 days = \$666. 4 faculty from USC-L x 60 R/T x 0.52/mile x 2 days = \$250. No cost for Winthrop or York Technical faculty. Total travel for activity = \$916.
- Faculty involved in the Course Alignment Project (G2.O3) will travel for visits to school classrooms to observe and discuss content and pedagogy. 4 visitations x 8 participants x 60 miles average R/T x 0.52/mile = \$998.

b. Non-State Employee – n/a

Year 2 (2015-2016)

1-2. Personnel/Fringe

- Dr. Cliff Calloway will serve as Project Director for .5 FTE with grant funds paying \$20,000 per academic year to cover Dr. Calloway's courses. Dr. Calloway will work 1.5 summer months (faculty salary of \$74,000 salary/9 months x 1.5 = \$12,333. Total salary = \$32,333. Fringe includes 32% of \$20,000 for instructor (\$6,400) and 24% of \$12,333 summer salary (\$2,960) = \$9,360. *Match funds cover the difference between Dr. Calloway's actual salary and adjunct instructor cost at \$19,595 + 32% fringe = \$25,865.*
- Dr. Gayle Sawyer will serve as Project Co-Director for .5 FTE for 10.5 months with grant funds covering 50% of a \$70,000 12-month salary = \$35,000/12 x 10.5 = \$30,625. Fringe includes 32% of \$30,625 = \$9,800.
- Dr. Leigh D'Amico will receive \$10,000 to serve as the lead research for the Center's research agenda spending approximately 100 hours annually with support for a graduate assistant based at Winthrop. Fringe includes 24% of \$10,000 = \$2,400.
- An administrative assistant/budget analyst will provide clerical and budget support at .5 FTE with grant funds paying \$17,500. Fringe includes 20% of \$17,500 = \$3,500.

- e. Graduate Student Worker funds will cover 20 hours per week of support with a grant funded hourly wage of \$12.00 for 36 weeks = \$8,640. Fringe includes 2.5% of \$8,640 = \$216.
- f. *Multiple faculty and school district partners will contribute to match through in-kind time and effort. At 10% time and effort are Lisa Johnson (\$9,270) and Beth Costner (\$9,200), Associate Deans in Education and Arts & Sciences and research support from Winthrop. Also from Winthrop, Josh Bistromowitz, Executive Director of Recruitment (\$6,018) and Michelle Wolf, Academic Success Center Director (\$5,150). In addition, several key administrators will serve the project at 5% - COE Dean Jennie Rakestraw (\$6,400), CAS Dean Karen Kedrowski (\$6,000), and University College Dean Gloria Jones (\$5,650) as well as Vice President for Access and Enrollment Management, Eduardo Prieto (\$8,750). Total institutional in-kind match at \$56,438 + 32% fringe on \$50,420 (\$16,134) + 37.5% fringe on \$6,018 (\$2,257) = \$74,829.*

Liaisons from our 4 partner institutions - \$30,000 (average \$7,500 each) x 32% fringe (\$9,600) = \$39,600. At 10% match are two district leader liaisons (\$15,000) and four school-level liaisons (\$24,000). District match at \$39,000 + 23% fringe (\$8,970) = \$47,970. Total "other funds" match = \$87,570.

3. Participant Support

- a. Books – n/a
- b. Supplies –
 - College events for students and families (G2.O1) through the Catawba Regional Education Center will require materials for 3 events per semester x 100 participants per event x \$10 per participants = \$3000.
 - Advanced Placement (G2.O1) course materials (AP Institute Packet, additional test item bank, etc.) \$110 per participant x 25 participants x 2 courses = \$5,720.
 - Materials for summer Externships and Field Studies (G1.O2) include binders with business profiles, templates for instructional integration of experiences, career readiness standards, and more. \$20 per participant x 5 participants = \$100.
 - Materials for implementation of pilot student seminars (G2.O2) to increase awareness of and preparation for college with an emphasis on Conley's Four Keys; estimated cost of \$30/participant for pilot seminars at 4 grade levels (8th – 12th) x 2 districts x 25 participants in each seminar = \$6,000.
- c. Travel and Subsistence (travel for above activities is separated into school participants here and faculty in "state employee" travel) –
 - For the Partnership Workshop (G1.O3), 8 cars will be traveling an average of 50 miles R/T x 5 days x 0.52 per mile = \$1,040.
 - Transportation for students at schools to attend college events (G2.O1) - 2 trips x 2 schools x 2 semesters x \$192 (bus driver and mileage) = \$1,536. *District and/or donor match will support bus transportation for the student seminars (travel to*

and from school if in summer or from school during year) 5 days x 2 runs per day x 2 districts x \$192 (bus and mileage) = \$3,840.

- Course Alignment Project (G2.O3) participants will travel for visits to college and school classrooms to observe, participate in department meetings, and discuss content and pedagogy. 8 visitations/meetings x 5 participants average traveling x 60 miles average R/T x 0.52/mile = \$1,248.
- d. Room and Board – n/a
- e. Refreshments –
- *District and/or donor support will provide a meal for student participants in the student seminars. 200 participants x \$5 per meal = \$1,000.*
 - Refreshments will be provided for professional development and meetings lasting longer than 3 hours of work time. Estimated 30 meetings x average 20 participants x \$3 per person = \$1,800.
- f. Tuition –
- *For Advanced Placement (G2.O1) courses, participants will be asked to pay \$200 for the course that includes a small administrative fee for the University to cover processing of graduate credit and additional program costs not covered by the grant as provides financial investment on behalf of the individual/districts. Tuition match funds include 25 participants x \$200 x 2 courses = \$10,000.*
- g. Stipends –
- Participants in the Course Alignment Project (G2.O3) (faculty engaged in original project and content teachers from partner high schools) will develop at least one paired course in each of three content areas: ELA, mathematics, and science. Participants will visit each other's classrooms, participate in high school and college department meetings, collaboratively plan exit and entry outcomes, engage in validity and reliabilities studies of implementation, and capture video (college faculty). Most meetings will occur during workday with two summer/winter break sessions per semester. 15 participants x \$150 x 2 days = \$4,500. Fringe at 24% = \$1,080. Total = \$5,580.
 - Opportunities for summer Externships and Field Studies (G1.O2) will continue in Year 2 and include five faculty and teachers will participate in Business Externships and Field Studies supported by the Catawba Regional Education Center (G1.O2) x \$25/hour x 75 hours = \$9,375. Fringe at 24% = \$2,250. Total = \$11,625.
 - Identified leaders in each school will implement Toolkits created in the Y1 Partnership Workshop (G1.O3) with support from district administration and college faculty. Teams will work within and among partners to share implementation results/data and will discuss necessary modifications. 15 participants will be paid for 2 Saturdays (one fall, one spring) x \$25/hour x 6 hours = \$4,500. 11 participants (excludes 12-month employees) will be for 3

summer days x \$25/hour x 6 hours = \$4,950. Fringe at 24% = \$2,268. Total = \$11,718. *In-kind match funds will cover the 4 administrative personnel participating in the Partnership Workshop during the 3 summer days. 3 x average \$1,563 seven-day salary = \$4,689. Fringe at 24% = \$1,125. Total match = \$5,814.*

- Stipends for faculty and teachers facilitating and co-teaching pilot student seminars (G2.O2) to increase awareness of and preparation for college with an emphasis on Conley's Four Keys; pilot seminars at 4 grade levels (8th – 12th) x 2 districts x an estimated 7 days (2 planning and 5 implementation days) x 2 facilitators per seminar x \$150/day = \$16,800. Fringe at 24% = \$4,032. Total = \$20,832.
- Faculty participants in the course/college readiness standards articulation (G1.O2) will review Toolkits created in the Partnership Workshop that used the articulation created in Y1. Analysis of currency of the Toolkit, changes needed to college courses, and necessary feedback on the Toolkit will be part of the faculty task. 24 participants (6 faculty from 4 colleges) x 1 day x \$25/hour x 6 hours = \$3,600. Fringe at 24% = \$864. Total = \$4,464.
- 6 faculty in mathematics, ELA, and science at our partner colleges who teach courses identified as early college and/or dual enrollment needs (G.2.O1) will collaborate with partner school teachers with the qualifications to teach the identified courses at the high school. Faculty and teachers will collaborate on course content and assessments, support each other through co-teaching, engage in inter-rater reliability sessions, and capture video lessons. Faculty will meet with teachers at the school site during planning periods, during teacher workdays, or afterschool. 6 faculty x \$25/hour x 60 hours = \$9,000. Fringe at 24% = \$2,160. Total = \$11,160.
- After specific Advanced Placement (G2.O1) course needs are identified (G2.O1), available master teachers and university faculty will offer courses that meet the needs of regional districts. 2 courses x \$11,500 (\$8,000 lead instructor and \$3,500 for master teacher) stipends = \$23,000. Faculty and master teachers for future courses will apply to receive required training through College Board (no cost to grant). Fringe at 24% = \$5,520. Total = \$17,020.

h. Technology/Equipment – n/a

4. Supplies and Materials

- a. General supplies in Year 2 will include phone services, copying/printing, and basic office supplies as well as Center Council meeting materials. 12 months x \$300/month = \$3,600.

5. Equipment/Technology (greater than \$5,000) – n/a

6. Additional Costs –

- a. External Evaluator as identified by the Commission on Higher Education and the Education Oversight Committee - \$15,000.
- b. Substitute Teacher Pay
 - Teacher participants in the Course Alignment Project (G2.O3) will require a substitute to visit college classes. 8 teachers x 4 visits per year x \$75 substitute cost per day = \$2,400
 - Partnership Workshop (G1.O3) participants will engage in a mid-year check for one day in January. 8 classroom teachers will need a substitute for 1 day x \$75 sub cost per day = \$600.
 - *The Commission on Higher Education will provide consultation support from the Educational Policy Improvement Center to support continuation and expansion of current initiatives such as the Course Alignment Projects as well as support new activities such as the Partnership Workshop. \$50,000 in match funds.*

7. Travel and Subsistence –

- a. State Employee
 - Co-Directors will travel (independently and together) to various partner locations. Estimated 1 trip to Columbia per month x 12 months x 160 miles R/T x 0.52/mile = \$998. 4 trips to Chester and Lancaster per month x 12 months x average 60 miles R/T x 0.52/mile = \$1,498. Total Co-Director travel = \$2,496.
 - Faculty engaged in the course/college readiness standards articulation (G1.O2) will travel to Winthrop for one day. 4 vehicles from USC-Columbia x 160 R/T x 0.52/mile x 1 day = \$333. 4 vehicles from USC-L x 60 R/T x 0.52/mile x 1 day = \$156. No cost for Winthrop or York Technical faculty. Total travel for activity = \$489.
 - Faculty participating in the Course Alignment Project (G2.O3) will travel for visits to school classrooms to observe, participate in department meetings, and discuss content and pedagogy. 8 visitations/meetings x 5 participants average traveling x 60 miles average R/T x 0.52/mile = \$1,248.
- b. Non-State Employee – n/a

Note: Budgets in Years 1 – 2 illustrate a conservative number of program participants minimally compensated for time and effort. Although conversations with partners indicate the commitment of faculty to participate due to the critical nature of the work, these amounts will be increased should additional funding become available.

Year 3 (2016-2017)

1-2. Personnel/Fringe –

- a. Dr. Cliff Calloway will serve as Project Director for .5 FTE with grant funds paying \$20,000 per academic year to cover Dr. Calloway’s courses. Dr. Calloway will work 1.5

summer months (faculty salary of \$74,000 salary/9 months x 1.5 = \$12,333. Total salary = \$32,333. Fringe includes 32% of \$20,000 for instructor (\$6,400) and 24% of \$12,333 summer salary (\$2,960) = \$9,360. *Match funds cover the difference between Dr.*

Calloway's actual salary and adjunct instructor cost at \$19,595 + 32% fringe = \$25,865.

- b. Dr. Gayle Sawyer will serve as Project Co-Director for .5 FTE for 10.5 months with grant funds covering 50% of a \$70,000 12-month salary = $\$35,000/12 \times 10.5 = \$30,625$. Fringe includes 32% of \$30,625 = \$9,800.
- c. Dr. Leigh D'Amico will receive \$10,000 to serve as the lead research for the Center's research agenda spending approximately 100 hours annually with support for a graduate assistant based at Winthrop. Fringe includes 24% of \$10,000 = \$2,400.
- d. An administrative assistant/budget analyst will provide clerical and budget support at .5 FTE with grant funds paying \$17,500. Fringe includes 20% of \$17,500 = \$3,500.
- e. Graduate Student Worker funds will cover 20 hours per week of support with a grant funded hourly wage of \$12.00 for 36 weeks = \$8,640. Fringe includes 2.5% of \$8,640 = \$216.
- f. *Multiple faculty and school district partners will contribute to match through in-kind time and effort. At 10% time and effort are Lisa Johnson (\$9,270) and Beth Costner (\$9,200), Associate Deans in Education and Arts & Sciences and research support from Winthrop. Also from Winthrop, Josh Bistromowitz, Executive Director of Recruitment (\$6,018) and Michelle Wolf, Academic Success Center Director (\$5,150). In addition, several key administrators will serve the project at 5% - COE Dean Jennie Rakestraw (\$6,400), CAS Dean Karen Kedrowski (\$6,000), and University College Dean Gloria Jones (\$5,650) as well as Vice President for Access and Enrollment Management, Eduardo Prieto (\$8,750). Total institutional in-kind match at \$56,438 + 32% fringe on \$50,420 (\$16,134) + 37.5% fringe on \$6,018 (\$2,257) = \$74,829.*

Liaisons from our 4 partner institutions - \$30,000 (average \$7,500 each) x 32% fringe (\$9,600) = \$39,600. At 10% match are three district leader liaisons (\$22,500) and eight school-level liaisons (\$48,000). District match at \$70,500 + 23% fringe (\$16,215) = \$86,715. Total "other funds" match = \$126,315.

3. Participant Support –

- a. Books – n/a
- b. Supplies –
 - Participants in the Partnership Workshop (G1.O3) will create training materials for other regions to implement model (with trainer support). \$100 per set x 5 material sets = \$500.
 - Materials for summer Externships and Field Studies (G1.O2) include binders with business profiles, templates for instructional integration of experiences, career readiness standards, and more. \$20 per participant x 20 participants = \$400.

- College events for students and families (G2.O1) through the Catawba Regional Education Center will require materials for 3 events per semester x \$10 per participant x 300 participants per event = \$9,000.
 - Advanced Placement (G2.O1) course materials (AP Institute Packet, additional test item bank, etc.) \$110 per participant x 25 participants x 2 courses = \$5,720.
- c. Travel and Subsistence (travel for above activities is separated into school participants here and faculty in “state employee” travel) –
- For the Partnership Workshop (G1.O3), 8 cars will be traveling an average of 50 miles R/T x 5 days x 0.52 per mile = \$1,040.
 - Transportation for students at schools to attend college events (G2.O1) (extending to 6 schools) - 2 trips x 6 schools x 2 semesters x \$192 (bus driver and mileage) = \$4,608. Y4 and beyond, work with districts to match transportation cost and/or find external support sponsors/grants.
 - Course Alignment Project (G2.O3) participants will travel for visits to college and school classrooms to observe, participate in department meetings, and discuss content and pedagogy. 8 visitations/meetings x 5 participants average traveling x 60 miles average R/T x 0.52/mile = \$1,248.
 - Travel for the summer Externships and Field Studies (G1.O2) to transport participants to multiple business and industry sites. 12 trips x 2 vans x 60 miles average R/T x 0.52/mile = \$749. Rental cost for vans at \$75/day x 12 days = \$900. Total cost for Externship travel = \$1,649.
- d. Room and Board – n/a
- e. Refreshments –
- Refreshments will be provided for professional development and meetings lasting longer than 3 hours of work time. Estimated 30 meetings x average 20 participants x \$3 per person = \$1,800.
- f. Tuition
- *For Advanced Placement (G2.O1) courses, participants will be asked to pay \$200 for the course that includes a small administrative fee for the University to cover processing of graduate credit and additional program costs not covered by the grant as provides financial investment on behalf of the individual/districts. Tuition match funds include 25 participants x \$200 x 2 courses = \$10,000.*
- g. Stipends –
- Continue Course Alignment (G2.O3) project expanding to additional courses and developing a model for other partners. 15 participants x \$150 x 2 days = \$4,500. Fringe at 24% = \$1,080. Total = \$5,580.
 - Opportunity for faculty and teachers to participate in summer Externships and Field Studies (G1.O2) supported by the Catawba Regional Education Center (CREC) will extend to other schools in the region. Funds will support 10 participants x \$25/hour x 75 hours = \$18,750. Director of the CREC will work

with other regions in the state to construct similar Externship programs through Center or other external funding resources. Fringe at 24% = \$4,500. Total = \$23,250.

- Partnership Workshop (G1.O3) Toolkit implementation leaders will continue working with schools modify implementation as needed based upon data analysis and results. Leaders will work with district and college faculty (as well as staff from the CERRA who have successful “train-the-trainer” protocols) to create a model for training other schools in the region and state in Y4 and beyond. 15 participants will be paid for 2 Saturdays (one fall, one spring) x \$25/hour x 6 hours = \$4,500. 11 participants (excludes 12-month employees) will be for 3 summer days x \$25/hour x 6 hours = \$4,950. Fringe at 24% = \$2,268. Total = \$11,718. *In-kind match funds will cover the 4 administrative personnel participating in the Partnership Workshop during the 3 summer days. 3 x average \$1,563 seven-day salary = \$4,689. Fringe at 24% = \$1,125. Total match = \$5,814.*
- Extend post-secondary institutions participating in the course/college readiness standards articulation (G1.O2). Faculty will participate in an online professional development and complete template for standards alignment with their specific course content and skills. 30 participants (3 from at least 10 institutions) in year 3 and beyond x 1 day x \$25/hour x 6 hours = \$4,500. Fringe at 24% = \$1,080. Total = \$5,580.
- Early college and/or dual enrollment opportunities (G2.O1) will expand to other schools in the region and with additional courses as identified by district needs assessments. Faculty and teachers will continue collaborations on course content and assessments, support each other through co-teaching, engage in inter-rater reliability sessions, and capture video lessons. Faculty will meet with teachers at the school site during planning periods, during teacher workdays, or afterschool. 6 faculty x \$25/hour x 60 hours = \$9,000. Fringe at 24% = \$2,160. Total = \$11,160.
- Continuing offering Advanced Placement (G2.O1) courses as needed by districts. Begin rotations of when courses will be offered (for district planning) and pursue external funding to support future work. 2 courses x \$11,500 (\$8,000 lead instructor and \$3,500 for master teacher) stipends = \$23,000. Faculty and master teachers for future courses will apply to receive required training through College Board (no cost to grant). Fringe at 24% = \$5,520. Total = \$17,020.

h. Technology/Equipment – n/a

4. Supplies and Materials –

- a. General supplies in Year 3 will include phone services, copying/printing, and basic office supplies as well as Center Council meeting materials. 12 months x \$300/month = \$3,600.

5. Equipment/Technology (greater than \$5,000) – n/a

6. Additional Costs –

- a. External Evaluator as identified by the Commission on Higher Education and the Education Oversight Committee - \$15,000.
- b. Substitute Teacher Pay
 - Teacher participants in the Course Alignment Project (G2.O3) will require a substitute to visit college classes. 8 teachers x 4 visits per year x \$75 substitute cost per day = \$2,400
 - *The Commission on Higher Education will provide consultation support from the Educational Policy Improvement Center to support continuation and expansion of current initiatives such as the Course Alignment Projects as well as support new activities such as the Partnership Workshop. \$25,000 in match funds.*

7. Travel and Subsistence –

- a. State Employee
 - Co-Directors will travel (independently and together) to various partner locations extending regional outreach in Year 3. Estimated 1 trip to Columbia per month x 12 months x 160 miles R/T x 0.52/mile = \$998. 4 trips to Chester and Lancaster per month x 12 months x average 60 miles R/T x 0.52/mile = \$1,498. Travel to additional partner sites 8 trips/month x 100 miles R/T x 0.52/mile = \$416. Total Co-Director travel = \$2,912.
 - Faculty participating in the Course Alignment Project (G2.O3) will travel for visits to school classrooms to observe, participate in department meetings, and discuss content and pedagogy. 8 visitations/meetings x 5 participants average traveling x 60 miles average R/T x 0.52/mile = \$1,248.
- b. Non-State Employee – n/a

Note: Budgets in Years 1 – 3 mainly support continuation and examination of current P-20 initiatives already underway in the state. Year 3 funds may vary slightly depending upon program evaluation and needs assessment data. Because of the limited budget, the Center Council will need to prioritize, using effectiveness data measures, those initiatives that should continue with funding in Year 3 or possibly be on a 2-year rotation (i.e., offer summer Externships or student seminars). Beginning in Year 4 funds will continue supporting training associated with these initiatives while also making an effort to explore experimental programs to investigate potential programs that affect student readiness, school climate, etc. that emerge from the Center's research agenda and/or Partnership Workshop efforts. Such programs will be under consideration in earlier years if additional funds become available.

APPENDICES

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Visher, M. G., Altuna, J. N., Safran, S., & MDRC. (2013). *Making it happen: How career academies can build college and career exploration programs*. MDRC.

Staff Vitae

Brief Biographical Sketch

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(i) Professional Preparation

University of North Carolina-Chapel Hill, Chemistry B.A. 1984
Appalachian State University, Chemistry M.S. 1987
Wake Forest University, Analytical Chemistry Ph.D. 1995

(ii) Appointments

Professor of Chemistry, Winthrop University, 2010 - present
Associate Professor of Chemistry, Winthrop University, 2004 – 2009
Assistant Professor of Chemistry, Winthrop University, 1998 – 2004
Instructor of Chemistry, Winthrop University, 1995 – 1998

(iii) Publications (Total 20)

1. C.P. Calloway, S. Li, J.W. Buchanan, R.K. Stevens, "A refinement of the potassium tracer method for residential wood smoke" *Atmos. Environ.* **1989**, *23*, 67-79.
2. D.N. Wichems, C.P. Calloway, R. Fernando, B.T. Jones, "Determination of silicone in breast tissue by graphite furnace continuum source atomic absorption spectrometry" *Appl.Spectrosc.* **1993**, *47*, 1577-1579.
3. C.P. Calloway, B.T. Jones, "Atomic absorption spectrometry with a flame emission source" *Spectrochim. Acta Part B* **1994**, *49*, 1707-1715.
4. J.A. Rust, J.A. Nóbrega, C.P. Calloway, B.T. Jones, "Fraunhofer Effect Atomic Absorption Spectrometry" *Anal. Chem.* **2005**, *77*, 1060-1067.
5. Davis, A.C., Calloway, C.P., Jones, B.T. "Direct determination of cadmium in urine by tungsten-coil inductively coupled plasma atomic emission spectrometry using palladium as a permanent modifier" *Talanta* **2007**, *71*, 1144-1149.
6. Donati, G.L., Pharr, K.E., Calloway, C.P., Nóbrega, J.A., Jones, B.T. Determination of Cd in urine by cloud point extraction-tungsten coil atomic absorption spectrometry, *Talanta* **2008**, *76*, 1252-1255.
7. Donati, G.L., Calloway, C.P., Jones, B.T. Double tungsten coil atomic emission spectrometry: signal enhancement and a new gas phase temperature probe, *J. Anal. At. Spectrom.* **2009**, *24*, 1105-1110.
8. Gu, J., Calloway, C.P., Jones, B.T. A portable tungsten coil atomic emission spectrometer with two coils, *Instrum. Sci. Technol.* **2011**, *39*, 324-332.
9. Hanna, S.N., Calloway, C.P., Sanders, J. D., Nelson, R. A., Cox, J., Jones, B.T. Design of a compact, aluminum, tungsten-coil electrothermal vaporization device for inductively coupled plasma-optical emission spectrometry, *Microchem. J.* **2011**, *99*, 165-169.
10. Santos, L.N., Donati, G.L., Calloway, C.P., Jones, B.T., Nóbrega, J.A. Enzymatic proteolysis and *in situ* digestion as strategies to determine Cs and Sr in fish by tungsten coil atomic emission spectrometry, *J. Anal. At. Spectrom.* **2012**, *27*, 2082-2087.

(iv) Synergistic Activities

1. *Research Mentor*, Project SEED, American Chemical Society (ACS), 2013. The ACS Project SEED (<http://www.acs.org/projectseed>) summer research program “targets economically disadvantaged students to experience what it’s like to be a chemist. Students entering their junior or senior year in high school are given a rare chance to work alongside scientist-mentors on research projects in industrial, academic, and federal laboratories, discovering new career paths as they approach critical turning points in their lives”. This initiative pays a student stipend to work in a research lab, 35-40 per week for 8 weeks. Students are significantly included in undergraduate research projects, participate in undergraduate professional development towards college/career and disseminate research results in a scientific professional setting and through written reports. Summer, 2013 student will be attending Emory University in the fall of 2014, which an intended major of Chemistry.
2. *Co-PI, Physical Science Summer Institute*, South Carolina Department of Education, 2006-2009. A two-week summer professional development course for South Carolina teachers...one week geared to chemistry standards (Calloway) and one week geared to physics standards (Maheswaranathan). Teachers are trained and equipped with modern technology for scientific data collection and complete projects aligned with course standards upon returning to school. Instructor support during the academic year is provided.
3. *Faculty Investigator* and Core Lab Director for NIH-sponsored INBRE I and II grants at Winthrop University (<http://scinbre.winthrop.edu>). The strategic initiatives for this grant are: (i) Demonstrate INBRE I sustainability at Winthrop University by internally supporting five biomedical research projects led by former INBRE target faculty. (ii) Further expand biomedical research capacity by adding five target faculty-led research projects. (iii) Staff and implement a science diversity initiative to recruit, educate, and train even greater numbers of students from underrepresented and disadvantaged groups for biomedical graduate research programs.
4. *Faculty Mentor* for 30 undergraduate research students, 12 from underrepresented groups. Three underrepresented students listed as co-author on publications and three underrepresented students pursuing/pursued graduate studies.
5. *Co-PI* for an NSF-sponsored ACT/SGER: “A Portable Spectrometer for Nuclear Forensics”, 9/1/2003 – 8/31/2004, \$99,963, CHE-0346353.
6. *Co-PI* for an NSF-sponsored ILI: “High Field NMR across the Undergraduate Curriculum”, 7/1/97 – 6/30/99, \$98,888, DUE-9751691.
7. *PI* for an NSF-sponsored ILI: “Development of Undergraduate Curriculum through Computer Based Molecular Modeling”, 7/1/96 – 6/30/98, \$59,542, DUE-9650782.
8. Computer programming (Visual Basic, Java, LabView) and instrument fabrication skills (machining, welding, electronics).

(v) Collaborators

Graduate Advisor, Bradley T. Jones, Wake Forest University
Collaborator, Dr. Ponn Maheswaranathan, Winthrop University
Collaborator, Keith E. Levine, Research Triangle Institute
Collaborator, Joaquim Nóbrega, Federal University of Sao Carlos (Brazil)
Collaborator, Arthur L. Salido, Western Carolina University

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Educational Leadership, Winthrop University
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Education:

- Ph. D. University of South Carolina, Educational Administration, May, 2005
Dissertation: *A Study Using the STAR Teacher Selection Interview to Predict the Successful Performance of Teachers in South Carolina's Program of Alternative Certification for Educators*
- Ed. S. University of South Carolina, Educational Administration, 1996
- M. Ed. Clemson University, Reading Education, 1971
- B. A. Coker College, English, 1970; Music--Organ Performance and Music Education, 1983

Certification:

South Carolina Teacher's Certificate: #079062, Doctorate
Areas of certification—English, 7 - 12; Reading, K - 12; Choral Music, K - 12; Principal (Elementary, Secondary); Supervisor (Elementary, Secondary); Superintendent; Gifted and Talented Endorsement
Trainer: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
Assessor: Program for Assisting, Developing and Evaluating Principal Performance (PADEPP)
Positive Behavior Intervention System (PBIS), Site Evaluator
National SAM Innovation Project, Time Track Coach

Current Professional Responsibilities:

Assistant Professor, Richard W. Riley College of Education, Educational Leadership, Winthrop University, 2011 to present; Courses taught: EDLD 601 Leadership, EDLD 602 Supervision of Instruction, EDLD 603 Curriculum Leadership; EDLD 616 Personnel Development; EDLD 621, 622, 623 Internships I, II, III

Past Professional Responsibilities:

Executive Director, Center for Educator Recruitment, Retention & Advancement—South Carolina, 2006 to 2011
Adjunct Faculty, Center for Pedagogy, Richard W. Riley College of Education, Winthrop University, 2006-2007
Director of Personnel and Educator Evaluation, Darlington County School District (DCSD), 1996 to 2006
Assistant Principal: B. A. Gary Middle School, 1993; Mayo High School, 1994; Administrator, Ninth Grade Academy, Darlington High School, 1995-October, 1996, DCSD.
Coordinator, Artistically Gifted and Talented Program, DCSD, 1989 – 1996
Choral Director and Fine Arts Department Chairperson, Hartsville High School, DCSD, 1990 – 1992
Teacher, Governor's Remediation Initiative (GRI) Computer-enhanced Reading; English/Reading; Hartsville High School, DCSD, 1984-1989
Instructor, Freshman Developmental Reading, Coker College, Hartsville, 1975
Teacher, Special Project for Educationally and Emotionally Handicapped Ninth-grade Boys, McDuffie High School, Anderson School District 5, 1971

Related Professional Responsibilities and Grant Experience:

Site Evaluator, Project 180 Council, School Improvement Grant (SIG), Office of Federal and State Accountability, SCDE, 2010 to 2013
Member, Grant Management Team, NetLEAD, Winthrop University, 2010 to present
Member, Advisory Committee, Winthrop Initiative for STEM Educators, Winthrop University, 2010 to 2011
Member, NetSCOPE Planning and Design Team, Grant Management Team, and Partnership Advisory Council, Richard W. Riley College of Education, Winthrop University, 2009 to 2011
Member, SC Coalition for Community Learning Centers, Riley Institute, Furman University, 2009 to present
Member, SC National Commission on Teaching and America's Future Coalition (NCTAF), 2008 to 2011
Peer Reviewer, *South Carolina Teacher Education Journal*, 2008 to 2010.
Member, Educational Leadership Advisory Council, Winthrop University, 2006 to present

Publications:

- Sawyer, G. (2012). CERRA: A continuum for teacher recruitment and retention. In K. Jenlink (Ed.), *Teacher career pathways: Addressing teacher shortages and staffing challenges in the 21st century*. Lanham, MD: Rowman and Littlefield
- Sawyer, G. (Fall, 2010). "Why Focus on Teacher Recruitment, Retention, and Support?" WhatWorksSC Expert Series Paper, Center for Education Policy and Leadership, Riley Institute at Furman University, Greenville, SC, <http://riley.furman.edu/education/recruit-retain-and-support-effective-teachers>

Gimbert, B. G., & Sawyer, G. (Spring, 2008). "Policies and Practices for Selecting Highly Effective Teachers for Alternative Certification Programs." *Journal of the National Association for Alternative Certification*.

Professional Memberships:

South Carolina Association School Administrators (SCASA)—Personnel Division, Board member, 1999-2011; President, 2002; President-elect, 2001; Secretary, 1999 - 2000
American Association of Employment in Education (AAEE)
American Educational Research Association (AERA)
Association for Supervision and Curriculum Development
Learning Forward, formerly the National Staff Development Council (nsdc)
Music Educators National Conference, Tri-M Music Honor Society, Faculty Life Membership

Recent Presentations:

Sawyer, G. (2014, January). *Generational differences and the impact on effective coaching*. Presented at the Seventh Annual National SAM Innovation Project Conference, San Diego, CA.
Sawyer, G., & Martin, M.B. (2013, June). *Supporting the 21st Century assistant principal*. Presented at the SCASA Innovative Initiatives Institute, Myrtle Beach, SC.
Martin, M.B., & Sawyer, G. (2012, June). *The future of 21st century education*. Presented at the SCASA Innovative Initiatives Institute, Myrtle Beach, SC.
Martin, M. B., & Sawyer, G. (June, 2011). *Evaluating the status of rigor in the classroom*. Presented at the Teacher Quality Symposium, Charleston County School District, Charleston, SC.
Sawyer, G. (October 2010). *From recruitment to retention: A continuum that works*. Presented at the American Association of School Personnel Administrators National Conference, Myrtle Beach, SC,
Martin, M.B., & Sawyer, G. (June, 2010). *Building professional learning communities in turnaround schools*. Presented at SCASA Summer Leadership Institute, Myrtle Beach, SC,
Panel Discussion. (March, 2010). *Community learning centers*. Presented at the Fifth Annual South Carolina Council of Educational Facilities Planners International, Columbia, SC,
Sawyer, G. (June 2009). *Recruitment and retention of teachers for rural schools*. Presented at the SCASA Summer Leadership Institute, Myrtle Beach, SC,
Sawyer, G. (April, 2008). *A study using the Star Teacher Selection Interview to predict the successful performance of teachers in South Carolina's Program of Alternative Certification for Educators*. Presented at the AERA Annual Convention, New York, NY.

Recent Workshops Attended:

Riley Diversity Leadership Institute, The Riley Institute at Furman University, Columbia, SC, January – June, 2012
School Administrative Management System (SAM) Coaches Training, National SAM Innovation Project, Charlotte-Mecklenburg School District, 2012
Positive Behavior Interventions and Supports (PBIS), Systems Evaluator Training, Charleston, 2012
Providing Effective Professional Development with the Common Core State Standards, Learning Forward-SC, Columbia, 2011
Courage to Teach, Circle of Trust, Center for Courage and Renewal, Hampton, GA, 2010
The Role of the Principal in Supporting High Quality Induction, Winthrop University/New Teacher Center, 2010
Induction Teacher Seminar, New Teacher Center, San Jose, CA, 2010
South Carolina Policy Fellows Program, Institute for Educational Leadership, Washington, DC, 2008

Professional Memberships:

South Carolina Association School Administrators (SCASA)—Personnel Division, Board member, 1999-2011; President, 2002; President-elect, 2001; Secretary, 1999 - 2000
American Association of Employment in Education (AAEE)
American Educational Research Association (AERA)
Association for Supervision and Curriculum Development (ASCD)
Learning Forward, formerly the National Staff Development Council (nsdc)
Music Educators National Conference, Tri-M Music Honor Society, Faculty Life Membership

Leigh Kale D'Amico

Research Assistant Professor
Office of Program Evaluation
College of Education
University of South Carolina
803-777-1246
damico@mailbox.sc.edu

Education

Doctor of Education in Curriculum and Instruction, 2007

University of South Carolina-Columbia

Master of Public Administration, 1999

University of North Carolina at Charlotte

Focus Areas: Education Policy and Administration

Bachelor of Arts in English and Communication Studies, 1996

University of North Carolina at Greensboro

Experience

May 2006 to
Present

Research Assistant Professor (July 2010 to Present)

Research Associate (August 2007 to July 2010)

Research Assistant (May to August 2006, November 2006 to May 2007)

Office of Program Evaluation, College of Education

University of South Carolina-Columbia

- Oversee research and evaluation projects
- Provide consultation to school districts, colleges/universities, and state entities to promote understanding of program implementation and impact
- Coordinate and lead teams that include graduate students in the development of research instruments and the analysis of quantitative and qualitative data

February 2008 to
Present

Research and Evaluation Consultant

South Carolina Department of Education

- Evaluate the implementation and impact of South Carolina TAP (System for Teacher and Student Advancement) in schools across the state

National Institute for Excellence in Teaching

- Evaluate the implementation and impact of TAP in Knox County, Tennessee

Center of Excellence to Prepare Teachers of Children of Poverty

Francis Marion University: Florence, SC

- Oversee a research agenda focused on effective teacher preparation

October 1998 to
November 2004

Senior Program Manager (November 2002 to August 2004)

Program Manager (March 1999 to November 2002)

Consultant (October 1998 to March 1999, August to November 2004)

Mecklenburg Partnership for Children (Smart Start), Charlotte, NC

- Coordinated strategic planning and policy analysis for the organization
- Oversaw early childhood education programming and activities

Selected Publications and Reports

- D'Amico, L. K., Miller, K. M., & Dixon, J. (2013, December). *Charlotte Mecklenburg Schools PK-8 transition study: Year 2 evaluation report*. Prepared for Charlotte Mecklenburg Schools.
- Brown, W. H., D'Amico, L. K., & Miller, K. M. (2013, March). *Defining, understanding, assessing, and evaluating school readiness in South Carolina*. Prepared for SC First Steps to School Readiness.
- D'Amico, L. K. (2013, February). *Knox County TAP Year 2 evaluation report*. Prepared for National Institute for Excellence in Teaching (project funded by U.S. Department of Education).
- D'Amico, L. K. (August 2012). *Evaluation of Winthrop Initiative for STEM Educators*. Prepared for Winthrop University (project funded by the National Science Foundation).
- Schramm-Pate, S. L., Jeffries, R. B., & D'Amico, L. K. (2006). Reflecting on Mary H. Wright Elementary: Ideologies of high expectations in a "re-segregated" school. In D. Armstrong & B. McMahon (Eds.), *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: Information Age Publishing.

Selected Presentations

- Googe, H., Brown, W. H., & D'Amico, L. K. (2012, November). *Preparing early childhood educators by enhancing pre-service curriculum in early childhood special education*. National Association for the Education of Young Children Conference, Atlanta, GA.
- D'Amico, L.K. & James, E. (2011, November). *The role of evaluation in informing program functioning and public perceptions*. American Evaluation Association Conference, Anaheim, CA.
- D'Amico, L. K., Morgan, G., Pawloski, T., & McWayne, J. (2010, November). *Understanding student mastery of higher education curriculum*. American Evaluation Association Conference, San Antonio, TX.
- D'Amico, L. K., & Yap, C. C. (2009, June). *Examining the impact of training in effectively implementing a standardized professional development curriculum*. Poster session presented at the Institute of Education Sciences Research Conference, Washington, DC.
- D'Amico, L. K. (2008, March). *Impact of educational accountability on K-2 teaching practices in primary and elementary schools*. American Educational Research Association Conference, New York, NY.

Related Activities

Member

K-3 Formative Assessment Consortium State Team (South Carolina)
BUILD Initiative: Boston, MA

Manuscript Reviewer

Urban Education
Evaluation and Program Planning

Co-Recipient of Outstanding Paper Presentation Award

Division H: School Evaluation and Program Development (AERA, 2007)

Beth Greene Costner

Education

The Ohio State University (OSU)

PhD, 2002, Mathematics Education

The University of Kentucky (UK)

MS, 1996, Middle School Mathematics Education

BA, 1992, Secondary Mathematics Education

Selected Professional Experience

Associate Dean. *College of Arts and Sciences, Winthrop University (WU), 2011-present.*

- Unit Assessment Coordinator (serve as resource for program area coordinators; review and provide feedback on annual assessment reports; coordinate OARS system; supervise GA; coordinate dean's office assessment report; serve as liaison with the university assessment office) (2011-2013)
- Director of Teacher Education for the College of Arts and Sciences (serve as resources for all teacher education programs housed in college; act as primary liaison to College of Education; support accreditation efforts for all programs) (ongoing)
- Selected special projects: Coordinator for preview days (2012-2013), director on Digital Measures implementation in college (ongoing), Adjunct faculty orientation (ongoing)

Chair. *Department of Mathematics, WU, August 2008-June 2013.*

Assistant Dean for Teacher Education Programs. *College of Arts and Sciences, Winthrop University (WU), 2010-2011.*

Associate Professor. *Department of Mathematics, WU, 2007-Present.*

Middle Grades (6-8) Mathematics Teacher. Clark County Schools, Winchester, Kentucky, 1992-1998.

Selected Funded Grant Authorship

Advanced Placement Language (French & Spanish) Teacher Institute. *Funded through the South Carolina Department of Education. With L. Evans, 2013 (\$49090).*

Advanced Placement Calculus (AB/BC) Teacher Institute. *Funded through the South Carolina Department of Education. With T. Polaski and Z. Abernathy, 2012 (\$16056).*

Proposal to Host MAA-SE 2013 Annual Meeting. *Submitted to the MAA-SE Sectional Board. With T. Kull and J. Rusinko. No funds were awarded, but Winthrop was selected as the host site.*

Winthrop Initiative for STEM Educators. *Funded through the Robert Noyce Scholarship program at the National Science Foundation. With L. Johnson, C. Bell, and K. Costner, 2010-2015 (\$1.2 million).*

Solving problems in math: Enhancing content knowledge and pedagogy of middle school teachers. *Funded through South Carolina Higher Education Grants Program, Improving Teacher Quality. With B. Blackburn and F. Pullano, 2003-2004 and B. Witzel and F. Pullano 2004-2005 (\$149,990).*

Selected Funded Grant Involvement

Alliance in Math/Science Success (AIMS II) *Sub-award within the Math Science Partnership grant submitted by York 1 School District. (2013-2016) Participated in grant writing meetings in an advisory role, serve as primary Winthrop contact for managing grant program, and coordinate efforts with L. Johnson in the RWR College of Education.*

Alliance in Math/Science Success (AIMS) *Sub-award within the Math Science Partnership grant submitted by York 1 School District. (2010-2013) Participated in grant writing meetings in an advisory role, serve as primary Winthrop contact for managing grant program, and coordinate*

efforts with L. Johnson in the RWR College of Education. Year One sub-award: \$20,245. Year Two sub-award: \$44,945. Year Three sub-award: (\$79,070).

Mathematical Education of Elementary Teachers with R. McCrory through a grant supported by the National Science Foundation (Grant # 0447611). Michigan State University's College of Education, & the Center for Proficiency in Teaching Mathematics (CPTM) at the University of Michigan. WU coordinator for data, 2006-2010.

Elementary Mathematics Teacher Assessments through the Center for Research in Mathematics and Science Teacher Development at the University of Louisville. Served as item analyst. 2005-06.

Selected Scholarly Activity

Mathematics Preparation in the United States. The International Conference on Innovative Education Assessment, Dalian, China. June 2013. (with support from L.E. Johnson and J. F. Rakestraw

Assessment in the Winthrop University-School Partnership Network. With L.E. Johnson and J. F. Rakestraw for the International Conference on Innovative Education Assessment, Dalian, China. June 2013.

Overview of the Winthrop University-School Partnership Network. With J. F. Rakestraw and L.E Johnson for the First Elementary Education International Conference, Beijing, China. June 2013.

Scaffolding for English Language Learners in the Mathematics Classroom with K. Costner at the National Middle School Association Annual Conference, Louisville, KY. November 2011.

Explorations in Geometry for Teachers and Students with K. Costner at the Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN. April 2011.

Creating a Language-Rich Mathematics Classroom for ELLs with K. Costner at the National Middle School Association Annual Conference, Baltimore, MD. November 2010.

Costner, B. G. (2009). Mathematics stations during a recession. *The MathMate*, 32(1).

Costner, B. G. (2009). Not your teacher's constructions. *The MathMate*, 31(2).

Engaging Preservice Grades K–8 Teachers in Mathematical Explorations with F. Pullano at the Annual Meeting of the National Council of Teachers of Mathematics, Washington DC. April 2009.

Costner, B. G. (2008). Contextualizing mathematics instruction: A powerful experience for all learners. *The MathMate*, 31(1), 25-29.

Undergraduate Mathematics Classes for Elementary Teachers: An Overview of Research Projects with presenters R. McCrory, L. Lovin, M. Moss, S. Smith, and F. Pullano, and discussants Y. Cole and S. Beckman at the annual conference of the Association of Mathematics Teacher Educators, Tulsa, OK. January 2008.

Costner, B. G., & Pullano, F. B. (2007). *Supplemental exercises for MATH 291, 292, and 393*. Rock Hill, SC: Winthrop University Printing Services.

Blackburn, B. R., Vare, J. W., & **Costner, B. G.** (2004). Designing advanced degree programs: The elements of a model process. *Current Issues in Middle Level Education*, 10(2), 50-67.

Teaching Certifications

South Carolina: Mathematics, Grades 5-8 and 7-12 (qualified for initial certification)

North Carolina: Mathematics, Grades 6-9 and 9-12

Kentucky: Mathematics, Grades 5-8 and 7-12

LISA ELIZABETH JOHNSON
Abbreviated Curriculum Vita

I. Personal Information

Business Address

Winthrop University, College of Education
Rock Hill, SC 29733
(803) 323-2151
E-mail: johnsonle@winthrop.edu

II. Education

Doctorate of Philosophy, Curriculum and Instruction, 2004.
Concentration: Mentoring and Supervision; Instructional Technology
North Carolina State University: Raleigh, NC.

Master of Education, Elementary Education, 1999.
Concentration: Elementary and Middle School Mathematics.
University of North Carolina at Charlotte: Charlotte, NC.

Bachelor of Arts, Elementary Education, 1995.
University of North Carolina at Chapel Hill: Chapel Hill, NC.

III. Professional Experience – Higher Education

Associate Dean. Winthrop University: Rock Hill, SC. June 2013 – Current

Project Director, NetSCOPE Grant. Winthrop University: Rock Hill, SC. October 2009 – Current

Director, Winthrop University-School Partnership Network; oversee implementation of NetSCOPE federal Teacher Quality Partnership Grant, \$7,332,671.64; co-Facilitate Grant Management meetings; supervise four grant personnel; communicate and collaborate with nine school districts and three partnering community agencies; conduct and analyze periodic needs-assessments; provide fiscal oversight grant budget.

Senior Associate to the Dean and Associate Professor. Winthrop University: Rock Hill, SC. July 2009 – May 2013

Assistant Professor. Winthrop University: Rock Hill, SC. Fall 2004 - 2009

Senior Project Manager, NC Quest/SUCCEED Grant. North Carolina State University, Curriculum and Instruction: Raleigh, NC. June 2003 – July 2004.

Instructor. North Carolina State University: Raleigh, NC. Spring 2003 – May 2004.

IV. Selected Publications

Books and Book Sections

Johnson, L. E., Vare, J. W., & Evers, R. (2013). Let the theory be your guide: Assessing the moral work of teaching. In M. Sanger & R. Osguthrope (Eds.), *The Moral Work of Teaching: Preparing and Supporting Practitioners* (pp. 92-114). New York: Teachers College Press.

Johnson, L. E., Evers, R., & Vare, J. W. (2010). Disconnection as a path to discovery. In P. C. Murrell, M. E. Diez, S. Feiman-Nemser, & D. L. Schussler (Eds.), *Teaching as a Moral Practice* (pp. 53-72). Cambridge, MA: Harvard Education Press.

Johnson, L. E. (2007). *Developing dispositions: Examining mentors and beginning teachers*. Saarbrücken, Germany: VDM Verlag Dr. Mueller.

Journal Articles (Peer or Editor Reviewed)

Johnson, L. E. & Rakestraw, J. F. (2013), Winthrop University-school partnership network. *Educational Renaissance*, 1(2), 111-120.

Johnson, L. E., Rakestraw, J., & Allan, A. (2012). Building partnerships, building success: A network of democracy. *Education in a Democracy: A Journal of the NNER*, 4, 119-133.

Foster, A., Johnson, L. E., Rakestraw, J. F., (2012). Partnership structures and relationships: The NNER in action. *PDS Partners*, 7(3), 8-9.

Johnson, L. E. & Green, S. (2009). Examining teacher candidate use of data-based formative assessment for instructional decision-making. *Journal of Multidisciplinary Education*, 6(12), 92-102.

Johnson, L. E. (2008). Judgment level or regurgitation: Analyzing the moral disposition of teacher candidates. *The Journal of Moral Education*, 37(4), 429-444.

Johnson, L. E. & Reiman, A. J. (2007). Beginning teacher disposition: Examining the moral/ethical domain. *Teaching and Teacher Education*, 23(5), 676 – 687.

Johnson, L. E. & Reiman, A. J. (2005). Studying the disposition of mentor teachers. In J. Dangel (Ed.), *Research on Teacher Induction: Teacher Education Yearbook XIV*. Lanham, MD: Rowman and Littlefield Publishing Group.

Reiman, A. J. & Johnson, L. E. (2003). Teacher professional judgment. *Journal of Research in Education*, 13(1), 4-17.

V. Selected Presentations

Peer Reviewed

- Johnson, L. E., Rakestraw, J., & Allan, A. (2013). *Curriculum transformation: Results of purposeful partnerships*. Paper presented at the National Network for Educational Renewal Conference, Albuquerque, NM.
- Rakestraw, J. F., Johnson, L. E., & Watson, L. (February, 2013). *Re-envisioning a college to meet P-12 needs*. Paper presented at the Association of American Colleges of Teacher Education Conference, Orlando, FL.
- Mink, D., Johnson, L. E., Grant C., Beiter, D., & Horne, P. (February, 2013). *Practical delivery strategies for your partnership*. Paper presented at the National Association of Professional Development Schools Conference, New Orleans, LA.
- Johnson, L. E. & Rakestraw, J. F. (October, 2012). *Assessing a university-school partnership network*. Paper presented at the TECSCU and TRG Fall 2012 Joint Conference, Arlington, VA.
- Johnson, L. E. & Rakestraw, J. F. (October, 2012). *Partnership network: 4 levels of engagement*. Paper presented at the TECSCU and TRG Fall 2012 Joint Conference, Arlington, VA.
- Rakestraw, J. F. & Johnson, L. E. (October, 2012). *Transforming teacher preparation curriculum*. Paper presented at the TECSCU and TRG Fall 2012 Joint Conference, Arlington, VA.
- Johnson, L. E., Horne, P., Crimminger, J., Shields, C., Sumter, W., & Beiter, D. (March, 2012). *Measuring partnership effectiveness*. Paper presented at the National Association of Professional Development Schools Conference, Las Vegas, NV.
- Rakestraw, J., Johnson, L. E., Prickett, R., & Mallory, B. (October, 2011). *Transforming teacher preparation through a university-school partnership*. Paper presented at the National Network for Educational Renewal Conference, Hartford, CT.
- Foster, A., Rakestraw, J., & Johnson, L. E. (March, 2011). *Relationships and structures: Sustaining and renewing professional development schools*. Paper presented at the Professional Development Schools National Conference, New Orleans, LA.
- Johnson, L. E., Horne, P., & Beiter, D. (March, 2011). *Developing collaborative school networks*. Research presented at the Professional Development Schools National Conference, New Orleans, LA.

VI. Funded Grants (since 2010)

- | | |
|-----------|--|
| 2012-2013 | Advanced Placement Teacher Institutes (with Beth Costner)
South Carolina Department of Education (\$49,090) |
| 2011-2012 | Advanced Placement Teacher Institutes (with Beth Costner)
South Carolina Department of Education (\$16,053) |
| 2010-2015 | Robert C. Noyce Scholarship Program (with Beth Costner, Kelly Costner, and Cassie Bell)
National Science Foundation (\$1,199,873) |
| 2010-2015 | School Leadership Program (with Jennie Rakestraw, Mark Mitchell, and Anne Black)
US Department of Education (\$3,749,843) |
| 2010-2011 | Teaching with Primary Sources (with Judy Britt, Dave Vawter, and Suzanne Sprouse)
Library of Congress (\$14,379) |
| 2009-2014 | Teacher Quality Partnership Grant (with Jennie Rakestraw, Dan Williams, and Anne Black)
US Department of Education (\$7,332,671.64) |

VII. Awards and Honors

- 2013 – Finalist, AASCU Christa McAuliffe Excellence in Teacher Education
- 2013 – NNER Richard W. Clark Award for Exemplary Partner School Work
- 2013 – Honoree, First Elementary Education International Conference
- 2013 – Combining Service and Learning Faculty Award, Winthrop University
- 2013 – NetSCOPE Partnership at Winthrop University, Indian Land Middle School
- 2013 – Outstanding Partnership Award, Rock Hill School District 3
- 2013 – NAPDS Award for Exemplary Professional Development School Achievement
- 2013 – Nominee, South Carolina Faculty Award for Service Learning, South Carolina Campus Compact
- 2012 – WhatWorks SC, Honorable Mention for Chester Park School of Inquiry
- 2012 – TESCUCU and TRG Award for Exemplary Program for Clinical Practice
- 2010 – Presidential Citation for Service to the University, Winthrop University
- 2009 – Nominated for Outstanding Junior Professor Award, Winthrop University
- 2009 – Undergraduate Mentor Award, College of Arts and Sciences, Winthrop University
- 2004 – North Carolina Level III Licensure, Curriculum Instructional Specialist
- 2001 – National Board Certification. Middle Childhood Generalist
- 1995 – North Carolina Teacher Certification (K-6)

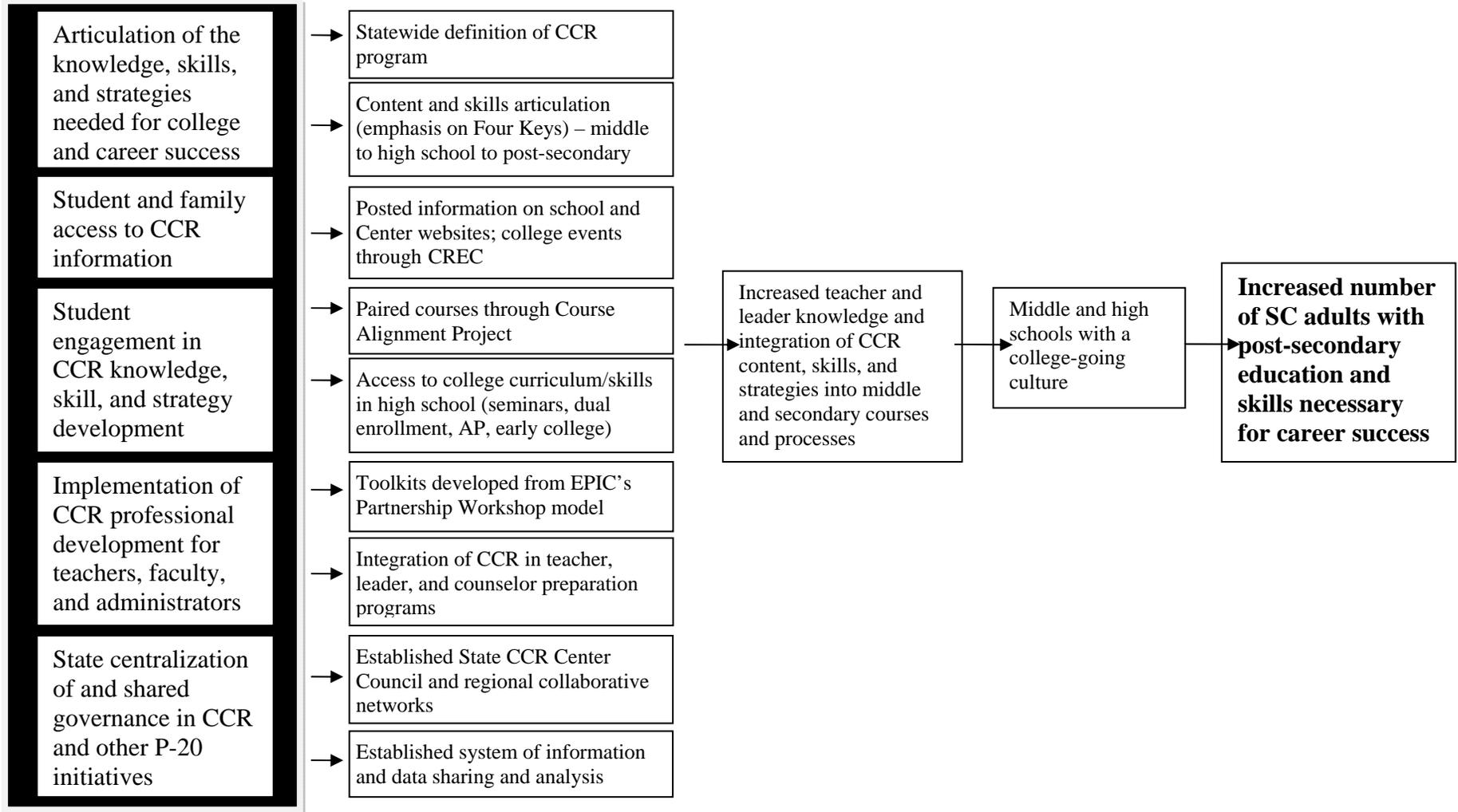
CCR Center Logic Model, First Iteration

PROGRAM COMPONENTS

OUTPUTS

SHORT-TERM OUTCOMES

LONG-TERM IMPACTS



Measures:

Course syllabi/assessments, admissions processes, attendance forms, surveys, website interviews, meeting minutes

Measures:

EPIC Mini Diagnostic, college-level course enrollment data, surveys

Measures:

Post-secondary entrance, retention, and graduation rates; Four Keys Assessment; SC Workforce Report

Performance Feedback Loop

Collaborative Planning Efforts and K-16 Agreement (Two Page Document)

Describe the collaborative planning efforts that have occurred between the institution, school/district, and any other participating organizations or agencies.

Planning for the Center of Excellence for College and Career Readiness at Winthrop University began long before the call for proposals. Because Winthrop is part of multiple collaborative programs with our district partners, other institutions, and community organizations, conversations regarding how to best prepare students for success in college and future careers remain constant. Integrating Common Core State Standards throughout P-12 education and teacher preparation continues to be a topic of conversation as well, even as we plan for our 5th Annual Partnership Conference for Educational Renewal.

Specifically, leaders in the two partner districts (as well as others) stressed the need during Partnership Network Management Team meetings to provide options for students to gain college course credit while in high school (for those who have taken all available high school content courses as well as those ready for Advanced Placement rigor). Having options through multiple university partners accommodates the varying needs/career goals students have. District leaders also emphasized teacher professional development in Common Core and career readiness especially in English language arts and mathematics. Both groups consistently ask for support in exposing students in middle school to college opportunities and accessibility, considering our high need districts often consist of students characterized as first-generation college. These collaborations have brought the college culture to many of our partner schools through efforts highlighting Winthrop and other post-secondary opportunities in classrooms across the Network. Having current college students and university faculty visible in middle/high schools and encouraging teachers at all levels to talk about personal post-secondary experiences, our partner schools are ready to develop further their own college and career readiness culture.

By sitting on advisory boards such as the Center for Educator Recruitment, Retention, and Advancement (CERRA), Olde English Consortium (OEC), and the Catawba Regional Education Center (CREC), Winthrop has engaged with district and community leaders in collaborative efforts to identify current status of college and career readiness and future critical initiatives. During a recent CREC Advisory Board meeting with business and industry leaders, district leaders, and York Technical College representatives, data for the Catawba region indicated the dire statistics related to degree attainment. As the group noted, students are not participating in the post-secondary education necessary to fulfill the demands of an increasingly global, high skilled economy. Collaborating with York Technical College through our current initiative to graduate more math and science teachers (*WISE*: Winthrop Initiative for STEM Educators) provided critical opportunities for students in community/technical college to participate in the 4-year university community through research and work in schools – opportunities that need to

continue. We know the importance of recruitment in STEM and other high need areas through service on the CERRA Advisory Board through which Dean Rakestraw and others participate in a review of the state's educator supply and demand study. Due to the increasing poverty in our region, we have worked extensively with the Center of Excellence to Prepare Teachers of Children Living in Poverty for professional development of faculty, teachers, administrators, and teacher candidates as well as support for redesigning our undergraduate curriculum to prepare graduates to meet the needs of students and families in poverty. As noted by OEC district leaders, teachers and teacher candidates also need to be proficient in Common Core State Standards and dedicated to preparing all students for post-secondary experiences.

Through collaborative conversations and examining data with these various groups while listening to the needs of current teachers, administrators, and district leaders, the goals, objectives, and activities for the Center emerged. After reviewing the program guidelines, Winthrop solicited input from stated partners on current and future needs related to professional development, information access, and expanding course options. Higher education faculty expressed a desire to increase engagement in the Course Alignment Project. Our business and industry partners needed support to offer college/career events for families and students. In addition, they suggested offering opportunities for teachers and faculty to have experiences with local businesses to establish the knowledge and skills necessary for career success. Finally, district leaders stressed the need for dual enrollment and early college experiences. Indicating a need for a continued participatory, shared governance model established through the Partnership Network, districts suggested professional development that engaged teachers, faculty, and administrators collaboratively. School, district, and university leaders emphasized the need to compensate participants for the time and effort teachers and faculty will devote to the project considering the intensity with which it needs addressing.

Through conversations over the past years after implementation of Common Core State Standards as well as more recent, specific discussions, collaborative planning for the Center of Excellence is evident. Although the process of writing has occurred quickly, future meetings are already scheduled to discuss implementation of the final proposal.

**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).

University of South Carolina - Columbia
(Name of Organization)

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

The dean will identify a liaison from the Professional Education Unit to serve on the CCR Center Council. The education unit, under the leadership of Dean Watson consists of all programs recognized to recommend licensure to the South Carolina Department of Education. In addition to programs housed within the College of Education, the body's membership encompasses programs in the College of Arts and Sciences will collect and provide access to data relevant to CCR Center projects. The education unit will be responsible for supporting the faculty member who is providing assistance on the Research Agenda, including Graduate Assistant support to research faculty. The Education unit will actively participate in further expansion of the SC Course Alignment Project and will examine admissions processes and procedures to align with College Readiness Standards. As the head of the Education Unit, the dean will encourage faculty participation in the identification of content and skills necessary for success at USC and articulated in the College Readiness Standards. The unit will also integrate CCR into teacher, leader, and counselor preparation program curricula.

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

The University of South Carolina Education Unit assures that this proposal addresses increasing 4-year college enrollment, improving preparation for a 4-year college experience, and increasing retention rates, with special attention to the transition from the freshman to sophomore years.

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 Allison Jacques

Signature Allison Jacques Date 3/6/14

Dean/Superintendent Name Lemuel Watson

Signature Lemuel Watson/CD Date 3/6/2014

**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).

York Technical College
(Name of Organization)

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

- Identify a liaison to serve on the CCR Center Council
- Gather and provide access to data relevant to CCR Center projects
- Participate in exploring the further expansion of the SC Course Alignment Project
- Examine admissions processes and procedures to align with College Readiness Standards
- Examine admissions processes and procedures for alignment with identified content and skills necessary for success
- Leverage dual enrollment expertise to explore additional opportunities for secondary students

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

- Promoting student success in meeting academic and career goals, building the community, and promoting economic development.
- Increasing the number of high school graduates who attend college.
- Decreasing the need for remedial coursework
- Increasing awareness and appreciation of community/technical college as a matriculation option for students.
- Preparing, as appropriate, students for transition to 4-year institutions
- Increasing persistence and retention rates, specifically freshman to sophomore

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 **Jack Bagwell, Associate Vice President for BCAS**

Signature _____

Date 3-6-14

Dean/Superintendent Name **Carolyn G. Stewart, Executive Vice President**

Signature _____

Date 3-6-14

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

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USC Lancaster _____ agrees to make the following contributions or
(Name of Organization) play the following roles in the Center:

USC Lancaster will identify a liaison to serve on the CCR Center Council. Campus officials will gather and provide access to data relevant to CCR Center projects and activities.

USC Lancaster will participate in further expansion of the SC Course Alignment Project and will examine admissions processes and procedures associated with College Readiness Standards.

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

- Decreased need for remedial and foundational coursework
- Preparing, as appropriate, students for transition to higher educational institutions—both 2-year and 4-year programs
- Increase retention rates, specifically freshman to sophomore

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 _____

Signature _____ Date _____

Dean/Superintendent Name Walter P. Collins, III

Signature Walter P. Collins, III Date 3/5/14

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Catawba Regional Education Center agrees to make the following contributions or
(Name of Organization) play the following roles in the Center:

The Catawba Regional Education Center (REC) provides students, parents, and educators the opportunity to connect with local business and industry to showcase the connection between classroom learning and real-world application. The REC agrees to:

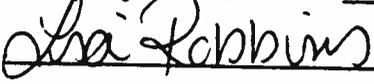
1. Provide a liaison to serve on the CCR Center Council.
2. Provide a liaison to serve as the CCR Center's connection to local businesses.
3. Organize teacher/faculty Externships and Field Studies within local businesses to showcase real-world application of classroom standards.
4. Coordinate events focused on preparing, applying, and paying for college.
5. Provide data relevant to CCR Center projects.

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

1. Create course alignment; thereby increasing validity and reliability of dual enrollment courses leading to student success in subsequent courses.
2. Strengthen collaborations between middle, secondary, and higher education and the business community.
3. Support for teachers and faculty as they integrate knowledge, skills, and strategies required of business and industry into high school and college courses.
4. Provide financial support for collaborative projects integrating business practices into the curriculum.
5. Provide college access resources to students and parents; creating a "college going" society.

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 Lisa Robbins

Signature  Date 3/5/2014

Dean/Superintendent Name _____

Signature _____ Date _____

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a school and district liaison to serve on the CCR Center Council.
- Collecting and providing access to data relevant to CCR Center projects.
- Participating in the regular administration of needs-assessments.
- Participating in further expansion of the SC Course Alignment Project.
- Supporting the professional development needs of teachers, leaders, and counselors related to CCR.

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a centralized location for CCR information and resources for faculty, students, and families.
- Supporting professional development on college readiness standards.
- Striving to increase number of students enrolling in post-secondary institutions.
- Initiating CCR initiatives at the middle school level.
- Increasing opportunities for college-credit bearing courses (dual enrollment, AP, etc.)

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 Dr. Charles W. King II, Associate Superintendent for Curriculum and Instruction

Signature Charles W. King II Date 3/5/14

Dean/Superintendent Name Dr. Agnes M. Slayman, Superintendent of Chester County School District

Signature Agnes M. Slayman Date 03/05/14

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a school and district liaison to serve on the CCR Center Council.
- Collecting and providing access to data relevant to CCR Center projects.
- Participating in regular administration of needs-assessments.
- Participating in further expansion of the SC Course Alignment Project.
- Supporting the professional development needs of teachers, leaders, and counselors related to CCR.

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a centralized location for CCR information and resources for faculty, students, and families.
- Supporting professional development on college readiness standards.
- Striving to increase number of students enrolling in post-secondary institutions.
- Initiating CCR initiatives at the middle school.
- Increasing opportunities for college-credit bearing courses (dual enrollment, AP, etc.)

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 Martin Tiller

Signature Martin Tiller Date 3-11-14

Dean/Superintendent Name Dr. Charles King (for Dr. Agnes Sayman)

Signature Dr. Charles King Date 3/11/14

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a school and district liaison to serve on the CCR Center Council.
- Collecting and providing access to data relevant to CCR Center projects.
- Participating in regular administration of needs-assessments.
- Participating in further expansion of the SC Course Alignment Project.
- Supporting the professional development needs of teachers, leaders, and counselors related to CCR.

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

Chester County School District, Chester High School and Chester Middle School agree to act in accordance with the partnership agreement with the Commission on Higher Education Center of Excellence by:

- Providing a centralized location for CCR information and resources for faculty, students, and families.
- Supporting professional development on college readiness standards.
- Striving to increase number of students enrolling in post-secondary institutions.
- Initiating CCR initiatives at the middle school.
- Increasing opportunities for college-credit bearing courses (dual enrollment, AP, etc.)

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 Cedrick R. Tidwell

Signature  Date 3/11/14

Dean/Superintendent Name  (for Dr. Agnes Rayman) Dr. Charles King

Signature  Date 3/11/14

**Partnership Agreement
South Carolina Commission on Higher Education
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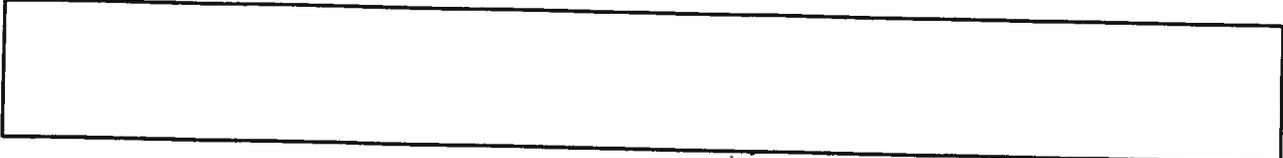
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Lancaster County School District agrees to make the following contributions or play the following roles in the Center:

- Identify a school and/or district liaison to serve on the CCR Center Council
- Gather and provide access to data relevant to CCR Center projects
- Participate in regularly administered needs-assessments
- Participate in further expansion of the SC Course Alignment Project
- Support the professional development needs of teachers, leaders, and counselors related to CCR.

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

- Centralized location for CCR information and resources for faculty, students, and families
- Professional development on college readiness standards
- Increase number of students enrolling in college
- Begin CCR at middle school
- Increase opportunities for college-credit bearing courses (dual enrollment, AP, etc.)



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 Jonathan Phipps

Signature AL Phipps Date 3/5/14

Dean/Superintendent Name Gene Moore

Signature Gene Moore Date 3/5/14

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

- Identify a school and/or district liaison to serve on the CCR Center Council
- Gather and provide access to data relevant to CCR Center projects
- Participate in regularly administered needs-assessments
- Participate in further expansion of the SC Course Alignment Project
- Support the professional development needs of teachers, leaders, and counselors related to CCR.

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

- Centralized location for CCR information and resources for faculty, students, and families
- Professional development on college readiness standards
- Increase number of students enrolling in college
- Begin CCR at middle school
- Increase opportunities for college-credit bearing courses (dual enrollment, AP, etc.)



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 Joyce Grimmer

Signature Joyce Grimmer Date 3-5-14

Dean/Superintendent Name Gene Moore

Signature Gene Moore Date 3-5-14

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

- Identify a school and/or district liaison to serve on the CCR Center Council
- Gather and provide access to data relevant to CCR Center projects
- Participate in regularly administered needs-assessments
- Participate in further expansion of the SC Course Alignment Project
- Support the professional development needs of teachers, leaders, and counselors related to CCR.

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

- Centralized location for CCR information and resources for faculty, students, and families
- Professional development on college readiness standards
- Increase number of students enrolling in college
- Begin CCR at middle school
- Increase opportunities for college-credit bearing courses (dual enrollment, AP, etc.)

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 Joseph C. Keenan

Signature Joseph C. Keenan Date 3/5/2014

Dean/Superintendent Name Gene Moore

Signature Gene Moore Date 3/5/14