Program Summary			
EIA-Funded Program Name	Center of Excellence to Prepare Teachers of Children of Poverty	**Address**	Francis Marion University P. O. Box 100547 Florence, SC 29502

2016-17 EIA Appropriation (if program funded last year)	$350,000	**2017-18 EIA Appropriation** (if program funding this year)	$350,000

Program Contact	Tammy Pawloski	**Organization**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547, Florence, SC 29502
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Summary of Program:

The mission of the **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** is to solve problems inherent in the education of children of poverty by developing expertise in those who work with these children on a daily basis. The project strives to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the learning of in-service teachers.

Teachers of children of poverty historically have received little, if any, special training to prepare them for their work with under-resourced children. They have graduated from the same teacher preparation programs as those who teach in schools that enroll primarily middle and upper income students. Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children in and of poverty, and teach them well, have the greatest potential for breaking this generations-old cycle.

To that end, a research-based model has been developed and implemented that focuses on the specific needs of under-resourced learners. Implemented with pre-service teacher candidates, graduate education students, and in-service teachers, school leaders, and stakeholders, the Center offers a menu of opportunities for professional study focused on successful strategies for high poverty schools. Through their engagement in intensive study, field work, and action research, participants are encouraged to operate from a growth mindset, assuming responsibility for raising and leveling the bar for under-resourced learners.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. Friday, September 29, 2017.**
- Hard copies may be mailed to: Education Oversight Committee, Post Office Box 11867, Columbia, SC 29211. Hard copies may also be delivered to the Education Oversight Committee, located in Room 502 of the Brown Building on Statehouse grounds. The Brown Building is located on the corner of Pendleton and Sumter streets**.** Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

1. **Program History**

   Please mark the appropriate response. Choose one.

   This program:

	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act
	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2017-18
	Other (please describe):

2. **A. Relevant State Law**

   What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
<u>Part 1B Section 1A H630-DEPARTMENT OF EDUCATION-EIA</u> 2017-2018 Appropriation Act

Proviso(s) (If applicable, include reference to the 2017-18 General Appropriations Act, Act 97 of 2017):
1A.32. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):
NONE

   B. Other Governing Guidelines

   Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

3. Logic Model and Project Partners

Complete the Logic Model Template provided below. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal**: Overall purpose or long-term outcome of the **program, with specific reference to the** *Profile of the SC Graduate* (Attachment C) as relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, **including federal or state funds as well as grants.** Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.

- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.

- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

Attachment A: Logic Model and Project Partners for FY 2016-17 (with Final Data)

Complete the Logic Model below for FY 2016-17. Include final data and any reportable measures. If this the first EIA program funding request for FY 2017-18 but FY 2016-17 data are available, please provide.   After completing the Logic Model, respond to Questions 3A(i) and 3A(ii

Problem/Issue	Teachers who serve children in and of poverty require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children of poverty are better equipped to advocate and accommodate for them.
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Goal 1, 2, 3: Strategic planning by key stakeholders will ensure that Center actions are focused and that partners are engaged and invested in the processes.	**Program Planning, Development, and Oversight Task Force and Advisory Committee** A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	**Advisory Committee** Number of meetings 4 Number of participants 49 **Task Force** Number of meetings 7 Number of participants 35	• 97% of Partner District representatives report they are 'extremely satisfied' with Center work and offerings • 8 requests for activities or suggestions for Center activities received; 7 embedded within the year • FM faculty participation in leadership roles of any	**Advisory Committee Surveys** **Focus Group Discussion with Task Force Members**

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			length or type increased from 3 to 6	
Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children of poverty.	**Recruitment** Special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state are offered by the Center to the FM Teacher Cadet coordinator. Partnership with the Center for Educator Recruitment, Retention, and Advancement (CERRA) is leveraged to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at FM. Professional conference presentations are utilized as a method for elevating exposure of TCOP-focused FM programs.	**Recruitment** #Teacher Cadet Presentations 0 #Teaching Fellows events 3 #Prof. conference presentations 14 *(3000+ attendees)* # District/school prof. study events 177	**Recruitment** #Teaching Fellows as Volunteers/Participants 6 Graduate Course Enrollment 17 # Email Requests for Course information 72 **Workshop/Institute Series** # workshop days held 3 # attendees 1707 # breakout sessions offered 55 # student volunteers trained 30 • Event participation by inservice teachers increases each year, along with requests for graduate coursework. • Undergraduate participation remains low. Center provides incentives for undergraduate students and their professors. Identification of effective incentives is ongoing. Nontraditional design for coursework for graduate students has been proposed and will continue to be pursued.	**Requests for information received by Center** **Course enrollment data** **Event attendance data**
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty (TCOP)	**FM School of Education TCOP Standards Implementation** The Center seeks opportunities to work with the administration of the School of Education at Francis Marion to ensure *Teaching Children of Poverty Standards* are implemented with fidelity.	**FM School of Education TCOP Standards Implementation** # study opportunities offered 5 # faculty participants 5	**FM School of Education TCOP Standards Implementation** No outcome data available	**Not Applicable**

	Standards-based professional study opportunities for FM faculty interested in improving their implementation of the standards is offered.			
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty (TCOP)	**Teacher Education Program Standards for TCOP** Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.	**Standards for TCOP** # Courses with standards 36 # Participating faculty 20 # FM students impacted 1250	**Mastery Test for TCOP** # semester administrations 2 # FM students assessed 49 Fall 2016 N = 24 Mean 26.58 Median 26 Low 14 High 35 Spring 2017 N = 25 Mean 28.52 Median 29 Low 18 High 37 • Scores have consistently declined since Spring 2011 high of 30.76. *(See evaluator report for proficiency by standard and by program)*	**Mastery Test for TCOP** Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FM student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FM graduates as teachers of children of poverty.
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	**Teacher Education Program Standards for TCOP** Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data	**Standards for TCOP** # courses with standards 36 # Participating faculty 20 # FM students impacted 1250	**Attitudes & Beliefs Surveys** # semester administrations 2 Fall 2016 N = 255 Course Mean 3.20 Instructor Mean 3.31 Preparation Mean 3.22 Spring 2017 N = 262 Course Mean 3.15	**Attitudes & Beliefs Survey** Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is

	that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.		Instructor Mean 3.29 Preparation Mean 3.15 • Course, instructor, and preparation means remain relatively stable • Number completing the surveys substantially lower in Fall 2016 (-185 from Fall 2010) and Spring 2017 (-178 from Fall 2010) • On average, students agree (3.0) that the course and instructor prepare them to teach children of poverty, down from approaching strongly agree (4.0) in Fall 2012/Spring 2013. *(See evaluator report for complete data)*	designed to gauge their perceptions of the alignment of course content and instruction with teaching children of poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course.

Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	**Teacher Education Program Standards for TCOP**
	Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.
		Standards for TCOP
		# courses with standards 36
		# Participating faculty 20
		# FM students impacted 1250
			Longitudinal Survey
			# semester administrations 1
			
			Perceived preparedness (1-5 Scale) based on enrollment in courses with TCOP Standards:
			    0 courses = 2.5
			    8+ courses = 4.2
			
			• On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study.
			(See evaluator report for complete data)
				Longitudinal Survey
				The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 15-item Likert-scale survey, is administered once per academic year to FM students in six courses of varying levels.

Goal 1: Undergraduate and MAT graduate students will	**Teacher Education Program Standards for TCOP**	**Standards for TCOP** # courses with standards 36	**Focus Groups** # of Focus Groups 1	**Focus Groups** Student teacher focus

study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.	# Participating faculty 20 # FM students impacted 1250	# participants 11 • None cited TCOP as a need before prompting • ECE students cited specific course activities • ELEM & MLE did not have similar experiences but cited some helpful scenarios • Some were aware of Center as a resource • A few cited cooperating teachers as helpful for teaching children of poverty • Participants stated classroom management strategies are most needed Feedback from focus groups is shared with FM School of Education leader, along with recommendations, including: • Support for faculty study, research, projects related to TCOP standards • Monthly collaborative standard-based study • Recommendation that EDUC 487 (classroom management) be taught with TCOP and neuroscience format *(See evaluator report for complete data)*	groups are conducted with Francis Marion student teachers to understand the perceived quality of teacher preparation at FM, specifically related to teaching children of poverty.
Goal 1: Undergraduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by	**Expanded FM Student Professional Learning** The Center seeks opportunities to offer standards-based professional learning opportunities beyond traditional coursework for teacher	**Student Awareness Meetings** # meetings 1 # attendees 65 **Class Presentations** # meetings 4	**Expanded FM Student Professional Learning** # Requests for Information 12 # Visits to Center Resource Center 9 # Attendees at Events 24	**Requests for Information Documentation** **Attendance Documentation**

the Center.	candidates and MAT graduate students that will enhance their knowledge, skills, and dispositions aligned with best practices for teaching children of poverty.	# attendees 64	• Undergraduate and MAT graduate participation remains very low. • Center provides incentives for undergraduate and MAT graduate students and their professors. More effective incentives must be identified.	**Event Surveys**
Goal 1: Undergraduate and MAT graduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Student Teaching Award** Each semester a student teacher is honored for outstanding work with children of poverty. Applications include recommendations from cooperating teachers and supervising professors.	**Student Teaching Awards** # Applicants 5 # Awards 2	**Student Teaching Award** • Undergraduate and MAT graduate participation remains very low. Center provides incentives for undergraduate and MAT graduate students. More effective incentives must be identified.	**Student Teaching Award Applications** **Student Teaching Awards**
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	**Essay Contest** The Center sponsors an annual contest for undergraduate and graduate students that affords them the opportunity to write about the impact of poverty on teaching and learning. Monetary prizes are awarded to winning essays at both the graduate and undergraduate levels.	**Essay Contest Participation** # essays submitted 3 # essay readers trained 6	**Essay Contest Winners** # essays recognized 2 • This activity is being reevaluated by the Center Task Force in terms of relevance to Center goals, and incentives for faculty support and for student participation.	**Task force focus group** **Reader feedback** **Faculty feedback**
Goal 1: Graduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Add-On Certification Courses** A Center-convened task force developed the proposal for the 2012-approved <u>Add-On Certification and Endorsement for Teachers of Children of Poverty</u>, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels: <u>Endorsement</u> – Introductory *Life in*	**Graduate Add-On Courses at FM** # Courses Offered 1 # Enrolled students 17 **Certification Completers 2016-17** # Eligible for Endorsement 12 # Eligible for Add-On 0	**Add-On Certification Courses** # Email requests/information 72 • Lexington School District One has contracted for and completed 3 of the 4 courses required for Add-On Certification. That cohort of students will complete the final course in Fall 2017. • Enrollment remains low due	**Course requests** **Courses offered** **Student completion** **Student feedback** **Higher education collaborative feedback**

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	Poverty course and one more <u>Add-On Certification</u> – four courses, including • *Life in Poverty* • *Language, Literacy, and Poverty* • *Teaching & Assessing in High Poverty Schools* • *Family and Community Engagement in High Poverty Schools* **Higher Education Collaborative** The Center convenes collaborative meetings focused on expanding TCOP coursework into other higher education institutions **National Certification Efforts** Communications with officials from Oregon, Florida, Alabama, and Arkansas continue as other states explore this certification.		to lack of incentives for completion and scheduling conflicts. Teachers report interest in the content, but course costs are often prohibitive. • Center proposals to FM leadership for permission to offer non-traditional courses will continue. • Center responses to, and support for, sister higher education institutions and other states will continue as they explore Add-On Certification course implementation.	**Email and phone correspondence**

Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**TCOP Professional Development (EDPD) Coursework**
	Using a non-traditional delivery format, professional learning offered through graduate coursework for recertification purposes only is offered. These courses provide teachers and school leaders with knowledge and skills necessary to challenge the barriers of poverty. These EDPD courses differ from traditional (Add-On Certification) graduate courses:
	• less costly to student
	• no field experience required
	• summer scheduling
		Professional Development Courses
		   # courses 1
		   # students 31
			TCOP Professional Development (EDPD) Coursework
			• Evaluation data collected electronically by FM is not available as of 9.11.17.
			• Selected anecdotal evidence from unsolicited student communication after course end:
			-*"I thoroughly enjoyed our class and felt that I learned so much!"*
			- *"Thank you so much for this wonderful course! I believe this course should be a requirement for all teachers! I just cannot say*
				Student Evaluations *(when available)*
				
				Email and phone correspondence

		enough about how much I've learned. I haven't shared this with you but I've been away from the classroom for seven years. In January I did a long term sub in art until May. In August I am going back to teaching and will have 5th grade. Your passion and energy has sparked that fire within me and motivated me to continue the work that I began years ago in the classroom- and that's connecting with children and making a real difference in their lives. So thank you, thank you!" *-"I can honestly say in almost 24 years of teaching I have never learned more from a single course. My head is spinning with all of the ideas and changes I look forward to implementing next year. Thank you for all you do."* *- "and if there is 1 thing I've learned for sure....Poverty does matter and with Awesome resources and people who care, those children have hope too! Believe me, I am extra challenged to give it my very best! Thanks again for Everything...."* *- "enjoyed the format, if not*	

			the travel, I found the extensive knowledge worth each mile."	
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**P-12 Outreach Projects** The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	**P-12 Outreach Projects** # P-12 outreach projects 7 Total amount of P-12 projects $13,909 <u>2016-17 supported projects:</u> Parents as Teachers *Clarendon 2* DCIS Goes to Camp *Darlington* REAL: Reading Excitement for All Learners *Darlington* Writing Boot Camp *Clarendon 2* Morning Math Match *Lexington 2* Art of Teaching Science/Story Telling *Richland 2* Literacy, PBL, & STEM: All-in-One *Marlboro*	**P-12 Outreach Projects** No outcome data available	**Not Applicable**
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**NNPS Outreach Projects** In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action	**NNPS Outreach Projects** # NNPS outreach projects 2 Total amount of NNPS projects $2000 <u>2016-17 Supported Projects:</u> The Kick Team *Florence One* One School One Book *Lexington Two*	**NNPS Outreach Projects** No outcome data available	**Not Applicable**

	research.			
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Poverty Simulations** The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living.	**Poverty Simulations** # sessions 0 # attendees 0	**Poverty Simulations** Simulations require 20 volunteers and 3 staff members and 4 full days of preparations and clean up. No simulations were offered in 2016-17 due to hurricane cancellations in the Fall and the retirement of the Associate Director in January 2017. When the Center is staffed fully, simulations will again be offered.	**Simulation Participant Surveys**
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Professional Development Sessions** Professional learning is facilitated in schools and districts in South Carolina and across the nation. The goal of these events is to provide focused study opportunities for educators and stakeholders centered on strategies for success in high poverty schools. **Scholarly Presentations** The goal of presentations made at professional conferences is to share the outcomes of Center research with the professional community. **Sustained School Based Professional Learning** An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in focused study of issues of	**Professional Development and Scholarly Presentations** # Service Presentations 126 # Scholarly Presentations 11 # attendees 18,500 # States presentations offered 9 <u>Sustained Projects</u> Hannah Pamplico Elementary Middle Florence One 4K Chesterfield County 4K Green Sea Floyds Middle High Florence One ELL Rock Hill Schools Pageland Elementary Edwards Elementary	**Professional Development and Scholarly Presentations** • 91% and 97% who completed evaluations "Strongly Agreed" or "Agreed" that the Center presenter provided a high-quality, professional, credible presentation that kept the interest of the audience. • Most participants (69%) indicated that the professional development was "Much Better" or "Somewhat Better" than other professional development that they have attended. *(See evaluator report for complete data)*	**Professional Development Surveys**

	importance to teachers of children of poverty.			
Goals 1, 2, 3: Undergraduate and graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Workshop/Institute Series** Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focus on results-driven best practices for high poverty schools and at-risk learners.	**Workshop/Institute Series** # workshop days held 3 # attendees 1707 # breakout sessions offered 55 # student volunteers trained 30 • Fall Workshop presenter: *Gerry Brooks* • Summer Institute keynote presenters: *Robyn Jackson* *Judy Willis* *Gerry Brooks* *Mike Kuczala*	**Workshop/Institute Series** • 100+ surveys from the hurricane-forced reschedule of the Fall Workshop were received. 97% rated each measured area as Agree or Strongly Agree. • Of 100+ Summer Institute surveys, 73% and 99% agreed or strongly agreed that keynote information was useful for professional decisions, was useful in daily practices, and plan to share information with colleagues. • Data from approximately 1,243 sessions surveys on 42 Summer Institute breakout sessions indicated most participants rated the quality of the presentation, usefulness of information provided, and transfer of information to practice in the "Strongly Agree" range *(See evaluator report for complete data)*	**Fall Workshop Surveys** **Summer Institute Keynote Surveys** **Summer Institute Breakout Session Surveys**
Goals 1, 2, 3: Undergraduate and graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Research Consortium (COERC)** The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools.	**Research Consortium (COERC)** # consortia convened 1 # attendees 27 COERC Keynote: David Berliner, Regents' Professor Emeritus at Arizona State University, author: *Myths and Lies that Threaten American Public Schools*.	**Research Consortium (COERC)** • 93% rated COERC as Excellent or Good. *(See evaluator report for complete data)*	**COERC Surveys**

Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	**Higher Education Partnerships** The Center seeks opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education. Additionally, the Center invites higher education partners to examine programs and practices in place across SC. Collaborative events are convened in which higher education institutions are invited to identify and study issues related to teaching children of poverty, specifically in terms of course and programmatic offerings. On-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure are available. Working sessions for institutional teams are facilitated, and the Center continues to serve in an advisory capacity to those that seek approval for coursework leading to Add-On Certification and Endorsement.	**Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners** # activities 4 # attendees 68	**Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners** No outcome data available	**Not applicable**
Goal 3: The Center's broad reach will offer professional study opportunities and resources to educators and stakeholders.	**Health Resources Manual** The Center publishes its *Health Resources Manual* that provides health information that teachers statewide may access to support	**Health Resources Manual** #Local vetted resources 130 #National organizations vetted 133 #Professional health org. & related national org. vetted 19	**Health Resources Manual** No outcome data available	**Not applicable**

	the health needs of children of poverty. The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	#Total resources 282		
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	**Resource Library** The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources. Holdings are continuously expanded to support educators' needs for current research-based resources.	**Resource Library** Number of resources housed 500	**Resource Library** No outcome data available	**Not applicable**
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	**Position and Policy Papers** The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts. **On-Line Journal** The Center publishes ***Teaching Children of Poverty (TCOP),*** an on-line journal for teachers of children of poverty.	**Position and Policy Papers** **On-Line Journal** These activities have been on hold pending full staffing of the Center. Additionally, the Center is currently in the process of identifying a new online publisher.	**Position and Policy Papers** **On-Line Journal** Currently on hold	**Position and Policy Papers** **On-Line Journal** Currently on hold
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	**Center Website** (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	**Center Website** *http://www.fmucenterofexcellence.org* # sessions: 9981 # New Visitors: 8842 # Returning Visitors: 4795 The Center website was under renovation from March 2017-August 2017 to include an interactive and searchable database.	**Center Website** No outcome data available	**Not applicable**
Goal 3: The Center's broad	**Newsletter**	**Newsletter**	**Newsletter & Social Media**	**Not applicable**

| reach will offer professional study opportunities and resources for educators and stakeholders. | The Center publishes a monthly newsletter annually that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events.
Social Media
The Center uses **Facebook, Twitter,** and **Pinterest** as key tools for advertising activities and events, as well as for sharing readings and research of interest to stakeholders. | # published newsletters 10
Distribution range-number/districts 103

Social Media
Social Media Outlets utilized 3

Facebook
https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242
Likes 3234
Followers 3178
Pinterest
http://www.pinterest.com/fmucoe/
Followers 209
Twitter
@CenterofExcel
Followers 399 | No outcome data available | |

Question 3A(i): Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. A bulleted format may be used.

In South Carolina, more than a quarter of all children are living in poverty. The percentage increased from 22% in 2008 to 27% in 2013. In addition, 35% of children have parents who lack secure employment, indicating that these families do not have full-time, year-round employment. Based on these indicators as well as others in the areas of education, health, and family/community, South Carolina ranks 42 out of 50 in overall child well-being (Annie E. Casey Foundation, 2015).

In the United States, the income achievement gap has been growing for the past 25 years increasing by up to 40% since the 1970s and growing more sharply than gaps based on ethnicity or parental education levels (Reardon, 2011). "The gap appears to have grown at least partly because of an increase in the association between family income and children's academic achievement for families above the median income level: a given difference in family incomes now corresponds to a 30 to 60 percent larger difference in achievement than it did for children born in the 1970s," (Reardon, 2011, pg.2).

A recent analysis concluded that students in schools with high levels of students in poverty are well behind their peers (up to four grade levels by Grade 6) in schools with students with higher income levels (Rich, Cox, & Block, 2016). In exploring almost 500 studies related to student achievement and socioeconomic status, Hattie (2009) found that socioeconomic status at the school level impacts student achievement more than individual-level socioeconomic status; however, both have a strong influence on student achievement. Among factors associated with students' home, home environment and socioeconomic status are the top two influencers of achievement ranked 31 and 32 respectively of 138 factors explored. Aspects related to the student, teacher, teaching, school, and curricula all have aspects that rank higher than home environment and socioeconomic status indicating the importance of these factors in influencing achievement and mitigating the income-based achievement gap (Hattie, 2009).

How do the respective impacts of home and school interrelate? The science of learning offers insights that can inform practice because the good news from the science of learning is that all brains are built to change. As early as 1966, Skeels reported dramatic IQ improvements of children removed from an orphanage and placed in the care of 12 year old institutionalized girls. More recently, consistent findings from neuroscience report on neural plasticity and the impact of life experiences on early brain architecture that serves as the foundation for all future learning, behavior, and health. While genetics provide a blueprint and set outer limits for development and achievement, the environment and life experiences determine how much of one's potential is actually met. Early high quality experiences are best for brain development and later achievement but all brains can and do change, given appropriate experiences that stimulate the formation of brain circuits that are then reinforced by repeated use.

The power of <u>effective</u> schools and teachers to create change in development and in achievement, then, cannot be underestimated. Mendro, et.al. (1998) reported that two years with an effective teacher cannot remediate achievement loss caused by one year with a poor teacher; Hanushek and Rivkin (2006) found that most effective teachers need six months to accomplish the same amount of learning that requires two years by least effective teachers; and Hamre and Pianta (2005) reported that students from disadvantaged backgrounds learn at the same rate as advantaged students <u>with effective teachers</u>. Additionally, Min Sun (2016) found evidence of a spillover effect from more effective colleagues. Sun found that having a peer teacher one standard deviation more effective than a student's own teacher for just one year would increase this student's likelihood of going to college by approximately .25 percentage points which translates to a financial value to this student of approximately $10,000 in additional lifetime earnings. Effective teachers matter!

Historically, one-size-fits-all preparation programs have provided teachers with strong educational foundations but fewer opportunities for practical application with under-resourced students under the supervision of highly qualified master teachers. Educators who land positions in schools that serve large numbers of under-resourced students report that they are not prepared to provide the accommodations needed to reveal the often-hidden potential of their students. As a result, many teachers move on to more affluent schools and districts or leave the profession all together.

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has used theory, research, and practice to better prepare and support current and future teachers of children in and of poverty. The Center continuously reviews the literature and conducts original research to identify strategies that matter most for under-resourced students. Twenty-five high-impact teacher and school moves have their foundation in the work of research leaders in the science and practice of learning, including, as examples, Carol Dweck (Mindsets), John Vito (Motivation), Eric Jensen, Judy Willis, Bruce Perry (Science of learning), Karl Alexander (Social Psychology), Albert Mehrabian, Dylan Wiliam, John Hattie, Robert Marzano (Pedagogy), Joyce Epstein (Family and Community Engagement), and Lorin Anderson (Educational Research). Findings from these influential researchers have informed the identification of 25 very specific practices that benefit learners of all ages and levels, as well as a strong research base that empowers teachers, leaders, and stakeholders to examine common practices with an eye for quality, all applied through an action research model.

Question 3A(ii): External Factors: Provide additional information about any external factors that impacted the implementation and/or achievement or outcomes during FY 2016-17.   A bulleted format may be used.

External factors that impacted the implementation and/or achievement or outcomes during FY 2016-17 include:

- Recognition by SC Department of Education of Center's model led to inclusion of the Center in planning for sustained action research-based projects that will be implemented in 2017-18.
- Recognition by national and state education organizations and groups led to invitation of Center staff as keynote speakers at major events and as named experts for projects and programs.
- Center staff retirement resulting in search and identification of new Assistant Director impacted momentum temporarily.
- Francis Marion University and School of Education leader retirements have led to new leadership with new visions for the Center.
- Year-long redesign of website led to time off-line and temporarily impacted Center reach.
- Increased national awareness of and focus on poverty and its impact on the brain and school success led to increased interest in the Center as a resource for strategies and support.
- The Abbeville vs. South Carolina lawsuit legislative and judicial actions led to increased interest in the Center as a resource for high poverty schools in South Carolina.

Provide a proposed logic model for FY 2017-18. You may copy and paste from the FY 2016-17 Logic Model. **Bold** any changes in logic model from FY 2016-17 to FY 2017-18. After completing the Logic Model, respond to Questions 3B(i) and 3B(ii).

Attachment B: Logic Model and Project Partners for FY 2017-18 (with Proposed/Preliminary Data)

Problem/Issue	Teachers who serve children in and of poverty require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children of poverty are better equipped to advocate and accommodate for them.
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Goal 1, 2, 3: Strategic planning by key stakeholders will ensure that Center actions are focused and that partners are engaged and invested in the processes.	Program Planning, Development, and Oversight Task Force and Advisory Committee A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	Advisory Committee # of meetings # of participants Task Force # of meetings # of participants	• % of Partner District representatives report they are 'extremely satisfied' with Center work and offerings • # requests for activities or suggestions for Center activities received • # embedded within the year • # FM faculty participation in leadership roles of any length or type	Advisory Committee Surveys Focus Group Discussion with Task Force Members

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Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children of poverty.	Recruitment Special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state are offered by the Center to the FM Teacher Cadet coordinator. Partnership with the Center for Educator Recruitment, Retention, and Advancement (CERRA) is leveraged to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at FM. Professional conference presentations are utilized as a method for elevating exposure of TCOP-focused FM programs.	Recruitment #Teacher Cadet Presentations #Teaching Fellows events #Prof. conference presentations # District/school prof. study events	Recruitment #Teaching Fellows as Volunteers/Participants #Graduate Course Enrollment # Email Requests for Course information Workshop/Institute Series # workshop days held # attendees # breakout sessions offered # student volunteers trained • Event participation by inservice teachers increases each year, along with requests for graduate coursework. • Undergraduate participation remains low. Center provides incentives for undergraduate students and their professors. Identification of effective incentives is ongoing. Nontraditional design for coursework for graduate students has been proposed and will continue to be pursued.	Requests for information received by Center Course enrollment data Event attendance data
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty (TCOP)	FM School of Education TCOP Standards Implementation The Center seeks opportunities to work with the administration of the School of Education at Francis Marion to ensure *Teaching Children of Poverty Standards* are implemented with fidelity. Standards-based professional study opportunities for FM faculty interested in improving their implementation of the standards is	FM School of Education TCOP Standards Implementation # study opportunities offered # faculty participants	FM School of Education TCOP Standards Implementation	Not Applicable

	offered.			

Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty (TCOP)	Teacher Education Program Standards for TCOP
	Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.
		Standards for TCOP
		# Courses with standards
		# Participating faculty
		# FM students impacted
			Mastery Test for TCOP
			# semester administrations
			# FM students assessed
			
			Fall 2017 N =
			    Mean
			    Median
			    Low
			    High
			Spring 2018 N =
			    Mean
			    Median
			    Low
			    High
				Mastery Test for TCOP
				Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FM student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FM graduates as teachers of children of poverty.

Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	Teacher Education Program Standards for TCOP
	Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course
		Standards for TCOP
		# courses with standards
		# Participating faculty
		# FM students impacted
			Attitudes & Beliefs Surveys
			# semester administrations 2
			
			Fall 2017 N =
			    Course Mean
			    Instructor Mean
			    Preparation Mean
			Spring 2018 N =
			    Course Mean
			    Instructor Mean
			    Preparation Mean
				Attitudes & Beliefs Survey
				Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction with teaching children of

	revision to reflect new understandings about the needs of children of poverty.			poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course.
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	Teacher Education Program Standards for TCOP Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.	Standards for TCOP # courses with standards # Participating faculty # FM students impacted	Longitudinal Survey # semester administrations Perceived preparedness (1-5 Scale) based on enrollment in courses with TCOP Standards: 0 courses = 8+ courses =	Longitudinal Survey The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 15-item Likert-scale survey, is administered once per academic year to FM students in six courses of varying levels.
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	Teacher Education Program Standards for TCOP Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.	Standards for TCOP # courses with standards # Participating faculty # FM students impacted	Focus Groups # of Focus Groups # participants Feedback from focus groups is shared with FM School of Education leader, along with recommendations.	Focus Groups Student teacher focus groups are conducted with Francis Marion student teachers to understand the perceived quality of teacher preparation at FM, specifically related to teaching children of poverty.

Goal 1: Undergraduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Expanded FM Student Professional Learning The Center seeks opportunities to offer standards-based professional learning opportunities beyond traditional coursework for teacher candidates and MAT graduate students that will enhance their knowledge, skills, and dispositions aligned with best practices for teaching children of poverty.	Student Awareness Meetings # meetings # attendees Class Presentations # meetings # attendees	Expanded FM Student Professional Learning # Requests for Information # Visits to Center Resource Center # Attendees at Events	Requests for Information Documentation Attendance Documentation Event Surveys
Goal 1: Undergraduate and MAT graduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Student Teaching Award Each semester a student teacher is honored for outstanding work with children of poverty. Applications include recommendations from cooperating teachers and supervising professors.	Student Teaching Awards # Applicants # Awards	Student Teaching Award Center provides incentives for undergraduate and MAT graduate students. More effective incentives must be identified.	Student Teaching Award Applications Student Teaching Awards
Goal 1: Undergraduate and MAT graduate students will study the unique needs of children of poverty in coursework that is aligned with six Standards for Teachers of Children of Poverty	Essay Contest The Center sponsors an annual contest for undergraduate and graduate students that affords them the opportunity to write about the impact of poverty on teaching and learning. Monetary prizes are awarded to winning essays at both the graduate and undergraduate levels.	Essay Contest Participation # essays submitted # essay readers trained	Essay Contest Winners # essays recognized	Task force focus group Reader feedback Faculty feedback
Goal 1: Graduate students will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Add-On Certification Courses A Center-convened task force developed the proposal for the 2012-approved *Add-On Certification and Endorsement for Teachers of Children of Poverty*, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels:	Graduate Add-On Courses at FM # Courses Offered # Enrolled students Certification Completers 2017--18 # Eligible for Endorsement # Eligible for Add-On	Add-On Certification Courses # Email requests/information	Course requests Courses offered Student completion Student feedback Higher education collaborative feedback

	Endorsement – Introductory *Life in Poverty* course and one more Add-On Certification – four courses, including • *Life in Poverty* • *Language, Literacy, and Poverty* • *Teaching & Assessing in High Poverty Schools* • *Family and Community Engagement in High Poverty Schools* Higher Education Collaborative The Center convenes collaborative meetings focused on expanding TCOP coursework into other higher education institutions National Certification Efforts Communications with officials from Oregon, Florida, Alabama, and Arkansas continue as other states explore this certification.			Email and phone correspondence

Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	TCOP Professional Development (EDPD) Coursework
	Using a non-traditional delivery format, professional learning offered through graduate coursework for recertification purposes only is offered. These courses provide teachers and school leaders with knowledge and skills necessary to challenge the barriers of poverty. These EDPD courses differ from traditional (Add-On Certification) graduate courses:
	• less costly to student
	• no field experience required
	• summer scheduling
		Professional Development Courses
		    # courses
		    # students
			TCOP Professional Development (EDPD) Coursework
			• Evaluation data collected electronically by FM
			• Anecdotal evidence from unsolicited student communication
				Student Evaluations
				    (when available)
				
				Email and phone correspondence

Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	P-12 Outreach Projects The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	P-12 Outreach Projects # P-12 outreach projects Total amount of P-12 projects 2017-18 supported projects:	P-12 Outreach Projects	Not Applicable
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	NNPS Outreach Projects In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	NNPS Outreach Projects # NNPS outreach projects Total amount of NNPS projects 2017-18 Supported Projects:	NNPS Outreach Projects	Not Applicable
Goal 2: Inservice teachers will have multiple	Poverty Simulations The Center facilitates opportunities	Poverty Simulations # sessions	Poverty Simulations	Simulation Participant Surveys

opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living.	# attendees		
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Professional Development Sessions Professional learning is facilitated in schools and districts in South Carolina and across the nation. The goal of these events is to provide focused study opportunities for educators and stakeholders centered on strategies for success in high poverty schools. Scholarly Presentations The goal of presentations made at professional conferences is to share the outcomes of Center research with the professional community. Sustained School Based Professional Learning An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in focused study of issues of importance to teachers of children of poverty.	Professional Development and Scholarly Presentations # Service Presentations # Scholarly Presentations # attendees # States presentations offered Sustained Projects	Professional Development and Scholarly Presentations	Professional Development Session Surveys
Goals 1, 2, 3: Undergraduate and graduate students and	Workshop/Institute Series Workshops that feature nationally-	Workshop/Institute Series # workshop days held	Workshop/Institute Series	Fall Workshop Surveys

inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focus on results-driven best practices for high poverty schools and at-risk learners.	# attendees # breakout sessions offered # student volunteers trained - Fall Workshop presenter: - Summer Institute keynote presenters:		Summer Institute Keynote Surveys Summer Institute Breakout Session Surveys
Goals 1, 2, 3: Undergraduate and graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Research Consortium (COERC) The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools.	Research Consortium (COERC) # consortia convened # attendees COERC Keynote Presenter:	Research Consortium (COERC)	COERC Surveys
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	Higher Education Partnerships The Center seeks opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education. Additionally, the Center invites higher education partners to examine programs and practices in place across SC. Collaborative events are convened in which higher education institutions are invited to identify and study issues related to teaching children of	Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners # activities # attendees	Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners	Not applicable

	poverty, specifically in terms of course and programmatic offerings. On-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure are available. Working sessions for institutional teams are facilitated, and the Center continues to serve in an advisory capacity to those that seek approval for coursework leading to Add-On Certification and Endorsement.			
Goal 3: The Center's broad reach will offer professional study opportunities and resources to educators and stakeholders.	Health Resources Manual The Center publishes its *Health Resources Manual* that provides health information that teachers statewide may access to support the health needs of children of poverty. The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	Health Resources Manual #Local vetted resources #National organizations vetted #Professional health org. & related national org. vetted #Total resources	Health Resources Manual	Not applicable
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	Resource Library The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources. Holdings are continuously expanded to support educators' needs for current research-based resources.	Resource Library Number of resources housed	Resource Library	Not applicable
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	Position and Policy Papers The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are	Position and Policy Papers On-Line Journal These activities have been on hold pending full staffing of the Center. Additionally, the Center is currently in	Position and Policy Papers On-Line Journal Currently on hold	Position and Policy Papers On-Line Journal Currently on hold

	solicited from university faculty, researchers, legislators, and policy analysts. On-Line Journal The Center publishes *Teaching Children of Poverty (TCOP),* an on-line journal for teachers of children of poverty.	the process of identifying a new online publisher.		
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	Center Website (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	Center Website http://www.fmucenterofexcellence.org # sessions: # New Visitors: # Returning Visitors:	Center Website	Not applicable
Goal 3: The Center's broad reach will offer professional study opportunities and resources for educators and stakeholders.	Newsletter The Center publishes a monthly newsletter annually that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events. Social Media The Center uses *Facebook, Twitter,* and *Pinterest* as key tools for advertising activities and events, as well as for sharing readings and research of interest to stakeholders.	Newsletter # published newsletters Distribution range-number/districts Social Media # Social Media Outlets utilized Facebook https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242 # Likes # Followers Pinterest http://www.pinterest.com/fmucoe/ # Followers Twitter *@CenterofExcel* # Followers	Newsletter & Social Media	Not applicable
Goal 3: The Center's broad reach will offer professional study opportunities and resources to educators and stakeholders.	**Expanded Products & Services** **The Center has proposed activities to include expanded marketing products that increase awareness of the work of the Center of**	**To Be Determined**	**Expanded Products & Services**	**Not applicable**

	Excellence, specifically in terms of the Add-On and Endorsement and Certification for Teachers of Children of Poverty. Additionally, a proposal has been submitted for approval to develop pre-recorded videos, podcasts, and webinars, in addition to face-to-face events. Micro-credentialing programs offered in concert with state partners, such as SC ETV are proposed for exploration.		

Question 3B(i): Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. A bulleted format may be used.

In South Carolina, more than a quarter of all children are living in poverty. The percentage increased from 22% in 2008 to 27% in 2013. In addition, 35% of children have parents who lack secure employment, indicating that these families do not have full-time, year-round employment. Based on these indicators as well as others in the areas of education, health, and family/community, South Carolina ranks 42 out of 50 in overall child well-being (Annie E. Casey Foundation, 2015).

In the United States, the income achievement gap has been growing for the past 25 years increasing by up to 40% since the 1970s and growing more sharply than gaps based on ethnicity or parental education levels (Reardon, 2011). "The gap appears to have grown at least partly because of an increase in the association between family income and children's academic achievement for families above the median income level: a given difference in family incomes now corresponds to a 30 to 60 percent larger difference in achievement than it did for children born in the 1970s," (Reardon, 2011, pg.2).

A recent analysis concluded that students in schools with high levels of students in poverty are well behind their peers (up to four grade levels by Grade 6) in schools with students with higher income levels (Rich, Cox, & Block, 2016). In exploring almost 500 studies related to student achievement and socioeconomic status, Hattie (2009) found that socioeconomic status at the school level impacts student achievement more than individual-level socioeconomic status; however, both have a strong influence on student achievement. Among factors associated with students' home, home environment and socioeconomic status are the top two influencers of achievement ranked 31 and 32 respectively of 138 factors explored. Aspects related to the student, teacher, teaching, school, and curricula all have aspects that rank higher than home environment and socioeconomic status indicating the importance of these factors in influencing achievement and mitigating the income-based achievement gap (Hattie, 2009).

How do the respective impacts of home and school interrelate? The science of learning offers insights that can inform practice because the good news from the science of learning is that all brains are built to change. As early as 1966, Skeels reported dramatic IQ improvements of children removed from an orphanage and placed in the care of 12 year old institutionalized girls. More recently, consistent findings from neuroscience report on neural plasticity and the impact of life experiences on early brain architecture that serves as the foundation for all future learning, behavior, and health. While genetics provide a blueprint and set outer limits for development and achievement, the environment and life experiences determine how much of one's potential is actually met. Early high quality experiences are best for brain development and later achievement but all brains can and do change, given appropriate experiences that stimulate the formation of brain circuits that are then reinforced by repeated use.

The power of <u>effective</u> schools and teachers to create change in development and in achievement, then, cannot be underestimated. Mendro, et.al. (1998) reported that two years with an effective teacher cannot remediate achievement loss caused by one year with a poor teacher; Hanushek and Rivkin (2006) found that most effective teachers need six months to accomplish the same amount of learning that requires two years by least effective teachers; and Hamre and Pianta (2005) reported that students from disadvantaged backgrounds learn at the same rate as advantaged students <u>with effective teachers</u>. Additionally, Min Sun (2016) found evidence of a spillover effect from more effective colleagues. Sun found that having a peer teacher one standard deviation more effective than a student's own teacher for just one year would increase this student's likelihood of going to college by approximately .25 percentage points which translates to a financial value to this student of approximately $10,000 in additional lifetime earnings. Effective teachers matter!

Historically, one-size-fits-all preparation programs have provided teachers with strong educational foundations but fewer opportunities for practical application with under-resourced students under the supervision of highly qualified master teachers. Educators who land positions in schools that serve large numbers of under-resourced students report that they are not prepared to provide the accommodations needed to reveal the often-hidden potential of their students. As a result, many teachers move on to more affluent schools and districts or leave the profession all together.

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has used theory, research, and practice to better prepare and support current and future teachers of children in and of poverty. The Center continuously reviews the literature and conducts original research to identify strategies that matter most for under-resourced students. Twenty-five high-impact teacher and school moves have their foundation in the work of research leaders in the science and practice of learning, including, as examples, Carol Dweck (Mindsets), John Vito (Motivation), Eric Jensen, Judy Willis, Bruce Perry (Science of learning), Karl Alexander (Social Psychology), Albert Mehrabian, Dylan Wiliam, John Hattie, Robert Marzano (Pedagogy), Joyce Epstein (Family and Community Engagement), and Lorin Anderson (Educational Research). Findings from these influential researchers have informed the identification of 25 very specific practices that benefit learners of all ages and levels, as well as a strong research base that empowers teachers, leaders, and stakeholders to examine common practices with an eye for quality, all applied through an action research model.

Question 3B(ii): External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during FY 2017-18.   A bulleted format may be used.

External factors that may impact the implementation and/or achievement or outcomes during FY 2017-18 include:

- Outcomes of the 2017-18 SC Department of Education-sponsored sustained professional learning projects in Saluda, McCormick, and Bamberg 2 School Districts may impact future similar projects, both in concert with the State Department of Education, and across the state, region, and nation.
- New website launched in August 2017 that includes searchable databases and instructional videos produced by the Center may impact access to Center resources and Center recognition.
- Evolving directions from new School of Education leadership may impact Center work within the University and with partners.
- Continuing national interest in and focus on poverty and its impact on the brain and school success may impact Center activities and outcomes.
- The Abbeville vs. South Carolina lawsuit legislative and judicial actions may lead to formal projects in which the Center acts as a resource for high poverty schools in South Carolina.

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.			
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.			
Research/Evidence	**Activities/Intervention**	**Outputs**	**Project Outcomes (1-2 years)**	**Outcome Measures and Assessment Tools**
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is Growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Attachment C: Project Partners during FY 2016-17

Provide detail about any project partners who contributed (cash, in-kind, other manner) to your EIA-funded program during FY 2016-17. You may copy and paste from the FY 2016-17 Logic Model.

Partner	Type of Organization (public, private, nonprofit)	Mission of Organization	Role in Proposed Project	Type of Contribution (cash, in-kind, other)	Value of Contribution in Dollars
LEA Districts *(19 districts in 2016-17)*	Non-Profit	Provide P-12 Education	Join as Partner Districts; invest in Center activities; receive services for employees	$2500 per district	$47,500
CERRA	Non-Profit	Support educator retention, recruitment, and advancement in SC	Support recruitment; support project planning	other	$ undefined
Johns Hopkins National Network of Partnership Schools	Non-Profit	Support family and community engagement in schools	Support Center's family and community engagement work	other	$ undefined
SC Centers of Excellence Network	Non-Profit	Provide leadership, research and support for specific educational areas of focus	Mutually-supportive collaborative partnerships, as appropriate	other	$ undefined
TOTAL VALUE					$47,500

Attachment D: Project Partners during FY 2017-18

Provide detail about any project partners who will contribute (cash, in-kind, other manner) to your EIA-funded program during FY 2017-18. You may copy and paste from the FY 2016-17 Logic Model. **Bold** any changes in logic model from FY 2016-17 to FY 2017-18.

Partner	Type of Organization (public, private, nonprofit)	Mission of Organization	Role in Proposed Project	Type of Contribution (cash, in-kind, other)	Value of Contribution in Dollars
LEA Districts *(19 districts in 2017-18)*	Non-Profit	Provide P-12 Education	Join as Partner Districts; invest in Center activities; receive services for employees	$2500 per district	$47,500
CERRA	Non-Profit	Support educator retention, recruitment, and advancement in SC	Support recruitment; support project planning	other	$ undefined
Johns Hopkins National Network of Partnership Schools	Non-Profit	Support family and community engagement in schools	Support Center's family and community engagement work	other	$ undefined
SC Centers of Excellence Network	Non-Profit	Provide leadership, research and support for specific educational areas of focus	Mutually-supportive collaborative partnerships, as appropriate	other	$ undefined
					$
TOTAL VALUE					**$47,500**

4. **Program Evaluation**

   A. **Outcomes**

   Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact.

Methods used to Determine Program Impact:
An annual external evaluation, summarized in this report, has been conducted since the Center of Excellence's inception, to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The evaluation philosophy and methods used are based on Michael Quinn Patton's utilization-focused evaluation. After all data collection events, the independent evaluator provides a synopsis of evaluation findings. Surveys, assessments, focus group protocols, and other evaluation instruments were developed and are revised by the independent evaluator with input from Center faculty and staff. These synopses are designed to inform Center staff of findings, recommendations, and suggestions as soon as possible.

Measures or Evidence Collected to Demonstrate Impact:
The Center of Excellence to Prepare Teachers of Children of Poverty (COE) at Francis Marion University uses theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008).

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach. This objective is measured using the following methods:
- TCOP Attitudes and Beliefs Survey (Fall 2016 and Spring 2017)
- TCOP Longitudinal Survey (Winter 2017)
- TCOP Mastery Assessment (Fall 2016 and Spring 2017)
- Francis Marion University Student Teacher Focus Group (Spring 2017)

Evaluation Objective 2: Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region, South Carolina, and across the nation. This objective is measured using the following methods:
- Evaluations of Professional Development Seminars
- Evaluations of Specialized Professional Development (Fall Conference, Summer Institute)
- Evaluations of National Network of Partnership Schools Initiatives

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:
- Teaching Children of Poverty Add-on Endorsement and Certification
- Inquiries, Awards, and Recognitions
- Research Consortium (Spring 2017)
- Center of Excellence Website and Web Presence Through Social Media

Evidence collected to demonstrate impact on all measures is included in the Independent Evaluator's report, Attachment F, page 48.

B. Implementation

Use the space below to outline the methods used and data collected for determining the degree of implementation of the program. Address the following questions:

- Has the program shifted or deviated from the original program plan?
- Are services or activities going as planned?
- Is the program reaching the intended target population or the intended number of participants?
- Is it leading to expected outcomes?
- How do participants or recipients perceive the services, benefits, activities of the program?

Has the program shifted or deviated from the original program plan?
The program has largely remained on track with a focus on three key areas: undergraduate and graduate student preparation, in-service teacher preparation, and outreach that positions the Center as the premier resource for teachers in high poverty schools. An earlier fourth and separate focus on family and community engagement in high poverty schools was recently repositioned and included under the umbrella of support for in-service teachers.

Are services or activities going as planned?
In-service teacher supports are highly successful and continuously expanding. Graduate programs are sought by teachers from across the state and nation, and are growing as permitted by university regulations. Evaluation measures note these as the strengths that have led to the Center's strong state and national reputation as a premier resource for teachers of children in and of poverty. Despite access to a menu of services and activities designed specifically for pre-service teachers, this population is far less involved and data from Mastery Assessments and other measures suggest a need for an increased and improved opportunities to learn about and apply Center strategies.

Is the program reaching the intended target population or the intended number of participants?
The Center has exceeded expectations for reach to in-service teachers, extending beyond the Pee Dee Region to the state, the Southeast, and the nation. Participation in activities and events grows annually, and, as an example, the Summer Institute registrations were at full capacity well in advance of the event. Still more work is needed to attract and engage pre-service teachers at Francis Marion and to expand the project concept to other institutions of higher education.

Is it leading to expected outcomes?
As noted in the independent evaluator's report, "The Center of Excellence is approached by education stakeholders in South Carolina and across the southeast region to provide advice, expertise, and professional development to school administrators, in-service teachers, and pre-service teachers." Outcomes with in-service teachers exceed expected outcomes, and more and expanded services aligned with that goal are expected in the coming year. Still more work is needed to more effectively engage and subsequently prepare undergraduate students for the profession.

How do participants or recipients perceive the services, benefits, activities of the program?
Data from multiple measures indicate that services, benefits and activities are viewed as excellent by the majority of those who participate. Participation increases each year and requests for services regularly exceed the Center's current capacity to provide.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations?   Please provide a hyperlink or copy of the most recent evaluation.

Each year an independent evaluator designs a research agenda that aggressively studies the work of the Center to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The 2016-2017 annual report was completed on September 15, 2017. The <u>Executive Summary</u> and <u>Conclusions</u> from this report are included below, and the entire *2016-2017 Research and Evaluation Report* can be found as **Attachment F (page 48)** to this document.

Executive Summary

Since 2004, the Center of Excellence to Prepare Teachers of Children of Poverty has offered professional development and support to the higher education community, school districts, schools, and teachers. The Center was formed through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education and has maintained and expanded its funding since the initial grant.

The Center focuses on three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. Progress toward these goals is assessed through a utilization-focused evaluation (Patton, 2008).

Pre-Service Education
Teaching Children of Poverty (TCOP) Standards are woven throughout pre-service coursework at Francis Marion University. As of 2016–2017, about 14 Francis Marion University faculty members incorporated TCOP Standards within their coursework. Most of the approximately 517 students who completed end-of-course surveys in 2016– 2017 "agreed" that they had knowledge, skills and preparation related to Teaching Children of Poverty. While this is notable, more than 850 student respondents completed the survey during the 2010– 2011 academic year, and these students rated their knowledge, skills, and preparation slightly higher than the current respondents. Mastery assessments based on the six TCOP Standards demonstrate a similar trend with the highest scores posted during the 2010–2011 academic year and the lowest score posted in Fall 2016. Longitudinal trends continue to demonstrate that students' knowledge, skills, and preparation increase with each course that they take related to Teaching Children of Poverty.

The Center of Excellence also engages pre-service teachers through events and professional development held at Francis Marion University. With the Teaching Children of Poverty Add-on Certification and interest from other Institutions of Higher Education, pre-service teachers across the state are being exposed to this content. *Recommendations: 1) Explore cause of the decline in numbers of students exposed to Teaching Children of Poverty standards as well as slightly lower perceived knowledge, skills, and preparation compared to 2010– 2011. 2) Continue to integrate TCOP standards across the education curriculum at Francis Marion University and other Institutions of Higher Education through deliberate approach that includes meetings with IHEs and surveys of educational stakeholders to determine needs and successes.*

In-Service Education

The Center of Excellence provided more than 100 workshops, presentations, and professional development sessions with approximately 12,800 participants in 2016–2017. Ratings of Center of Excellence in-service professional development range from 66% to 73% in the "Strongly Agree" range with most of the remainder responses in the "Agree" range across factors related to the approach and credibility of the presenter and the quality of the presentation. At its two signature professional development events, Fall Conference and Summer Institute, the Center attracted almost 1,200 participants. The Fall Conference, which was rescheduled due to Hurricane Matthew, had more than 665 participants. About 521 people attended the Summer Institute. Ratings for most of the keynote speakers from the Summer Institute were strong (participants "Strongly Agreed" to quality of presentation and usefulness of information), and more than 1,200 session evaluations indicated the high-quality nature of sessions (average of 3.7 on a 4.0 scale).

Recommendations: 1) Continue to offer high-quality professional development opportunities across South Carolina and Southeast region 2) Explore additional methods to examine impact including follow-up with participants or analysis of classroom or school-level data 3) Build on Enhanced ADEPT System to focus on aspects of the new observational rubric or Student Learning Objectives and examine progress over time for partner districts or those who participate in sustained professional development.

Premier Resource

The Center of Excellence serves as one of the Southeast's premier venues for information and support related to Teaching Children of Poverty. The Teaching Children of Poverty Standards, Teaching Children of Poverty Add-on Certification, Teaching Children of Poverty Research Consortium, and Teaching Children of Poverty professional development encourage teachers and other educational stakeholders at multiple levels to enhance their knowledge, skills and practices in this important area. In addition, the online presence of the Center of Excellence, through its website and social media, promote wide reach of information.

Recommendations: 1) Continue identifying and securing experts in teaching, learning, and research to inform work in South Carolina and beyond, 2) Continue partnerships with Institutions of Higher Education to infuse TCOP Standards within courses across South Carolina and promote the TCOP Add-on Certification, 3) Continue using social media platforms to reach a variety of audiences.

Conclusion

Through its 12 years in operation, the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has developed into a nationally recognized entity providing support and professional development related to Teaching Children of Poverty. Its accomplishments include:

- infusing Teaching Children of Poverty Standards in pre-service courses taught by 14 instructors at Francis Marion University, assessing students' perceived preparation in TCOP, and identifying students' mastery of standards through an application-oriented assessment;
- working with 19 partner districts to disseminate best practices and sustained professional development to educational stakeholders including district staff, school administrators, and teachers;
- providing signature professional development and networking events such as the Fall Conference (more than 650 attended in 2016) and Summer Institute (more than 500 attended in 2017);
- working with schools and districts to enhance family and community engagement through the National Network of Partnership Schools at Johns Hopkins University;
- offering graduate coursework toward Teaching Children of Poverty Endorsement/Add-on Certification;
- seeking input to expand Teaching Children of Poverty Standards through coursework or professional development provided by other Institutions of Higher Education in South Carolina.
- engaging researchers and practitioners through the annual Center of Excellence Research Consortium, which brings nationally recognized researchers to South Carolina including David Berliner (Arizona State University), Karl Alexander (Johns Hopkins University), Robert Pianta (University of Virginia), and Diane Schanzenbach (Northwestern University); and
- providing timely and relevant articles and publications related to Teaching Children of Poverty through its website, Facebook page, and other social media sites.

An annual external evaluation, summarized in this report, has been conducted since the Center of Excellence's inception, to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The Center of Excellence had strong initial results on perceptions of preparation and mastery of standards through its integration of Teaching Children of Poverty Standards in Francis Marion University pre-service education coursework. These results, while still strong in some area, have remained flat or declined somewhat in recent years, which suggests a need to revisit the integration and commitment to these standards within the pre-service education curriculum. In-service professional development offerings and attendance have expanded greatly over the years, and the overwhelming majority of professional development sessions, events, and speakers are deemed high-quality by participants. Expansion, based on staff capacity, of in-service and district-based professional development may be warranted. Based on the approval of the Teaching Children of Poverty Add-on Certification, a cohort of approximately 15 teachers will receive this certification in Fall 2017. The offering of add-on certification coursework at other Institutions of Higher Education may be beneficial to enhance the number of teachers with this credential. Finally, the Center of Excellence is consistently sought out as a resources by Institutes of Higher Education and educational stakeholders across the southeast.

Program Planning and Fiscal Information

5. Potential EIA Reductions

Due to the risk EIA funds may be reduced in the future, please describe how the program and/or organization would absorb or offset potential EIA reduction of five to ten percent in the current fiscal year?

6. Loss of EIA Funding

If no additional EIA revenues were appropriated to this program in Fiscal Year 2018-19 above the current year's appropriation level, how would the program be modified to address loss of funding? Provide details about any potential changes to the goals, outcomes, indicators, and priorities. Please be specific to address the impact to
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Not Applicable – No Increase Requested

teachers or schools.

7. Recommendations

Are there regulatory or statutory changes that you would recommend to the SC General Assembly that would assist this program/organization in meeting its objectives?

           X   **Yes**   **No**

The Center respectfully offers the following recommendations:

- Approve Master of Education in *Teaching Children of Poverty* degree programs to incentivize teacher study in this area.
- Require a minimum of one *Teaching Children of Poverty* course for all areas of teacher certification in South Carolina (similar to new Read to Succeed requirements)
- Require *Teaching Children of Poverty* Add-On Certification for all SC Priority and. Focus schools.
- Provide tuition incentives for *Teaching Children of Poverty* Add-On Certification (similar to Project CREATE incentives).

lease describe recommendations below:

8. Current Program Budget (SCDE Administered-Programs DO NOT Complete Question 8)

    A. Budget Summary: Complete the budget table(s) below for Fiscal Years 2016-17 and/or 2017-18. If the program was not funded in FY 2016-17, please fill out information for FY 2017-18 only.

Funding Sources	2016-17 Actual	2017-18 Estimated
State Funds:		
EIA	350,000	350,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Partner Districts	51,768	57,500
Francis Marion University	25,000	25,000
Other (specify):		
Carry Forward from Prior Year	**123,284**	**134,775**

Expenditures	2016-17 Actual	2017-18 Estimated
Personal Service	172,733	225,000
Contractual Services	33,000	40,000
Supplies & Materials	22,975	30,000
Fixed Charges		
Travel	29,810	40,000
Equipment		
Employer Contributions	48,472	72,000
Allocations to Districts/Schools/Agencies/Entities	83,287	110,275
Other: Transfers		50,000
Balance Remaining	159,775	0
TOTAL:	**550,052**	**567,275**
# FTES:	**2.5**	**2.5**

B. Budget Summary: If the program was funded in FY 2016-17 and there is a variance in the EIA appropriation from 2016-17 to 2017-18, please describe how your program will be modified and outcomes may be impacted by the variance:

9.

Future

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the impact of decreased funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer P-12 Outreach Project stipends may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by any planned proportionate reduction.

EIA Funding Requests

A. The total amount of EIA funds requested for this program for FY 2018-19 will be
(check only one):

	EIA funding for FY 2018-19 is the first time EIA funds have been requested for this program.
X	The same as appropriated in the current fiscal year's appropriation
	An increase over the current fiscal year's appropriation
	A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in **EIA** funding for the next fiscal year, complete the following table:

Current EIA funding amount for FY 2017-18	$350,000.00
Amount of increase requested in EIA funding for FY 2018-19	$0
Amount of decrease requested in EIA funding for FY 2018-19	$0
Total amount of EIA funding requested for FY 2018-19	$350,000.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will t

Not Applicable

increase or decrease impact the strategies and the outcomes of the program?

ATTACHMENT E: Profile of the South Carolina Graduate (For Information Purposes Only)

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity · Self-direction · Global perspective · Perseverance · Work ethic · Interpersonal skills

© SCASA Superintendents' Roundtable
Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

transformSC

AN INITIATIVE OF   SOUTH CAROLINA COUNCIL ON **COMPETITIVENESS**
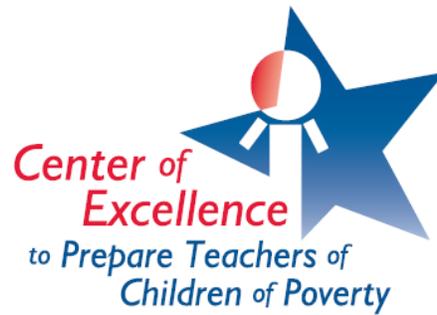
Center of Excellence to
Prepare Teachers of Children of Poverty

2016–2017 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

EXECUTIVE SUMMARY

Since 2004, the Center of Excellence to Prepare Teachers of Children of Poverty has offered professional development and support to the higher education community, school districts, schools, and teachers. The Center was formed through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education and has maintained and expanded its funding since the initial grant.

The Center focuses on three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. Progress toward these goals is assessed through a utilization-focused evaluation (Patton, 2008).

Pre-Service Education

Teaching Children of Poverty (TCOP) Standards are woven throughout pre-service coursework at Francis Marion University. As of 2016–2017, about 14 Francis Marion University faculty members incorporated TCOP Standards within their coursework. Most of the approximately 517 students who completed end-of-course surveys in 2016– 2017 "agreed" that they had knowledge, skills and preparation related to Teaching Children of Poverty. While this is notable, more than 850 student respondents completed the survey during the 2010–2011 academic year, and these students rated their knowledge, skills, and preparation slightly higher than the current respondents. Mastery assessments based on the six TCOP Standards demonstrate a similar trend with the highest scores posted during the 2010–2011 academic year and the lowest score posted in Fall 2016. Longitudinal trends continue to demonstrate that students' knowledge, skills, and preparation increase with each course that they take related to Teaching Children of Poverty.

The Center of Excellence also engages pre-service teachers through events and professional development held at Francis Marion University. Interest from other Institutions of Higher Education is leading to greater exposure to this content for pre-service teachers across the state.

Recommendations: 1) Explore cause of the decline in numbers of students exposed to Teaching Children of Poverty standards as well as slightly lower perceived knowledge, skills, and preparation compared to 2010–2011. 2) Continue to integrate TCOP standards across the education curriculum at Francis Marion

University and other Institutions of Higher Education through a deliberate approach that includes meetings with IHEs and surveys of educational stakeholders to determine needs and successes.

In-Service Education

The Center of Excellence provided more than 125 workshops, presentations, and professional development sessions with approximately 12,800 participants in 2016–2017. Ratings of Center of Excellence in-service professional development range from 66% to 73% in the "Strongly Agree" range with most of the remainder responses in the "Agree" range across factors related to the approach and credibility of the presenter and the quality of the presentation. At its two signature professional development events, Fall Conference and Summer Institute, the Center attracted more than 1,500 participants. The Fall Conference, which was rescheduled due to Hurricane Matthew, had more than 665 participants. Across the 2-day Summer Institute, more than 1,000 participants (more than 500 per day; may be duplicates) attended keynote session, breakout sessions, and networking events. Ratings for most of the keynote speakers from the Summer Institute were strong (participants "Strongly Agreed" to quality of presentation and usefulness of information), and more than 1,200 session evaluations indicated the high-quality nature of breakout sessions (average of 3.7 on a 4.0 scale).

Recommendations: 1) Continue to offer high-quality professional development opportunities across South Carolina and Southeast region 2) Explore additional methods to examine impact including follow-up with participants or analysis of classroom or school-level data 3) Build on Expanded ADEPT System to focus on aspects of the new observational rubric or Student Learning Objectives and examine progress over time for partner districts or those who participate in sustained professional development.

Premier Resource

The Center of Excellence serves as one of the Southeast's premier venues for information and support related to Teaching Children of Poverty. The Teaching Children of Poverty Standards, Teaching Children of Poverty Add-on Certification, Teaching Children of Poverty Research Consortium, and Teaching Children of Poverty professional development encourage teachers and other educational stakeholders at multiple levels to enhance their knowledge, skills and practices in this important area. In addition,

the online presence of the Center of Excellence, through its website and social media, promote wide reach of information.

Recommendations: 1) Continue identifying and securing experts in teaching, learning, and research to inform work in South Carolina and beyond, 2) Continue partnerships with Institutions of Higher Education to infuse TCOP Standards within courses across South Carolina and promote the TCOP Add-on Certification, 3) Continue using social media platforms to reach a variety of audiences.

TABLE OF CONTENTS

In South Carolina, more than a quarter of all children are living in poverty. The percent of children living in poverty increased from 22% in 2008 to 27% in 2013. In addition, 35% of children have parents who lack secure employment, indicating that these families do not have full-time, year-round employment. Based on these indicators as well as other indicators in the areas of education, health, and family/community, South Carolina ranks 42 out of 50 in overall child well-being (Annie E. Casey Foundation, 2015).

In an analysis of more than 800 studies, Hattie (2009) found that socioeconomic status at the school-level and individual-level influence student achievement. Among factors associated with students' home, home environment and socioeconomic status are the top two influencers of achievement ranked 31 and 32 respectively of 138 factors explored. Aspects related to the student, teacher, teaching, school, and curricula all have aspects that rank higher than home environment and socioeconomic status, indicating the importance of these factors in influencing achievement and mitigating the income-based achievement gap (Hattie, 2009).

Approximately 72% of South Carolina 4th graders are not proficient in reading, and 69% of 8th graders are not proficient in math (Annie E. Casey Foundation, 2015). In the United States, the income achievement gap has been growing for the past 25 years increasing by up to 40% since the 1970s and growing more sharply than gaps based on ethnicity or parental education levels (Reardon, 2011). "The gap appears to have grown, at least partly, because of an increase in the association between family income and children's academic achievement for families above the median income level: a given difference in family incomes now corresponds to a 30 to 60 percent larger difference in achievement than it did for children born in the 1970s," (Reardon, 2011, pg.2).

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University uses theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008).

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-

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- Inquiries, Awards, and Recognitions
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- Center of Excellence Website and Web Presence Through Social Media

OBJECTIVE 1

> **Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach**

Multiple measures are used to understand the impact of coursework and pre-service activities on teacher preparation. The majority of these activities evaluate students' perceptions of their preparation and their application of material related to teaching children of poverty.

TCOP ATTITUDES & BELIEFS SURVEY

Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction to teaching children of poverty standards as well as their preparation to teach children of poverty based on completion of the specific course. Survey items are grouped to calculate three scores: Course Score (7 items), Instructor Score (4 items), and Preparation Score (1 item). Students rate each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 1 provides general information about the survey results since Fall 2009.

Table 1 TCOP Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.40	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Spring 2014	373	3.18	3.25	3.25
Fall 2014	320	3.18	3.22	3.21
Spring 2015	333	3.38	3.45	3.41
Fall 2015	304	3.15	3.14	3.11
Spring 2016	366	3.25	3.33	3.28
Fall 2016	255	3.20	3.31	3.22
Spring 2017	262	3.15	3.29	3.15

On average, students agree (3.0) that the course and instructor prepare them to teach children of poverty. Survey respondents were approaching the strongly agree (4.0) category in Fall 2012 and Spring 2013; however, average scores dipped in Fall 2013 and have remained solidly in the agree range since that time. While course, instructor, and preparation means have remained relatively stable, the number of students completing the *TCOP Attitudes and Beliefs Survey* was substantially lower in Fall 2016 (down 185 from Fall 2010) and Spring 2017 (down 178 from Fall 2010).

Faculty members that embed TCOP standards receive individual reports that compare mean scores across all standards to the results in their individual course(s). Approximately 14 faculty members received these reports related to the 2016–2017 academic year. In general, students pursuing early childhood certification rate course and instructor higher in the areas of gaining information and strategies related to Teaching Children of Poverty Standards. On preparation, student pursuing early childhood and middle level certification reported slightly higher preparation rates that those pursuing elementary and secondary certification. Chart 1 highlights the perceptions related to course, instructor, and preparation.

Chart 1 Perceived Course, Instructor, and Preparation Averages by Certification Area (2016–2017)
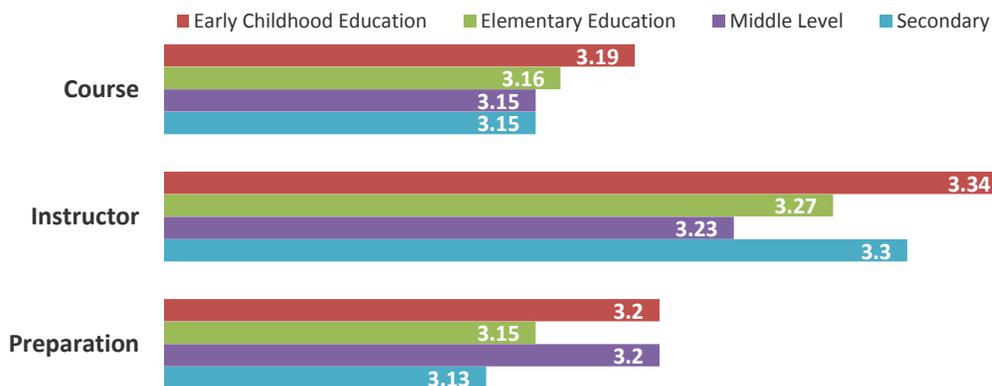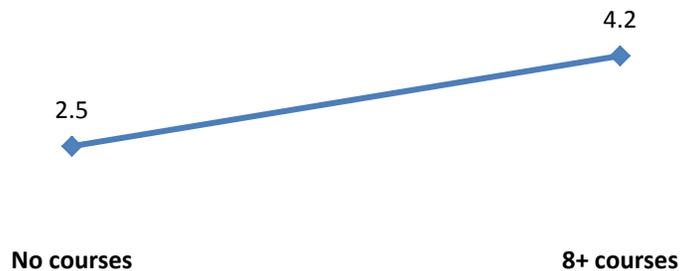
TCOP LONGITUDINAL SURVEY

The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 14-item Likert-scale survey, is administered once each academic year to Francis Marion University students in six courses of varying levels. More than 2,700 surveys have been completed since Fall 2006. Administering the survey in six courses allows evaluators to gauge change over time. On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study. Table 2 highlights results by number of courses that students have completed with embedded TCOP standards. Chart 2 highlights the change in perceived knowledge from having no courses with TCOP standards to eight or more courses with TCOP standards.

Table 2 TCOP Longitudinal Survey Data by Number of Courses Completed

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	482	2.5	2.6	3.2	2.5
1	290	2.9	3.0	3.3	2.9
2	603	3.1	3.2	3.5	3.0
3	462	3.3	3.3	3.6	3.2
4	371	3.8	3.7	3.8	3.7
5	54	3.9	3.9	3.9	3.6
6	30	4.0	4.1	4.1	4.0
7	33	4.0	4.0	3.9	3.9
8+	311	4.3	4.3	4.2	4.2

In addition, a composite score that incorporates the multiple factors such as knowledge, skills and confidence was created to look at trends based on number of courses completed. Students who completed more courses with TCOP Standards indicated higher levels in these factors. The difference between those who had not taken any courses with TCOP standards and those who had taken eight or more was 1.5 points on a 5 point scale.

Chart 2 Perceived Preparation (1-5 Scale) based on Courses with TCOP Standards

4.2

2.5

No courses   **8+ courses**

Approximately, 1,654 students have taken the longitudinal survey at least one time. Evaluators compare the results from those who have completed the survey once to those who have completed it multiple times. On average, the knowledge, skills, confidence, and preparedness of students increase among those who have taken the survey more than once. Preparedness is typically rated the lowest among the four aspects. Table 3 provides the average results for each area.

Table 3 TCOP Longitudinal Survey Data by Number of Times of Survey Completion

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1654	3.0	3.1	3.5	3.0
2	748	3.5	3.5	3.6	3.3
3	274	4.1	4.0	4.0	3.9
4	78	4.3	4.2	4.2	4.2
5	9	3.8	4.0	3.7	3.6

TCOP MASTERY ASSESSMENT

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists.

Scores increased from the pilot administration in Fall 2009 through Spring 2011 (see Table 4); however, scores declined slightly in Fall 2011 and remained in the mid- to upper 20s since that time (maximum score is 48). The mean Fall 2016 score is the lowest score (26.58) to date. In addition, proficiency by TCOP Standard is explored. Generally, students are more proficient on TCOP Standards 1, 4 and 5 (see Chart 1). Proficiency rates also have declined across standards since Spring 2010.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Spring 2013

Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35

Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35
Fall 2014	15	28.73	29	23	34
Spring 2015	42	27.88	28	18	37
Fall 2015	26	28.08	27.5	21	34
Spring 2016	21	27.86	28	20	37
Fall 2016	24	26.58	26	14	35
Spring 2017	25	28.52	29	18	37

Chart 3 Mastery Assessment Results by Semester Spring 2011–Spring 2017
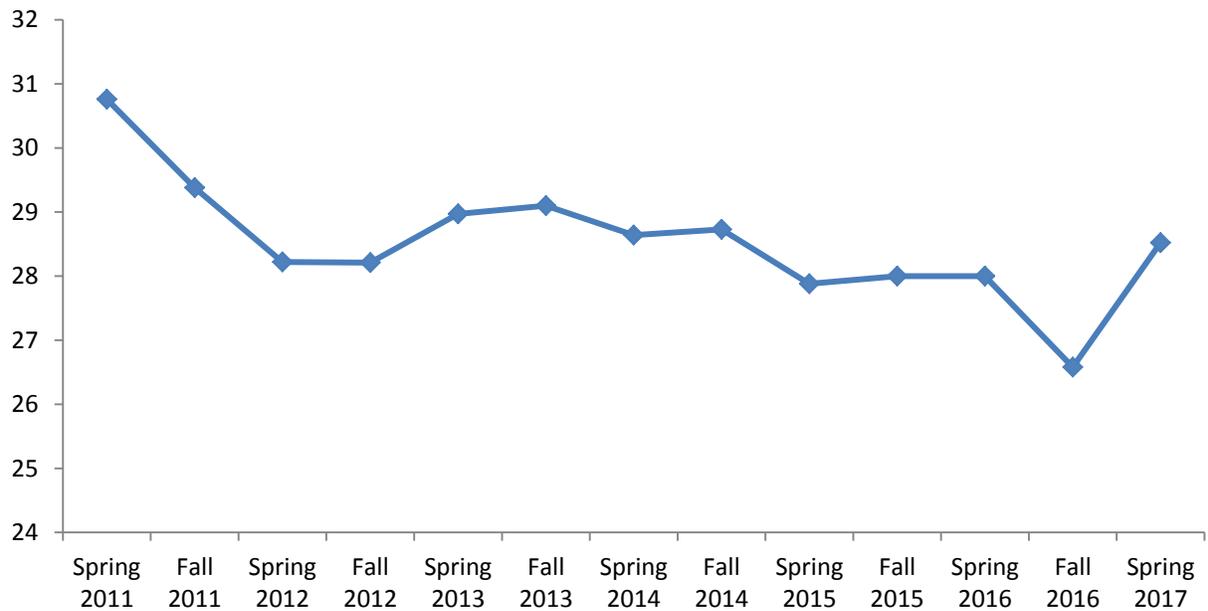
Francis Marion University faculty members implementing Teaching Children of Poverty standards and assessment experts from the University of South Carolina engaged in a bookmarking process to

determine proficiency (number of items correct) for each standard based on students' performance on the mastery assessment. Mastery assessments are scored by standard (eight items per standard), and then the number of students deemed proficient is determined. Standards 1, 2, and 5 require six or more correct responses (out of eight) to be considered proficient in the material. Standards 3, 4, and 6, require five or more correct responses (out of eight) to be considered proficient in the material. Evaluators have tracked proficiency by standard since Spring 2010.

Chart 4 TCOP Proficiency by Standard Spring 2010 to Spring 2017

■ Spring 2010   ■ Spring 2014   ■ Spring 2015   ■ Spring 2016   ■ Spring 2017
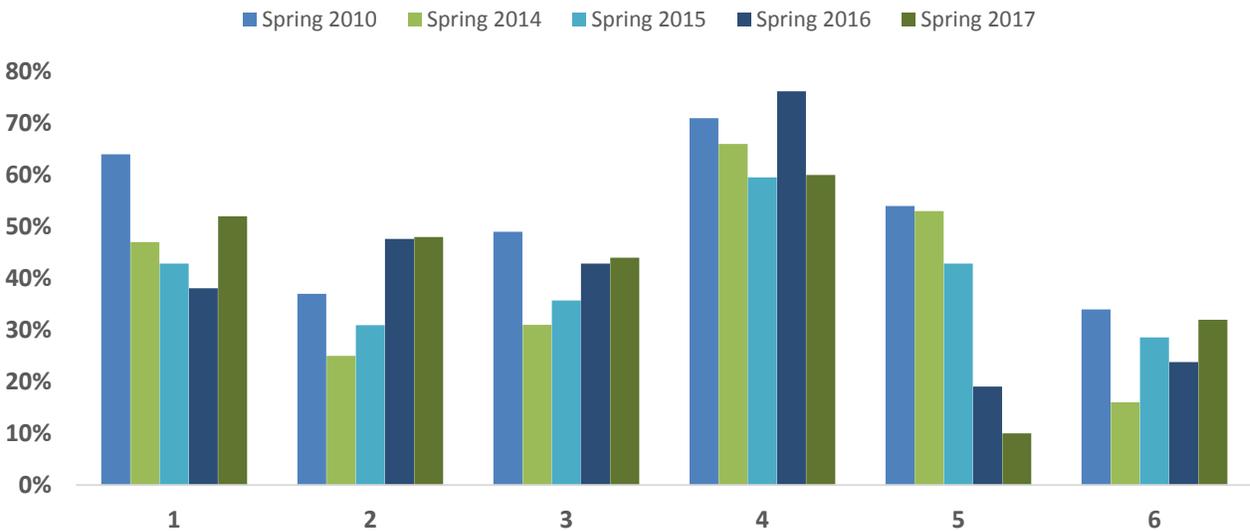
FRANCIS MARION UNIVERSITY STUDENT TEACHER FOCUS GROUP

Since 2010, a focus group has been conducted each spring with Francis Marion University student teachers. The purpose of the focus group is to explore student teachers' perceived preparation related to teaching children of poverty as a result of the teacher education program at Francis Marion University.

Teaching Children of Poverty standards are integrated into coursework at Francis Marion University and the Center of Excellence provides support and professional development to students, faculty, and staff interested in enhancing their understanding of teaching children of poverty. In 2017, 15 students were randomly selected to participate in the focus group, and of these 15, 11 participated in the focus group. Chart 5 highlights the certification areas of those selected to participate and those who participated.

Chart 5: Student Teachers Selection for (Random) and Attendance at Focus Group
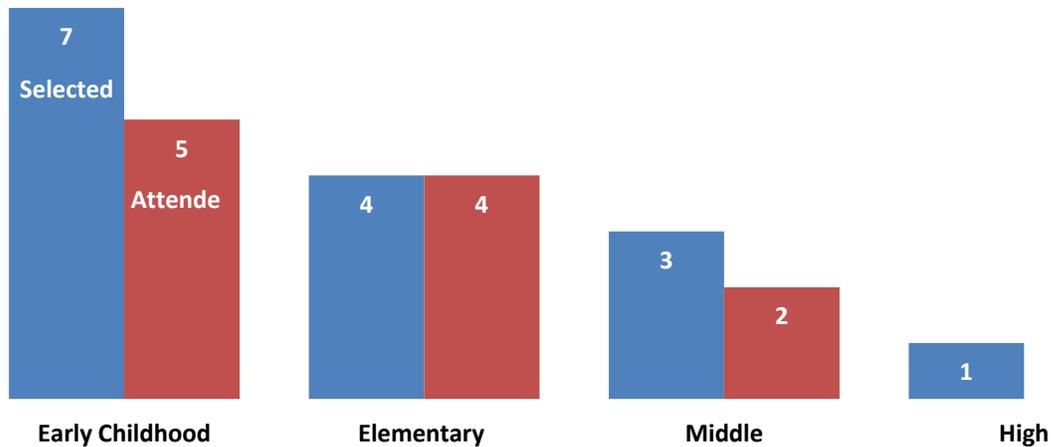
Note: One student teacher pursuing early childhood and elementary

The focus group begins with general questions regarding preparation for teaching at Francis Marion in an effort to determine if participants initiate TCOP discussions without a direct prompt by the evaluator. Overall, the student teachers indicated that Francis Marion University prepared them to teach. The strategies and experiences that they perceived most prepared them were: 1) Block A/B, 2) clinical experienced required prior to student teaching, 3) observing in classrooms, 4) planning and implementing 3-day unit, 5) developing Student Learning Objectives (SLOs), 6) Reading Methods (within Block B), and 7) open-door, inclusive atmosphere facilitated by education professors.

Student teachers did not cite *teaching children of poverty* as a need or an area where they were underprepared during the broader discussion related to preparation. The majority of student teachers indicated that they were prepared. "I really do feel like they have prepared us for that because I am at a school that has a high poverty rate, and there are things you have to deal with, but I feel prepared to deal with those things." Student teachers cited Dr. Pawloski's course and participating in a poverty simulation as preparing them for understanding and teaching children of poverty. The "Play Spent" simulation experience allowed them to see obstacles and choices people have to make. The elementary and middle school students did not have the same experiences with teaching children of poverty, but indicated that some professors provided scenarios that help. In addition, some were aware of the Center of Excellence and had attended events such as the Summer Institute. Student teachers also indicated attending "fairs" at the Center.

"I feel like the Center of Excellence really has opened something up because we know we can go there if we need help with anything."

Finally, a few student teachers indicated that their cooperating teacher and working on Student Learning Objectives helped them reflect on students in poverty. The cooperating teacher provided support and helped the student teacher consider opportunities to enhance instruction for all students.

Student teachers cited a few areas aligned with Center TCOP Standards and practices in which they need or would like additional professional development as they enter the teaching profession including 1) classroom behavior management, 2) classroom set-up, 3) STEM-related professional development, 4) technology use in the classroom, and 5) classroom budgeting. The student teachers indicated the most need in classroom behavior management. They classified some of the instruction related to classroom behavior management as unrealistic and idealist based on their experience in classrooms. They also cited the need for strategies beyond positive reinforcements.
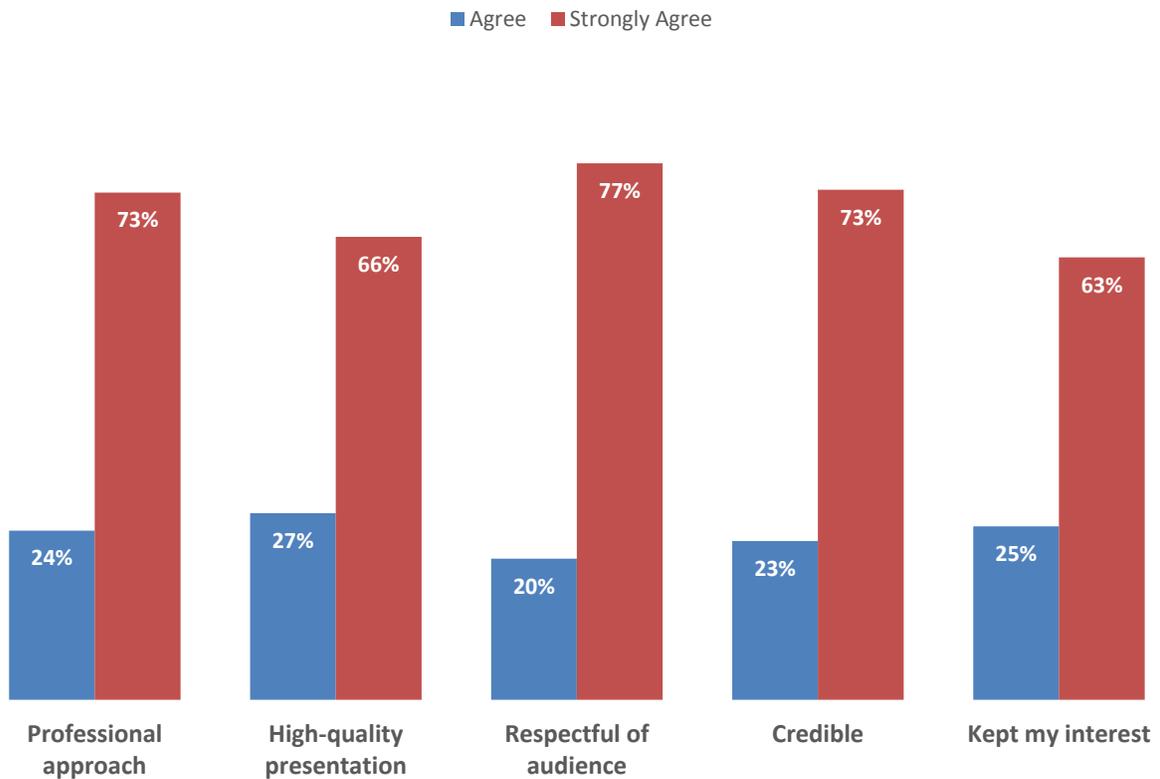
OBJECTIVE 2

Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina

### TEACHER PROFESSIONAL DEVELOPMENT

The Center of Excellence to Prepare Teachers of Children of Poverty provides professional development related to Teaching Children of Poverty at schools, conferences, and other events for teachers, administrators, and other educational stakeholders. More than 100 service and scholarly presentations and professional development activities impacting approximately 12,800 people occurred in 2016–2017. Approximately 480 people completed surveys between July 1, 2016 and June 30, 2017 related to the quality and usefulness of the professional development. The vast majority of participants (between 91% and 97%) who completed evaluations "Strongly Agreed" or "Agreed" that the Center presenter provided a high-quality, professional, credible presentation that kept the interest of the audience.

Chart 6 Responses from Center Conference Sessions and Workshops (Off-Campus)

■ Agree ■ Strongly Agree

	Agree	Strongly Agree
Professional approach	24%	73%
High-quality presentation	27%	66%
Respectful of audience	20%	77%
Credible	23%	73%
Kept my interest	25%	63%

The Center also seeks information about its professional development topics and information in comparison to other professional development. Most participants (69%) indicated that the professional development was "Much Better" or "Somewhat Better" than other professional development that they have attended. Chart 7 provides detailed information regarding the responses to these questions.

Chart 7 Rating of Center Professional Development in Comparison with Other Professional Development
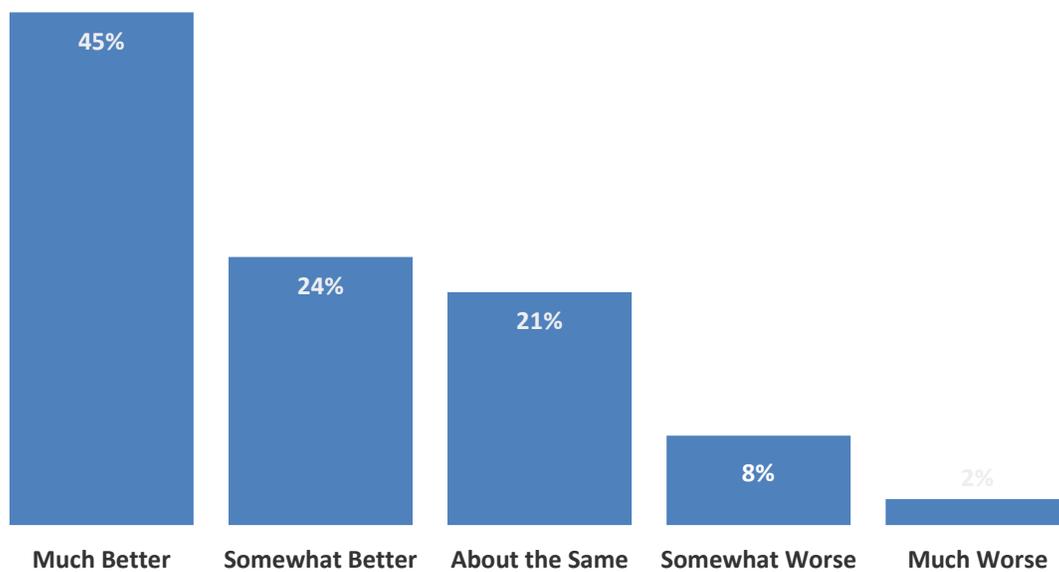
FALL CONFERENCE

The Center also hosts conferences and workshops on-site at Francis Marion University or in other locations around the state.   Many of these are held on weekends or during non-traditional working hours. The 2016 Fall Conference was held on Monday, November 7, 2016 at River Bluff High School in Columbia. The conference was originally scheduled for October 6, but had to be postponed based on Hurricane Matthew. More than 650 attended the Fall Conference, and approximately 249 people responded to the evaluation survey.

Chart 8 Participants Rating of 2016 Fall Conference Present

> "We looked so, so forward to this event! We were thrilled when it was rescheduled after the hurricane. What a wonderful way to weave in humor through Gerry Brooks entertaining videos as he shared how we should respond to our teachers, our staff, and our stakeholders. We enjoyed every minute of it. As an administrator, it confirmed my belief in the important of relationship building."
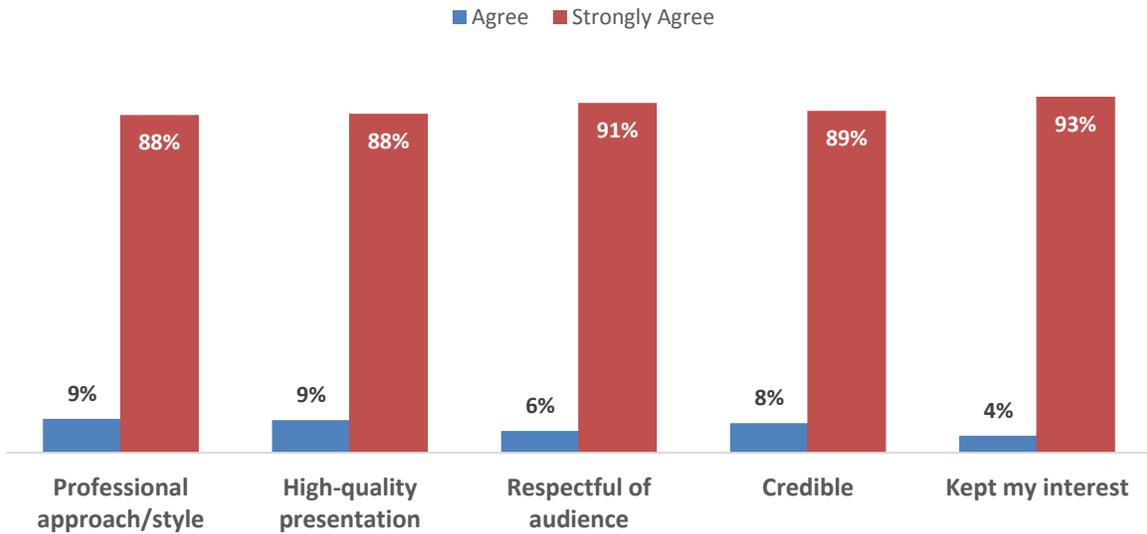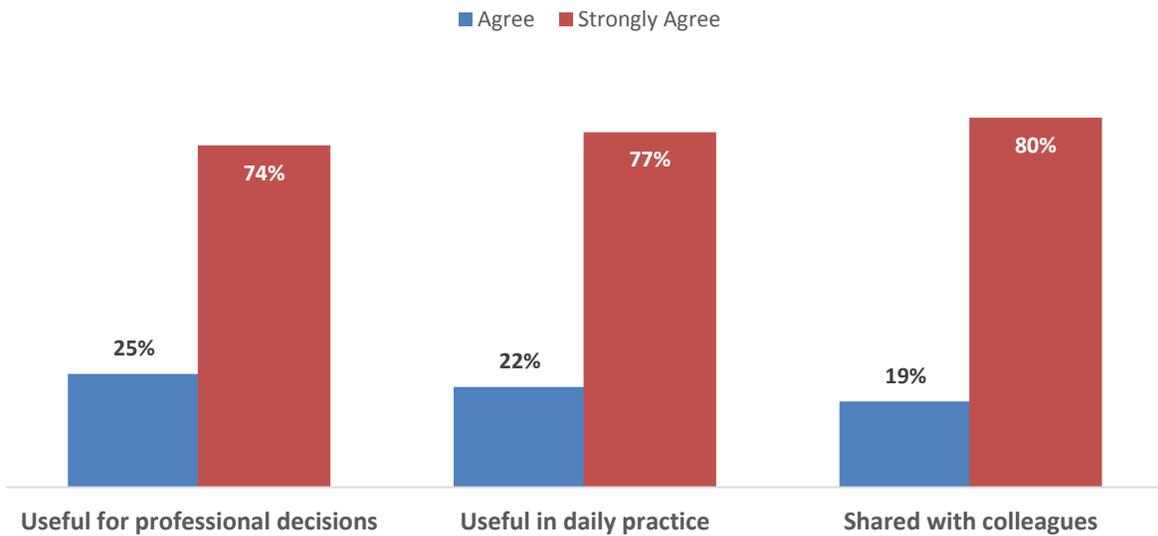
er

Legend: ■ Agree ■ Strongly Agree

Category	Agree	Strongly Agree
Professional approach/style	9%	88%
High-quality presentation	9%	88%
Respectful of audience	6%	91%
Credible	8%	89%
Kept my interest	4%	93%

Chart 9 Participants Use of Information Presented at Fall Conference

Legend: ■ Agree ■ Strongly Agree

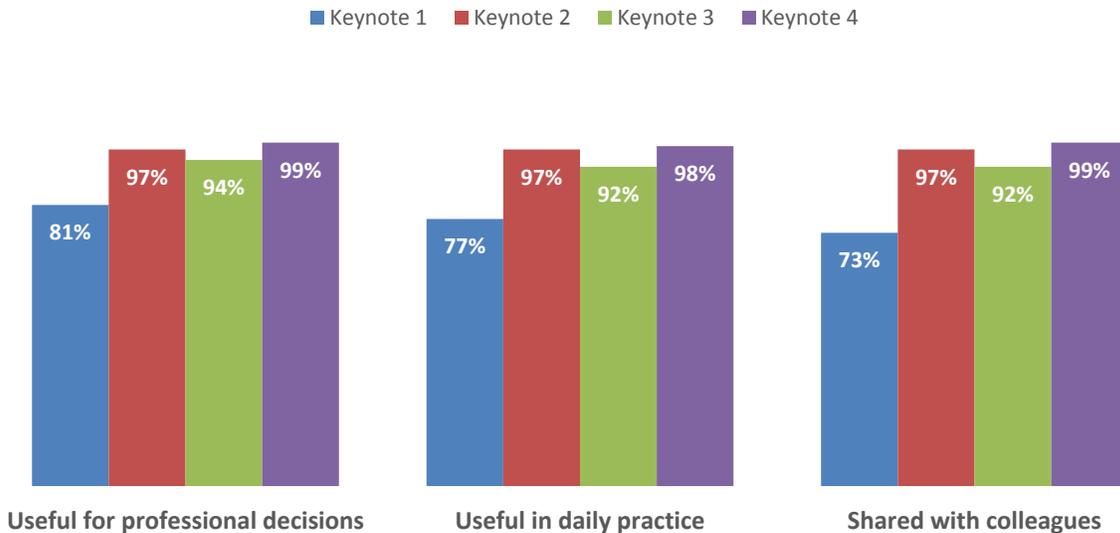| Category	Agree	Strongly Agree
Useful for professional decisions	25%	74%
Useful in daily practice	22%	77%
Shared with colleagues	19%	80%

More than 100 respondents provided comments related to the workshop. One respondent wrote, "Most of the time conferences are boring to me but this one kept my attention and involved the audience in all aspects. I would definitely come back!" Another wrote, "I left this workshop with a new sense of confidence and more insight into what I need to be day-to-day as a person and as a teacher! I would LOVE to have him come and speak in our district or county" Another commented, "I drove 3 hours with a 12 person team from my school to hear Mr. Brooks. We were all totally engaged in his entire presentation. We want to have him speak in [our district].

SUMMER INSTITUTE

The Center Summer Institute is a 2-day professional development event held at Francis Marion University. The 2017 Summer Institute was held June 27–28 and featured four keynote sessions and more than 40 breakout sessions. More than 500 educators representing seven states attended the 2017 Center Summer Institute. Over 100 surveys were completed for each keynote session. Among the keynote sessions, between 73% and 99% agree or strongly agreed that the information provided was useful for professional decisions, was useful in daily practices, and plan to share information with colleagues. Chart 10 highlights responses from the surveys.

Chart 10 Percent of Respondents "Agree/Strongly Agree" Range to Usefulness of Information for Practice

Keynote 1   Keynote 2   Keynote 3   Keynote 4

	Useful for professional decisions	Useful in daily practice	Shared with colleagues
Keynote 1	81%	77%	73%
Keynote 2	97%	97%	97%
Keynote 3	94%	92%	92%
Keynote 4	99%	98%	99%

Approximately 1,243 sessions surveys were completed related to the approximately 42 breakout sessions. Three areas are explored in the session surveys: 1) presenter/presentation characteristics (5 items), 2) information presented (4 items), and 3) transfer of information (3 items.). Chart 11 provides the average score on a 4.0 scale in the areas of presentation, information, and transfer of information related to Summer Institute sessions. These averages suggest that most participants were within the "Strongly Agree" range to the quality of the presentation, usefulness of information provided, and transfer of information to practice.

Chart 11 Exit Evaluations from Center Summer Institute

Presenter/Presentation	Information	Transfer of Information
3.7	3.6	3.6
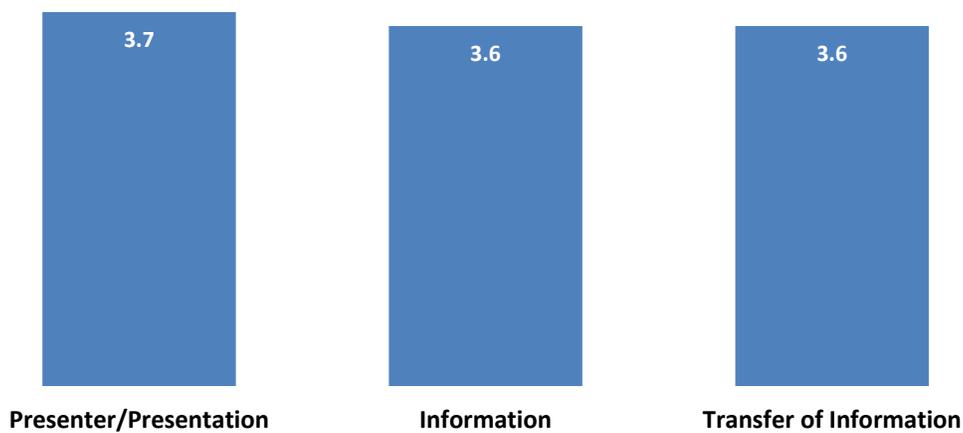
One respondent wrote about a session presenter, "She was wonderful and did a great job at keeping our interest and helping us decide how to get started, where to go, and how we can get help." Another respondent wrote, "I love the practical and real life applications to the classroom." Other comments included:

- "Loved all of the information that was given. I can't wait to use it with my students."
- "They really made teaching science fun and integrated literacy into it as well."
- "You are wonderful. Thank you for all of your ideas shared and work with our students!"
- "The presentation really opened my mind to the importance of movement. Excellent!"
- "She was awesome! Please bring her back. Rigor is what I consider a weakness for me."

SCHOOL-BASED PROFESSIONAL DEVELOPMENT

In 2016–2017, sustained professional development occurred in Chesterfield, Florence 1, Florence 2, Horry, Lexington/Richland 5 and Rock Hill. In addition, a group of Lexington 1 educators continued their pursuit of the Teaching Children of Poverty Add-on Certification. This work included facilitating Teaching Children of Poverty Standards through an ongoing process. The Lexington 1 cohort will complete the fourth course toward TCOP Add-on Certification during the Fall 2017 semester and will be the first cohort to obtain this state certification.

Florence 1, Florence 2, and Chesterfield will be continuing its sustained professional development in 2017-18 and adding new sites. In addition, Bamberg 2, Charleston, McCormick, and Saluda school districts will be participating in monthly TCOP professional development in 2017-18.

NATIONAL NETWORK OF PARTNERSHIP SCHOOLS

The National Network of Partnership Schools (NNPS) at Johns Hopkins University works with schools and other organizations to promote family and community engagement. In 2016–2017, four school districts (Clarendon 2 Florence 3, Lexington 2, Richland 1) continued their NNPS plans from previous years and two participated in grant-funded initiatives (Florence 1 and Lexington 2) within schools to improve engagement and achievement.

An end-of-year celebration was held on April 26, 2017, and 42 people participated in this event including participants from the four districts as well as Charleston County School District and the South Carolina Department of Education. At this event, participants provided feedback and suggestions to the Center of Excellence based on their experiences with NNPS and support needed to fully realize goals. Districts and schools reported on many events and successes that occurred as a result of NNPS including STEM nights, Alumni celebrations, literacy/reading events, tutoring, higher education awareness events, family bingo, and Veteran's Day celebrations. The most common areas in which districts/schools requested support were 1) networking/sharing of projects and information 2) a refresher NNPS course, 3) resources, and 4) funding. Schools also highlighted areas that they plan to implement next year including Read for a Bead, parent involvement, Father/child events, and other literacy strategies.

The Center was honored for the 10th consecutive year by Johns Hopkins University's National Network of Partnership Schools with the National Partnership Organization Award. Three of the Center's NNPS partner schools were honored as National partnership School Award winners: Delmae Elementary, South Florence High School, and Moore Intermediate School, all in Florence School District 1.

<div style="border: 2px solid black;">

OBJECTIVE 3

Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty

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TEACHING CHILDREN OF POVERTY ENDORSEMENT AND ADD-ON CERTIFICATION

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. The Center provides information sessions about the add-on certification and the availability of graduate-level coursework related to teaching children of poverty. A cohort approach was started with teachers in Lexington 1, and approximately 15 teachers are scheduled to earn their TCOP Add-on Certification in December 2017.

RESEARCH CONSORTIUM

The Center of Excellence hosts prominent researchers through the Research Consortium to promote dialogue around teaching children of poverty and increase awareness of research related to children of poverty. In 2017, the Center hosted its 9th annual Research Consortium in Columbia. Dr. David Berliner, Regents' Professor Emeritus at Arizona State University, was the keynote speaker. Dr. Berliner spoke about his recent book, *Myths and Lies that Threaten American Public Schools*.

Chart 12 Quality of the Center of Excellence Research Consortium

Excellent	Good	Average
62%	31%	3%
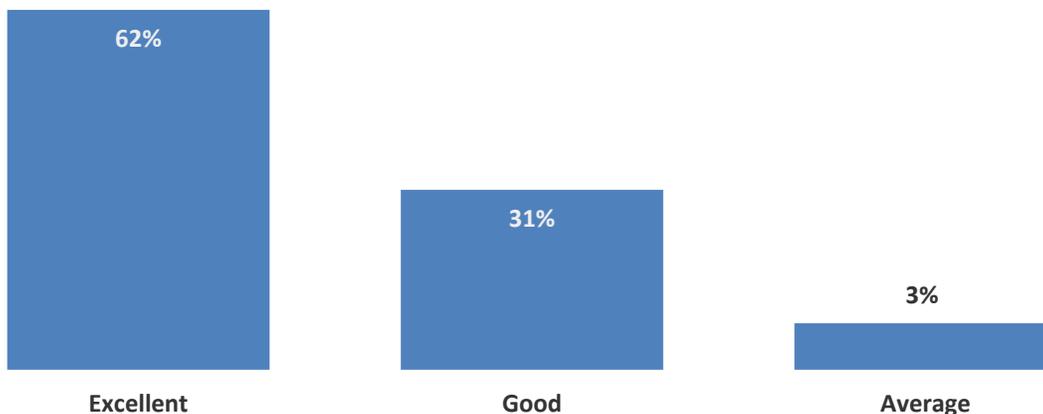
Some of the participants provided comments or suggestions. A sample of comments are provided below.

- "This was a wonderful experience with great discussion."
- "I would strongly recommend that dialogue be established with the deans of the schools of education in South Carolina to create a catalytic connection to improving the preparation of teachers and educational leaders in South Carolina schools."
- "Berliner is a scholar of national renown, but the local universities had few representatives there. For events of this magnitude, I'd recommend sending a special notice to the deans of education to distribute to the faculty."

PREMIER RESOURCE FOR TEACHING CHILDREN OF POVERTY

The Center of Excellence is approached by education stakeholders in South Carolina and across the southeast region to provide advice, expertise, and professional development to school administrators, in-service teachers, and pre-service teachers. In South Carolina, efforts to engage other Institutions of Higher Education have been occurring through periodic meetings designed to discuss the Teaching Children of Poverty Standards developed by the Center of Excellence as well as needs and strategies identified by other IHEs. This work is intended to expand the incorporation of pre-service and graduate coursework focused on Teaching Children of Poverty. In addition, the Center provides professional development and support to other states as possible and consults with other states related to effective strategies and practices. This has led to Center presentations within other states, particularly in the southeastern region, and in educators from other states attending Center events. Seven states were represented by participants at the 2017 Center of Excellence Summer Institute, and professional development presentations were provided within eight states including South Carolina.

COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION

In Spring 2015, a survey was sent to institutions of higher education to determine their current offerings related to teaching children of poverty and their interest in partnering with the Center to develop coursework and promote the endorsement or certification in Teaching Children of Poverty. Sixteen institutions responded, and of those that responded, 62.5% currently do not offer undergraduate courses in TCOP and 68.8% do not currently offer graduate coursework; while, 37.5% offer undergraduate coursework and 31.3% offer graduate coursework. Among those that offer coursework, Home, Community, and Classroom Partnerships in High Poverty Areas, Living in Poverty, and Language,

Literacy, and Poverty were the most common areas covered in coursework. Most of the respondents are not currently offering undergraduate or graduate coursework and are not currently promoting the South Carolina Add-on Certification in Teaching Children of Poverty (63%). However, 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.

Based on the survey and seeking to encourage pre-service and in-service teacher training related to Teaching Children of Poverty, annual meetings are held with Institutions of Higher Education to gauge interest, provide information, and encourage offering of courses or professional development for populations in their regions or service areas. Approximately 16 representatives from IHEs and the South Carolina Department of Education convened on March 13, 2017. At this meeting, discussions centered on: 1) Add-on TCOP certification, 2) micro-credentialing in TCOP, 3) CERRA opportunities (Jane Turner presented), and 4) SCDE Update (Jennifer Morrison presented).

ONLINE PRESENCE

The Center of Excellence debuted a new website in August 2017 to provide users with more and better methods to gain information and interact with the Center of Excellence. A monthly newspaper is posted on the website as well as emailed to subscribers to update them on upcoming events and highlight aspects related to Teaching Children of Poverty. The Center of Excellence continues to maintain its Facebook page and Twitter account. Through these, the Center provides regular updates and interacts with social media users. The Facebook page has more than 3,000 followers and followers tend to post about upcoming or recent events. The Twitter feed has more than 400 followers and includes more than 1,500 tweets. The Center regularly updates its websites and social media sites to engage online stakeholders and provide information to improve teaching children of poverty.

CONCLUSION

Through its 12 years in operation, the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has developed into a nationally recognized entity providing support and professional development related to Teaching Children of Poverty. Its accomplishments include:

- infusing Teaching Children of Poverty Standards in pre-service courses taught by 14 instructors at Francis Marion University, assessing students' perceived preparation in TCOP, and identifying students' mastery of standards through an application-oriented assessment;
- working with 19 partner districts to disseminate best practices and sustained professional development to educational stakeholders including district staff, school administrators, and teachers;
- providing signature professional development and networking events such as the Fall Conference (more than 650 attended in 2016) and Summer Institute (more than 500 attended in 2017);
- working with schools and districts to enhance family and community engagement through the National Network of Partnership Schools at Johns Hopkins University;
- offering graduate coursework toward Teaching Children of Poverty Endorsement/Add-on Certification;
- seeking input to expand Teaching Children of Poverty Standards through coursework or professional development provided by other Institutions of Higher Education in South Carolina.
- engaging researchers and practitioners through the annual Center of Excellence Research Consortium, which brings nationally recognized researchers to South Carolina including David Berliner (Arizona State University), Karl Alexander (Johns Hopkins University), Robert Pianta (University of Virginia), and Diane Schanzenbach (Northwestern University); and
- providing timely and relevant articles and publications related to Teaching Children of Poverty through its website, Facebook page, and other social media sites.

An annual external evaluation, summarized in this report, has been conducted since the Center of Excellence's inception, to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and

practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The Center of Excellence had strong initial results on perceptions of preparation and mastery of standards through its integration of Teaching Children of Poverty Standards in Francis Marion University pre-service education coursework. These results, while still strong in some area, have remained flat or declined somewhat in recent years, which suggests a need to revisit the integration and commitment to these standards within the pre-service education curriculum. In-service professional development offerings and attendance have expanded greatly over the years, and the overwhelming majority of professional development sessions, events, and speakers are deemed high-quality by participants. Expansion, based on staff capacity, of in-service and district-based professional development may be warranted. Based on the approval of the Teaching Children of Poverty Add-on Certification, a cohort of approximately 15 teachers will receive this certification in Fall 2017. The offering of add-on certification coursework at other Institutions of Higher Education may be beneficial to enhance the number of teachers with this credential. Finally, the Center of Excellence is consistently sought out as a resources by Institutes of Higher Education and educational stakeholders across the southeast.

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