EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Attachment A: Summary of the 2021-22 EIA Appropriations

SC Department of Education Programs			
	Partnership/Program/Agency	**Recurring**	**Non-Recurring**
1	Industry Certifications/Credentials	$3,000,000	0
2	Adult Education	$15,073,736	0
3	Aid to Districts	$24,401,779	$10,821,877
4	Students at Risk of School Failure	$79,551,723	0
5	Arts Curricular Grants	$1,487,571	0
6	Career and Technology Education	$20,072,135	0
7	Summer Reading Camps	$7,500,000	0
8	Reading Coaches	$9,922,556	0
9	Education Economic and Development Act (EEDA)	$8,413,832	0
10	Assessment/Testing	$27,261,400	0
11	Reading	$3,271,026	0
12	Instructional Materials	$20,922,839	$25,680,251
13	School Safety Program	$13,000,000	0
14	EAA Technical Assistance	$23,801,301	0
15	Power School/Data Collection	$7,500,000	0
16	School Value Added Instrument	$1,400,000	0
17	Half day 4K	$11,513,846	0
18	CERDEP- SCDE	$53,225,118	$6,758,978
19	Teacher of the Year	$155,000	0
20	Teacher Quality Commission	$372,724	0
21	Teacher Salaries & Fringe Benefits	$224,764,700	0
22	Teacher Supplies	$14,721,500	0
23	National Board Certification	$44,500,000	0
24	Professional Development	$2,771,758	0
25	ADEPT	$873,909	0
26	Technology	$12,271,826	0
27	SCDE Grants Committee	$1,004,313	$3,000,000
28	Transportation	$22,032,195	0
29	Family Connection SC	$300,000	0
30	Other State Agencies' Teacher Salary	$14,203,774	0
Other Partnerships/Programs/Agencies:			
31	Literacy & Distance Learning	$415,000	0
32	Reach Out and Read	$1,000,000	0
33	SC Youth Challenge Academy	$1,000,000	0
34	Arts Education	$1,170,000	0
35-A	Education Oversight Committee	$1,293,242	0
35-B	SC Autism Society's Parent-School Partnership Program	$500,000	0
36	Science P.L.U.S.	$563,406	$250,000
37	S^2TEM Centers SC	$1,750,000	0
38	Teach For America SC	$2,000,000	0
39	SC Council on Economic Education	$300,000	0
40	Center for Educational Partnerships (USC)	$715,933	0
41	Centers of Excellence – CHE	$787,526	0
42	Center of Excellence to Prepare Teachers of Children of Poverty – Francis Marion per proviso	$350,000	0
43	CERRA	$13,034,117	0

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

44	SC Program for Recruitment of Minority Teachers (SC State University)	$339,482	0
45	Teacher Loan Program	$5,089,881	0
46	Babynet Autism Therapy	$3,926,408	0
47	Call Me Mister	$500,000	0
48	Regional Education Centers (Department of Commerce)	$1,952,000	0
49	TransformSC	$400,000	0
50	SC Public Charter Schools (SC Public Charter School District and Charter Institute at Erskine)	$129,162,798	$33,216,180
51	First Steps to School Readiness	$38,836,227	$5,219,976
52	USC-Pilot Teacher Recruitment Program (Proviso 1A.71)	$750,000	0
53	SC State University BRIDGE Program & Claflin University (Proviso 1A.72)	$1,400,000	0
	NEW:		
54	School Nurses (SCDE)	$5,577,165	0
55	DJJ Teacher Salaries (N120)	$1,850,000	0
56	GED Incentive Program	$1	$1,500,000
57	Computer Science Regional Specialist	$568,000	
	Other:		
	SCDE Personnel & Operations	$9,162,318	
	TOTAL:	**$884,477,444**	**$86,447,262**

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

- The completed report packet should contain **eight (8), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 17, 2021.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions about the report should be sent to Dr. Rainey Knight at raineyhk@gmail.com, and all electronic copies should be sent to Hope Johnson-Jones at hjones@eoc.sc.gov.

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

FY 2021-22	$350,000.00	**FY 2022-23 EIA Funding Request**	$350,000.00

Program Contact	Tammy Pawloski	**Division/Office**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547 Florence, SC 29502
Contact Phone	843.661.1475	**Contact E-Mail**	tpawloski@fmarion.edu

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 in or 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 through a focus on the needs of under-resourced learners.

Teachers 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 or learners who have access to a full complement of necessary resources. Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children in and of poverty—that is children missing any resource needed to be one's best self—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, understanding the great opportunity at hand and assuming the powerful responsibility for raising and leveling the bar for under-resourced learners.

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2020-21, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 97,520	28%
Retained by this partnership/program/agency	$252,480	72%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$350,000	100%

Total should reflect EIA line item appropriation ($) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds were intended to be spent by expenditure category. If no funds are allocated to school districts, please skip this question.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please *exclude* National Board supplements and Teacher Supply Funds.	0%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	0%
Special Education Services	0%
Health (i.e. school nurses, mental health counselors, etc.)	0%
Safety (i.e. school resource officers, etc.)	0%
Career Education (i.e. professional learning, equipment, etc.)	0%

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Facilities & Transportation	0%
District Services	100%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	0%
Adult Education	0%
4K (i.e. Half-Day and Full-Day Programs)	0%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0%
Teacher Supply Funds *0*	0%
National Board Supplements	0%
Other *(Please Explain)*	0%
TOTAL:	100%

Total should reflect 100%.

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:

H. 4100, GENERAL APPROPRIATIONS BILL, FISCAL YEAR 2021-2022

Proviso(s) **Part 1B SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA**

1A.31. (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

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

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:
NONE

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance. 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* as focusing on **1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4)Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.** Ensure to include one of the 6 items listed above in your goal.
- **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. Indicators help assess how well the program is being implemented. Indicators frequently include quantities to reflect the size or scope of services or instruction being delivered. Helps answer the question: "Are activities being implemented as planned?"
- **Outcomes:** Results the program intends to achieve. 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. Outcomes are the desired results of the program – "What is achieved." They help answer the question: "Has the program made a difference?"
- **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.
- **Activities:** Events undertaken by the program to produce desired outcomes – "What was done?"

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years**:**

1. for the completed prior fiscal year (FY 2020-21) that identifies the strategies, activities, indicators, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2021-22) that identifies the strategies, activities, indicators, and outcomes to be employed and projected impact for the program/project under the continuing resolution; and
3. for the planned subsequent fiscal year (FY 2022-23) that identifies the strategies, activities, indicators and outcomes for the program/project and how impact will be determined. Please assume that the proposed increase or decrease requested in question 7 of this report are authorized.

The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as focusing on **1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.**

Fiscal Year 2020-21	
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) 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 in or of poverty are better equipped to advocate and accommodate for them.
Goal	**Improving Teacher Quality** **1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty, as measured by data points aligned with the following measurable strategies:** a. Program planning, development, and oversight b. Partner District collaboration c. Recruitment through CERRA/Teacher Cadets/Broad exposure d. TCOP standards as FMU programmatic emphasis e. Student perceived exposure to and understanding of TCOP Standards/Elements by course f. Student perceived exposure to and understanding of TCOP Standards/Elements across programs g. Student perceived exposure to and understanding of TCOP via focus groups h. Student mastery of TCOP Standards/Elements at program completion via Mastery Assessment i. IHE/FMU faculty engagement with TCOP Standards j. Student recognition and awards k. TCOP Scholars professional organization l. FMU graduate and undergraduate courses m. Higher education partnerships n. Workshop/Institute series and other professional learning events o. Book study p. Research Consortium (COERC) q. LETRS Science of Reading professional study **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 in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation, as measured by data points aligned with the following measurable strategies:

a. Program planning, development, and oversight
b. Partner District collaboration
c. Workshop/Institute series
d. Book study
e. Research Consortium (COERC)
f. IHE/FMU faculty engagement with TCOP Standards
g. FMU graduate and undergraduate courses.
h. Higher education partnerships and collaborative
i. P-12 outreach projects
j. National Network of Partnership Schools support to schools
k. National Network of Partnership Schools outreach projects
l. Poverty simulations
m. School leadership collaborative
n. Sustained school-based professional study
o. Professional learning sessions/scholarly presentations
p. LETRS Science of reading professional study
q. Website, newsletter, and online presence
r. Resource library
s. Health Resources Manual

3. **Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty, as measured by data points aligned with the following measurable strategies:**

a. Program planning, development, and oversight
b. Partner District collaboration
c. Workshop/Institute series
d. Book studies
e. Research Consortium (COERC)
f. Higher education partnerships and collaborative
g. Website, newsletter, and online presence
h. Resource library
i. Health Resources Manual

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Strategies (What intentional actions were to reach the goal and implement the program?)	Indicators (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Goal 1: Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty, as measured by data points using the following measurable strategies:			
a. Program planning, development, and oversight. These activities are conducted by a Task Force and Advisory Committee, and specialized subsets of those groups that plan and evaluate the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	# Advisory meetings 2 # Task Force meetings 5 # Invitations to FM School of Education dean and faculty to participate in Center planning 5 # Center-School of Education meetings 0 # Task Force participants 3 # Advisory participants 39 # Meetings with Dean/Provost 0 # FM faculty participation in leadership roles of any length/type 0	School re-evaluation of TCOP Standards alignment with FM coursework. Many typical activities were suspended due to COVID.	• Focus Group Discussion with Task Force members and Advisory Committee members • Activity Participation Counts • Meeting minutes and notes
b. Partner District collaboration. Each year the Center invites school districts to invest in the work of the Center as a Partner District. Educators in Partner Districts have access to reduced fees for Center events, and exclusive eligibility for specific activities, including outreach project funding, NNPS training, & others.	# Partner District advisory meetings 2 Menu of events and activities	# Partner Districts 26 # Advisory Committee meeting participants 39 Partner District student enrollments totaled approximately 266,509, and employed 17,893 teachers.The average percent of students in poverty across these school districts is 72%. The percent of students in poverty among these districts ranged from 20.1% to 92.1%.	• Advisory Committee Surveys • Meeting minutes and notes • Activity data
c. Recruitment <u>Teacher Cadets</u>	# Teacher Cadet Presentations 0	# Teacher Cadet Activities 0	• Requests for information received by Center • Course enrollment data

Recruitment activities supported by 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. <u>CERRA</u> 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. <u>Broad Exposure</u> Professional conference presentations are utilized as a method for elevating exposure of TCOP-focused FM programs.	# Prof. conference presentations 8 # District or school professional study events 48 # Student participation incentive events 0 # Email/phone info. Requests 18	Recruitment activities were largely suspended doe to COVID.	• Event attendance data
d. TCOP Standards as FMU programmatic emphasis. Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study to ensure that all FM Students have opportunities to study and master related questions and content. Alignment of TCOP Standards with all programs was conducted in 2008. Each year, FM faculty are asked to confirm alignment. Data is maintained to document	TCOP Standard-course alignment confirmation each semester. # Courses with TCOP Standards 22 FM School of Education-initiated data collection of TCOP Standard-to-course alignment.	TCOP Standards alignment with courses and programs indicates that all students except those enrolled in programs leading to Secondary Education, Art, and MAT initial licensure have at least one opportunity to study each of the TCOP Standards and Elements. The Dean and Program Coordinators in those initial licensure areas are notified and offers for support are provided. Alignment indicates that most programs have multiple TCOP Standard-to-course alignments.	TCOP Standard/Element alignment documents

where TCOP Standards are embedded in all FM programs for initial licensure. FM Dean and faculty are notified when alignment issues arise.		FM School of Education faculty's re-assessment of alignment has led to removal of some inactive alignments and new course alignments, leading to more accuracy of analyses of implementation.	
e. Student perceived exposure to and understanding of TCOP Standards/Elements by course. 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 poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course. Course, instructor, and preparation means are also explored by area of certification.	Total # of Courses with TCOP Standards 22 Fall 2020 # *TCOP Attitudes and Beliefs Survey* administration 22 # Survey Monkey responses 47 Spring 2021 # *TCOP Attitudes and Beliefs Survey* administrations 22 # Survey Monkey responses 14 Response rate was sharply reduced due to the utilization of electronic surveys and voluntary and remote completion.	Fall 2020 # FM Faculty Engaged 11 # FM Student impacted 47 Spring 2021 # FM Faculty Engaged 11 # FM Student impacted 14 <u>Fall 2020 N =47</u> Course Mean 3.16 Instructor Mean N/A Preparation Mean 2.83 <u>Spring 2021 N = 14</u> Course Mean 3.01 Instructor Mean N/A Preparation Mean 2.64 The *TCOP Attitudes and Beliefs Survey* was revised slightly to gather general feedback on students' perceptions, confidence, and preparedness to teach children of poverty. FM faculty members were asked to share the online survey link with students learning in a distance format. The instructor information was not included in the survey as the 2020-	*TCOP Attitudes and Beliefs Survey (Revised due to pandemic)*

		2021 academic year was unique based on the pandemic. In Fall 2020, the mean number of courses respondents had completed with TCOP standards or key practices was 3.8; whereas, in Spring 2021, the mean number of courses respondents had completed with TCOP standards or key practices was 2.6. In Fall 2020, 49% of respondents reported that they felt very confident or confident in skills/abilities to teach children of poverty, as compared to 58% in Spring 2021. In Fall 2020, 66% reported that they were Very Prepared or Prepared to teach children of poverty, compared to 57% in Spring 2021.	
f. Student perceived exposure to and understanding of TCOP Standards/Elements across programs. FM students are surveyed annually at benchmarks throughout their preparation programs using the *TCOP Longitudinal Survey*. This survey, a 15-item Likert-scale survey, administered once per academic year to FM students in six courses of varying levels, is designed to measure their perceived preparedness for teaching children of poverty at each programmatic step.	# *TCOP Longitudinal Survey* course administrations 6 # semester administrations 1 # years administered 15 # FM students impacted over years 1960	Student perceptions (1-5 Scale) based on enrollment in courses with TCOP Standards: <u>Perceived knowledge</u> 1 course = 3.1 5+ courses = 4.3 <u>Perceived skills</u> 1 course = 3.2 5+ courses = 4.3 <u>Perceived confidence</u> 1 course = 3.5 5+ courses = 4.2 <u>Perceived preparedness</u> 1 course = 3.1 5+ courses = 4.2 On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children	• *TCOP Longitudinal Survey*

		of poverty significantly improve as they advance in their programs of study.	
g. Student perceived exposure to and understanding of TCOP via 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. Participants are randomly selected. Feedback from focus groups is shared with FM School of Education leader, along with recommendations.	# of Focus Groups 1 # Student Teachers invited 16 The face-to-face focus group was shifted to a distance event due to COVID.	# Focus Group participants 6 The student teachers indicated that the classroom management work taught them to realize the importance of relationships, how to start building relationships, and how to use effective strategies to manage the classroom. *"We had the classroom management course which was helpful. It gives strategies and insights."* A few students indicated that they want to learn more strategies to build and connect with students who are different than them. The student teachers indicated that teaching children of poverty was *"touched on"* in their coursework and preparation. Some teachers indicated that they wanted more in-depth understanding of teaching children of poverty.	• Focus Groups report provided by Independent Evaluator
h. Student mastery of TCOP Standards/Elements at program completion via Mastery Assessment. 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	# of semesters administered 0 # students assessed Fall 2020 0 Spring 2021 0 *(Mastery Assessment suspended due to COVID)*	# FM students assessed & scores <u>Fall 2020 N = 0</u> Mean N/A Median N/A Low N/A High N/A <u>Spring 2021 N = 0</u> Mean N/A Median N/A Low N/A High N/A	*TCOP Mastery Assessment*

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. The Mastery Assessment was last administered in Fall 2019, but was not administered in 2020-2021 due to COVID.		Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018, Spring 2019, and Fall 2019 showed slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards. *(See evaluator report for proficiency by standard and by program)*	
i. IHE/FMU faculty engagement with TCOP Standards. The School of Education voted to infuse Six 'Standards for Teachers of Children of Poverty' into all programs of study and these are included in the unit's CAEP accreditation review. Current alignment of TCOP Standards and courses is offered to faculty for review each year. Program committees and faculty members are provided with prior-year 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.	A Center – School of Education committee was established by the Provost and the Dean in Fall 2018, with a School of Education faculty meeting named as chair of the committee with the following topics to be studied by the committee: • Faculty study of Attitudes and Beliefs Survey • Faculty study of Mastery Assessment • On-demand video study opportunities • Faculty recruitment to develop module quizzes • Exploration of micro-credentials for TCOP study	The committee established by the Dean of the School is designed to improve School-Center collaboration. The committee was not convened throughout the academic year and no actions were taken.	• Participation data • Faculty survey data • Meetings and communications with FM and FMSOE leaders • Strategies developed • Student outcome data on Center measures • Session surveys

FM School of Education TCOP Standards Implementation is advanced by professional study opportunities for FM faculty interested in improving their implementation of the standards. Standards study sessions and faculty incentive programs are offered each semester to support faculty in their infusion of the standards in coursework. 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.	Professional study opportunities and work sessions are offered for FM Faculty to promote their engagement with TCOP Standards, increase student access to study of TCOP Standards and mastery upon completion. # Study opportunities offered 4 # Faculty incentive projects 2 # FM faculty participants in study events 2 # Non-FM faculty participants in study events 2 # Faculty participants in incentive projects 2	The Center offered distance opportunities for faculty engagement with Center activities and supports throughout the pandemic-impacted 2020-2021 academic year. Two FM faculty members participated in a curriculum development project and two participated in the Summer Institute program. The call to participate was extended to sister IHEs and two faculty members from Clemson also participated in the projects.	
j. Student recognition and awards. The Center provides incentives for initial certification students' practice of high-quality teaching in high poverty schools by honoring a student teacher each semester for outstanding work with children of poverty. An outstanding student teacher is selected each semester, based on application packages that require recommendations from cooperating teachers and supervising professors.	Marketing tools utilized: • Email announcements to all student teachers • Email announcements to all FM student teaching supervising professors • Flyers on campus • Flyers at monthly incentive events • Personalized announcements by Center staff to student teaching class delivered on first day of class. Email addresses of current student teaching class secured	# Applicants for award 9 # Awards 2	• Student Teaching Award applications • Student Teaching Awards

Awards are made during the final student teaching class each semester. A committee of faculty members reviews applications and identifies awardees, rather than a single student teaching faculty advisor. This mechanism for full faculty input prior to naming the award winner emerged from faculty concerns expressed after winners announced.	on first day of class to facilitate repeated communication and marketing of opportunity.		
k. TCOP SCHOLARS professional organization. The Center seeks to expand preservice teacher interest and involvement in activities, events, and opportunities for professional growth. A professional organization is now available for undergraduate students interested in deep study around evidence-based practices for high-poverty schools. TCOP SCHOLARS meets monthly for study and networking. SCHOLARS who attend meetings are eligible to purchase and wear a commencement stole as a part of their academic regalia; those who complete a required number of micro-credential-type modules of study are awarded a medallion	# of SCHOLARS meetings 8 # of SCHOLARS members–Fall 63 # of SCHOLARS members-Spring 69 Marketing tools utilized: • Email announcements to all FM Education students • Email announcements to all FM Education Faculty • Flyers on campus • Flyers at monthly incentive events	# of modules completed 300+ # of graduating SCHOLARS earining stoles 22 # of graduating SCHOLARS earning medallions 17 One student teacher cited the Center of Excellence scholars as being important to her preparation to teach children of poverty. This student teacher discussed the importance of focusing on one new strategy each month through the *TCOP Scholars* initiative. Another participant indicated that she "wished I would have been a TCOP scholar," as she realized what they gained. Scholars conducted their first service project: *Scholars Filling Fridges Food Drive*, with goals to collect 600 items and raise $500 through *Feeding America.* Scholars partnered with two local schools	• Attendance documentation • Module submission records

that signifies their successful deep study.		and organized a campus food drive. Food items collected were distributed by Scholars at a local Parking Lot Mission. # participating partners 3 # collected food items 4000+ $$ collected $325	
l. FMU undergraduate and graduate courses. **Dedicated undergraduate course.** EDUC 487 – Classroom management was assigned to Center director as a part of her teaching load. This assignment ensured that all undergraduate students engaged in deep study around evidence-based practices for high-poverty schools and applied those practices in the student teaching experience through multiple action research studies. **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: <u>Endorsement</u> – Introductory *Life in Poverty* course and one more	# Undergraduate courses 2 Undergraduate course enrollment 52 Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions • Reduced tuition offered through contract courses # Courses Offered 2 # Students Enrolled EDUC 599 (Lexington 1 – Cohort 3) 26 EDUC 635 (Lexington 1 – Cohort 3) 25	# Undergraduate course completers 52 Mean undergraduate student rating of overall quality of the course 4.71/5.00 Undergraduate participation in Center activities increased in 2020-2021 in spite of the pandemic, largely due to the instruction of a senior-level undergraduate course by the Center director. # Add-On Graduate courses 2 # Students completed courses 51 2020-21 TCOP Certification-Eligible Students # Eligible for 2-course Endorsement 25 # Eligible for 4 course *Add*-On 0 *(25 will complete Add-On Fall'21)* Mean graduate student rating of overall quality of the course 4.43/5.00	• Courses offered • Enrollment and completion data • Student feedback and evaluations (when available) • Course requests • Courses offered • Enrollment and completion data • Student feedback and evaluations (when available) • Email and phone correspondence

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

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* Teachers express high interest in the content, however they are very concerned about course costs, even when reduced tuition and partial scholarships are offered. Reasons for not enrolling are listed as: --does not lead to M.Ed. --free courses available elsewhere --not accepted for PACE alternative certification --not required --no pay increase associated with Add On Certification **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	In response to expressed concerns and requests received from teachers and educators, the Center continues to advocate to FM Provost and SOE Dean for a Master's Degree with a specialization in Teaching Children of Poverty. A proposal for this degree program has been offered for consideration. Interest in graduate coursework leading to the Endorsement and Add On Certification remains very high. The Center continues to advocate for both the coursework and for teachers and their concerns. Identification and implementation of effective incentives continues. # EDPD Graduate courses 3 EDPD Graduate course enrollment 144	Lexington One's third cohort completed the 2nd and 3rd of 4 courses required for the Add On Certification in 2020-2021. • # teachers on 'request for course informatio or notification' list 87 • A formal request to include *EDUC 555 – Introduction to Educational Programs for Children of Poverty* as a required course in FM's new Teaching and Assessment Master's Degree was approved. • Nontraditional design for coursework for graduate students has been proposed and will continue to be pursued. • SC SDE designated EDUC 555 as a PACE-approved course. # EDPD Graduate courses 3 # EDPD Graduate course completers 144 These courses were offered via distance delivery due to COVID. Robust and rapid course enrollment serves as an indicator of strong interest in this type of summer course offering, and participation of students from across South Carolina and beyond indicates that a distance delivery option should be considered for future summer courses. Post-course evaluation data collected electronically by FM and through unsolicited student communications further substantiates the value of this summer offering for recertification credit.	• Course requests • Courses offered • Enrollment and completion data • Student feedback and evaluations (when available)

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		Comments from 2021 students: *"I will recommend this course to everyone in my school."* *"I only wish I had this course a long time ago."* *"Now I understand so many students that I never understood before."* *"I can't wait for the new year to begin. I am going to do so many things differently."*	• Email and phone correspondence
m. 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. **Higher Education Collaborative** The Center convenes an annual collaborative meeting with IHEs to gauge interest, provide information, and encourage offering of courses or professional development for populations in their regions or service areas. Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to	The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education. # surveys to IHEs 1 The Center invites higher education partners to examine programs and practices in place across SC. Higher Education 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. Marketing tools utilized: • Email announcements to Deans and Chairs, CERRA, SDE	Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 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 The 2021 Higher Education Collaborative, a strategic work session with leaders, faculty, or other higher education partners, was convened again in 2021 using a distance format, which attendees indicated increased the likelihood that they would be able to attend. Moving forward, participants indicated the desire to continue meeting to discuss partnership opportunities and learn from other Institutions of Higher Education. In 2021-2022, two meetings—one each in Fall and Spring—will be held.	• Higher education collaborative surveys • Meeting minutes

explore ways to better serve teachers in high poverty schools.	# IHE stakeholders registered 37 # IHE attending stakeholders 15 # IHE's represented 5 # SDE representatives 0 # CERRA representative 1		
n. Workshop/Institute Series The Center offers professional learning events that can help to engage pre-service and in-service teachers in professional study focused on the needs of under-resourced learners and high-impact, evidence-based practices that are proven to advance student success. Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focuses on results-driven best practices for high poverty schools and at-risk learners. <u>2020 Summer Online Professional Learning Series Continuing On-Demand Access</u> Access to the 2020 Summer Online Professional Learning series was extended to subscribers through April 15, 2021.	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions This activity was completed in 2019-2020 fiscal year, however many keynoters gave permission to include recordings as 'bonus content' along with new live keynotes featured in the 2020-2021 (Fall/Spring) Online Professional Learning Series.		• Individual keynote Surveys

<u>2020-2021 (Fall/Spring) Online Professional Learning Series</u> Nationally-acclaimed keynotes were offered live using a distance format during the Fall and Spring semesters. Recordings of these live events plus 2020 Summer Professional Learning keynote recordings were available to subscribers through April 15, 2021.	# 2020 Summer Online Professional Learning Series Keynoters who permitted continuing access 12 # new live keynotes -- 2 Fall 2020; 2 Spring 2021 *Gerry Brooks – October* *Robert Jackson – November* *Eric Jensen – January* *Tiffany Anderson - March*	# Live viewers 4808 # Series Subscribers 158	• Individual keynote Surveys
<u>2021 Summer Online Professional Learning Series</u> The 2021 Virtual Summer Institute Series offered in response to the COVID-cancelled traditional face-to-face event invited past keynoters to repeat their talks and new featured speakers were added to complete the live distance program.	# Summer 2021 Online Professional Learning Event days 4 # Summer 2021 Online Professional Learning Live (new) keynote sessions 14 # Bonus content (new) sessions 12 # Total sessions (new and continuing access) 31 Summer 2021 Online Professional Learning Series Keynote Sessions: *John Hodge* *Doug Fisher* *Deborah Glaser* *Craig King* *Michael Waiksnis & LaToya Dixon* *Horace Hall* *Doc Holliday* *Kinston Griffin* *Sucheta Kamash* *Horacio Sanchez* *Michael Kuczala* *Cathy Ann Hamilton* *Daniel Willingham*	# 2021 Online Summer Institute Registrants 2980 # of states represented by attendees 22 # of countries represented attendees 2 # survey responses 188 Survey respondents registered as: 44% - teachers 2% - school leaders 7% - district staff or leaders 2% - counselors/psychologists 44% - "Other" *(school nurse, coach, curriculum coordinator, Head Start staff member, higher education faculty/leader, paraprofessional, and graduate student)* • Almost 100% Agreed or Strongly Agreed that the presenter had a professional style, delivered a high-quality presentation, was credible, and kept their interest. • Almost 100% of respondents Agreed	• Individual keynote Surveys

	Katie Garner	or Strongly Agreed that the information changed or confirmed their thinking, was useful, was convincing, and was credible • 71% indicated that the Professional Learning Series session(s) were Somewhat Better or Much Better than other professional development that they have attended.	
o. Book study	***Parrett & Budge Virtual Book Study:*** ***Disrupting Poverty, 2nd Edition*** # virtual sessions held during Fall and Spring semesters 5 # book study members 60	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions Almost 100% of Book Study participants reported that the event was Much Better than other professional development they have attended.	• Session Surveys • # of attendees
p. Research Consortium (COERC) The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration and conversation among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools.	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters • Announcements at professional study sessions # COERC events (distance) 1 The 2021 Center of Excellence Research Consortium (COERC) was convened using a distance platform. COERC Keynote Presenter:	# COERC attendees 71 (79%-SC; 21%-outside of SC) Approximately 86% of respondents rated COERC as Excellent or Good, and 68% of respondents rated COERC as Much Better of Somewhat Better than other professional learning events. In addition, the majority of participants Agreed or Strongly Agreed that the COERC was informative, worth their time, and influence their work, and representative comments include:	• Session Surveys • # of attendees

	Richard Milner – *Cornelius Vanderbilt Chair & Professor of Education, Vanderbilt's Peabody College*	*"The encouragement and inspiration that the Center of Excellence provides is truly a gift to educators in South Carolina."* *"This is [sic] information was very enlightening and well presented."* *"The research was very interesting."*	
q. LETRS Science of reading professional study. The Center of Excellence offered a study series focused on the science of reading for IHE reading and literacy educators and Partner District educators. The year-long study of the Science of Reading using the Voyager Sopris ***LETRS*** program. ***LETRS*** is being piloted by the South Carolina State Department of Education in school districts across the state and is a study of the research related to the science of reading, rather than a specific curriculum model.	# of project participants 45 # of IHEs represented 12 # Partner Districts represented 10	This project began in June 2021 and will continue through April 2022. No additional data collected as of 9/3/2021.	• LETRS Project Surveys • # of attendees
Goal 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 in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation using the following measurable strategies:			
a. Program planning, development, and oversight.	**See Goal 1 detail (above) for activity description and metrics.**		
b. Partner District collaboration.	**See Goal 1 detail (above) for activity description and metrics.**		
c. Workshop/Institute series.	**See Goal 1 detail (above) for activity description and metrics.**		
d. Book study – *Disrupting*	**See Goal 1 detail (above) for activity description and metrics.**		

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Poverty **(Parrett & Budge)**			
e. Research consortium (COERC).	**See Goal 1 detail (above) for activity description and metrics.**		
f. IHE/FMU faculty engagement TCOP Standards.	**See Goal 1 detail (above) for activity description and metrics.**		
g. FMU graduate and undergraduate courses.	**See Goal 1 detail (above) for activity description and metrics.**		
h. Higher Education partnerships and collaborative.	**See Goal 1 detail (above) for activity description and metrics.**		
i. 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.	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters • Announcements at professional study sessions # Call for Proposals released 2	# P-12 outreach projects 4 Total funding-P-12 project $9,916 2020-21 supported projects: • **Learn & Play –** *Lexington 1* • **Dent Depot –** *Richland 2* • **Thriving Beyond Bias** – *Cherokee* • **Northside Goes Graphic –** *Colleton* • **PASS (Parents and Student Services –** *Richland 2* • **Bee Engaged Readers–** *Richland 2*	Not Applicable
j. NNPS Support to Schools and Districts The Center has partnered with Johns Hopkins University's National Network of Partnership Schools for fifteen years in an effort to support family and	# of NNPS Action Team trainings 0 # South Carolina State Department of Education Cohort meetings 1 # NNPS Leadership trainings 1 # state or local training events 2 # NNPS school visits 0 # NNPS Partner Districts 3 # graduate courses taught 1	Partnership with the Carolina Family Engagement Center https://cfec.sc.gov/ as a NNPS representative and Teaching Children of Poverty "expert" expanded Center reach and impact, however schools have not opted to continue that work during the pandemic.	Not Applicable

community engagement and partnerships.	# graduate students 25 # attendees at all events 54 # Carolina Family Engagement Center Events 1	Center Director Pawloski invited to keynote 2020 CFEC Summit. (Cancelled and rescheduled for Fall 2021.) Graduate students in "Family and Community Engagement in High Poverty Schools" reported, *"I never thought about engaging parents of high schoolers. I should have been doing it for years."* *"This is a new way of thinking---my school needs to ramp up our efforts."* *"We have done too much cute stuff. We have to make our parent work goal-directed if we want it to mean anything."* Johns Hopkins University's National Network of Partnership Schools honored the Center with the National Partnership Organization award for the 14th consecutive year for its entry, ***Graduate Study: Family and Community Partnerships in High Poverty Schools.*** According to the NNPS award letter, " Reviewers praised this activity for its comprehensive content and clear focus on the connections of research with the application of results of research in practice. All topics in the course are important, but the reviewers were particularly glad to see the final focus on how students' attitudes changed *because of* the course." This activity, along with former Center award winning activities, will be featured in the 2021 edition of NNPS's ***Promising Partnership Practices*** publication.	

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

k. 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.	Due to the pandemic, this project was embedded within the P-12 Outreach Project (Item 'i' above). Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters • Announcements at professional study sessions # Call for Proposals released 1	# NNPS outreach projects funded 1 Total funding – NNPS projects $2000 2020-21 Supported Projects: • **PASS (Parents and Student Services – *Richland 2***	Not Applicable
l. 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. Simulations are labor-intensive events, requiring 20 volunteers during the event and 5	A new Poverty Simulation Policy published by Center to ensure requesting agencies are fully equipped to provide needed supports for implementation. # Simulations requested 4 # Simulations offered 0 Simulations could not be provided during the pandemic due to the close physical contact that is required. The Center is now exploring multiple on-line poverty simulation resources in an effott to continue this work when the larger	In each simulation event through 2021, 100% of attendees agreed or strongly agreed that the event was positive and changed or confirmed their beliefs. Comments from attendees include: *"Very powerful experience."* *"I wish everyone had the chance to participate in this simulation."*	• Simulation Sign-In Information documents • Simulation Participant Surveys

work days for planning, preparation, and clean up.	and more personal event cannot be hosted.		
m. School leadership collaborative. An online collaborative session is hosted for Partner District superintendents, principals, assistant principals, and others in leadership positions. An informal agenda allows leaders to network, share goals, needs, and resources and to problem solve in real time.	Marketing tools utilized: • Email announcements to all Partner Districts # School Leadership Collaborative events 1 # registered 58 The Center invited school and district leaders to identify and study issues related to teaching children of poverty.	# leaders attended 22 The 2021 School Leadership Collaborative utilized a distance format which attendees indicated increased the likelihood that they would be able to attend in the future.	• Event surveys • Email and phone communications
n. Sustained school-based professional study. An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in long-term and focused study of issues of importance to teachers of children of poverty.	<u>2020-2021 Sustained Projects:</u> • Lexington School District 3 • Lexington-Richland 5 • Rawlinson Road Middle (Rock Hill) • Clay-Chalkville High School (Pinson, AL) • South Carolina State Department of Education-Palmetto Literacy Project <u># sessions in sustained projects:</u> • Lexington School District 3 33 • Lexington-Richland 5 5 • Rawlinson Road Middle (Rock Hill) 3 • Clay-Chalkville High School 15	Professional development survey data revealed that the overwhelming majority of respondents "Agreed" or "Strongly Agreed" that the sustained professional study events and/or the facilitator were: • Professional in approach and style (97%) • High quality (93%) • Respectful of audience (100%) • Credible (96%) • Interesting (96%) • Changed or confirmed thinking (96%) • Useful (93%) • Convincing (93%) • Practical (93%) • Helpful (93%) • Impactful for decision making (96%) • Worth sharing (96%)	• Professional Development Session Surveys

	• South Carolina State Department of Education-Palmetto Literacy Project 3		
o. Professional learning sessions/scholarly presentations. 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. The goal of presentations made at professional conferences is to share the outcomes of Center research with the professional community and to expand outreach focused on successful strategies in high poverty schools	# Service Presentations 98 # Presentations Cancelled 11 # Scholarly/Conference Presentations 6 # Podcasts 1 # Attendees estimate) vv 10,000 # States featuring Center presentations/events 3 # Sustained project sites 5 <u>Sustained Project Sites:</u> • Lexington School District 3 • Lexington-Richland 5 • Rawlinson Road Middle (Rock Hill) • Clay-Chalkville High School (Pinson, AL) • South Carolina State Department of Education-Palmetto Literacy Project <u>Podcast:</u> *What I want to know with Tammy Pawloski….* With host Kevin Chavous <u>Scholarly/ Conference Presentations:</u> • National Youth at Risk Annual Conference	About 98 professional learning sessions, including sustained school projects, and scholarly presentations were conducted in 2020-2021, a significant decrease over previous years as a aresult of the national pandemic. Among participants who completed surveys between July 1, 2020 and June 30, 2021, the overwhelming majority of respondents “Agreed” or “Strongly Agreed” that the conference sessions or workshop were professional (97%), high quality (93%), respectful of audience (94%), credible (96%), and interesting (88%). Comments provided on surveys include: • *This professional development was fantastic. It was filled with practical advice, challenges, visuals, encouragement, and motivation that compelled one to enter the school year determined to remove barriers to learning. I am looking forward to her return.* • *I liked how each person in the district was recognized, not just the teachers and admin. Each person, from bus drivers, cafeteria, custodian, teachers and admin were mentioned in the day to day life of students.*	• Professional Development Session Surveys

	• National Creating Trauma Sensitive Schools Virtual Conference • College of Charleston Talent Development Conference, Charleston, SC • Winthrop University NetSERVE Teacher Residency Special Event • Florida United Methodist Conference Hunger Conference • Childhood Potential Online Montessori Conference	• *What a great presentation! Very engaging and memorable due to the props and energy!* • *The style of Dr. Pawloski's delivery was exceptional. She kept me very interested in the content that she was discussing. I also believe she had a good way of showing the practicality of the information and how it could be used in class.* • *This was an incredibly helpful session. I don't have any particular feedback beyond wanting MORE!* • *I enjoyed this class-I felt like it was very helpful thinking about teaching at my school which has a high percentage of poverty students. I thought the strategies were practical and necessary ones for teachers to consider when trying to help students learn.* • *I have already shared with a friend in another district the studies and findings that were presented in our session. My friend is getting in touch with Dr. Pawloski to get even more information.* • *The presentation was very enlightening and impactful*	
p. LETRS Science of reading professional study.	**See Goal 1 detail (above) for activity description and metrics.**		
q. Website, newsletter, and online presence. **Website**	• Brand enhancement through website updates • Social media platform updates		

(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. **Newsletter & Email Marketing** The Center publishes a monthly newsletter that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, and nationally to enrolled recipients, the newsletter is used to showcase best practices and to advertise Center events. **Online Presence** The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account.	Continuously updated, the Center's website provides stable national access to a searchable data base organized around 25 best practices, in addition to other information and resources related to Center activities and events. # visits to home page 31,764 # visits to its Best Practices tab 3,416 # visits to Add-On Certification and Courses 2,021 # visits to 'Contact Us' 498 # published newsletters 6 # districts in distribution list 80 # individual newsletters recipients in each distribution 9,849 # marketing campaigns sent 88 # recipients of newsletter & marketing items sent in 2020-2021 352,229 # Social Media Outlets utilized 3 **Facebook** # Likes 3563 # Followers 3591 **Pinterest** # Followers 265 **Twitter** # Followers 841 #Following 85	The Center's webpage had more than 31,764 visits to its home page in 2020-2021, including 13,783 unique pageviews, which were both increases over 2019-2020. The numbers of visits to specific tabs (Add-On Certification, Courses, and Best Practices) were down slightly, possibly due to fewer face-to-face events that promoted the website and its features for educators. • # newsletters & marketing items opened by recipients 68,735 (20%) • # newsletters & marketing items clicked by recipients 4063 (6%) The Center's Facebook page registered 3,559 total page likes during 2020-2021. The Center has utilized Pinterest more than 5021 times for social connections with a total audience of 2.72k. The Center has utilized Twitter more than 5021 times for social connections.	• Website data collector • Constant Contact analytics • Social media data counts and analytics
r. Resource library The Center houses a lending library of resources relevant to	# resources housed 990	No outcome data available	Resource holdings count

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.		
s. 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.	#Local vetted resources 130 #National organizations vetted 133 #Professional health org. & related national org. vetted 19 #Total resources 282 The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	No outcome data available	Published resources by area
Goal 3: Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty, as measured by data points using the following measurable strategies:			
a. Program Planning, Development, and Oversight	**See Goal 1 detail (above) for activity description and metrics.**		
b. Partner District collaboration	**See Goal 1 detail (above) for activity description and metrics.**		
c. Workshop/Institute series	**See Goal 1 detail (above) for activity description and metrics.**		
d. Book study	**See Goal 1 detail (above) for activity description and metrics.**		
e. Research Consortium (COERC)	**See Goal 1 detail (above) for activity description and metrics.**		
f. Higher education partnerships and collaborative	**See Goal 1 detail (above) for activity description and metrics.**		
g. Website, newsletter, and online presence	**See Goal 2 detail (above) for activity description and metrics.**		
h. Resource library	**See Goal 2 detail (above) for activity description and metrics.**		
i. Health Resources Manual	**See Goal 2 detail (above) for activity description and metrics.**		

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Fiscal Year 2021-22			
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) 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 in or 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 in or 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 in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.		
Strategies (What intentional actions are needed to reach the goal and implement the program?	**Indicators** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes** (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?)
Per direction of Dr. Rainey Knight in a phone call on September 10, 2020, and reconfirmed on August 30, 2021, and in the interest of document length, the logic model for Fiscal Year 2021-2022 includes ONLY any specific additions, deletions, or other changes as previously reported on the 2020-21 logic model. **2020-2021 ACTIVITIES PREVIOUSLY REPORTED WILL CONTINUE WITHOUT CHANGE IN 2021-2022 UNLESS INDICATED BELOW:**			

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

TCOP Scholars for Teacher Cadets	Increase over baseline: # high schools who participate in Scholars (Current year – 0) Survey data	TO BE MEASURED	• # high schools who participate in Scholars • Survey data
TCOP Scholars Membership	Increase over baseline: Freshman membership (Current year – 3) Sophomore membership (current year–6) Junior membership (current year – 13) Senior membership (current year – 41)		• # Freshman members • # Sophomore members • # Junior members • # Senior members
# of Higher Education collaboriatives	Increase over baseline: # of meetings (Current year – 1) Survey data	TO BE MEASURED	• # of meetings • Survey data
# of School Leadership Collaboratives	Increase over baseline: Increase over baseline: # of meetings (Current year – 1) Survey data	TO BE MEASURED	• # of meetings • Survey data
Enhanced marketing strategues	Increase over baseline: # of website hits # of Twitter and Facebook posts # of Twitter and Factbook followers # contacts in Center's Constant Contact list	TO BE MEASURED	• # of website hits • # of Twitter and Facebook posts • # of Twitter and Factbook followers • # contacts in Center's Constant • Contact list
Close working relationship with new School of Education Dean, leading to increased focus on TCOP Standards by School of Education.	Increase over baseline: # meetings with Dean (Current year – 0) # of activities in which School of Education faculty are involved (Current year – 3) # School of Education faculty involvement (Current year – 4) # of new faculty who become involved Survey results of faculty	TO BE MEASURED	• # meetings with Dean • # of activities in which School of Education faculty are involved • # School of Education faculty involvement • # of new faculty who become involved • Survey results of faculty

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Fiscal Year 2022-23			
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) 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 in or 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 in or 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 in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.		
Strategies (What intentional actions are needed to reach the goal and implement the program?	**Indicators** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes** (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?)
Per direction of Dr. Rainey Knight in a phone call on September 10, 2020, and reconfirmed on August 30, 2021, and in the interest of document length, the logic model for Fiscal Year 2022-2023 includes ONLY any specific additions, deletions, or other changes to the 2021-22 logic model. **2021-2022 ACTIVITIES ARE PLANNED TO CONTINUE WITHOUT CHANGES IN 2022-2023.**			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2020-21 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2021-22 or in the next fiscal year, 2022-23. **A bulleted format is encouraged**.

Fiscal Year 2020-21:

- The most significant external factor in 2020-2021 was the continuation of the national pandemic that forced the cancellation or reconfiguration of many events. While some events were shifted to online, it is clear that forward progress has been slowed and new and innovative strategies will need to be developed and employed to accelerate when schools and districts are again prepared for face-to-face supports.

Fiscal Year 2021-22:

- The continuation of the national pandemic will continue to impact the work of the Center, especially in terms of face-to-face events. The Center will be forced to re-imagine supports for schools and districts in ways that reduce health risks.

Fiscal Year 2022-23:

- While it is hoped that the national pandemic will have subsided by 2022, the impacts from 2019-2021 will likely continue, and the Center will be required to exercise flexibility and creativity in the design of professional learning supports for schools and districts.

Additional external factors that may impact the implementation and/or achievement or outcomes during **Fiscal Year 2021-22** and **Fiscal Year 2022-23** include:

- Continued recognition of the Center's model for action research by SC Department of Education may lead to inclusion of the Center in planning for sustained action research-based projects that will be implemented in 2021-22 or 2022-2023.
- Recognition by national and state education organizations and groups may lead to invitation of Center staff as keynote speakers at major events and as named experts for projects and programs.
- Francis Marion University and School of Education leadership changes and engagement with the Center may lead to new visions for the Center.
- Continued updating of Center website and leverage of social media, along with availability of distance learning technologies may lead to expanded Center reach.
- Increased national awareness of and focus on poverty and its impact on the brain and school success may lead to increased interest in the Center as a resource for strategies and support.
- The Abbeville vs. South Carolina lawsuit legislative and judicial actions may continue to lead to increased interest in the Center as a resource for high poverty schools in South Carolina.

Evaluation – Use the Logic Model to provide further detail on Items A – C.

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. Attach additional pages if necessary.

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-TCOP) 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 2020 and Spring 2021 (Virtual-COVID))
- TCOP Longitudinal Survey (Winter 2021) (Virtual-COVID))
- TCOP Mastery Assessment (Fall 2020 and Spring 2021 (Virtual-COVID))
- Francis Marion University Student Teacher Focus Group (Spring 2021) (Virtual-COVID)

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 Activities
- Evaluations of Specialized Professional Development (Summer Institute, Other Events)
- 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 2021) (Virtual-COVID)
- 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 A, page 47.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new or if funds are being requested for a new program, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/perceptions?

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 the nation, and they are growing as allowed under current 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. To this end, an overwhelmingly successful professional organization, *Teaching Children of Poverty SCHOLARS,* has been established and meets monthly. Additionally, Center staff was named as course instructor for EDUC 487-Classroom Management for Fall 2020, and Center practices were heavily embedded in that course during that one semester.

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, even with COVID-adjusted offerings. As an example, the re-imagined 2021 On-Line Summer Institute Series registrations numbered almost 3000, with registrants from 22 states and 2 countries. 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, *"In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South*

Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country." 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 and graduate 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.

An independent evaluation is completed at the conclusion of each fiscal year by Dr. Leigh Kale D'Amico. The executive summary of the report completed in September 2021 is attached below, and the complete report is included as Attachment A, beginning on page 47 of this report.

EXECUTIVE SUMMARY

In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country.

Three goals have guided the work of the Center of Excellence since its inception: 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. An external evaluation is conducted each year that details progress toward the three goals. Strengths and areas for improvement determined through the evaluation and consultation with key stakeholders guide continuous quality improvement efforts (Patton, 2008).

Improve Pre-Service Education

The Center of Excellence provides multiple strategies to engage and enhance students' knowledge, understanding, and application related to teaching children of poverty. Through Teaching Children of Poverty standards and key practices, the Center of Excellence encourages and supports integration of these standards and key practices throughout the teacher preparation curriculum at Francis Marion University. Faculty members across the School of Education are invited to focus on specific standards and key practices with support from Center of Excellence faculty and staff. In addition, these faculty members receive an annual report highlighting the results from surveys related to integration and learning around teaching children of poverty. Prior to COVID, faculty members were invited to participate in an annual meeting to learn more about their colleagues' work and provide feedback to the Center of Excellence to improve these curricular efforts. The Teaching Children of Poverty Scholars initiative, a recent addition to the scope of pre-service opportunities, seeks to enhance the preparation of students who are interested in learning more about teaching children of poverty through a more intensive process.

Enhance In-Service Education

There are many options for training and professional development through the Center of Excellence targeted at teachers, administrators, district leaders, and others. Each year, the Center of Excellence partners with about 25 school districts across South Carolina to offer specialized professional development offerings and events. These partner districts employ almost 20,000 teachers and serve almost 300,000 students in South Carolina. The Summer Institute is a professional development series that was held at Francis Marion University prior to the pandemic and is now delivered virtually. More than 4,800 people registered for live webinars during the 2021 Summer Institute and 158 subscribed for on-demand access after the institute. Evaluations from the professional development are strong, and many participants indicate that the Center of Excellence professional development is somewhat or much better than other professional development that they have completed. In addition, intensive professional development is offered with some schools/school districts. In 2020-2021, intensive professional development occurred with four districts/schools.

Serve as Premier Resource

Multiple efforts are designed to enhance the visibility and use of Center of Excellence programs, strategies, and initiatives. The TCOP endorsement and add-on certification continue to be strong. Francis Marion University offers graduate-level coursework to enhance teachers' skills and abilities in teaching children of poverty and that lead to these additional credentials. Prior to COVID, poverty simulations were a powerful experience for districts and communities to better understand the impact of poverty. These will continue once gatherings can occur. The Center of Excellence Research Consortium occurs annually. The 12th annual COERC (held

virtually) featured Dr. Richard Milner from Vanderbilt University. Dr. Milner was recently named president-elect of the American Educational Research Association, and his work focuses on promoting effective teaching practices for all students with a focus on diversity and equity. Evaluations of his presentation were strong with 86% of survey respondents indicating that the presentation was good (10%) or excellent (76%). The Center of Excellence also engages other institutions of higher education through an annual meeting designed to share information and collaborate on methods to work with pre-service and in-service teachers. The past two years the meeting has focused on innovative efforts considering the pandemic. Finally, through social media and its website, the Center of Excellence focuses on disseminating information about teaching children of poverty.

Program Planning and Fiscal Information

4. Recommendations

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

_____X_____ Yes _____ No

If "Yes," please describe recommendations below:

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 and districts.
- Provide tuition incentives for *Teaching Children of Poverty* Add-On Certification (similar to Project CREATE incentives).
- Substitute *Teaching Children of Poverty* Add-On Certification courses for Read to Succeed requirements.

4. Program Budget – Please note that the Office of Finance will submit the following information to the EOC. All other programs should submit its financial information with the application.

Funding Sources	FY 2020-21 Actual	FY 2021-22 Estimated
Carry Forward from Prior Year (2019-20)	135,901	141,660
State Funds:		
EIA	350,000.00	350,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Francis Marion University	25,000	25,000
PARTNER DISTRICTS (includes registration fees)	14,142	14,000
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		

Expenditures	FY 2020-21 Actual	FY 2021-22 Estimated
Personal Service	124,848	200,000
Contractual Services	64,714	65,000
Supplies & Materials	19,005	40,000
Fixed Charges		
Travel	4,310	15,000
Equipment		
Employer Contributions	40,386	70,000
Allocations to Districts/Schools/Agencies/Entities	105,120	111,660
Other: Transfers		
Other: Dues/Other Administration Support	0	29,000
Balance Remaining (2021-22)		
TOTAL:	358,383	530,660
# FTES:	1.5	1.5

6. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2022-23 will be (check only one):

_____X_____ No increase requested.
_____ 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, please complete the following table.

Current EIA funding amount for FY 2021-22	**$350,000.00**
Amount of increase requested in EIA funding for FY 2022-23	**$0**
Amount of decrease requested in EIA funding for FY 2022-23	**$0**
Total amount of EIA funding requested for FY 2022-23	**$350,000.00**

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2022-23?

No change recommended.

7. Revenue Reductions

Please describe below how each potential EIA budget reduction would impact the program/project.

3% Reduction in EIA funding equates to $10,500 and would impact the program accordingly:
The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.

5% Reduction in EIA funding equates to $17,500 and would impact the program accordingly:
The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.

7% Reduction in EIA funding equates to $24,500 and would impact the program accordingly:
The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.

10% Reduction in EIA funding equates to $35,000 and would impact the program accordingly:
The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

8. Proviso Requests - To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the appropriate Proviso Revision Request that can be downloaded at https://www.admin.sc.gov/budget.

-NO PROVISO REVISION IS REQUESTED-

ATTACHMENT A

2020–2021 Research and Evaluation Report

Center of Excellence to Prepare Teachers of Children of Poverty

2020–2021 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

EXECUTIVE SUMMARY

In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country.

Three goals have guided the work of the Center of Excellence since its inception: 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. An external evaluation is conducted each year that details progress toward the three goals. Strengths and areas for improvement determined through the evaluation and consultation with key stakeholders guide continuous quality improvement efforts (Patton, 2008).

Improve Pre-Service Education

The Center of Excellence provides multiple strategies to engage and enhance students' knowledge, understanding, and application related to teaching children of poverty. Through Teaching Children of Poverty standards and key practices, the Center of Excellence encourages and supports integration of these standards and key practices throughout the teacher preparation curriculum at Francis Marion University. Faculty members across the School of Education are invited to focus on specific standards and key practices with support from Center of Excellence faculty and staff. In addition, these faculty members receive an annual report highlighting the results from surveys related to integration and learning around teaching children of poverty. Prior to COVID, faculty members were invited to participate in an annual meeting to learn more about their colleagues' work and provide feedback to the Center of Excellence to improve these curricular efforts. The Teaching Children of Poverty Scholars initiative, a recent addition to the scope of pre-service opportunities, seeks to enhance the preparation of students who are interested in learning more about teaching children of poverty through a more intensive process.

Enhance In-Service Education

There are many options for training and professional development through the Center of Excellence targeted at teachers, administrators, district leaders, and others. Each year, the Center of Excellence partners with about 25 school districts across South Carolina to offer specialized professional development offerings and events. These

partner districts employ almost 20,000 teachers and serve almost 300,000 students in South Carolina. The Summer Institute is a professional development series that was held at Francis Marion University prior to the pandemic and is now delivered virtually. More than 4,800 people registered for live webinars during the 2021 Summer Institute and 158 subscribed for on-demand access after the institute. Evaluations from the professional development are strong, and many participants indicate that the Center of Excellence professional development is somewhat or much better than other professional development that they have completed. In addition, intensive professional development is offered with some schools/school districts. In 2020-2021, intensive professional development occurred with four districts/schools.

Serve as Premier Resource

Multiple efforts are designed to enhance the visibility and use of Center of Excellence programs, strategies, and initiatives. The TCOP endorsement and add-on certification continue to be strong. Francis Marion University offers graduate-level coursework to enhance teachers' skills and abilities in teaching children of poverty and that lead to these additional credentials. Prior to COVID, poverty simulations were a powerful experience for districts and communities to better understand the impact of poverty. These will continue once gatherings can occur. The Center of Excellence Research Consortium occurs annually. The 12th annual COERC (held virtually) featured Dr. Richard Milner from Vanderbilt University. Dr. Milner was recently named president-elect of the American Educational Research Association, and his work focuses on promoting effective teaching practices for all students with a focus on diversity and equity. Evaluations of his presentation were strong with 86% of survey respondents indicating that the presentation was good (10%) or excellent (76%). The Center of Excellence also engages other institutions of higher education through an annual meeting designed to share information and collaborate on methods to work with pre-service and in-service teachers. The past two years the meeting has focused on innovative efforts considering the pandemic. Finally, through social media and its website, the Center of Excellence focuses on disseminating information about teaching children of poverty.

TABLE OF CONTENTS

EXECUTIVE SUMMARY 2

OVERVIEW 5

OBJECTIVE 1 6

- TCOP Attitudes & Beliefs Survey 6
- TCOP Longitudinal Survey 10
- TCOP Mastery Assessment 12
- Francis Marion University Student Teacher Focus Group 13
- Teaching Children of Poverty Scholars 16
- Teaching Children of Poverty Alumni Survey 16

OBJECTIVE 2 20

- Partner Districts 20
- Teacher Professional Development 22
- School-Based Professional Development and Support 27
- National Network of Partnership Schools 27

OBJECTIVE 3 28

- Teaching Children of Poverty Endorsement and Add-on Certification 28
- Poverty Simulations 28
- Research Consortium 28
- Collaboration with Institutions of Higher Education 29
- Online Presence 30

CONCLUSION 31

REFERENCES 32

OVERVIEW

Since its establishment in 2004, the Center of Excellence has focused on ongoing preparation, training, and support of teachers related to teaching children of poverty. Three objectives guide this work. Objective 1 concentrates on the preparation of teachers at Francis Marion University. Objective 2 relates to professional development and training within partner districts in South Carolina and beyond. Objective 3 notes the reach of the work state-wide and beyond to be a leader in teaching children of poverty. The three objectives along with the evaluation measures associated with each objective are listed below and detailed in the forthcoming report.

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 2020 and Spring 2021, online)
- TCOP Longitudinal Survey (Winter 2021, online)
- TCOP Mastery Assessment (not administered due to COVID)
- Francis Marion University Student Teacher Focus Group (Spring 2021, virtual)
- TCOP Scholars (Fall 2020 and Spring 2021)
- Francis Marion University Alumni Survey (Spring 2021)

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 (Summer Institute, virtual)
- 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
- Research Consortium (Spring 2021, virtual)
- Higher Education Collaborative (Spring 2021)
- 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

Francis Marion University provides programs that lead toward educator certification; therefore, there are multiple measures used to understand the impact of coursework and pre-service activities on educator preparation. Most 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/Key Practices 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.

Due to COVID, the *TCOP Attitudes and Beliefs Survey* was revised to capture general information about students' preparation to teach children of poverty. The survey was administered online during 2020-2021, and low response rates occurred as faculty and students may have been reluctant to encourage or complete additional surveys. Prior to COVID, the survey was administered in-person in each course that implemented TCOP standards or key practices.

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
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
Fall 2017	287	3.12	3.21	3.18
Spring 2018	293	3.16	3.23	3.17
Fall 2018	456	3.09	3.19	3.14
Spring 2019	384	3.02	3.11	3.05
Fall 2019	329	3.05	3.17	3.10
Spring 2020	34*	N/A	N/A	N/A
Fall 2020	47*	3.16	N/A	2.83
Spring 2021	14*	3.01	N/A	2.64

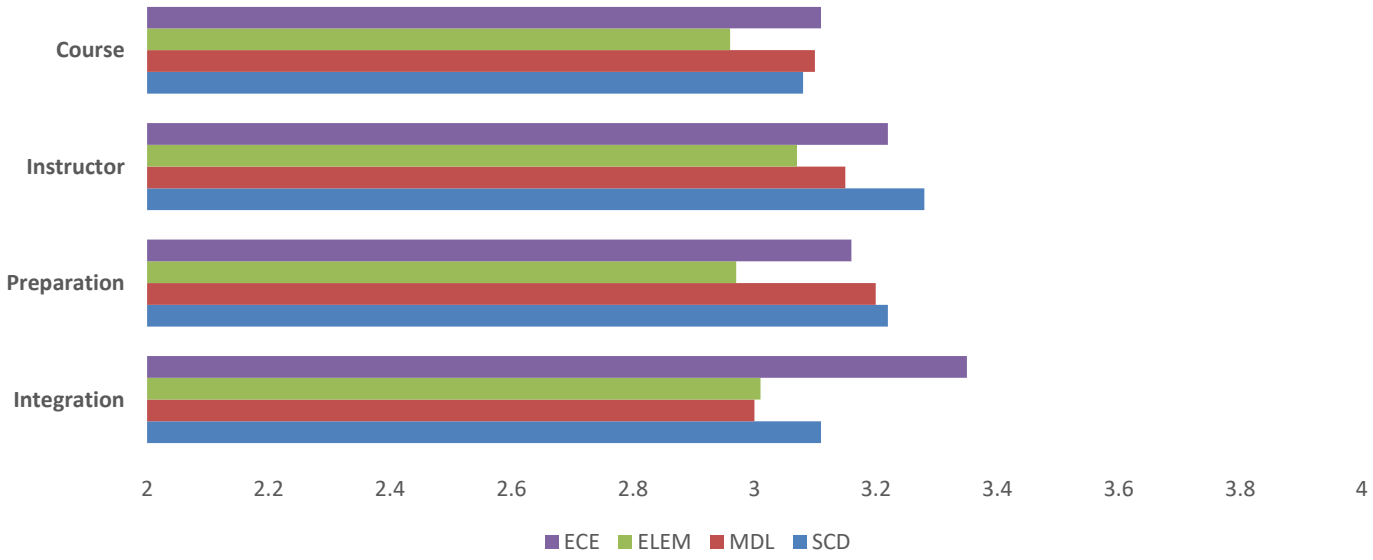
*online survey administered due to COVID-19 that assessed courses/preparation in general

Prior to COVID, integration of TCOP standards within the course was assessed based on student perception. In Fall 2019, the mean integration score was 3.10, which represents a decline since Fall 2018 when the mean integration score was 3.32. On average, students "Agree" that integration of TCOP standards is occurring, but for improvement purposes, support and resources may be needed to move the average to the "Strongly Agree" range. The number of students completing the *TCOP Attitudes and Beliefs Survey* was at its highest level since

inception in Fall 2018 with 456 students completing the survey, which indicated an increase over the previous few years. In Spring 2019 and Fall 2019, responses to the survey began to decline again. This may indicate that fewer instructors are integrating the material, fewer students are taking these courses, or fewer students are completing the survey. Additional exploration to determine the cause of the decline in students completing the survey would help us understand the cause or causes and determine strategies to address the issue, if appropriate.

Course, instructor, and preparation means are also explored by area of certification. In Fall 2019, 143 respondents indicated that they were pursuing early childhood certification, 108 elementary certification, 30 middle level certification, 35 secondary certification, 6 "Other" including art education and higher education, and 3 provided no certification area. In an analysis that included only Fall 2019 results, early childhood and secondary certifications indicated higher levels of course and instructor satisfaction and preparation. Students pursuing early childhood certification indicated higher levels of course integration than students pursuing other certification, which may indicate that faculty teaching courses in early childhood education are integrating TCOP standards to a higher degree than those in other certifications.

Chart 1 Perceived Preparation, Course, and Instructor Averages by Certification Area (Fall 2019)



Based on the smaller sample sizes within the certification, there have been deviations over the years in those who express the most satisfaction. In 2018-2019, middle-level certification students indicated the highest levels of satisfaction with the courses, instructors, and overall preparation to teach children of poverty, which is

consistent with the 2017-2018 results as well. In 2018-2019, students pursuing early childhood and secondary certification generally indicated the lowest level of satisfaction; however, they still were just above the agreement/satisfaction level on average.

FALL 2020 AND SPRING 2021

The *TCOP Attitudes and Beliefs Survey* was revised slightly to gather general feedback on students' perceptions, confidence, and preparedness to teach children of poverty, and the survey was administered online. The instructor information was not included in the survey as the 2020-2021 academic year was unique based on the pandemic. In Fall 2020, the mean number of courses respondents had completed with TCOP standards or key practices was 3.8; whereas, in Spring 2021, the mean number of courses respondents had completed with TCOP standards or key practices was 2.6.

Table 2 TCOP Attitudes and Beliefs Survey by Confidence and Preparedness

Overall confidence in skills/abilities to teach children of poverty	**Fall 2020**	**Spring 2021**
Very Confident	19%	29%
Confident	30%	29%
Somewhat Confident	49%	36%
Not Very Confident	2%	7%
Overall preparedness to teach children of poverty	**Fall 2020**	**Spring 2021**
Very Prepared	23%	14%
Prepared	43%	43%
Somewhat Prepared	28%	36%
Not Very Prepared	6%	7%

FACULTY ATTITUDES AND BELIEFS REPORTS AND FEEDBACK FORUM

Prior to COVID, faculty received a report that detailed the course, instructor, and preparation scores and standard deviation (variability) for the class(es) in which TCOP standards were integrated. In Spring 2019, 17 faculty members received an individualized report with their scores in each of the three areas as well as the mean scores and standard deviations in these three areas. The purposes of the faculty reports are awareness and continuous quality improvement to allow faculty members to consult with the Center of Excellence if they are interested in improving their scores or would like additional strategies to integrate TCOP Standards within their courses.

To gauge perspectives, a faculty forum was held on March 20, 2019 to discuss data collection and analysis strategies related to TCOP Standards. Six faculty members attended the forum and provided feedback on the process used to understand the impact of TCOP Standards on student growth and development.

Faculty members who attended the meeting had insights and recommendations for improving TCOP integration.

- Provide regular refresher sessions for new faculty or faculty who want to enhance their integration of TCOP Standards including samples of projects or activities within courses
- Clarify expectations with School of Education leadership (how are faculty recognized or rewarded based on the integration of TCOP Standards?)
- Offer options for guest lectures/activities from Center of Excellence faculty and staff within coursework that integrates TCOP standards
- Update and publicize course matrix including TCOP standards and 25 key practices
- Survey faculty members who integrate TCOP Standards (and possibly those who do not) related to strategies used, support desired
- Promote collegiality in School of Education through integration of TCOP Standards

These strategies will continue to be pursued, and faculty reports will return in 2021-2022.

TCOP LONGITUDINAL SURVEY

The *Teaching Children of Poverty (TCOP) Longitudinal Survey*, a 14-item Likert-scale survey, is administered once per academic year to Francis Marion University students in six education courses of varying levels. More than 3,162 surveys have been completed since Fall 2006 (about 75 during the 2020–2021 academic year). 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.

Approximately, 1,960 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. The knowledge, skills, confidence, and preparedness of students increase among those who have taken the survey more than once.

Table 3 highlights results by number of times the student has completed the survey, which typically is aligned to their advancement in the program. Knowledge and preparation related to teaching children of poverty are

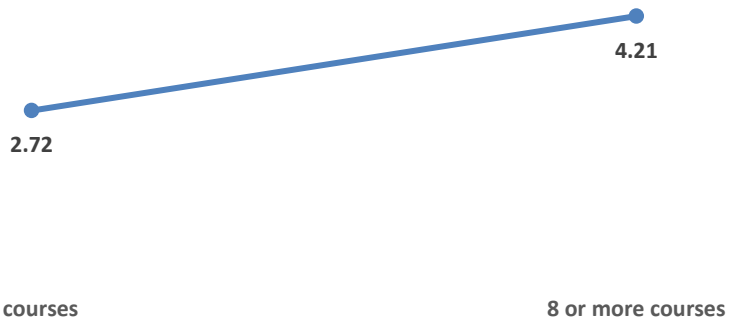
typically the area with the lowest averages, but these improved by approximately one point on the 5-point scale from the initial time that the survey is completed to the fourth time it is completed. Skills and confidence are slightly higher with about a one-point increase over time as well.

Table 3 TCOP Longitudinal Survey Data by Number of Times Completed

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1960	3.1	3.2	3.5	3.1
2	827	3.5	3.5	3.6	3.4
3	282	4.1	4.0	4.0	3.9
4	83	4.3	4.3	4.2	4.2
5	9	Not Enough Responses			

A composite score, amalgamation of knowledge, skills, confidence, preparation, ability to differentiate instruction, and ability to address instruction barriers, is calculated. As of 2020, 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. Each additional TCOP course typically results in a gain of between 0.2 and 0.3 points on the composite score. The overall average across all respondents was approximately 3.45 (Slightly Agree/Agree range) out of 5.0 (Strongly Agree).

Chart 2 Perceptions of Overall Preparation (Six Items) based on Courses with TCOP Standards



TCOP MASTERY ASSESSMENT

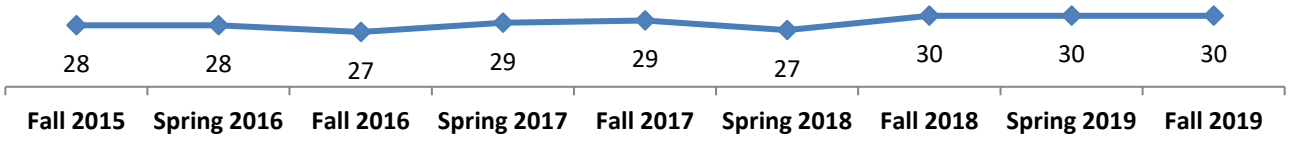
The *TCOP Mastery Assessment* is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. The goal of the mastery assessment is to inform implementation of TCOP standards by examining score trends. The analysis of the TCOP Mastery Assessment includes exploring longitudinal trends in overall scores, scores by standards, and scores by certification area. In the December 2019 administration, 34 of 48 items (71%) were answered correctly by 50% or more of the students. While the assessment is difficult based on the percentage of students who answer each item correctly ranging from 17% to 100%, it was designed to determine mastery based on application of TCOP standards. The *TCOP Mastery Assessment* was not administered in 2020 or 2021 due to COVID-19.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Fall 2019

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	28	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
Fall 2017	25	28.60	29	19	36
Spring 2018	21	27.38	27	13	36
Fall 2018	9	29.78	30	23	36
Spring 2019	25	29.76	30	22	38
Fall 2019	29	30	29	25	36
Spring 2020	N/A	N/A	N/A	N/A	N/A*
Fall 2021	N/A	N/A	N/A	N/A	N/A
Spring 2022	N/A	N/A	N/A	N/A	N/A

Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018, Spring 2019, and Fall 2019 show slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards; however, a lack of improvement in mastery over time suggests that additional focus, support, or resources may be necessary to increase the mastery of students related to Teaching Children of Poverty.

Chart 3 Mastery Assessment Results by Semester



FRANCIS MARION UNIVERSITY STUDENT TEACHER FOCUS GROUP

Each year, the Center of Excellence to Prepare Teachers of Children of Poverty commissions a student teacher focus group, facilitated by an independent evaluator. The purpose of the focus group is to understand the impact of Teaching Children of Poverty (TCOP) standards and key practices on perceived teacher preparation. TCOP standards are a core component of the Center of Excellence's goal to better prepare teachers to work with diverse students. In addition to information about the TCOP standards and the work of the Center of Excellence, the student teachers provide general information about teacher preparation at Francis Marion University. The initial focus group questions seek general information about strengths and areas for improvement related to the teacher education program. These questions are asked to determine if TCOP standards are specifically cited through these general questions as well as to introduce broad topics prior to narrowing the focus.

In Spring 2021, there were 28 student teachers at Francis Marion University. Of these 28 student teachers, 16 (57%) were randomly selected and invited to participate in a focus group through an email sent by the Center of Excellence. Six student teachers (38%) attended representing early childhood, elementary, middle, and high school certifications. The virtual focus group was held on March 24, 2021 at 5:00pm.

Chart 4 Francis Marion University Student Teacher Focus Group Participants

PREPARATION

In general, the student teachers felt prepared related to content and teaching strategies. The virtual instruction required them to stretch in some ways, but they felt confident in their ability to teach using technology. One student teacher said, "They tried to prepare us in every way to teach virtually." Another student indicated, "We have been prepared as much as we can be prepared…sometimes you don't know what to do until you're there."

The student teachers indicated that the classroom management work taught them to realize the importance of relationships, how to start building relationships, and how to use effective strategies to manage the classroom. "We had the classroom management course which was helpful. It gives strategies and insights." A few students indicated that they want to learn more strategies to build and connect with students who are different than them. One student noted, "When you don't have a large pool of diversity to work with when it comes to faculty [School of Education at FMU], we all think alike, we all have similar interests that is going to transcend to the students that you are….teaching." This student continued by indicating that students often have interests and hobbies that are outside of their experience such as anime, and this student wanted to know how to incorporate current trends and interests of young people in the classroom. In addition, the student teachers indicated that they learned how to deal with sensitive topics including how to gauge ideas with students and "not be afraid to address them [issues]."

PROFESSIONAL DEVELOPMENT

Some middle and secondary student teachers indicated the desire for more strategies and ideas related to content and instructional strategies as they felt like there was more emphasis on early childhood and elementary education in coursework. According to some student teachers, middle and secondary students are "often an afterthought." In addition, candidates across the certification areas wanted more ideas and modeling on how to effectively address sensitive topics that students bring up in school. One student teacher specifically requested professional development on "bullying and harmful situations." Another student teacher requested professional development on how to work with other teachers on using culturally relevant and appropriate practices. A few student teachers noted that students bring up topics they see on the news or in their areas, and the student teachers wanted more professional development on how to effectively integrate and address these issues in the classroom. According to a student teacher, "We have 21st century students who are dealing with 21st century issues."

TEACHING CHILDREN OF POVERTY

The student teachers indicated that teaching children of poverty was "touched on" in their coursework and preparation. Some teachers indicated that they wanted more in-depth understanding of teaching children of poverty. Some student teachers requested more practice implementing lesson plans prior to student teaching, particularly in a variety of classrooms with a variety of students. One student teacher indicated "I would like a class or simulation where you practice getting observed and you know what you are supposed to do."

As for the TCOP standards and key practices, the student teachers noted that these as being part of the Francis Marion University curriculum. "The professors are supposed to implement certain modules in their classes, whether it be Education 310 type course where you are learning technology or reading fundamentals course, you are supposed to be incorporating these components or models of teaching children of poverty. For the most part, overall most professors do touch on them. Do I think they should go in a little more depth? Yes." Other student teachers agreed about the importance of understanding the students and communities that they are working in. "People have preconceived notions and biases. Each semester, it would be helpful if you could go into schools with the highest poverty levels….You may read about stuff, but now you have actually seen it."

TEACHING CHILDREN OF POVERTY SCHOLARS

The *Teaching Children of Poverty Scholars* initiative began in 2018-2019 for Francis Marion University education students. Each semester, monthly meetings are held to reinforce three foundation principles: Why Poverty (and Resources) Matter, Poverty Data Sources, and Neuroscience and the Classroom. In addition, 25 key practices are also layered into the foundational principles. Scholars complete journal entries to demonstrate their understanding of foundational principles and key practices. Journal entries are scored by qualified raters using a rubric. To earn a stole or medallion to wear at graduation, scholars must successfully complete a designated number of journal entries demonstrating understanding of principles and key practices. The stole represents the successful completion of three foundational modules, and the medallion represents the successful completion of three foundational modules and 15 key practices.

In 2020-2021 academic year, four meetings (approximately one meeting per month) per semester were held. Table 5 includes the meeting dates.

Table 5 TCOP Scholars Meetings 2020-2021 Academic Year

Fall 2020	Spring 2021
August 27	February 1
September 24	February 24
October 22	March 15
November 11	May 3

In Fall 2020, 63 students participated in TCOP Scholars, and in Spring 2021, 69 students participated in TCOP Scholars. Among the participates in Fall 2020, 9 earned stoles and 10 earned medallions. Among the participants in Spring 2021, 13 earned stoles and 7 earned medallions.

In Spring 2021, scholars conducted the *Scholars Filling Fridges Food Drive* service project. The goal was to collect 600 items and raise $500 through Feeding America. More than 4,000 items were collected and $325 was raised. The collected items were distributed by scholars at a local Parking Lot Mission.

TEACHING CHILDREN OF POVERTY ALUMNI SURVEY

In Spring 2021, an alumni survey was administered to recent alumni (2017-2020) to gain insights related to teaching children of poverty. Eighteen alumni completed the online survey. Among the alumni, 35% graduated in 2018, 53% graduated in 2019, and 12% graduated in 2020. Among the respondents, 100% were teachers at the time of survey completion. Approximately 78% earned a bachelor's degree and 28% indicated earned a

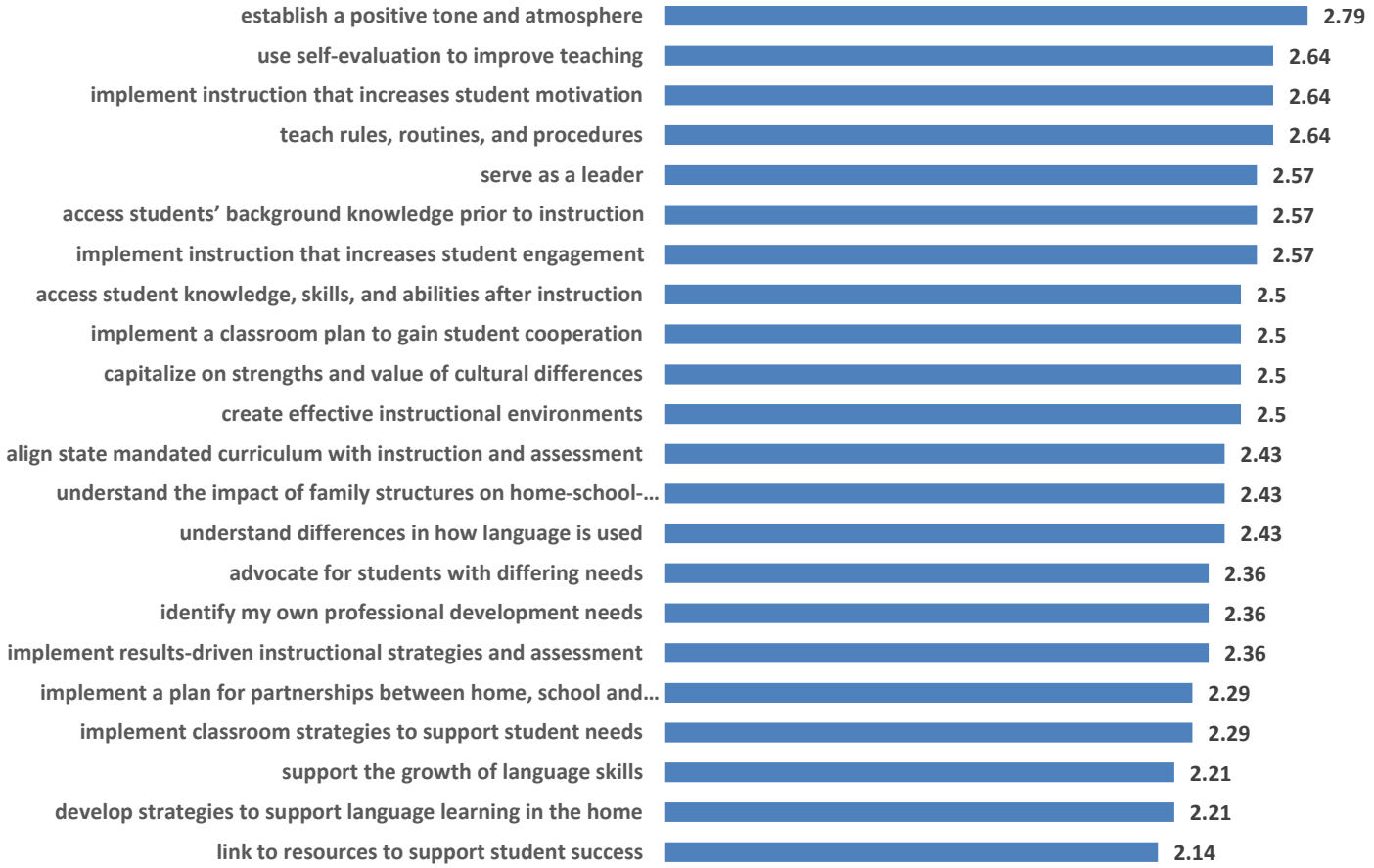
master's degree from Francis Marion University. Two respondents earned a master's degree since completing their bachelor's at Francis Marion University. One earned a master's degree in curriculum and instruction, and one earned a master's degree in counselor education.

Of the respondents, 39% indicated that they received certification in early childhood education, 44% indicated certification in elementary education, and 17% indicated certification in special education. One respondent indicated that they earned the Master of Education in LD, but did not indicate a certification area.

Among the respondents, 16 were teaching in the Pee Dee region including Andrews, Darlington, Hartsville, Jefferson Marion, Olanta, Florence, and Sumter. One respondent was teaching in the Midlands region, and one respondent was teaching in the Upstate region of South Carolina.

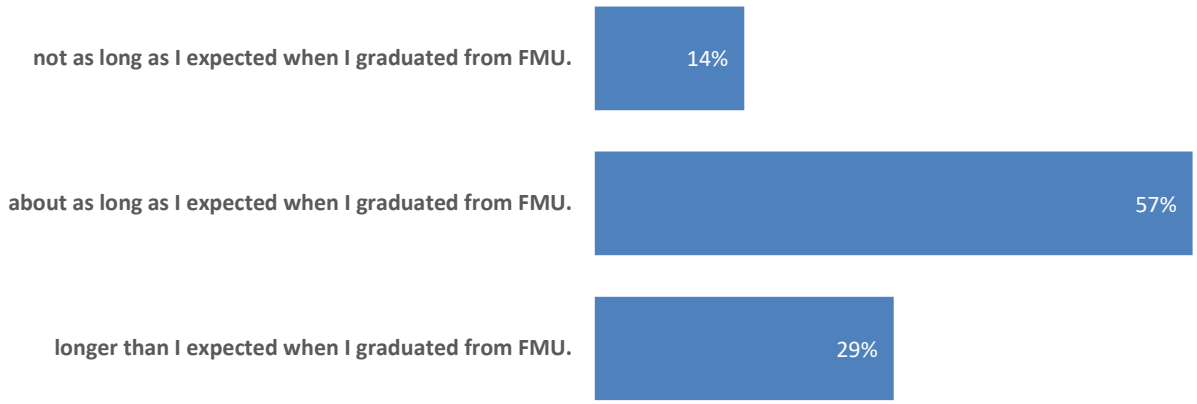
Alumni were asked to rate their preparation on a 1-3 scale: Not Prepared (1), Somewhat Prepared (2), or Very Prepared (3) in 11 areas. Chart 7 highlights the mean preparation in each area. Overall, alumni felt most prepared to "use self-evaluation to improve teaching" (2.79 out of 3.) and least prepared to "link to resources to support student success" (2.14 out of 3.0).

Chart 5 Francis Marion University Alumni Perceptions of Preparation in Specific Areas



Asked about their plans to continue teaching, approximately 57% indicated that they plan to continue about as long as they expected when they graduated; whereas, 29% indicated that they plan to stay longer than they expected when they graduated. About 14% indicated that they do not plan to stay as long as they expected when they graduated. Chart 8 highlights responses to this question.

Chart 6 Francis Marion University Alumni Perceptions of Preparation in Specific Areas



Most respondents (71%) had attended at least one Center of Excellence event (not including FMU Scholars). Of these, 36% had attended 5 or more events during their degree programs. About 21% of respondents were TCOP Scholars.

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

Objective 2 focuses on teachers, administrators, and other educational stakeholders currently working in the profession. A variety of strategies are used to engage and work with these constituencies.

PARTNER DISTRICTS

The Center of Excellence works with partner districts in the Pee Dee region and across the state to provide professional development, resources, and support. Twenty-six districts engaged as partner districts in 2020-2021. Based on 2019 School Report Card data, these districts served 266,509 students and employed 17,893 teachers. Seven new districts became partner districts, and the geographic locations indicate the Center of Excellence is expanding across South Carolina including districts in the Upstate, Midlands, Pee Dee, and Lowcountry areas of South Carolina. Table 6 provides a list of partner districts during the 2020-2021 academic year with highlighted districts being new in 2020-2021.

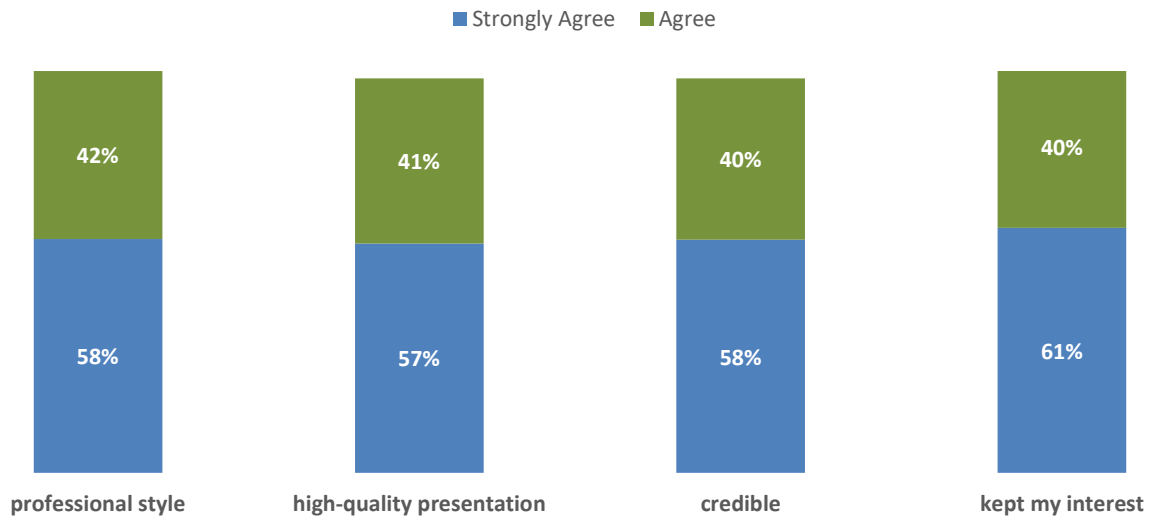
Table 6 Center Partner District Information based on 2020School Report Card

Partner District	Enrollment	Number of Teachers	Percent Students in Poverty
Anderson 3	2,611	175	72.6
Berkeley	36,812	2,260	56.6
Cherokee	8,605	614	73.6
Chesterfield	6,997	499	74.3
Clarendon 1	690	45	90.6
Clarendon 2	2,877	179	85.4
Colleton	5,383	352	83.4
Darlington	9,822	655	78.0
Dillon 3	1,576	90	71.5
Dillon 4	3,991	230	92.1
Florence 3	3,317	232	87.2
Florence 4	695	48	90.7
Georgetown	9,108	635	68.1
Horry	45,584	3,061	64.3
Lexington 1	27,268	1981	44.8
Lexington 2	9,003	635	75.4
Lexington 3	2,085	146	70.8
Marion	4,348	296	89.7
Marlboro	3,848	250	85.3
Newberry	5,938	454	71.3
Richland 2	28,493	1,957	55.1
Saluda	2,315	157	77.1
Sumter	16,281	986	74.2
Williamsburg	3,588	233	90.8
York 2/Clover	8,322	579	34.8
York 4/Fort Mill	16,952	1,144	20.1
Total	**266,509**	**17,893**	**72%**

TEACHER PROFESSIONAL DEVELOPMENT

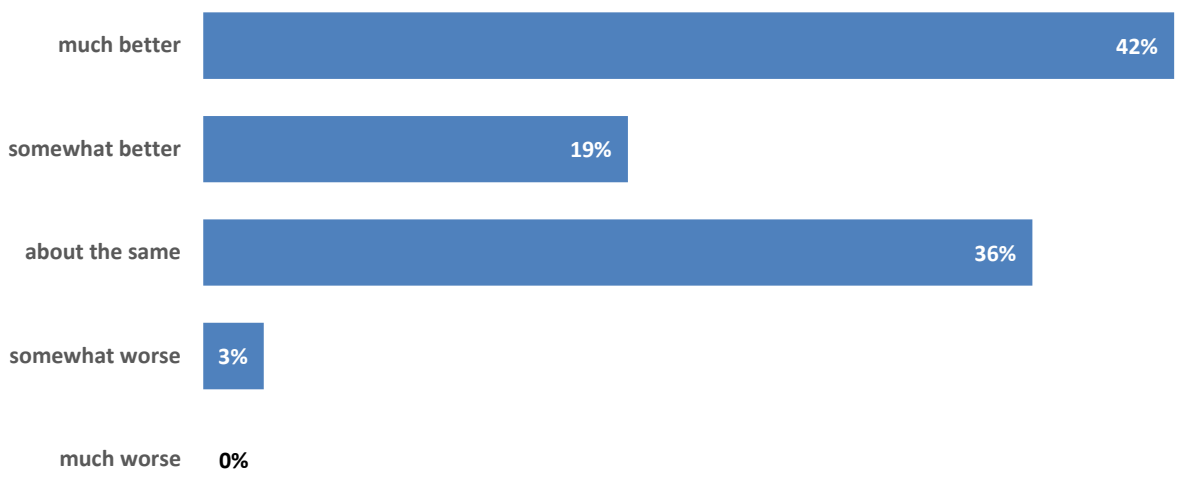
The Center of Excellence to Prepare Teachers of Children of Poverty provides professional development geared toward in-service teachers, administrators, and other education professionals. Since March 2020, some of these professional development sessions have shifted to online or been delayed based on COVID-19. In 2020-21, approximately 105 professional development sessions, outreach activities, and scholarly presentations were held. Among participants who completed surveys between July 1, 2020 and June 30, 2021, the overwhelming majority of respondents "agreed" or "strongly agreed" that the conference sessions or workshop were professional (100%), high quality (98%), credible (98%), and interesting (100%).

Chart 7 Responses from Center Conference Sessions and Workshops



The Center also explores the quality of its professional development in comparison to other professional development. Many participants (61%) indicated that the professional development was "much better" or "somewhat better" than other professional development that they have attended.

Chart 8 Rating of Center Professional Development in Comparison with Other Professional Development



Each year, there are many comments provided on the online evaluation tool that participants are asked to complete about the Center of Excellence professional development workshops and events. About 50 respondents provided comments about professional development. Figure 1 demonstrates the most used words reflected in the comments.

Figure 1 Word Cloud Reflecting Comments of Professional Development Participants

In addition, some comments are highlighted below that demonstrate the effectiveness of the professional development in impacting practice.

"I really found the information to be informative and helpful. I look forward to improving my classroom atmosphere."

"Interesting information that needs to be shared."

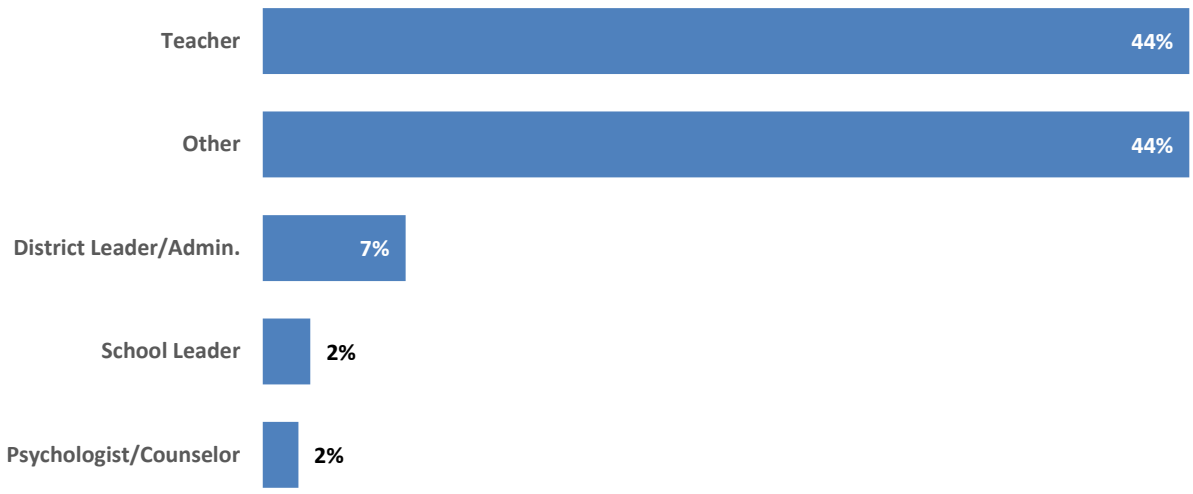
Very motivational! Encourages understanding as we hold kids accountable. Makes me want to be a better teacher."

SUMMER INSTITUTE

Prior to the pandemic, the Center of Excellence Summer Institute included a 2-day professional development series held at Francis Marion University. Due to COVID-19, the event was reconfigured in Summer 2020 to invite keynote speakers from previous Center of Excellence events to conduct live webinars to be recorded and contained within a library of webinars that were accessible for a small subscription fee. The keynote speakers are typically nationally renowned speakers. Twenty-seven sessions including 32 speakers were offered live or through a subscription. More than 5,700 people registered for one or more live session and/or the subscription. Based on the success of the online Summer Institute and the ongoing concerns with the pandemic, the Center of Excellence continued this in Summer 2021. In 2021, more than 4,800 people registered for a live webinar and 158 subscribed for on-demand access to these recorded webinars.

Almost 200 people to date have responded to online evaluation surveys gauging the impact of the Summer Institute sessions. Among the respondents, 78% work in South Carolina, and 22% work in other states/countries. Approximately 22 other states were listed and two other counties. Of the respondents, 44% were teachers and 44% indicated "other," which included mentors, coaches, reading interventionists, retired educators/teachers, assistant teachers, and data managers/specialists.

Chart 9 Positions of Summer Institute Attendees



Overall, the 2021 Summer Institute sessions were perceived to be professional, high-quality, credible, and interesting according to survey respondents. In addition, almost all respondents indicated that the sessions changed/confirmed their thinking, were useful, convincing, practical, and helpful. Finally, approximately 71% indicated that the sessions were “much better” or “somewhat better” than other professional development that they have attended. Charts 10-12 highlight these results.

Chart 10 Percent of Respondents who Strongly Agree or Agree

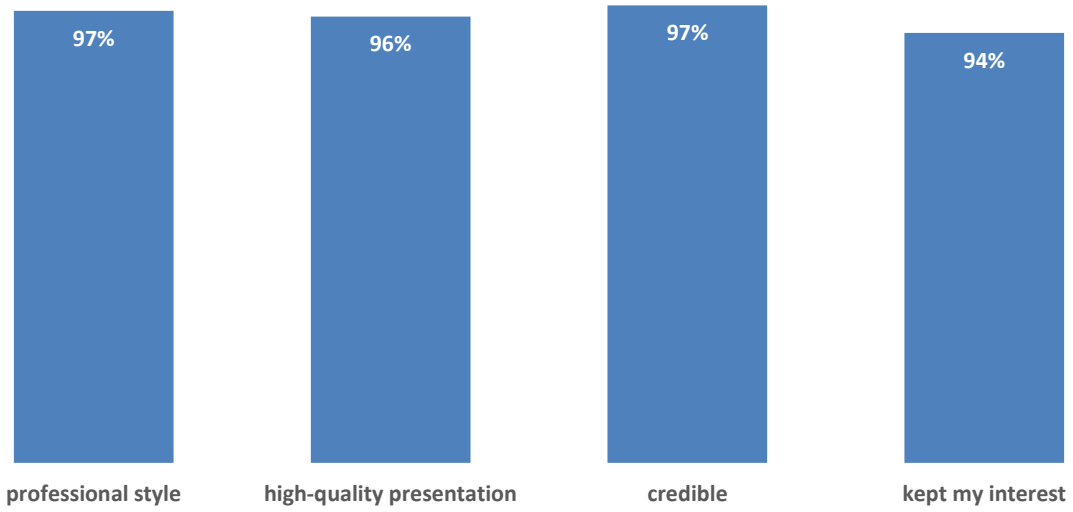


Chart 11 Percent of Respondent who Strongly Agree or Agree

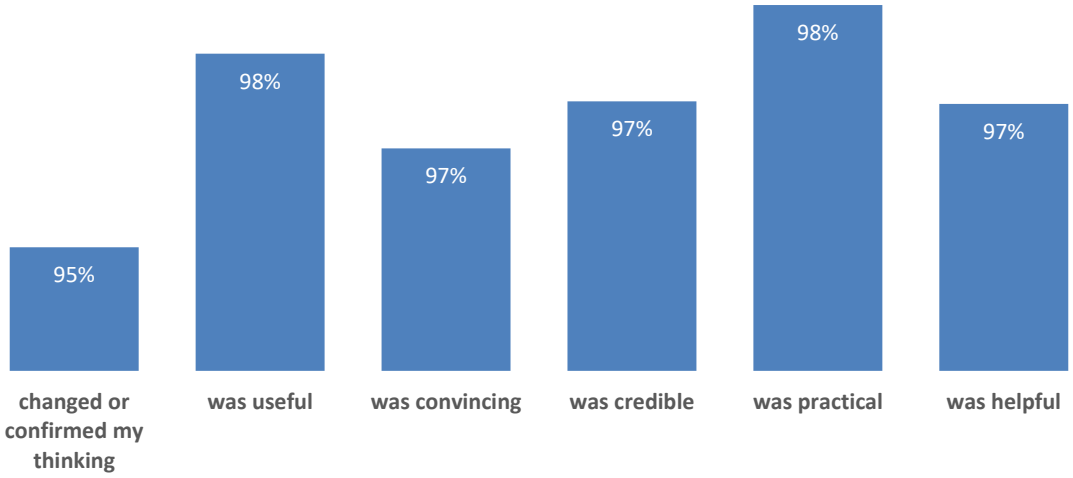
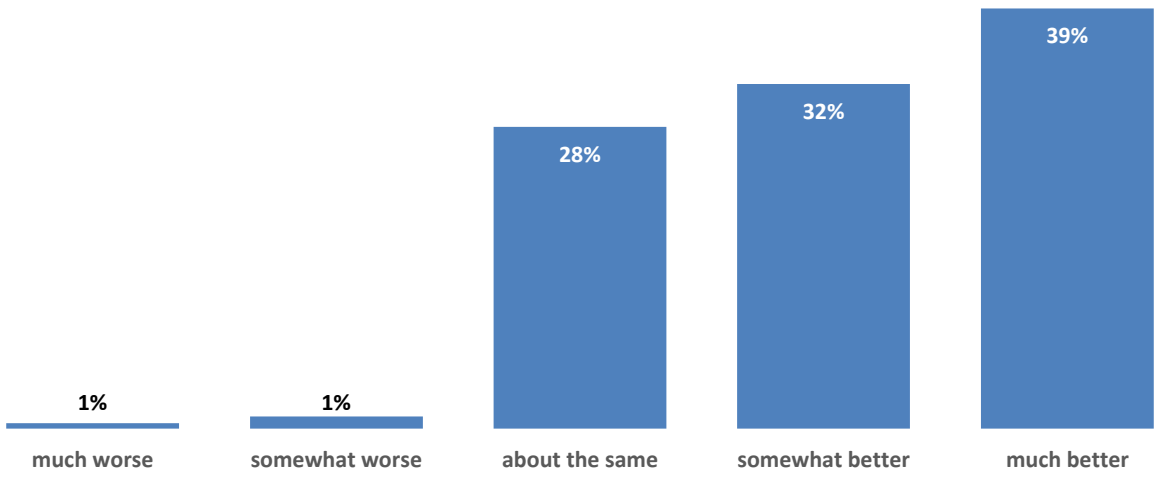


Chart 12 Percent of Respondents Who Rated Summer Institute PD In Comparison to Other PD



Based on an open-response item that sought feedback on the sessions, a Word Cloud was developed. Figure 2 provides the results of 64 respondents' comments.

Figure 2 Word Cloud Reflecting Comments of Participants

SCHOOL-BASED PROFESSIONAL DEVELOPMENT AND SUPPORT

Multiple districts and schools participated in more focused, intensive professional development provided by the Center of Excellence. In-person professional development was impacted by the pandemic. Districts continued to participate in many of the Center of Excellence online offerings throughout the 2020-2021 school year. Two school districts continued to work with the Center of Excellence on intensive professional development (Lexington County School District 3 and Lexington-Richland School District Five), which was a continuation of professional work that occurred in 2019-2020. In addition, Rawlinson Road Middle in Rock Hill continued professional development with the Center of Excellence. A high school in Alabama (Clay-Chalkville) worked with the Center of Excellence on sustained monthly professional study.

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. “Established at Johns Hopkins University in 1996, NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school,” (NNPS, 2018).

The Center of Excellence has worked with NNPS for more than 13 years to provide training and support around family engagement. The pandemic has caused training efforts to be postponed. Trainings will be resumed in 2021-2022, and family engagement will be prioritized as students reengage with in-person learning and families are able to enter school and community buildings.

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

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. Courses have been offered, and more than 118 took coursework through Francis Marion University toward the endorsement or add-on certification in 2020-2021 including 24 students who are part of a Lexington School District One cohort. In addition, courses were offered in July and will be offered in Fall 2021 to promote the beginning or continuation of graduate-level coursework in Teaching Children of Poverty.

POVERTY SIMULATIONS

Each year, the Center of Excellence offers poverty simulations to provide insight into the experiences of people who are living in poverty. In 2019-2020, five poverty simulations were held to demonstrate the various effects of poverty within communities. Each year, participants in the poverty simulations cite the benefits of better understanding the multiple effects of poverty and how poverty impacts communities.

RESEARCH CONSORTIUM

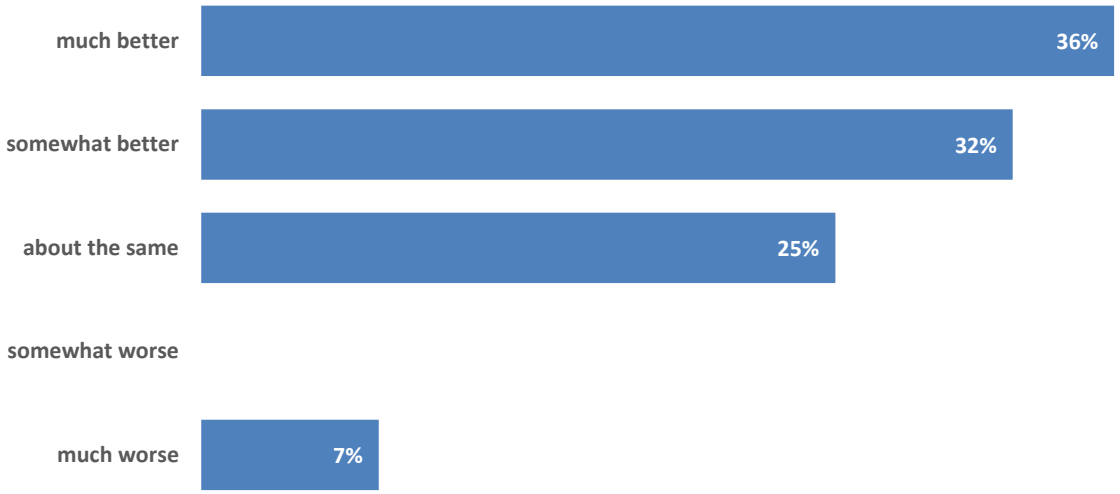
The Center of Excellence hosts prominent researchers through the Research Consortium to promote dialogue around teaching children of poverty and increase awareness of research related to children of poverty. In 2021, the Center hosted its 12th annual Research Consortium featuring Dr. Richard Milner of Vanderbilt University. The event was held virtually on March 16, 2021. Among those who completed the survey (n=29), 79% lived in South Carolina, and 21% lived in another state. Other states represented included North Carolina, Tennessee, and Texas.

Most of the survey respondents rated the presentation by Dr. Milner as “excellent.”

Chart 13 Respondents' Rating of the COERC Presentation

Related to the quality of the training in comparison with other training, many respondents (68%) noted that it was "somewhat better" or "much better."

Chart 14 Respondents' Perceptions of COERC Compared to Other PD



COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION

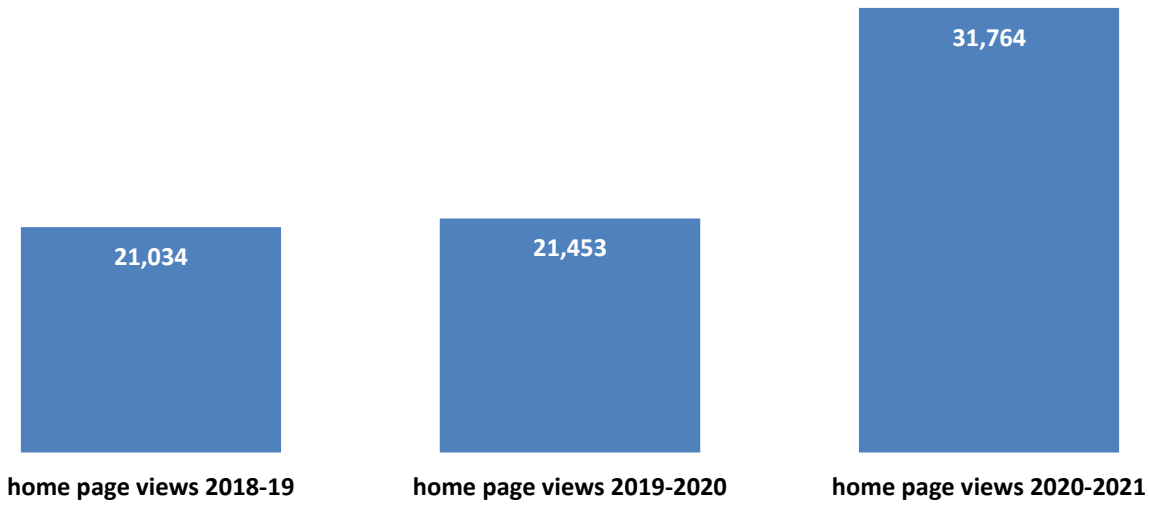
On March 9, 2021, a virtual meeting of the Higher Education Collaborative was held. Approximately 15 people attended the meeting representing five Institutions of Higher Education, the Center of Educator Recruitment, Retention, and Advancement, and the Commission of Higher Education. During the meeting, participants discussed partnering around aspects such as micro-credentialing, action research, mini lessons, broadening impact related to teaching children of poverty, and mentoring prospective and current teachers. Partners shared ideas and provided resources and upcoming conferences aligned to these goals.

Moving forward, participants indicated the desire to continue meeting to discuss partnership opportunities and learn from other Institutions of Higher Education. In 2021-2022, two meetings will be held to include a Fall and Spring meeting.

ONLINE PRESENCE

The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account. The Center's webpage had approximately 31,700 views in 2020-2021, which was about a 10,000 visit increase from 2019-2020. About 6,430 unique users visited the website in 2020-2021 with upticks in views in October 2020, March 2021, and April 2021. Chart 15 highlights page views from the previous three years.

Chart 15 Visits to Center of Excellence Website



CONCLUSION

The Center of Excellence to Prepare Teachers of Children of Poverty focuses on three major areas: preparing pre-service teachers to effectively work with children of poverty; improving the skills of teachers, administrators, and others working with children of poverty; and serving as a preeminent resource for teaching children of poverty. Through multiple programs, strategies, and activities, the Center of Excellence is making progress on its three goals.

The Center of Excellence continued its work with pre-service teachers through integrating TCOP standards and key practices within coursework at Francis Marion University. The Center of Excellence supported faculty members interested in integrating TCOP standards and key practices during the pandemic. In addition, a recently initiated TCOP Scholars program served more than 60 pre-service teachers in 2020-2021 to enhance their knowledge and skills in teaching children of poverty. Students demonstrate growth in their confidence and preparation to teach children of poverty as they advance in FMU education programs. Some students requested more focus on teaching children of poverty as many are planning to teach in high poverty schools.

Through professional development, mostly online in 2020-2021, in-service teachers had access to specific content and resources. In Summer 2020, the Center of Excellence moved the annual Summer Institute to a virtual platform and hosted live sessions with many experts in the field that were recorded for future access. This platform continued in 2021 with almost 5,000 people registering for live webinars and more than 150 subscribing for on-demand access. Work continued with 26 partner districts in South Carolina, seven of which were new in 2020-2021. In addition, intensive professional development work continued to occur with four school districts, and graduate courses were offered for professionals earning the TCOP endorsement or add-on certification. Evaluations of the professional development indicate that these sessions are deemed “much better” or “somewhat better” than other professional development by many of the participants.

The Center of Excellence has become a premier resource for teaching children of poverty based on its annual work toward increasing the number of teachers with TCOP endorsements or add-on certification, an annual research consortium that has featured some of the most prominent educational researchers in the United States, its work with other South Carolina institutions of education to facilitate collaboration and proficiency in teaching children of poverty, and its online presence. The Center of Excellence has positioned itself well moving forward to address issues that are emerging based on the pandemic and their impact on children of poverty.

Recommendations include:

- provide more in-depth information and experiences in teaching children of poverty across the Francis Marion University teacher preparation curriculum. While students note the benefits of having TCOP standards and key practices integrated across their courses, they highlighted the need for more exposure based on their future positions in high poverty schools
- collaborate more with Francis Marion University faculty as well as faculty across the state to further enhance teacher preparation and professional development to effectively work with diverse students
- continue to offer a variety of opportunities for teachers that include online and in-person options, particularly related to reversing the impacts of the pandemic on children of poverty

REFERENCES

Annie E. Casey Foundation. (2020). *KIDS Count Data Center: South Carolina Indicators*. Available: https://datacenter.kidscount.org/data#SC

Chetty, R., Hendren, H., Kline, P., & Saez, E. (2014). *Where is the land of opportunity: The geography of intergenerational mobility in the United States*. Available: http://www.equality-of-opportunity.org/assets/documents/mobility_geo.pdf

Drury, D. & Baer, J. (2011). *The American public school teacher: Past, present, and future*. Cambridge, MA: Harvard Education Press.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge: New York, NY.

National Center for Children in Poverty. (2019). South Carolina demographics of poor children. Available: http://www.nccp.org/profiles/SC_profile_7.html

National Education Association (2016). Snapshot of the teaching profession: What's changed over a decade. *NEA Today*. Available: http://neatoday.org/2016/05/19/snapshot-of-the-teaching-profession/

Rich, M., Cox, A., and Block, M. (2016, April 29). *Money, race, and success: How your district compares*. The New York Times Available: http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=1

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed). Los Angeles: SAGE.