

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: **Center of Excellence to Prepare Teachers of Children of Poverty**

Current Fiscal Year: **2011-12**

Current EIA Appropriation: **\$350,000**

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso 1A.53. of the 2011-12 General Appropriations Act

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.53. of the 2011-12 General Appropriations Act

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- Yes
- No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Goals:

- 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
- 2: Provide high quality professional development programs that include 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.
- 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
- 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a 'Teacher of Children of Poverty' by Francis Marion University School of Education and by the State Board of Education as "Add-On Certification."
- 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Prior fiscal year activities that support achievement of project objectives:

Program Planning, Development, and Oversight Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of the project activities. An Advisory Committee is convened to ensure collaboration.

Teacher Education Program Standards for Teachers of Children of Poverty: FMU courses have been revised to reflect new understandings about the needs of children of poverty. A set of 'Standards for Teachers of Children of Poverty' are infused into all programs of study, and are a strong focus for NCATE accreditation review.

Mastery Test for Teachers of Children of Poverty: A mastery test has been developed and is administered each semester.

Center of Excellence Scholars: Plans are in development for an 'FMU Center of Excellence Scholars' designation that would be conferred at graduation to candidates who complete additional study as established by the program.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets in Partner Districts.

Add On Certification Task Force: Convened beginning in October, 2010, this group of 25 stakeholders has worked to develop a proposal for Add On Certification as well as an Endorsement for Teachers of Children of poverty. The proposal is presently under review by the South Carolina State Department of Education.

Research Agenda

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning problems, connects teachers in the partner districts with one another and with the FMU faculty.

Research Consortium: The Center of Excellence Research Consortium (COERC) has been established and is convened to facilitate collaboration among research scholars interested in studying children of poverty.

Professional Development and Study

Professional Development Activities and Materials: Professional development activities and materials designed to meet schools' needs for working with children of poverty are developed and disseminated.

Workshop/Institute Series: Workshops that focus on practical activities and include featured speakers and concurrent sessions are offered in the Fall, Spring and Summer for teachers, teacher candidates, and school leaders.

Parent Partnerships Training: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families and community resources to meet the needs of children of poverty.

Teaching Children of Poverty Courses: Two elective courses that consider the impact of poverty on academic achievement have been piloted. They provide classroom teachers and school administrators with knowledge and skills to challenge the barriers of poverty.

Faculty Seminars: The Center hosts this venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty.

Publications

Center Website: (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty.

Health Resources Manual: The Center publishes annually its ***Health Resources Manual*** that provides health information that teachers can access as needed.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes ***Teaching Children of Poverty (TCOP)***, an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a newsletter four times annually that features activities of the Center.

PLANNED CHANGES FOR CURRENT FISCAL YEAR:

All activities will continue as described above.

NEW ACTIVITIES PLANNED FOR CURRENT FIS

Distance delivery technology will be explored in 2011-2012, beginning with a webinar for faculty focused on research and practice as it relates to school climate. Upon successful completion, future coursework and other outreach activities are expected to be offered in a distance delivery format.

An Add-On Certification Task Force was convened in October, 2010. This group of 25 stakeholders has worked to develop a proposal for 'Add-On Certification' as well as a 'Certificate Endorsement' for Teachers of Children of Poverty. The proposal is presently under review by the South Carolina State Department of Education. Upon approval by the State Board, the Center will begin to develop final coursework and a plan for full delivery of the Add-On Certification at Francis Marion University. The Center will provide leadership in a statewide effort to make this coursework widely available for teachers across the state.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Direct products and services of the Center (outputs)

Task Force and Advisory Committee	
number of meetings	3
number of participants	25
Standards for Teachers of Children of Poverty	
number of courses using standards	24
number of participating faculty	18
Mastery Test for Teachers of Children of Poverty	
number of times administered	2
number of candidates assessed	46
number of graduate students assessed	28
Recruitment	
number of teacher cadet presentations	2
number of teacher cadets in attendance	194
Workshop/Institute Series	
number of workshop days held	2
number of attendees	813
number of breakout sessions offered	69
number of student volunteers trained to work at conferences	76
Scholarly or Service Presentations Related to Center Agenda	
number of presentations	43
Student Professional Learning & Research Conference	
number of conferences held	1
number of students in attendance	166
number of student presenters	109
number of presentations	35
Student Informational Meetings	
number of events held	2
number of students in attendance	366
Parent Partnerships Training	
number of training sessions offered	7
number of new schools trained	3
Elective Course: Teaching Children of Poverty	
number of times offered	2
number of students enrolled	138
Faculty Seminars	
number of seminars held	2
number of faculty in attendance	27
Health Resources Manual	
local vetted resources	59
national organizations vetted	132
professional health organizations & related national organizations vetted	38
total resources	229
Resource Library	

number of resources housed	226
Position and Policy Papers	
number of published papers	3
On-Line Journal	
number of published articles	3
Center Newsletter	
number of published newsletters	4
distribution range-number of districts	82
Outreach Projects in collaboration with P-12 Teachers	
number of P-12 projects	9
total amount of P-12 projects	\$17,347.29
Service Projects	
number of projects sponsored	2
number of cans of food collected	1417
funds raised for TOM'S shoes project	\$100
Essay Contest	
number of essays submitted	69
number of essay readers trained	12

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The following goals were the focus of 2010-2011: 1) improve the pre-service teacher preparation at Francis Marion University to better prepare future teachers to educate children of poverty, 2) improve access to and quality of professional development primarily targeted at current teachers related to teaching children of poverty, and 3) enhance the education outcomes of children living in poverty by serving as a state and regional leader in teaching children of poverty.

To gauge progress toward Goal 1, four data collection tools were used: 1) Attitudes and Beliefs Survey, 2) Longitudinal Survey, 3) Mastery Assessment, and 4) Student Teacher Focus Group. The Teaching Children of Poverty (TCOP) Attitudes and Beliefs Survey captures information about student perceptions of specific courses. At the end of each semester, this 13-item survey is administered in all courses that include TCOP standards. During 2010-2011, approximately 859 surveys related to 50 courses were collected. Table 1 demonstrates the mean score, high score, and low score in three areas assessed (Course, Instructor, and Preparation) for each semester. The average number of courses completed with TCOP standards was 5.71 in Fall 2010 and 4.86 in Spring 2011.

Table 1: Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean	# TCOP Courses
Fall 2009	407	3.35	3.4	3.33	4.69
Spring 2010	433	3.33	3.38	3.28	5.26
Fall 2010	440	3.33	3.37	3.28	5.71
Spring 2011	419	3.37	3.44	3.36	4.86

The TCOP Longitudinal Survey, a 14-item survey, is administered in core education courses each semester to understand student preparation over time. More than 1,800 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, preparation, and confidence in teaching children of poverty at a 2.5 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.3) on the same scale. Among 755 students who completed the survey two or more times, there are statistically significant increases in mean scores based on the number of times students complete the survey. On average, there is a mean score increase of 1.4 points related to perceptions of preparation to teach children of poverty among those who had taken the survey once and those who had completed the survey four times (Table 2-3).

Table 2 Longitudinal Survey Data by Number of Times Completed Survey (1 to 5 Scale)

# of Times Completed	n	Knowledge	Skills	Confidence	Preparedness	Diverse Instruction
1	1046	2.80	2.88	3.33	2.76	2.96
2	526	3.36	3.31	3.46	3.18	3.29
3	173	4.02	3.94	3.93	3.87	3.96
4	56	4.41	4.34	4.34	4.25	4.23
5	4	4.50	4.50	4.00	4.00	4.25

Table 3 Longitudinal Survey Data Based on Number of Courses Completed (1 to 5 Scale)

# of Courses Completed	n	Knowledge	Skills	Confidence	Preparedness	Diverse Instruction
0	369	2.31	2.43	3.08	2.27	2.48
1	190	2.68	2.70	3.11	2.61	2.89
2	390	2.98	3.05	3.34	2.87	2.97
3	265	3.18	3.14	3.51	3.06	3.22
4	310	3.79	3.74	3.76	3.68	3.73
5	27	3.93	3.93	3.89	3.67	4.0
6	14	4.21	4.14	4.21	4.14	4.29
7	17	4.06	3.94	3.71	3.88	3.94
8+	140	4.44	4.36	4.31	4.27	4.29

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. There has been an approximate 1.8 point increase in mean score from Fall 2009 to the Spring 2011 (see Tables 4-5). Overall, students perform better on assessment items related to TCOP Standards 1, 3, 4, and 5. Proficiency levels range from 76.2% to 28.6%.

Table 4: Mastery Assessment Raw Scores by Semester (48 item assessment)

Semester	n	Mean Score	Median Score	Low Score	High Score
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

Table 5: Percent of Students who Achieved Mastery by Standard

Standard	# Correct for Proficiency	% Proficient			
		Fall 2009	Spring 2010	Fall 2010	Spring 2011
1	6	57.1	62.9	60.0	71.4
2	6	52.4	37.1	56.0	38.1
3	5	33.3	48.6	60.0	76.2
4	5	47.6	71.4	80.0	71.4
5	6	61.9	54.3	56.0	66.7
6	5	38.1	34.3	36.0	28.6

A TCOP Student Teacher Focus Group was conducted with Francis Marion University student teachers by an outside facilitator to understand the quality of teacher preparation. Approximately 66% of the student teacher population was selected, using a representative sampling process, to participate in the focus group. Of those selected, 44% participated in the focus group. The student teachers felt prepared to enter the teaching profession and perceived themselves to be well equipped to teach children from a variety of socioeconomic backgrounds. Student teachers perceived their ability to teach children of poverty to be greater than their counterparts attending other teacher education programs and emphasized the importance of this as they enter the profession.

Related to Goal 2, surveys and evaluations from professional development workshops, institutes, and other events that are geared toward current teachers, administrators, and faculty members demonstrate that these are strongly regarded by participants. Mean scores for all these initiatives are almost at or at the Strongly Agree point (Tables 6-11).

Table 6: Faculty Seminar Evaluation Data

Faculty Seminar	Facilitator	Information Received	Strategies Learned
	Mean	Mean	Mean
Fall 2010	3.92	3.81	3.62
Spring 2011	4.0	4.0	4.0

Table 7: Evaluation Results from Fall Workshop

n	Facilitator Mean	Information Received Mean	New Strategies Gained Mean
633	3.73	3.66	3.66

Table 8: Evaluation Results from Summer Institute (Percent across Four Keynote Facilitators)

n	Excellent	Very Good	Average	Below Average
82 to 107	70.1%	23.1%	6.3%	0.5%

Table 9: Evaluation Results from Newberry Professional Development Seminar

n	Facilitator Mean	Information Received Mean	New Strategies Gained Mean
44	3.97	3.88	3.88

Table 10: Evaluation Results from NNPS One-Day Workshops, Richland School District 2

n	Facilitator Mean	Information Received Mean	New Strategies Gained Mean
6	3.88	3.86	3.94
5	3.84	3.88	3.8

Table 11: Evaluation Results from NNPS Workshop

n	Facilitator Mean	Information Received Mean	New Strategies Gained Mean
43	3.76	3.64	3.66

Related to Goal 3, the COE hosted a COE research consortium featuring scholars from multiple disciplines to discuss teaching children of poverty (Table 12). In addition, the TCOP Add-on Certification committee was established and met numerous times to develop a proposal for add-on certification. This proposal was advanced to the South Carolina Department of Education and will be reviewed in Fall 2011.

Table 12: Evaluation Results from Research Consortium

	Mean Score
Informative	3.85
Worth My Time	3.85
Will Influence My Work	3.76
Will Attend Another COERC	3.85

The Center of Excellence to Prepare Teachers of Children of Poverty generally uses a 4-point scale from Strongly Disagree (1) to Strongly Agree (4) on surveys and questionnaires. Unless otherwise noted, this is the scale that is used for all data tables.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 2011

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Pre-service teachers attending Francis Marion University increasingly reference their preparation in teaching children of poverty and indicate that they believe it is a valuable asset to them as they begin their teaching career. Students' perceptions of their preparation to work with children of poverty have steadily increased since Fall 2009 based on the infusion of Teaching Children of Poverty Standards throughout the curriculum. In addition, students' preparation significantly increases based on the number of courses that they complete with Teaching Children of Poverty Standards. An end-of-program, 48-item multiple-choice assessment completed by students also indicates that students are reaching mastery of material in the majority of the six standards. Scores on this assessment have been rising slightly over the past two years since its first administration. The assessment information also provides FMU faculty with an understanding of strengths and areas for improvement related to the Teaching Children of Poverty Standards. During 2010–2011, an instrument was developed to further understand the impact of this preparation on teacher retention and leadership. This survey will be piloted in 2011–2012 with graduates of Francis Marion University.

In addition to work with pre-service teachers, the COE provided professional development both on-site and off-site to more than 1,200 current teachers, school administrators, and other school leadership personnel in 2010–2011. Based on participant evaluations of workshops, technical assistance, and institutes targeted at current teachers, the professional development provided by the COE was beneficial and provided information and strategies that were relevant and useful to their work. A pilot project began in Summer 2011 with a Pee Dee elementary school to explore the impact of intensive professional development related to teaching children of poverty on classroom practices, organizational culture, and student achievement. This project will extend throughout the 2011–2012 academic year. This pilot will be extensively evaluated to understand aspects that promote school reform and student outcomes. Results will influence the current and future strategies of the COE and impact the provision of future professional development specifically to partner school districts.

Finally, a focus of 2010–2011 was outreach to state and regional leaders to inform practice and improve education for children in poverty. Two major activities resulted from this focus: 1) Teaching Children of Poverty (TCOP) Add-on Certification Task Force and 2) COE Research Consortium. Through the work of the TCOP Add-on Certification Task Force, a proposal for a TCOP endorsement and add-on certification was submitted to the South Carolina Department of Education in June 2011. If approved, pre-service and in-service teachers across the state could complete requirements to earn the endorsement or add-on certification at colleges and universities that have approved programs. The 2011 COE Research Consortium featured a nationally known economist at Northwestern University, Dr. Diane Schanzenbach, who specializes in education. She presented the results of a longitudinal study that examined the impact of the quality of early elementary classrooms on future outcomes (e.g., earnings). Additional scholars and experts presented during the event, which was attended by more than 40 researchers and practitioners from across the southeast region.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

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

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

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

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2012-13.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

- The same as appropriated in the current fiscal year's appropriation**
- An increase over the current fiscal year's appropriation**
- A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2012-2013.

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Not applicable

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources (Partner Districts Fees)	32,500	22,500
Other Sources (FMU)	0	25,000
Grant	0	0
Contributions, Foundation	0	0
Carry Forward from Prior Yr	19,184	43,785
TOTAL	401,684	441,285

Other: See notes above.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	160,639	161,015
Contractual Services	32,999	30,500
Supplies and Materials	15,262	17,500
Fixed Charges	0	0
Travel	6,467	10,000
Equipment	0	0
Employer Contributions	38,667	38,780
Allocations to Districts/Schools/Agencies/Entities	103,065	113,905
Other: Dues/Other Administrative Indirect Support	800	69,585
Balance Remaining	0	0
TOTAL	357,899	441,285
#FTES	2.0	2.0

Other: See notes above