

**Center of
Excellence**
to Prepare Teachers of
Children of Poverty



FALL 2026 UPDATE

Change the Experience - Change the Brain

**2026 - 2027
Events & Activities**

**Volume 23
Number 1**

Equipping educators.
Empowering schools.
Transforming lives.



Webinars | Courses | Professional Organization | Family & Community Engagement
School & Higher Education Collaboratives | 25 Best Practices | And MORE!

About the Center



In 2004, the Francis Marion University School of Education voted unanimously to support a competitive grant that would establish the Center of Excellence to Prepare Teachers of Children of Poverty. The project's mission was to create a specialized focus on the unique needs of under-resourced learners with an ultimate goal of positioning Francis Marion's School of Education undergraduate and graduate programs as the premier resource for teachers of children of or in poverty.

Initial five-year grant funding spanned 2004-2009. The South Carolina Legislature expanded funding in 2010 through a state Proviso and has annually funded the Center. An aggressive research agenda is in place to measure the impact of Center services, and the Center submits a detailed progress report and request for continued funding each year.

Partner Districts are invited to collaborate with the Center. Partner Districts invest with a one-time fee of \$500, and all Partner fees are waived for renewing districts. Measured growth has allowed the number of Partner Districts to grow from three in 2004, to 45 in 2026-2027. In addition to working hand-in-glove with the Center to establish areas of focus, Partner Districts receive priority access to events and activities, reduced graduate course tuition, discounted event registration fees, and specialized services provided in-district.

The Center's goals are:

1. Design and implement preservice and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
2. Provide high quality professional learning 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 and 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.
3. Serve as the premier resource for the study of high-quality educational programs for children of poverty.

Six Standards for Teachers of Children of Poverty are infused across all undergraduate programs at Francis Marion University. School of Education faculty aligned TCOP Standards with courses, and each semester multiple measures are used to study student perceptions about their preparation. A Mastery Assessment administered each semester at the conclusion of student teaching is used to assess each of the six Standards at the application level of Blooms' Revised Taxonomy.

Additionally, a menu of activities and events are offered each year to support the needs of preservice teacher candidates, graduate students, in-service educators, and community stakeholders. The Center seeks to provide professional study and networking opportunities for teachers in South Carolina who may not have opportunities to travel to national and international conferences. To that end, nationally recognized researchers, practitioners, and other experts in education and educational psychology are invited to keynote at signature events, including the Webinar Series, author-led book studies, and COERC, the Center of Excellence Research Consortium. A poverty simulation is offered several times each year, and Center staff members lead more than 150 days of professional study in schools in South Carolina and across the nation, including multiple sustained learning projects in districts and schools.

A key achievement of the Center was its leadership that resulted in the unanimous State Board of Education and Legislative approval of South Carolina's *Add-On Certification and Endorsement for Teachers of Children of Poverty*. The only one of its kind, five other states have expressed interest in using South Carolina certification as a model for similar teacher credentialing programs.

As a complement to the Add On Certification, Francis Marion University received approval to offer a 'Teaching Children of Poverty' (TCOP) track of learning within the Master of Education Teaching and Learning degree program. This graduate program allows educators who pursue the Add On Certification to also apply those courses toward advanced degree program requirements. Additionally, TCOP courses are regularly used by educators to fulfill the Masters + 30 focus study requirement.

Research Agenda

The Center maintains an aggressive research agenda that is designed to measure project outputs and outcomes aligned with all goals, both within the School of Education and externally.

Key School of Education course measures include:

- Attitudes and Beliefs Survey (*administered Fall/Spring during final two weeks of semester*)
 - Measures participants' post-treatment attitudes and beliefs about project content, instructor, and perceived preparedness
 - 13 items
 - End of course administration
- Longitudinal Survey (*administered Spring during first two weeks of semester*)
 - Measure participants' post- treatment perceptions of their own knowledge, skills, confidence, preparation, ability to use diverse instructional methods, ability to accommodate instructional barriers.
 - 14 items, including 9 Likert scale items, 3 Yes/No items, 2 Demographic Information items.
 - Annual administration at four benchmarks
- Student Teacher Focus Group (*administered Spring on job fair day*)
 - Random sample of participants
 - Explores participants' perceived quality of project.
- Mastery Assessment (*administered to student teachers on Fall/Spring on Reading Day*)
 - Measure participants' post- treatment knowledge of six standards for teachers of children of poverty.
 - 48 multiple choice items
 - 8 items per each of 6 standards
 - Application level of Revised Bloom's Taxonomy
 - NOTE: The Mastery Assessment is under review with a revision planned for 2026-2027.

Key external activity measures include:

- Professional study survey (*administered electronically to live and distance attendees*)
 - Explores participants' perceived quality of professional study event.
 - 18 items, including 15 Likert scale items, 1 comment item, and 2 demographic information items.
- I used to think... (*administered at conclusion of sustained projects*)
 - Measures participants' self-reported post-treatment shifts in thinking.
 - Reflective narrative with open-ended format does not limit responses.

Additional information about surveys and other evaluation measures that are available on the Center's website:

<https://www.fmucenterofexcellence.org/>.

TCOP Standards & FM Course Alignment

A team of Francis Marion University School of Education faculty worked to condense TCOP standards in order to facilitate ease in infusions across programs (Attachment A). Alignment of Standards/Elements with courses is revised each semester upon notification by faculty members of needed changes.

The Center's **TCOP 25 Best Practices** form the foundation for professional study in schools and districts. Each of the **TCOP 25 Best Practices** addresses a barrier that may prevent a student from achieving at high levels. Standards and Elements have also been aligned with the **25 Best Practices**.

Learn more about TCOP **25 Best Practices**
<https://www.fmucenterofexcellence.org/resources/>



Partner Districts

Partner Districts are intimately involved with, and contribute to, the activities of the Center of Excellence to Prepare Teachers of Children of Poverty. Administrators, teachers, and stakeholders in Partner Districts work hand-in-glove with the Center to determine the activities and services that will best support educators in their important work in high poverty schools. Additionally, the Center offers professional study events, including nationally recognized speakers, book studies, and graduate coursework in which Partner District educators may participate free or at a special Partner District reduced rate.

School districts from across South Carolina are invited to join the Center as “Partner Districts.” 2026-2027 Partner Districts included:

- | | | |
|-------------------|------------------------|----------------------|
| ○ Abbeville | ○ Georgetown | ○ Pee Dee Innovation |
| ○ Aiken | ○ Greenwood 51 | ○ Richland 1 |
| ○ Beaufort | ○ Horry | ○ Richland 2 |
| ○ Berkeley | ○ Kershaw | ○ Saluda |
| ○ Charleston | ○ Laurens 55 | ○ Spartanburg 2 |
| ○ Chesterfield | ○ Laurens 56 | ○ Spartanburg 3 |
| ○ Clarendon | ○ Lee | ○ Spartanburg 7 |
| ○ Colleton | ○ Lexington 1 | ○ Sumter |
| ○ Darlington | ○ Lexington 2 | ○ USC Aiken |
| ○ Dillon 3 | ○ Lexington 3 | ○ Williamsburg |
| ○ Dillon 4 | ○ Lexington Richland 5 | ○ York 2 (Clover) |
| ○ Dorchester 2 | ○ Marion | ○ York 3 (Rock Hill) |
| ○ Erskine Charter | ○ Marlboro | ○ York 4 (Fort Mill) |
| ○ Fairfield | ○ Newberry | |
| ○ Florence 3 | ○ Orangeburg | |

Partner District Advisory Meetings

Advisory meetings are convened online each semester. *Partner District Liaisons* convene to discuss Center services and to provide guidance that informs Center planning.

August 25, 2026: [Partner District Online Meeting – 10 AM](#)

Learn more about joining as a Center Partner District:
<https://www.fmucenterofexcellence.org/about/partners/>



P-12 Outreach Project Opportunities – Partner District Exclusive

The Center offers a call to educators in Partner Districts for outreach project proposals that support their work with under-resourced learners. Two categories of projects are funded through a competitive application process:

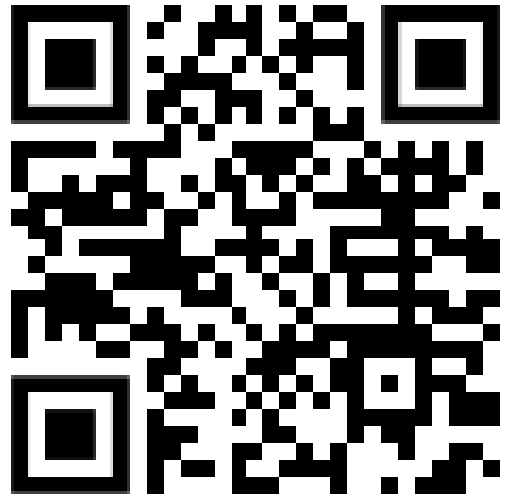
- Family and community engagement projects – funded up to \$1000 per project.
- School or classroom projects – funded up to \$2000 per project.

Deadlines to apply each year are:

- Fall Semester – August 30
- Spring Semester – January 15

Francis Marion University faculty are invited to serve as reviewers for Center Outreach Projects, and principal investigators of funded proposals prepare video documentaries that record their project outcomes. Access the application package here:

<https://www.fmucenterofexcellence.org/p12outreach/>



Science of Reading (LETRS)

Faculty members from FMU School of Education and from other SC IHEs participated in a two-year study of the Science of Reading using the Lexia/Voyager Sopris **LETRS** program. **LETRS** is being utilized by the South Carolina State Department of Education to support districts' study of research related to the science of reading.

The Center continues to offer rolling enrollment for individuals interested in LETRS training who are not affiliated with another agency or district. This may include higher education faculty, retirees, or other individuals who seek to engage in a deep study of the science of reading. Interested parties should contact the Center for information about individual enrollment.



Graduate Coursework

Add On Certification Coursework

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 United States. The Certification requires field experiences in all courses and includes two levels:

Endorsement – Two courses, including

- *Life in Poverty*
- One additional course from the four Teaching Children of Poverty EDUC courses.

Add-On Certification – Four courses, including:

- *Life in Poverty*
- *Language, Literacy, & Poverty*
- *Teaching & Assessing in High Poverty Schools*
- *Family & Community Engagement in High Poverty Schools*

Francis Marion University is the sole source for all Add-On Certification courses:

- EDUC 555 – Introduction to Educational Programs for Children of Poverty
- EDUC 599 – Teaching and Assessing in High Poverty Schools
- EDUC 635 – Family and Community Engagement in High Poverty Schools
- EDUC 636 – Language, Literacy, and Poverty

As a complement to the Add On Certification, Francis Marion University received approval to offer a 'Teaching Children of Poverty' (TCOP) track of learning within the Master of Education Teaching and Learning degree program. This graduate program allows educators who pursue the Add On Certification to also apply those courses toward advanced degree program requirements. Additionally, TCOP courses are regularly used by educators to fulfill the Masters + 30 focus study requirement.

Professional Development Coursework

The Center offers a menu of professional development graduate courses each summer. These 3-graduate credit courses are typically used for educators who seek recertification credit but may also (upon permission of the receiving institution or agency) be used for alternative certification or graduate programs. These courses DO NOT lead toward the Add-On Certification because they do not include the legislation-mandated field assignments.

EDPD 525 is offered each June-July that provides directed opportunities for study of the needs of under-resourced students through the annual Webinar Series. Two survey courses, EDPD 526 and EDPD 527, are also offered in summer terms. These courses provide an overview of the *TCOP 25 Best Practices* with no field assignments required.

- *EDPD 525 – Theory & Practice for High Poverty Schools: Webinar Series Study*
- *EDPD 526 – Strategies for Teaching in High Poverty Schools, I*
- *EDPD 527 – Strategies for Teaching in High Poverty Schools, II*

UPCOMING GRADUATE COURSE OFFERINGS

The Center's course offerings are now official. These courses and all are offered online and in a primarily asynchronous delivery format. There are no traditional tests, however field applications are required.

Fall: August 18 – December 2

- EDUC 555 – Introduction to Educational Programs for Children of Poverty
- EDUC 636 – Language, Literacy, & Poverty

Learn more about coursework: <https://www.fmucenterofexcellence.org/courses/>



MASTER'S DEGREE TEACHING & LEARNING

Teaching Children of Poverty Track

NEW!

Francis Marion University School of Education announces a new specialized graduate degree track focused on **Teaching Children of Poverty (TCOP)**. Since 2004, FMU's Center of Excellence to Prepare Teachers of Children of Poverty has been a leader in providing specialized coursework designed to address barriers faced by students in high-poverty settings. This advanced degree program builds on the Center's success and offers educators the opportunity to deepen their expertise and improve learning outcomes for children in need.

PROGRAM OF STUDY

Education Foundation Core (15 Hours)

EDUC 611 – Solving Instructional Problems –Technology (3)
EDUC 621 – Understanding Learning Differences (3)
EDUC 622 – Assessment of Learning and Behavior (3)
EDUC 648 – Educational Research (3)
EDUC 649 – Master's Program Capstone (3)

Literacy Preparation (3 Hours)

EDUC 737 – Content Area Reading and Writing (3)

Teaching Children of Poverty Track (12 Hours)

EDUC 555 – Introduction to Educational Programs for Children of Poverty (3)
EDUC 599 – Teaching and Assessing in High-Poverty Schools (3)
EDUC 635 – Family and Community Engagement in High-Poverty Schools (3)
EDUC 636 – Language, Literacy & Poverty (3)



WHY THIS DEGREE PROGRAM?

- ✓ Learn today – Use tomorrow.
- ✓ Hybrid format – All online with both live & on-demand class meetings.
- ✓ Accessible, experienced instructors.
- ✓ Appropriate for all educators.
- ✓ TCOP Track courses offered at reduced tuition rate.



TAKE THE NEXT STEP!

**LEARN
MORE**



VIEW INFORMATIONAL VIDEO

EMAIL: Dr. Tammy Pawloski
tpawloski@fmarion.edu



Francis Marion
UNIVERSITY

School of Education

2026-2027 Webinar Series

The Center offers a year-long webinar series that features nationally recognized experts in the field of education. Webinars are broadcast live and free for all attendees. Recorded webinars are then archived in the Center's learning library and are available on demand by subscription.

2026-2027 WEBINAR SERIES
AND
PROFESSIONAL LEARNING LIBRARY

Center of Excellence
Prepare Teachers of
Children of Poverty

Featured Keynote

Mike Anderson

September 8, 2026 5 PM

**Hugging Porcupines:
How to Build Relationships with Students
Who Struggle with Challenging Behaviors**



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Center of Excellence
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Featured Keynote

Michael Kuczala

October 6, 2026 5 PM

**The Peak Performing
Teacher:
5 Habits for Success**



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Center of Excellence
Prepare Teachers of
Children of Poverty

Featured Keynote

Michele Borba

November 3, 2026 5 PM

**Building Resilience
in Children of Poverty
(and ALL Learners!)**



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Center of Excellence
Prepare Teachers of
Children of Poverty

Featured Keynote

Dr. Tracie Anderson Swilley

December 1, 2026 5 PM

**Growing Through Joy:
Building Strong
School Culture & Climate**



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PROFESSIONAL LEARNING LIBRARY

Center of Excellence
Prepare Teachers of
Children of Poverty

Featured Keynote

Eric Shener

January 12, 2027 5 PM

**Disruptive Thinking in our
Classrooms:
Preparing Learners for Their Future**



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Center of Excellence
Prepare Teachers of
Children of Poverty

Featured Keynote

Melvin Brown

February 9, 2027 5 PM

**Roaches in My Cereal:
And the Moral Imperative to
Reimagine School**



September 8, 2026 - 5 PM Eastern

Register: https://fmarion-edu.zoom.us/webinar/register/WN_ik7T5AcxQiWnCHKDe832TA

Hugging Porcupines: How to Build Relationships with Students Who Struggle with Challenging Behaviors

We know the power of relationships, and we're believers. But what about the kids who seem to push us away--who resist relationship building? Based on the new book *Hugging Porcupines*, in this session, we'll explore some practical strategies for building connections with our most prickly students--so we can support their academic, social, and emotional development.

About the Presenter:

Mike Anderson has been an educator for many years. A public school teacher for 15 years, he has also taught preschool, coached swim teams, and taught university graduate level classes. He now works as a consultant providing professional learning for teachers throughout the US and beyond.

As a classroom teacher, Mike was awarded a national Milken Educator Award and was a finalist for NH Teacher of the Year. In 2020, he was awarded the Outstanding Educational Leader Award by NHASCD for his work as a consultant. A best-selling author, Mike has written many books about great teaching and learning. His latest book is *Hugging Porcupines: Month-by-Month Strategies to Support Our Most Challenging Students*.

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Mike Anderson

September 8, 2026 5 PM



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October 6, 2026 - 5 PM Eastern

Register: https://fmarion-edu.zoom.us/webinar/register/WN_aluTm2T6SauLNYcWoljbWQ

The Peak Performing Teacher: 5 Habits for Success

Cultivating focus, re-energizing oneself, and improving daily habits are essential for administrators' well-being and the good that they pass along to teachers and students. This interactive session will concentrate on the habits that are most likely to yield significant improvements.

About the Presenter:

Mike Kuczala has delivered keynotes, given presentations, facilitated professional development and taught graduate courses on 4 continents. His presentations, courses, books, and videos have reached more than 200,000 teachers, trainers, corporate executives, and parents. He is also the coauthor of the Corwin Bestseller and Association of Educational Publishers' Distinguished Achievement Award nominated, *The Kinesthetic Classroom: Teaching and Learning through Movement*, a book and philosophy that has changed the view of teaching and learning around the world. His 5th book, ***Move More, Learn More! Harnessing the Brain/Body Connection in Early Childhood***, was released in February by Columbia University's Teachers College Press.

President of Kuczala Consulting and Chief Executive Officer for Regional Training Center in partnership with La Salle University and The College of New Jersey, Mike's presentations have been experienced in such diverse settings as The Educational Collaborative for International Schools, The East Asia Regional Council of Schools, The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty Summer Institute, The American Society for Training and Development, The Forum for Innovative Leadership, The Association for Supervision and Curriculum Development, and the Society for Health and Physical Educators.

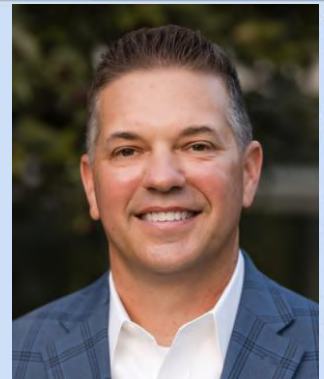
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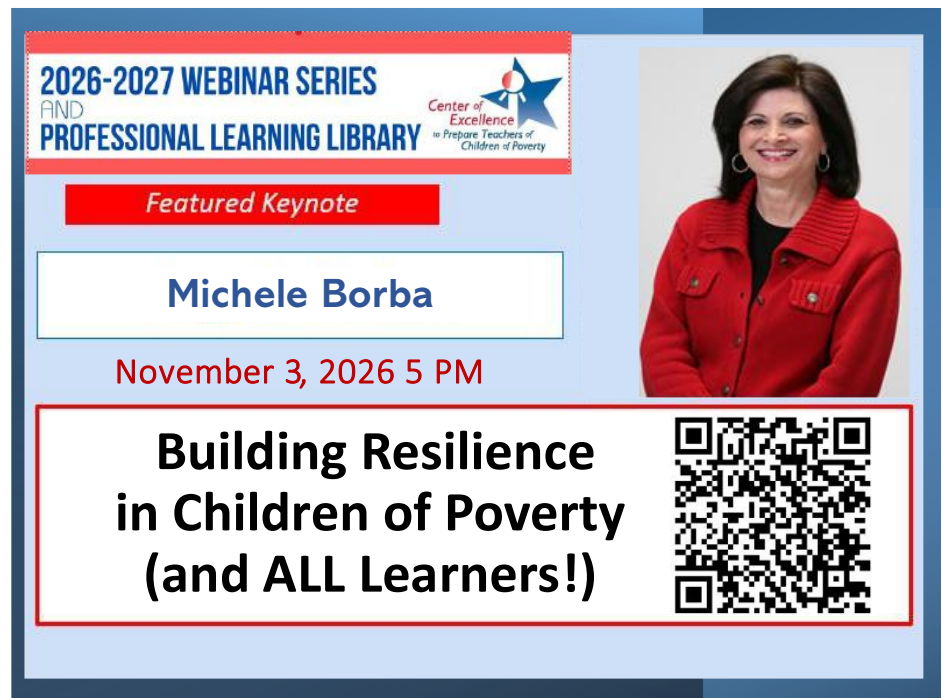
Register: https://fmarion-edu.zoom.us/webinar/register/WN_oAYdL5IzR8SatwW5O1iTbA

Building Resilience in Children of Poverty (and ALL Learners!)

Study after study shows that during adversity, the single, most-important thing kids need is the calming presence of an adult champion. Dr. Michele Borba shares inspiring stories and examples of real educators who are those champions and prove they make a difference that helps students living in poverty bounce back and thrive. The key, she says, is that they use what we already have within us: hope, empathy, atmosphere, resilience and trust. Learn how schools are rebuilding their environments to create cultures of caring based on the new ABC's for the 21st century that boost students' thriving potential: AGENCY, a positive BELIEF, and COPING SKILLS. Best yet, discover simple, evidence-based, no-cost ways to equip students to handle an uncertain world and reap positive results. Thrivers are made, not born!

About the Presenter:

Michele Borba, Ed.D., is an internationally renowned educator and award-winning author who is recognized for her practical, solution-based parenting strategies to strengthen child's behavior, self-esteem, moral development, and build strong families. A sought-after motivational speaker, she has presented workshops to over one million participants throughout North American, Europe, Asia and the South Pacific and has served as an educational consultant to hundreds of schools including the US Army and HRH the Crown Prince of Abu Dhabi. Her proposal to end school violence and student bullying (SB1667) was signed into California law in 2002.



The graphic is a promotional poster for a webinar. At the top, it says "2026-2027 WEBINAR SERIES AND PROFESSIONAL LEARNING LIBRARY" in blue text, with a logo for the "Center of Excellence to Prepare Teachers of Children of Poverty" to the right. Below this, a red banner reads "Featured Keynote". Underneath, a white box contains the name "Michele Borba" in blue. To the right of this is a portrait of Michele Borba, a woman with dark hair wearing a red jacket. Below the name box, the date and time "November 3, 2026 5 PM" are displayed in red. At the bottom, a large white box with a red border contains the title "Building Resilience in Children of Poverty (and ALL Learners!)" in bold black text. To the right of the title is a QR code.

As a recognized expert on parenting and violence prevention, Dr. Borba is a contributor for the TODAY show and appears as guest expert Dr. Phil, Anderson Cooper, The View, Fox & Friends, MSNBC, and The Early Show and for numerous publications including Time, Newsweek, U.S. News & World Report, and Chicago Tribune. She serves on Parents magazine's advisory board and as a consultant for Sesame Street, Apple TV, a member of the Brain Trust for X-Prize and the Chief Thriving Officer for Learning Brands.

Dr. Borba is the author of 26 books including **Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine** and **Building Moral Intelligence**.

She is a former classroom and college teacher and has had a wide range of teaching experience, including work in regular education as well as work with children with learning, physical, behavioral, and emotional disabilities. She and her husband were partners in a private practice for troubled youth. Dr. Borba received a Doctorate in Educational Psychology and Counseling from the University of San Francisco; M.A. in Learning Disabilities and B.A. from the University of Santa Clara, and earned a Life Teaching Credential from San Jose State University.

December 1, 2026 - 5 PM Eastern

Register: https://fmarion-edu.zoom.us/webinar/register/WN_qQr0aUSrQFOFyYcv1Nqt9FA

Growing Through Joy: Building Strong School Culture & Climate

This inspiring and practical presentation will explore how intentional joy can transform schools into thriving learning communities. Participants will discover how positive school culture and a supportive climate strengthen relationships, improve staff morale, increase student engagement, and drive academic success. Through research-based strategies, real-world examples, and interactive reflection, educators will learn how to cultivate environments where students and staff feel valued, connected, and empowered to grow. Attendees will leave with actionable tools to intentionally lead with joy, build trust, celebrate success, and create a culture where everyone can flourish.

About the Presenter:

Dr. Tracie Anderson Swilley serves as the **Assistant Superintendent of Academics for Fairfield County School District**, providing strategic leadership to strengthen teaching, learning, and student outcomes. She previously led Fairfield Central High School for more than a decade, where her transformational leadership reshaped school culture and developed future leaders across South Carolina. Named the **2025 National Principal of the Year** by NASSP, Dr. Swilley has earned numerous state and local honors for her excellence in educational leadership. She holds degrees from Columbia College, the University of South Carolina, South Carolina State University, and Gardner-Webb University. Dr. Swilley is committed to data-driven improvement and equitable opportunities for all students. Dr. Swilley is the proud mother of two children, **Jalen and Peyton**, whom she adores dearly.

The graphic is a promotional poster for a webinar. It has a blue and white color scheme with red accents. At the top left, it says "2026-2027 WEBINAR SERIES AND PROFESSIONAL LEARNING LIBRARY" in blue and red text. To the right of this text is a logo for the "Center of Excellence" with a star and the tagline "to Prepare Teachers of Children of Poverty". Below this, a red banner reads "Featured Keynote". Underneath, a white box contains the name "Dr. Tracie Anderson Swilley" in blue. To the right of the text is a portrait of Dr. Swilley, a Black woman with short dark hair, wearing a black blazer over a yellow top. Below the name and portrait, the date and time "December 1, 2026 5 PM" are displayed in red. At the bottom, a large red-bordered box contains the title "Growing Through Joy: Building Strong School Culture & Climate" in bold black text. To the right of the title is a QR code.

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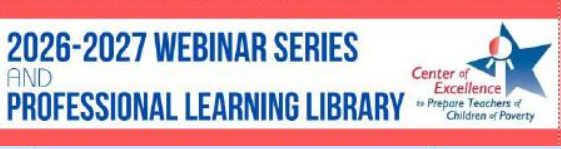
Register: https://fmarion-edu.zoom.us/webinar/register/WN_wp67a1AqRgKQ12N_YO2aLw

Disruptive Thinking in our Classrooms: Preparing Learners for Their Future

The world has and continues to change in ways that are difficult to predict, especially when it comes to artificial intelligence (AI). Regardless of the forces at hand, educators play a pivotal role in preparing students for success now and in the future. The best way to do this is to create a disruptive thinking culture in our classrooms and schools that future-proofs learning for ALL kids! Get ready for a roller coaster journey that weaves stories, practical ideas, and insights from thousands of classrooms to create meaningful learning experiences that will withstand the test of time. It's time to challenge the status quo regarding teaching and learning in our classrooms. Our learners—and their future in a bold new world—depend on us.

About the Presenter:

Eric Sheninger works with schools throughout the world, helping educators meet and exceed their potential to improve outcomes for learners. He is the founder and CEO of Aspire Change EDU, a collaborative consultancy designed to provide personalized support to all educational systems. Prior to this, he was a teacher and the award-winning Principal at New Milford High School. Under his leadership, his school became a globally recognized model for innovative practices. Eric oversaw the successful implementation of several sustainable change initiatives that radically transformed the learning culture at his school while increasing achievement. His work focuses on innovative and practical ways educators can transform teaching, learning, and leadership. Through his work with thousands of schools, Eric has emerged as an innovative leader, best-selling author, and sought-after speaker. His main focus is on using research, evidence-based practices, and artificial intelligence (AI) to empower learners and educators.



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Register: https://fmarion-edu.zoom.us/webinar/register/WN_RzkGcaMySJ-ZtISCIYaYlw

Roaches in My Cereal: And the Moral Imperative to Reimagine School

What if the greatest barriers to student success are not found within children, but within the systems designed to educate them? In this thought-provoking keynote, Dr. Melvin J. Brown combines powerful personal stories with decades of educational leadership to challenge conventional thinking about poverty, trauma, belonging, discipline, and opportunity. Participants will gain practical, research-informed strategies for creating schools that move beyond compliance and test scores to become places where every student is seen, valued, challenged, and equipped to thrive. This presentation is ideal for educators, school leaders, policymakers, higher education faculty, and anyone committed to building more equitable, human-centered schools.

About the Presenter:

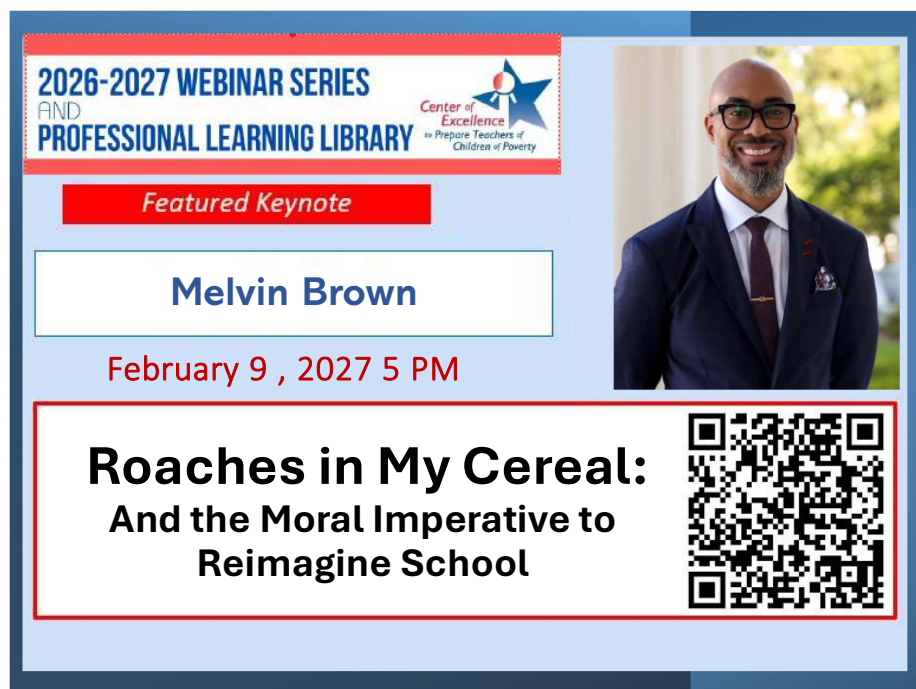
Dr. Melvin J. Brown serves as the President and CEO of Soul Vision, LLC, an equity-centered and growth mindset focused consulting organization that provides motivational and keynote speaking, educational consulting, and leadership development.

He also serves as Superintendent in Residence at Defined, LLC, bringing decades of leadership experience in large K-12 systems. Drawing on his tenure as superintendent in school districts, he advances Defined's mission by helping school systems scale career-connected learning from kindergarten through graduation. His work focuses on guiding district leaders to design and implement sustainable, system-wide pathways that prepare every student for lifelong success.

He has also served as the Vice President for Client & Partner Engagement for Bailey Education Group, an educational services company committed to partnering with all schools and districts to improve the lives of all children through customized professional development and side-by-side teacher coaching. Dr. Brown's many leadership positions include Superintendent of Montgomery Public Schools (AL) and Reynoldsburg City Schools District (OH), Superintendent in Residence and Visiting Professor at The Ohio State University, Deputy Superintendent, Director of Human Resources for Cuyahoga Falls City Schools (OH), and Associate Superintendent for Prince William County Schools (VA), Regional Vice President for Mosaica Education Inc. and principal at the elementary and middle school levels.

Dr. Brown holds an Ed.D. in Educational Studies from The Ohio State University. He also holds a master's degree in educational administration and Supervision from Virginia Commonwealth University and a bachelor's degree in English from James Madison University.

Dr. Brown is the author of *Roaches in My Cereal: And the Moral Imperative to Reimagine School* and is a Co-Author of *STEM Century: It Takes a Village to Raise a 21st Century Graduate*.



The graphic is a promotional poster for a webinar. At the top, it says "2026-2027 WEBINAR SERIES AND PROFESSIONAL LEARNING LIBRARY" in blue text. To the right of this text is a logo for the "Center of Excellence to Prepare Teachers of Children of Poverty" featuring a blue star. Below the top text is a red banner with the words "Featured Keynote" in white. Underneath the banner is a white box containing the name "Melvin Brown" in blue. Below the name box is the date and time "February 9, 2027 5 PM" in red. The main title of the webinar, "Roaches in My Cereal: And the Moral Imperative to Reimagine School", is displayed in large black font. To the right of the title is a QR code. A portrait of Dr. Melvin J. Brown, a man with a beard and glasses wearing a suit, is positioned on the right side of the graphic.

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Melvin Brown

February 9, 2027 5 PM

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Rachel Edoho-Eket



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Peter Liljedahl

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Steve Bollar



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Pete Hall

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**Using Brain Science to Design and
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Bryan Goodwin



**How Putting Students' Welfare First
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Ultimately The Communities We
Serve**
Lateshia Woodley



Teaching For Deeper Learning
Jay McTighe



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Dominique Smith



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Tara Brown



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Mike Schmoker



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Mary Hemphill



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*Margaret A. Searle
Marilyn L. Swartz*



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Weston Kieschnick



Relentless About Relationships
Don Parker



**Empowered to Grow: Creating
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Akil Ross



**Five Grading Shifts for
2022 and Beyond**
Matt Townsley



Anything Is Possible!
Derrick Conley



**Tackling the Motivation Crisis:
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Mike Anderson



**Culturally Relevant Pedagogy:
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Gloria Ladson-Billings



**Cultivate - Every Student.
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Jimmy Casas



**Language Structures and
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Carol Tolman



**Destination 2032: Executive
Function curriculum as a new
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Sucheta Kamath



**Social & Emotional Learning:
One District's Journey of SEL
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Ralph L. Simpson



**Push Past It!
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Angela Searcy



**Every Educator Is A Chief
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Pooja Agarwal



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Kenston Griffin

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Horace Hall

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Judy L. Cameron



The 5 P's of Life
Baron Davis

*Working with Students of
Poverty:
Relationships Matter*
Mark Dewalt



*Promoting Academic
Achievement Through
Collaboration: Leadership
Matters*
Don Doggett

*Hope, Grace, and
Relationships - Making
Grading and Assessment
Decisions that Mirror Our
Core Beliefs*
Myron Dueck



*Effective and Equitable
Partnerships: Engage
Parents with Low Incomes in
their Children's Education*
Joyce Epstein

*7 Questions
You Must Answer Before
We Re-Open Schools*
Robyn Jackson



*Just One Educator Can
Completely Alter the
Trajectory of a Child*
Baruti Kafele

When Kids Lead
Todd Neslonely



My Red Suit
Richard Pringle

*Restoring Relationships
and Building Better
Humans*
Ann Marie Taylor



*Dreaming Big Enough Dreams
for the Needs of our Students*
Carol Ann Tomlinson

*How Emotion Impacts the
Brain's Learning &
What to Do About It*
Judy Willis



*The Truth about Brain-
Based Learning:
Science & Strategies*
Janet Zadina
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Karen Utter



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Lorin Anderson

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*Family Involvement 101: It's
All about Partnerships!*
Katie Swart



*Navigating the IEP and
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**Rikki McCormick
Kristen Douglas**



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Chrystal Wood

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Teresa Turner



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Jodi Zeis

*Turning Up the
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Brittany Shell

*Leading the Way:
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Kimberly Entzminger



*Academic Banking: An Asset
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Deborah O'Brien

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**Malissa Ocean
Marilyn Ware**



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**Brendaliz Zanetti
Elizabeth Urgell**

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Jodi Zeis



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**Robin Hardy
Al Gates**

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Carolyn Cavanaugh**



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Caroline Sherpy**



*Building Best Practices for
Engaging Families in Trauma-
Responsive School Communities*
**Julia Beaty
Lorilei Swanson**

*How Can Rural Schools Keep
Their Strongest Teachers*
Jodi Zeis



*It's So Good Lovin' Somebody
When Somebody Loves You
Back!*
Beverly Campbell

*I'm Teaching HOW MANY
Students with HOW MANY
Different Learning Needs?*
**Diane Carter
Sara Beth Dew
Catrina Filyaw**



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Family & Community Engagement (FACE) Series

The Center has partnered with Johns Hopkins University's National Network of Partnership Schools since 2004, providing leadership and growing family and community engagement activities and programs in Partner Districts, including supports for school-based initiatives focused on cultivating goal-oriented family and community partnerships. The Center was honored with the *National Partnership Organization Award* for final 16 consecutive years that Johns Hopkins University extended the award.



The **2022-2023, 2023-2024, 2024-2025, and 2025-2026 FACE Series** systematically addressed the six types of family and community engagement and the 21 recordings and other materials associated with those events are available on the Center's website at:
<https://www.fmucenterofexcellence.org/nnp/>

Registration is now open for the 2025-2026 year-long learning series that will focus each month on key topics in family and community engagement.

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University webinar series offers monthly discussions and resources that seek to improve family, school, and community engagement.

Dr. James Ritter, Associate Professor of Education at Francis Marion University, will facilitate each session. Dr. Ritter is invested in supporting the growth of family and community partnerships and engagement and serves as the editor of the *South Carolina Family and Community Engagement Journal*.
<https://scfaces.ed.sc.gov/journal/>

Information will be provided each month on designated topics. The sessions are meant to be a conversation among participants, scheduled guests, and the FACE moderator. Participants will be encouraged to share their experiences and any resources that have been proven effective in family, school, and community engagement.

Resources for Building Better Partnerships

Type 1: Parenting

Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2: Communicating

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3: Volunteering

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4: Learning at Home

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

Type 5: Decision Making

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6: Collaborating with the Community

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Other FACE Series Resources and Recordings

Family & Community Engagement Brown Bag Series



The year-long activity is designed for all educators and stakeholders. Each session in this Family and Community Engagement (FACE) series will focus on important strategies for facilitating effective and authentic connections with our partners in education. Appropriate for all educators, this series will provide FACE theory and practice that can be implemented immediately. View the [on-demand introductory video](#) for definitions of each of the six types of family and community engagement and [recordings from three years of online learning sessions](#), and [register to attend](#) each session in this year's series.

What's On the Menu?

Online Series Schedule Registration/Recording Links

- On-Demand [Introductory On-Demand Video](#)
- September 10 [Best Practices for Starting a New Year](#)
- October 15 [FACE for Families of Students with Disabilities](#)
- November 12 [Working with Higher Education to Foster Family Engagement](#)
- January 14 [Working with Partner Agencies for FACE](#)
- February 4 [Engaging Families through After School Workshops](#)
- March 4 [Family Engagement with Gifted Students](#)
- April 15 [FACE - CELEBRATION & REFLECTION](#)

11:30 AM - 12:30 PM

Francis Marion University
Center of Excellence to Prepare Teachers of Children of Poverty

<https://www.fmucenterofexcellence.org/>



School Leadership & Higher Education (IHE) Collaboratives

The Center of Excellence hosts two collaborative sessions each semester. These online events are designed to provide a venue for engagement, support, and cooperation around issues of mutual interest and concern.



Center of Excellence
to Prepare Teachers of
Children of Poverty

Francis Marion University School of Education

SCHOOL LEADERSHIP COLLABORATIVE

Specifically designed for any School or District Leaders

Superintendents . District Leaders
Principals . Assistant Principals
Coaches . Coordinators . All School Leaders

NETWORKING & SUPPORT

GOALS: LEAD & LEARN

- Facilitate inter-district discussions in distance format.
- Facilitate informal mentor relationships.
- Share successes and challenges.
- Share resources, needs and questions.
- Facilitate networking and support.

Tuesday, September 29, 2026 - 10:00 - 11:00 AM
Tuesday, February 16, 2027 - 10:00 - 11:00 AM

FALL
--REGISTER NOW--
SPRING

Fast-Paced agenda features self-selected breakouts by:
School Level Leadership Role Current Topics

<https://www.fmucenterofexcellence.org/>

Center of Excellence
to Prepare Teachers of
Children of Poverty

The [School Leadership Collaborative](#) seeks to engage any school- or district-level leader, including superintendents and other district leaders, principals, assistant principals, coaches, coordinators, counselors, and others. The goals are to facilitate inter-district discussions and mentor relationships, along with guided discussions focused on successes and challenges, resources and needs, and other areas of collaboration.

The agenda for each session is loosely organized and fluid to allow leaders to network, share goals, needs, and resources and to solve problems in real time.



HIGHER EDUCATION COLLABORATIVE

Center of Excellence
to Prepare Teachers of
Children of Poverty

ONLINE COLLABORATIVE FOR TEACHER PREPARATION FACULTY

FALL **REGISTER NOW** **SPRING**
SEPTEMBER 29, 2026 **2:00-3:00 PM** **FEBRUARY 16, 2027**

WHO SHOULD ATTEND?

This event is planned to facilitate collaboration among teacher preparation and other IHE faculty members who are interested in exploring the barriers that may exist for P-12 students who have had limited access to resources that are important for school and life success.

Poverty is defined as the absence of any resource (financial, cognitive, social, emotional, physical, or spiritual) that can create barriers to school and life success.

GOALS	AGENDA
Create connections among Center stakeholders and higher education partners.	Introductions - Happening Now in SC and Beyond What (Teaching Children of Poverty) TCOP discussions are occurring in IHEs or in stakeholder groups? What models for TCOP instruction and practice are currently in place around the state? Higher education representatives and state stakeholder attendees are invited to share examples of TCOP work formal or informal that is occurring on campuses and in agencies. Slide share capabilities are in place, if desired.
Explore current statewide TCOP offerings and opportunities.	Maximizing the Collaborative-Questions and Needs What are the challenges and opportunities that surround TCOP instruction and practice? How might course availability be expanded across the state? How might IHEs partner with districts? What resources are available in support of TCOP content/program development? Breakout rooms will be utilized, as needed, to facilitate small group discussions.
Define needs and resources.	Closing Wrap: Next Steps for Actions, Timelines, Collaboration What next steps are indicated? What resources can be leveraged? What collaboration opportunities exist?
Develop action steps for maximizing partnerships focused on expanded opportunities and access.	
Take away questions for further study.	

SEPTEMBER 29, 2026 2:00 - 3:00 PM
FALL **REGISTER NOW** **SPRING**
FEBRUARY 16, 2027 2:00 - 3:00 PM

The [Higher Education Collaborative](#) is planned to facilitate collaboration among teacher preparation and other IHE faculty members who are interested in exploring the barriers that may exist for P-12 students who have had limited access to resources that are important for school and life success and the ways that translates into teacher preparation programs. These online sessions are strategic work sessions that offer opportunities for establishing connections among Center stakeholders and higher education partners and for examining needs and resources, and identifying questions that demand further study, especially in terms of course and programmatic offerings.

Higher Education (IHE) Faculty Projects

Curriculum Development Project

Faculty members from FMU School of Education and from other SC IHEs are contracted to develop activities, materials, and resources that align with each of the *25 Best Practices*. Faculty are enthusiastically encouraged to participate in the materials development process. The purpose of this project is to develop multi-level and multi-dimensional resource materials, including test items and learning activities that are aligned with the *Center of Excellence to Prepare Teachers of Children of Poverty TCOP 25 Best Practices*.

Center-Supported Faculty Research

The Center extends a call to higher education faculty for outreach projects that support research or practice related to under-resourced learners. A competitive application process is used to identify projects that align with the Center mission and goals. Projects may be funded in amounts of up to \$750. The Center continuously welcomes requests from faculty for support of research aligned with Center mission and goals.

Center-Supported Faculty Action Research – TCOP 25 Best Practices

Higher education faculty are invited to participate in an action research study designed to improve 'Teaching Children of Poverty' (TCOP) competencies of pre-service teacher candidates and graduate students in Education, as measured by Center of Excellence measures and other appropriate quantitative or qualitative measures. Principal investigators engage as learners, practitioners, and researchers in the development of and research that studies a set of instructional strategies designed to lead to increases in School of Education students' knowledge, skills, and dispositions related to students with limited access to resources. A hybrid model for professional learning and action research is employed. A competitive application process is used to identify projects that align with the Center mission and goals. Projects may be funded in amounts of up to \$750. The Center continuously welcomes requests from faculty for support of research aligned with Center mission and goals.

Awarded studies follow these project guidelines:

1. Define alignment of one or more TCOP Standards with a course for which faculty serves as instructor.
2. Develop an action research plan, using the required Action Research template, that focuses on studying methods for improving the 'Teaching Children of Poverty' (TCOP) competencies of pre-service teacher candidates and graduate students in Education at Francis Marion University.
3. Submit plan for Center approval, including explicit data collection methods.
4. Upon plan approval, implement plan, collect data.
5. Submit completed action research document, using the required template.
6. Submit project abstract, including photos or other support materials, for publication in the Center newsletter.

Interested researchers may access the Call for Proposals and funding guidelines here:

<https://www.fmucenterofexcellence.org/higher-education-faculty-action-research/>



Poverty Simulation

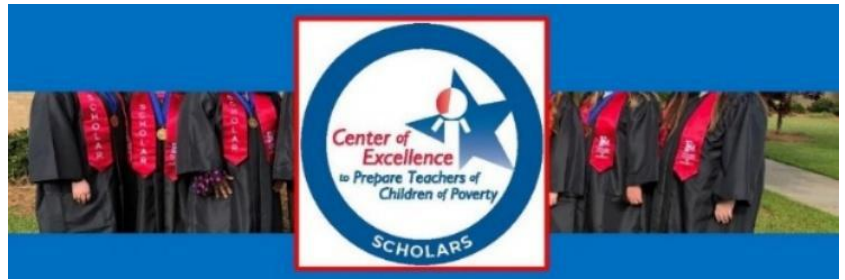


The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by

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. Interested groups should contact the Center for information about hosting a simulation.

Professional Organization – Teaching Children of Poverty SCHOLARS

The Teaching Children of Poverty SCHOLARS (TCOPS) professional organization began in 2018. SCHOLARS meets monthly to network and to study TCOP practices. Face-to-face meetings were replaced by distance events due to the national pandemic and because the distance events allowed student teachers from off campus, along with graduate students and in-service teachers to participate via Zoom, the distance has continued.



Content Study – Based on the Center’s ‘TCOP 25 Best Practices’

- Representation ‘Journals’ are provided to organization members.
- Each month a new practice is explored, including study and activities.
- Scholars create sketch notes journal entries for each practice and receive ‘Certificates of Completion.’

End of Semester Service Project – The Parking Lot Mission

Each semester Scholars participate in service activities that are designed to create authentic connections of content to practice. The SCHOLARS’ current service project focuses on the collection of toiletry and snack items for people in need. SCHOLARS participate by collecting items themselves, organizing collections at their schools, churches, or communities, and soliciting items from family and friends. Distribution of more than 3500 items takes place near the end of the semester at Florence’s Parking Lot Mission.



TCOP SCHOLARS Commencement Honors – Three Levels of Awards

Since the founding of the organization, more than 3500 modules of study have been completed by SCHOLARS members. The completion of journal entries associated with the Center’s 25 Best Practices leads to three levels of awards:



- **Graduation stoles** – Awarded to Scholars who complete the three foundations are members in good standing.
- **Center of Excellence Medallion** – Awarded to Scholars who complete at least 15 ‘TCOP 25 Best Practices’ and are members in good standing.
- **Distinguished Scholar Pin** – Awarded to Scholars who complete all 25 ‘TCOP 25 Best Practices’ and are in members good standing.

An end-of-semester celebration is held online each semester just prior to commencement. Graduating SCHOLARS are recognized for their accomplishments, including recognitions for modules’ completion and awards for Leadership and Service. High scorers on the TCOP Mastery Assessment are recognized, and the Student Teacher of the Semester award is announced that honors outstanding student teaching work with children of poverty.



Scaling-Up TCOP SCHOLARS

The Center continuously seeks opportunities to offer no-cost expansion of the TCOP Scholars program to other colleges and universities. Representatives from **Anderson University, Clemson University, Columbia College, College of Charleston, Converse University, Lander University, North Greenville University, University of South Carolina, and University of South Carolina Aiken** are planning current or future opportunities for pre-service candidates and graduate students to join TCOP Scholars. Additionally, inservice educators from across South Carolina have joined as organization members.



*Do you have questions about **TCOP Scholars** membership?
Are you interested in exploring a no-cost partnership that would formally expand **TCOPS** to your campus?
Would you be interested in a Center representative making a live or face-to-face presentation on your campus to share information about **TCOPS**?*

[Contact us now!](#)



Other Services & Activities



Websites

The Center hosts two websites. Visit the primary Center site here:
<https://www.fmucenterofexcellence.org/>

Visit the event subscription site:
<https://learn.fmucenterofexcellence.org/>



Resource Library

The Center houses a library of resources relevant to the education of children in or of poverty, including books, videos, and other print resources. Holdings are continuously expanded to support educators' needs for current research-based resources, and recommendations for library additions are encouraged.

Newsletter

The Center publishes a quarterly newsletter that features items specifically of interest to teachers of children in or of poverty. Distributed statewide to all school districts, and nationally to a mailing list of over 10,000 subscribers, the newsletter is used to showcase best practices and to advertise Center events.



Social Media

The Center utilizes **Facebook and X (Twitter)** as key tools for advertising activities and events, as well as for sharing readings and research of interest to stakeholders.

Facebook Handle: <https://www.facebook.com/CenterofExcel>

Twitter Handle: <https://twitter.com/CenterofExcel>

Speakers and Presenters

Center staff members facilitated more than 150 professional study events at professional conferences, in districts and schools, and at community events in 2025-2026. The Center's model for sustained and embedded professional study that employs an action research model has been implemented in more than 30 schools and districts.



Fall Semester 2026



August

- 15 [P-12 Outreach Project Proposals Due](#)
- 15 [2026-2027 IHE Faculty Action Research Project Announced](#)
- 18 [Student Teacher of the Semester Call Released](#)
- 24 EDUC 555 Begins
- 25 [Partner District Online Meeting – 10 AM](#)
- 26 EDUC 636 Begins
- 27 PSTA Clothing Closet – SOBE Lobby – 10 – 2 PM
- 27 TCOP SCHOLARS Back to School Drop In – SOBE Lobby – 10 – 2 PM
- TBD EDUC 190/192, 390, 490, 770 & Other Course Presentations

September

- 8 Webinar: [Hugging Porcupines: How to Build Relationships with Students...](#) Featuring Mike Anderson 5:00 PM
- 15 FACE: [Developing a FACE Plan](#) 11:30 AM
- 15 [TCOP SCHOLARS](#) 5:00 PM
- 22 Cultural Conversations – FMU
- 29 [Online Fall School Leadership Collaborative](#) – 10:00 – 11:00 AM
- 29 [Online Fall Higher Education Collaborative](#) – 2:00 – 3:00 PM

October

- 6 Webinar: [The Peak Performing Teacher: 5 Habits for Success](#) Featuring Mike Kuczala 5:00 PM
- 13 FACE: [Helping Families with Life-Altering Events](#) 11:30 AM
- 13 [TCOP SCHOLARS](#) 5:00 PM

November

- 3 Webinar: [Building Resilience in Children of Poverty \(and ALL Learners!\)](#) Featuring Michele Borba 5:00 PM
- 10 FACE: [Working with Military Families](#) 11:30 AM
- 10 [TCOP SCHOLARS](#) 5:00 PM
- 13 Poverty Simulation
- 14 TCOP Scholars Service Project Distribution – Parking Lot Mission – 7:15 – 8:00 AM
- 16 [Attitudes and Beliefs Survey Administration \(through 12/1\)](#)

December

- 1 Webinar: [Growing Through Joy: Building Strong School Culture & Climate](#) Featuring Tracie Swilley 5:00 PM
- 1 P-12 Outreach & Faculty Research Projects [Call for Proposals Released](#)
- 1 [Student Teacher of the Semester Award Applications Due – 5 PM](#)
- 1 [Mastery Assessment Administration](#)
- 5 Last Day for TCOPS Module Submission
- 15 [Online TCOP Scholars Celebration & Student Teacher of the Semester Awards](#) – 5 – 6:30 PM
- 19 Commencement

Spring Semester 2027



January

- 5 Partner District Informational Video Release
- 11 [Student Teacher of the Semester Call Released](#)
- 11 EDUC 555 Begins
- 12 FACE: [Collaborating with the School Psychologists to Help Families](#) 11:30
- 12 Webinar: [Disruptive Thinking in our Classrooms: Preparing Learners...](#) Featuring Eric Sheninger 5 PM
- 12 [Online Partner District Meeting](#) 10:00 AM
- 13 EDUC 599 Begins
- 15 [P-12 Outreach Project Proposals Due](#)
- 15 [IHE Faculty Research Update Checkpoint](#)
- 20 [Longitudinal Survey Administration \(through 1/30\)](#)
- TBD EDUC 190/192, 390, 490, 770 & Other Course Presentations

February

- 2 FACE: [Working with Families Experiencing Homelessness](#) 11:30 AM
- 2 [TCOP SCHOLARS](#) 5:00 PM
- 9 Webinar: [Roaches in My Cereal: And the Moral Imperative to Reimagine...](#) Featuring Melvin Brown 5:00 PM
- 16 [Online Spring School Leadership Collaborative](#) – 10:00 – 11:00 AM .
- 16 [Online Spring Higher Education Collaborative](#) – 2:00 – 3:00 PM

March

- 2 FACE: [Helping Families with Study Skills](#) 11:30 AM
- 2 [TCOP SCHOLARS](#) 5:00 PM
- 16 Webinar- TBD

April

- 1 [Alumni Survey Administration Begins](#)
- 12 [Attitudes and Beliefs Survey Administration \(through 4/27\)](#)
- 13 FACE: [Celebration & Reflection](#) 11:30 AM
- 13 [TCOP SCHOLARS](#) 5:00 PM
- 17 TCOP Scholars Service Project Distribution – Parking Lot Mission 7:15 – 8:00 AM
- 27 [Mastery Assessment Administration](#)
- TBD [Student Focus Group](#)
- 27 [Student Teacher of the Semester Award Applications Due – 5 PM](#)
- 27 [IHE Faculty Research Complete](#)
- 29 Last Day for TCOPS Module Submission

May

- 4 Online TCOP Scholars Celebration & Student Teacher of the Semester Award – 5 – 6:30 PM
- 5 [Partner Incentive Meeting](#)
- 8 Commencement
- 31 Summer I Begins

Summer 2027 - TENTATIVE



June

- 1 Summer I Courses Begin
 - EDPD 525
 - EDPD 526
- TBD Summer Webinar Series
- TBD Poverty Simulation

July

- 5 Summer I Ends
- 12 Summer II Begins
 - EDPD 526
 - EDPD 527
 - EDUC 555

August

- 16 Summer II Ends
- Fall Begins