



South Carolina Commission on Higher Education

Agenda Item 8.03B

Mr. Kenneth B. Wingate, Chair
Dr. Bettie Rose Horne, Vice Chair
Douglas R. Forbes, D.M.D.
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Y. W. Scarborough, III
Mr. Charles L. Talbert, III, CPA
Mr. Guy C. Tarrant, CCIM
Mr. Hood Temple
Charles B. Thomas, Jr., M.D.
Mr. Neal J. Workman, Jr.

Dr. Garrison Walters, Executive Director

November 24, 2010

Memorandum

To: Mr. Ken Wingate, Chair, and Members, SC Commission on Higher Education
From: Ms. Cynthia Mosteller, Chair and Members, Access & Equity and Student Services Committee

FY 2009-2010 Program Summaries and FY 2011-2012 Appropriation Requests for EIA Funded Teacher Recruitment Projects

History/Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by the Commission and has been funded annually since FY 1986-87.

In FY 1986-87, separate appropriations to SC State University were made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SC State University have been made, both through the EIA and General Fund. Beginning in FY 1990-91, appropriations for the SC Teacher Recruitment Center and the Program for the Recruitment and Retention of Minority Teachers at SC State University were made solely through EIA.

Beginning in FY 1988-89, the Commission on Higher Education was required, by a proviso in the General Appropriations Act, to "monitor the use" of these funds and to report on the "effectiveness of the programs" to the Senate and House Committee and to the EIA Select Committee. The Commission has done so since 1988-89.

The FY 1990-91 Appropriations Act included a more comprehensive proviso which instructed the Commission to "ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review the use of funds and... have prior program and budget approval."

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University are submitted by the Commission to the Senate and House Education Committees and to the Education Oversight Committee each December. In addition to the annual reports, historical and cumulative data are included at the request of the Access & Equity and Student Services Committee of the SC Commission on Higher Education (see Attachments).

SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT)

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University and is structured as under the aegis of the School of Education. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher aides, technical college transfer students and career path changers) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's School of Education, SC-PRRMT is authorized to establish and maintain Satellite Teacher Education Program sites in twenty-one geographic areas throughout the State. SC-PRRMT also administers a Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives, such as Teaching Fellows.

SC-PRRMT reports annually to the SC Commission on Higher Education (CHE), through which the Program's EIA-based appropriations are approved. The Commission is authorized to review the Program's annual budget and monitor the effectiveness of SC-PRRMT. Budget review authority is also given to the General Assembly's Education Oversight Committee.

SC-PRRMT FY 2011-2012 Appropriations Request

	2010-2011 Actual	2011-2012 Proposed Budget
<u>Personnel Services</u>		
Salaries	\$143,287	\$143,287
Fringe	36,581	36,581
<u>Other Expenditures</u>		
Office Support	1,500	1,500
Postage	1,000	1,000
Telephone (WATS LINE)	1,500	1,500
Equipment & Maintenance	-0-	-0-
Printing (newsletters/ reports and other documents)	500	500
Forgivable Loans	163,743	163,743
Promotional Service	-0-	-0-
Summer Institute and Conferences/Workshops	-0-	-0-
Travel	2,000	2,000
National/regional meetings Education Conferences/ CHE and EOC meetings Recruitment Visitations/ Exhibitions		
Total Other Expenditures	\$170,243	\$170,243
TOTAL EXPENDITURES	\$350,111	\$350,111

Center for Educator Recruitment, Retention and Advancement (CERRA)

Established by the Commission on Higher Education in December 1985 out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, the purpose of CERRA is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. As a part of its mission, CERRA's responsibilities include adapting and responding "to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographic areas in South Carolina." CERRA directs a variety of pre-collegiate and college programs in order to attract middle school, high school and college students (Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as a mid-life career changers, such as military retirees and downsized workers to education careers. Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, Teacher in Residence Program, as well as National Board candidates and National Board Certified Teachers.

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the SC Commission on Higher Education (CHE), through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee. During the past year, CHE staff met with the Education Oversight Committee staff to review the FY 2010-11 budget, and fiscal maintenance and delivery of services have been affected due to budget cuts.

CERRA FY 2011-2012 Appropriations Request

	2010-2011 Actual Budget	2011-2012 Proposed
Office Salaries & Fringes (11 positions) ¹	\$568,215	\$568,215
Office Support	134,988	134,988
Board of Directors	6,750	6,750
Staff Travel (11 full time positions)	40,100	40,100
Teacher Leaders (Teacher Forum & Advisory Board)	25,000	25,000
Teacher Database	12,000	12,000
Teacher Cadet Program	36,000	36,000
Teacher Educators	68,500	68,500
ProTeam/Team 9 Program	3,500	3,500
Teaching Fellows	2,992,000	2,992,000
Minority Recruitment	166,500	166,500
Marketing/Publications	10,000	10,000
TOTAL EXPENDITURES	\$4,063,553	\$4,063,553

The total budget requests for FY 2011-12 for both programs remains unchanged from FY 2010-11 levels. Although no additional funding is requested, the Directors of both SC-PRRMT and CERRA expressed concern about needed restoration of their budgets to the FY 2007 levels and the possible effects of budget cuts on delivery of services.

Recommendation

The Access & Equity and Student Services Committee recommends approval of the FY 2011-12 budgets in the amount of \$350,111 for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) and \$4,063,533 for the Center for Educator Recruitment, Retention and Advancement (CERRA).



October 21, 2010

Dr. Karen Woodfaulk
Director of Student Services
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, South Carolina 29201

Dear Dr. Woodfaulk:

Thank you for your leadership in providing CERRA the opportunity to present its budget proposal and program developments to the Access & Equity and Student Services Subcommittee. Please let us know at which subcommittee meeting we may complete our Teacher Cadet overview.

Attached you will find the electronic summary of approved budget proposals and actual budget allocations for FY 2007 – 2012 as requested by the subcommittee members at the close of the October 8 meeting and as requested by you at our October 20 meeting.

Please let me know if you have further questions.

Most sincerely,

A handwritten signature in black ink that reads "Gayle B. Sawyer".

Gayle B. Sawyer, Ph.D.
Executive Director

Attachment: 2007 – 2012 Appropriations Requests

CERRA 2007-2012 Appropriations Requests

Center for Educator Recruitment, Retention, and Advancement	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 PROPOSED Budget
Office Salaries & Fringes	652,589	673,589	754,489	654,070	568,215	568,215
Office Support	184,315	184,316	184,316	195,615	134,988	134,988
Board of Directors	5,250	5,250	5,250	9,250	6,750	6,750
Staff Travel	21,600	21,600	21,600	37,600	40,100	40,100
Teacher Leaders	95,785	95,785	95,785	128,810	25,000	25,000
Teacher Database	23,000	24,000	24,000	24,000	12,000	12,000
Teacher Cadet Program	102,143	104,596	104,596	90,265	36,000	36,000
Teacher Educators	164,642	167,642	117,642	119,405	68,500	68,500
ProTeam	50,642	50,643	50,643	50,405	3,500	3,500
Teaching Fellows	4,163,204	4,049,205	4,009,205	3,545,379	2,992,000	2,992,000
Minority Recruitment	166,302	166,302	166,302	162,589	166,500	166,500
Retention/Mentoring ¹	68,321	68,321	55,321	23,203	NA	NA
Target Recruitment ¹	23,321	23,321	58,321	23,203	NA	NA
Marketing/Publications	96,000	77,844	55,544	25,544	10,000	10,000
TOTAL Budget Requested by CERRA²	5,817,114	5,712,414	5,703,014	5,089,338	4,063,553	4,063,553
Proviso Allocation (CERRA's Portion) ³	5,404,014	5,404,014	5,404,014	4,063,553	4,063,553	
Actual dollars received from CHE ⁴	5,404,014	5,322,128	4,242,080	4,058,468		
Budget cut	0	(81,886)	(1,161,933)	(5,085)		

¹ Retention/Mentoring and Target Recruitment gradually moved to programmatic budgets as internal efforts for efficiency resulting from budget decreases and suspension of Teachers in Residence program

² Budget request as approved by CERRA's Board of Directors and the Commission on Higher Education

³ CERRA's portion of the actual proviso allocation (92%); the remaining proviso allocation (8%) is allotted for PRRMT, SCSU.

⁴ Funds received at CERRA from CHE after mid-year reductions



October 1 2010

Dr. Karen Woodfaulk
Director of Student Services
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, South Carolina 29201

Dear Dr. Woodfaulk:

Enclosed is the 2010-2011 Center for Educator Recruitment, Retention & Advancement's (CERRA) EIA Program Report for the Education Oversight Committee. The Executive Committee of CERRA's Board of Directors reviewed these documents at its September 10, 2010, meeting and approved a budget request for FY12 with no increase from FY11. Please replace the draft copy you received at our conference on September 24, 2010 with this latest edition.

The final copy of CERRA's Annual Report for 2009 – 2010 is available on the CERRA website at www.cerra.org.

Please let me know if you or the committee members have further questions or need additional information. My contact information is 803.323.4032 x6411 or sawyer@cera.org.

Most sincerely,

A handwritten signature in black ink that reads "Gayle B. Sawyer".

Gayle B. Sawyer, Ph.D.
Executive Director

Cc: Dr. Jennie Rakestraw, Dean, College of Education, Winthrop University

EIA-Funded Program Name:

070001 – Center for Educator Recruitment, Retention and Advancement-South Carolina (CERRA)

Current Fiscal Year EIA Allocation to this EIA-Program:

2010 – 2011

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

Gayle B. Sawyer, Ph.D., Executive Director

Telephone number:

803.323.4032

E-mail:

sawyerg@winthrop.edu

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

1. Code of Laws: S.C. Code Ann. Section 59-25-55 Minority Recruitment

S.C. Code Ann. Section 59-26-85 NBPTS Loan

2. Proviso Number: 1A.11 Recruitment
1A.14 NBPTS
1A.34 One Year Suspension of EIA Programs
1.48 NBPTS
1.49 NBPTS
1.89 NBPTS

B. What South Carolina regulations govern the implementation of the program?

None

C. 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?

Yes, SBE: Induction and Mentoring Guidelines

D. Was CERRA part of the original initiatives of the Education Improvement Act of 1984? No

EOC Report, page 5, Question 7

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.

CERRA's goals relate directly to the mission of the organization. The Center's mission statement is as follows.

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the *education* profession. (*Note: "Teaching profession" was changed during strategic planning to "education profession" to reflect the broadening roles of teachers and, thus, of CERRA.*)

CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of professional learning communities; collaboration with other entities; innovative initiatives; and positive advocacy for the profession.

Programmatic Goals:

Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina's middle and secondary students, particularly in greatest needs districts.

Pre-Service: Expand CERRA's influence as a teacher recruitment agency to increase recruitment efforts in SC's districts and content areas, including those of greatest need.

Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas.

Strategic Goals:

1. Establish CERRA by 2013 as a leading repository and interpreter for data on teacher recruitment, retention and advancement in South Carolina
2. Ensure that CERRA's programs and services align with its mission and the State's current and future needs.
3. Promote the teaching profession as an attractive career choice and promote and clarify CERRA's role.
4. Be a visible, credible advocate for the education profession and encourage educators to become advocates.

EOC Report, page 6A

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year?

Pre-Collegiate

ProTeam:

- Expanded and refined the ProTeam (PT) Program
- Aligned the PT curriculum standards with the key principles of SREB's Making Middle Grades Work
- Collaborated with the Middle Level Teacher Education Initiative (MLTEI) to recruit and support middle level teachers

Teacher Cadet:

- Revised the Teacher Cadet (TC) curriculum, *Experiencing Education*, 10th Edition
- Initiated the planning phases of the Teacher Cadet Interactive Technology Hub
- Aligned the TC curriculum standards with the standards of NCATE, ATE, INTASC, and NBPTS
- Presented TC standards as the "national" standards for Future Educator's Association (FEA)
- Awarded the Ken Bower Teacher Cadet Scholarship
- Applied for a CATE course code from the SCDE to enable CATE students to take the Teacher Cadet course as part of their "completer" program
- Distributed a fall and spring version of the *College Financial Newsletter* to all public high schools in SC
- Hosted a Special Education Conference, in collaboration with the SCDE's Office of Exceptional Children
- Assisted Phi Delta Kappa (PDK) in gaining Career and Technical Student Organization (CTSO) status from the US Department of Education
- Targeted specific audiences to increase exposure of under-represented populations in the profession and underserved areas in CERRA's programs
- Supported a Teacher Cadet conference in the Upstate
- Collaborated with other organizations in researching TC data

Teacher Educators:

- Arranged collaboration between Cadet classes and College Partners (teacher preparation institutions) across the state
- Supported College Partners at Teacher Cadet on campus College Day(s) to acquaint Cadets with the college experience and recruit potential educators to their school
- Held annual College Partners meeting to streamline support given to Teacher Cadet sites

**For CHE: CERRA EOC EIA Program Report for FY 2010 – 2011
September 10, 2010**

- Recruited three additional College Partners to the Teacher Cadet network
- Recruited additional College Partners to expand diversity of support the diversity of the network

FEA:

- Served as Hub for SC FEA chapters
- Served as resource for Phi Delta Kappa and FEA

Pre-Service

Teaching Fellows:

- Completed application process for 2010 cohort; awarded fellowships
- Developed strategies to increase recruitment of all applicants for the Teaching Fellows Program
- Collaborated with Fellows institutions concerning reduced number of freshman in the 2009 cohort
- Completed evaluation process for scheduled TFIs: Continued follow-up with SCSU
- Assessed evaluation and audit process for Teaching Fellows Institutions
- Assessed application process for Teaching Fellows Program
- Collaborated with PPS network in recruiting Fellows
- Encouraged increased collaboration among Teaching Fellows Institutions while providing program guidance
- Hosted a Hill Day at the General Assembly
- Updated and refined TF Policy Manual
- Tracked graduated Fellows

Job Bank / Online Application / Teacher Expo:

- Collaborated with the SCDE and SCASA to encourage participation in the Teacher Expo and use of the S.C. Online Educator and Certification Application System and the Online Job Bank
- Continued presence at state career fairs and recruitment events
- Continued general recruitment support by providing district personnel directors with recruitment materials

Service

Teacher Leaders:

- Increased professional development and leadership opportunities for teachers through state and local Teacher Forums and the CERRA Advisory Board
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with other SC organizations

National Board:

- Strengthened regional NB candidate loan awareness and support programs
- Encouraged multi-partnerships with PSTA, SCEA, SCDE, National Board for Professional Teaching Standards, NB District Liaisons, and NBCTs for the delivery of NB candidate support
- Targeted Palmetto Priority Schools for *TakeOne!* learning communities
- Hosted a statewide NB support conference
- Collaborated with NB Dream Team

Mentor Training:

- Provided statewide training as mandated by SC Mentoring and Induction Guidelines
- Provided advanced training for mentors for teachers of students with special needs
- Partnered in the planning and implementation of the Winthrop NetSCOPE grant to increase opportunities for higher education faculty and mentors to support pre-service and induction teachers
- Participated in planning and development of the Newberry College Center of Excellence Grant to develop advanced mentor training for educators serving PACE teachers

Other:

- Increased collaboration opportunities and services with the SCDE, college and universities,
and other partners

Strategic Goal 1: Data Management

- Collected, analyzed, and disseminated information relevant to CERRA's mission and useful to CERRA's customers and partners

Strategic Goal 2: Strategic Alignment of Programs and Services

- Established program evaluation criteria including identification of outcome variables, appropriate data to be collected, methods of data collection and analysis, and measures of success
- Collected, analyzed, and applied data to evaluate the relevance, effectiveness, and efficiency of CERRA's programs and services
- Designed and implemented process for directors to review program relevance, effectiveness, and efficiency on a regular basis, to make recommendations to the executive director, and to share decisions with internal and external audiences

Strategic Goal 3: Communications

- Completed an audit of materials and tools currently used to support and promote CERRA and the teaching profession

Strategic Goal 4: Advocacy

- Developed CERRA's capacity as an advocate for the profession
- Developed activities to involve the CERRA network in advocating for the profession

EOC Report, page 6B

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program?

Pre-Collegiate

ProTeam:

- Provided professional development for 16 teachers
- Served 193 students at 9 sites; 63 males and 66 students of color
- Provided expertise and documents for MLTEI and for the SCDE for SREB Making Middle Grades Work

Teacher Cadet:

- Established 11 new sites (170 total sites; 190 sections)
- Provided professional development for 17 new instructors
- Served 2,660 students (577 males and 915 students of color) in 75% of all SC public high schools.
- Awarded the Ken Bower Teacher Cadet Scholarship (\$500 each) to five outstanding high school seniors pursuing a degree in teacher education
- Hosted a Special Education Conference, in collaboration with the SCDE's Office of Exceptional Education; served 70 Teacher Cadets, high school instructors, College Partners, and special education teachers
- Supported a TC conference in the Upstate: hosted 300 Teacher Cadets and instructors
- Designed two new sections of TC in FY11 to attract more males and minorities to the teaching profession—a single gender class for males and a Coaches-in-Training section for those students interested in coaching and teaching
- Provided the *College Financial Newsletter* all high school juniors and seniors via email distribution and via website
- Enabled 29 SC FEA chapters to be eligible for federal funds

Teacher Educators:

- Collaborated with 21 College Partner institutions to support 170 Teacher Cadet sites
- Hosted College Day(s) on each campus
- Held an annual meeting of College Partner Coordinators to streamline services to Teacher Cadet sites; 17 attended.
- Added 3 additional College Partners—SCSU, Voorhees College, and Southern Wesleyan University

FEA:

- Supported 29 FEA chapters in SC high schools, career centers, and college campuses
- Assisted FEA with national designation as CTSO which qualifies FEA chapters for state and federal (Perkins) funding

Pre-Service

Teaching Fellows:

- Received 835 applications from 197 public and private SC high schools; 561 from Teacher Cadets; held regional interviews for 376 applicants;
- awarded 120 fellowships; placement in progress
- Developed plans to provide quality programs for the 62 members of the 2009 cohort
- Completed evaluations at 3 TFIs: College of Charleston, Charleston Southern, and Winthrop University
- Researched 591 graduated and teaching Fellows
- Hosted three organizational meetings for the 11 Campus Directors
- Developed capacity of 2 new Campus Directors to ensure quality programs were maintained during the transition
- Held a statewide Teaching Fellows conference for 60 juniors and seniors, taught by practicing Fellows, on best practices
- Provided legislative workshop for 25 Fellows; recognized on the floors of the SC House and Senate

Job Bank / Online Application / Teacher Expo:

- Online Employment Application system accessed 45,997 times by 86 districts
- More than 32,000 applications created or modified; since FY00, more than 128,000 online applications initiated
- Approximately 19,000 applicants are South Carolina residents, and 8,769 were already employed in a SC public school district.
- 2,244 applicants initiated the teacher certification process.
- All 86 schools districts and two special schools post with the SC Job Bank.
- 74 teachers hired as a result of the June 2009 Teacher Expo (June 2010 results not available until fall 2010)
- Suspended in-person Expo in June 2010 in favor of virtual fair due to decreased staffing needs Although only four districts participated in the virtual Expo, 750 applicants registered with as many as 200 were online at one time.
- Attended Guidance Counselor Conferences (200 participants) statewide to share Fellows information
- Created and distributed rack cards advertising the TF application process
- Attended opening ceremonies and career and instructional fair days at more than 28 districts

Service

Teacher Leaders:

- Provided professional development for approximately 100 teacher leaders through 5 regional conferences and one statewide workshop
- Provided three professional development opportunities for CERRA's 30 Advisory Board members
- Participated in the SCDE Teachers of Excellence network

**For CHE: CERRA EOC EIA Program Report for FY 2010 – 2011
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- Represented SC with 8 CERRA Advisory Board members at the Teacher Leader Symposium
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with SC Future Minds, SCEA, PSTA, and educational consortiums

National Board:

- Administered 932 loans in FY 10
- Currently tracking 2,553 loans
- Collaborated with EOC on informational report
- 798 achievers in December 2009 for a total of 7,293 NBCTs in South Carolina.
- 6,639 NBCTs employed in SC schools and districts, and of those, 6,436 received an annual supplement.
- According to National Board, 10% of SC NBCTS are teachers of color
- Provided 2 opportunities for NB Dream Team member to present plans for minority recruitment
- Hosted a National Board Support Conference for over 180 participants
- Initiated *TakeOne!* site at Carver Jr. High School
- Hosted three professional development workshops for up to 60 District Liaisons
- Hosted 9 National Board Awareness/Support meetings for approximately 150 educators
- Hosted 7 online Awareness Sessions for approximately 105 educators
- Presented TakeOne! information at 2 PPS Regional Collaboration Meetings for representatives from a total of 19 school districts
- Updated the NB toolkit for candidate support and awareness

Mentor Training:

- Collaborated with SCDE for providing training and materials to adhere to the Induction and Mentoring Guidelines
- Certified 1,079 mentors for a total to 6,461 statewide in 50 local, regional, and state-level trainings
- Started 30 educators in the process to become certified trainers in Train the Trainer sessions
- Certified 48 mentor trainers for a total of 189
- Trained 160 educators in nine Special Education Advanced Mentor Trainings
- Served 64 school districts (19 with schools with a PPS designation), plus the South Carolina Public Charter School District and the South Carolina School for the Deaf and the Blind; 85 districts (19 districts with schools with a PPS designation) served overall, plus the Department of Juvenile Justice and John De La Howe
- Sent 3 representatives to the National New Teacher Center Symposium for NetSCOPE

Other:

- Participated in SC Chamber of Commerce and Leadership-South Carolina
- Presented recruitment, retention, and advancement sessions at the Blue Ribbon Schools of Excellence Conference
- Collaborated with the SCDE on NCTAF's Inside Out Center for Learning
- Targeted Palmetto Priority Schools for services and increased recruitment activities
- Participated in SCDE SC Teacher Village development and testing meetings
- Participated in planning and facilitating the TOY event with SC Future Minds

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- Participated in School Improvement Grant Task Force
- Collaborated with USC and Winthrop for 2009 TQP federal grants and SCDE for RTTT.
- Participated in the SCDE's STEM Recruitment Task Force

Strategic Goal 1: Data Management

- Identified and collected appropriate data for each program; Teacher Cadet online data system redesigned for use in FY11.
- Continued collaboration with other agencies to access and analyze data – teacher turnover, average teacher salary, race/gender of teachers and students, student enrollment, and information from teacher education institutions.
- Updated recurring reports– *Fall 2009 Teacher/Administrator Supply and Demand Survey* completed by 85 districts (including the SC Public Charter School District) and 2 special schools
- Completed and disseminated new report– *A Report on the 2008 Survey of National Board Certified Teachers in South Carolina*

Strategic Goal 2: Strategic Alignment of Programs and Services

- Identified success criteria for each program
- Revised data collection and analysis methods to ensure appropriate evaluation process
- Analyzed and applied data to measure relevance, efficiency, and effectiveness of programs
- Monitored and reviewed programs to ensure they meet CERRA's mission

Strategic Goal 3: Communications

- Increased media coverage of profession by increased attention to public relations opportunities through CERRA and accomplishments by network members
- Increased opportunity for communication among SC teachers through use of social media; number of online followers surpassed 2,000 by the end of the school year
- Developed communication plan to provide framework in CERRA's handling of information requests from media and the general public

Strategic Goal 4: Advocacy

- Actively involved advocacy standing committees on the Board of Directors and the CERRA Advisory Board. Added additional administrator seats to the Board of Directors to increase understanding of teachers' and districts' needs, and added a mentor category to existing seats on the Advisory Board.
- Coordinated events to educate stakeholders about the needs of teachers and about CERRA's services; presentations at conferences and regional and state teacher forums; participation in SC Leadership, NCTAF Task Force, STEM Recruitment Task Force, SCASA Personnel Division, and the Enough is Enough! Rally; CHE presentations; visits to classrooms and college campuses; and collaboration with the Riley Institute Community Learning Centers
- Planned strategies to educate the network on topics of interest to teachers
- Posted "Appropriate Civic Engagement as a State Employee" on CERRA's website with voter registration reminders
- Held a debate for State Superintendent of Education candidates at Winter Workshop

EOC AR, page 7

What are the outcomes or results of this program?

Pre-Collegiate

ProTeam:

- Percentage of male students 32%
- Percentage of students of color 34%
- ProTeam revitalized as a result of EEDA legislation and SREB authorization

Teacher Cadet:

- SC Teacher Cadet standards adopted as national FEA standards.
- Credence established for standards by correlation with national college of education standards
- Partnered with 21 teacher education institutions in recruitment
- Percentage of male students increased to 22%
- Percentage of minority students retained at 34%
- 24% Teacher Cadets intending to teach indicated they were undecided or planned to pursue a different career before taking the course.
- 43% of the Cadets indicated they plan to enter the teaching profession.
- 95% of Cadets said that the course was effective in helping them formulate a positive perception of the teaching profession.
- 43% of Teacher Cadet sites were located in schools identified as Geographic Critical Need Schools (relative to the SC Teacher Loan Cancellation Program). These schools meet at least one of the following criteria: absolute rating of below average or at-risk (25 TC sites); teacher turnover rate of 20% or more for the past 3 years (41 TC sites); and/or poverty index of 70% or more (55 TC sites).
- One out of every five (20%) of the 45,000 students who have completed Teacher Cadet in its 25 year history earned South Carolina teacher certification.
- Data provided by the SCDE shows that 4,043 former Teacher Cadets were employed in a South Carolina public school district during the 2008-2009 school year.
- Collaboration with SCDE, CATE and Family and Consumer Sciences programs established the Teacher Cadet as a completer course.
- Conference introduced Cadets to Special Education as a teaching area and to strategies with special needs students.
- Collaboration for CTSO allowed SC FEA chapters associated with a Cadet Program to access Perkins funds.
- College Financial Newsletter distributed to all SC high schools and published on CERRA's website
- 10th edition of the program's curriculum written, released and instructors trained
- TC Technology Hub design completed and approved to compliment 10th edition and to connect TC in SC and the US.
- Students scheduled and enrolled in two new pilot TC programs to attract under-represented populations

Teacher Educators:

- 21 College Partners collaborated with and supported 170 Teacher Cadet sites statewide (190 classes) to support rigor and to offer resources
- Colleges offered dual (high school and college) credit for Cadet coursework
- College Partners hosted Teacher Cadet "College Day(s)" on their campuses
- Annual College Partners meeting held to streamline the support given to Teacher Cadet sites across the state
- Added three College Partners, further expanding the diversity of the network to mirror the diversity of the Teacher Cadets served in the program with the addition of two HBCUs—SCSU and Voorhees College.

FEA:

- Additional recruitment tool successful as evidenced by growth in number of sites and participants
- Provides activities to support interest in the teaching profession to students in grades 9 – 16, including students who may not be Cadets or Fellows
- CTSO status qualifies SC FEA chapters associated with Teacher Cadet to receive federal funds
- Hub status maintained

Pre-Service

Teaching Fellows:

- Offered 62 Fellowships for the 2009-2010 school year (2009 Cohort)
- Placed of 2010 cohort
- Completed evaluation process for College of Charleston, Charleston Southern University, and Winthrop University as successful; schedules set for Lander and USC Columbia to be evaluated FY11
- Set mid-cycle audit schedule for all Teaching Fellows Institutions
- Established completion rate for cohorts at 76%; students admitted to the Teaching Fellows Program remain in and complete their teacher preparation program at more than double the rate of other education majors
- Verified 591 Teaching Fellows graduates employed in 70 South Carolina public school districts including the Public Charter School district; 53.6% in a Geographical Critical Needs School as identified by the SC Teacher Loan Cancellation Program (317 former Fellows). Of the 317 former Fellows, 32.8% teach in At-risk or Below Average Schools, 22% in a school with a turnover rate of 20% or higher, and 44.3% in a school with a poverty rate of 70% or higher. Eight former Fellows teach in a Palmetto Priority School. The percentage of former Fellows teaching in each of these types of schools is up from last year.
- Verified 75.5% of Teaching Fellows from the 2000-2005 cohorts graduated from the program, and 75.3% of graduating Fellows from these cohorts employed in a SC public school district; another 87 graduating Fellows in deferment status, for graduate school, a grace year, or an approved special request and are still eligible to teach and receive forgiveness by service

- Received renewed requests from an additional 7 colleges and universities for cohorts on site (Coastal Carolina, Francis Marion, Clemson, Southern Wesleyan, Presbyterian, USC Aiken, and Erskine)
- Updated Teaching Fellows Policy Manual provides clearer language to ensure Campus Directors and Fellows understand the intent of the policy

Job Bank/ Online Application / Teacher Expo:

- Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs
- Supported Palmetto Priority Schools through strategic information
- Continued to promote the advantages of teaching in South Carolina
- Held Expo in virtual format; decision made by CERRA and SCASA to survey districts again for FY11 event

Service

Teacher Leaders:

- Provided network for support among professionals, including Teachers of the Year, college faculty, middle level and high school instructors
- Encouraged teacher leadership development through regional and state workshops designed to enhance their roles as spokespersons for their districts
- Increased CERRA Advisory Board and Board of Directors involvement in advocacy
- Involved teacher leaders in appropriate advocacy in their local schools and districts
- Fall Regional and Winter Workshop evaluations indicated the professional development provided was highly effective

National Board:

- Assisted teachers to grow professionally through professional development with processes designed to improve teacher classroom performance, teacher quality, teacher retention and student achievement
- Managed SC National Board Loan Application process in cooperation with the SCDE
- Recruited participants from underserved and high needs schools and from minority populations
- Identified funding for *Take One!* from THNI federal sources
- Provided on site support for the candidates
- South Carolina ranks third in the nation in the number of National Board Certified teachers

Mentor Training:

- Built local capacity through increased numbers of certified mentors and mentor trainers
- Evaluations of mentor training indicate a high level of perceived effectiveness and training outcomes are met to a great extent in creating and maintaining professional growth environments for new teachers.

- Assisted teachers through professional development with processes designed to effectively use various tools to facilitate an integrated system of formative assessment and support and to recognize and practice the skills of an effective mentor
- Identified the needs of the beginning teacher and how to differentiate support in response to those needs
- Presented status report about the Special Education Advanced Mentor Training to SCDE's Office of Exception Children

Other:

- Increased awareness of the needs of students and teachers
- Collaborated with other agencies and organizations: SC Chamber of Commerce, Leadership SC
- Represented SC teachers at Blue Ribbon Schools of Excellence on leadership, SCASA Summer Leadership on learning communities in turnaround schools, SC Council of Education Facility Planners on community learning centers
- Built work in underperforming schools with School Improvement Grant Task Force
- Assisted in successful proposals for Winthrop (NetSCOPE, NetLEAD, STEM) and Newberry College (Center for Excellence for Teacher Retention)
- Developed partnerships to increase CERRA's involvement in underperforming schools

Strategic Goals:

- Reviewed and revised data collection and analysis methods to ensure their usefulness in determining program effectiveness, efficiency, and relevance
- Assessed programs and services to ensure they met CERRA's mission and needs of students and teachers
- Completed CERRA's communication plan; integrated technology and online professional networking in our daily recruitment, retention, and advancement efforts
- Expanded capacity as an advocate for the profession through providing structured methods to receive input from the CERRA stakeholders and to involve the network in supporting the profession

EOC AR 8 Evaluation

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

Internal 2009-2010

Has an evaluation been conducted?

Yes

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

CERRA's staff, Advisory Board and Board of Directors review annually the work of CERRA and approve the goals and budget of the Center to determine the direction of programmatic changes for the next year. In addition, CERRA's programmatic results and budget are reviewed and approved by the Commission on Higher Education.

Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA employs a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the *CERRA 2009-2010 Annual Report* at www.cerra.org.

Electronic Link

Yes

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

Overall, CERRA continues to serve increasing numbers of students, teachers, schools and districts; however, the individualized support, fiscal maintenance and delivery of service have been affected. No direct impact on student achievement has been noted.

As indicated earlier in this EIA Program Report, the numbers of schools, districts, students and teachers served continues to grow. The one notable exception was the 20% reduction in the number of Teaching Fellows slots which has had a negative impact on the Teaching Fellows Institutions.

The result of reduced funding was absorbed in large part by 33% reduction in staff (5 Teachers in Residence [TIRs] and 1 administrative assistant) which greatly affected service to schools and districts. The primary responsibilities of TIRs were to support teachers and schools with recruitment, retention and advancement by working directly with students and teachers in all 86 school districts as well as the Palmetto Unified District and special schools. Every Teacher Cadet and ProTeam class, every college partner and Teaching Fellow Institution received one or more personal visits to assist and to assess the effectiveness of services. Staff members were easily available for professional development and mentoring support as well as instructional and career fair events. This year those responsibilities could not be met to the former extent by the remaining senior staff members and the State Teacher of the Year. In their end-of-year surveys, Teacher Cadet instructors were asked to identify any needs not met for their program. The responses indicate that the lack of the TIRs greatly impacted the flow of information from CERRA as well as the connection to CERRA and the services easily available to students.

In a related service similarly affected, the College Financial Newsletter (CNF) was distributed in FY10 only in electronic format which decreased its accessibility for parents. Although Teacher Cadet instructors were reminded to closely review the CNF with students, in the past the Teachers in Residence would distribute hard copies for parents while reviewing the newsletter and would review and promote the Teaching Fellows process in their fall visits to schools and at career days and college night functions. Unavailability of TIRs and lack of confidence in Teaching Fellows funding may have contributed to a lower number of applications for Teaching Fellows (28%), down to 835 from 1168 the year before.

In addition, reductions in funding affected students, teachers and colleges which participated in ProTeam and Teacher Cadet in two other ways. First, site support funds were held at CERRA until the spring when the Budget and Control Board predictions of revenue stability indicated that no further EIA reductions were expected. Secondly, individual funding levels for the programs were reduced. In spite of increased demand for ProTeam due to EEDA requirements, the expansion of the program was delayed in schools due to lack of teacher slots as well as due to lack of funding at CERRA to support the sites and to rewrite and update the curriculum. ProTeam funding dropped by 37% even though the number of students and sites remained constant. Teacher Cadet site funds were reduced by only 16% but the funds distributed to College Partners were reduced by 38%, a hardship on colleges already affected by reductions.

Another result of inadequate financial support and reduced delivery of service was evidenced in reduced marketing materials for distribution to schools, career days and personnel administrators for recruitment. CERRA deferred an independent assessment, evaluation and renewal of its printed marketing materials even though the assessment is mandated in CERRA's 2008 Strategic Plan.

Furthermore, the amount of professional development for and given by CERRA staff members was greatly reduced. For example, the Fall Recruitment Workshop which usually serves more than 200 Teacher Cadet instructors and college faculty was suspended. Likewise, a communal Freshman Orientation for Teaching Fellows and their parents which provided important information for more than 450 parents and students was suspended.

An unexpected negative effect for CERRA is the difficulty in securing free or inexpensive training and meeting facilities. Precious staff time is used in securing no-cost locations which can accommodate large groups or can accommodate workshops lasting two to three days. When the Center gave up the Ward House, it lost its training/meeting room which could accommodate 30 participants. Although the Riley College of Education is most gracious with the use of its facilities for events in Rock Hill, carting workshop materials and setting up facilities and equipment for trainings is expensive in staff time and energy.

In conclusion, CERRA continues to serve increasing numbers of students, teachers, schools and districts with the maximum of individualized support, fiscal maintenance and delivery of services that can be provided with reduced staff and funding. Although the opening statement indicated that no impact on student achievement has been noted, the recruitment and retention of effective, motivated and efficacious teachers continues to be central in improving student achievement. Numerous researchers and teacher certification organizations, including the National Council for Accreditation of Teacher Education agree that student achievement is affected more by teacher quality—knowledge and effectiveness—than by any other factor. These concepts are central to CERRA's mission, and the moral support of the availability of services and staff members perceived as helpful, encouraging and supportive is priceless in the support of student achievement.

Given the ongoing recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, FY 2010 – 11?

- Continued suspension of the regional Teacher in Residence Program (5 certified, contracted FTEs, their salary and fringes and travel)
 - Site grants for Teacher Cadet and College Partners on hold and at a reduced amount until spring projections
 - Fall Recruitment Workshop restructured to one school day
 - Number of Teaching Fellows awards reduced to meet allocation and collected funds retained in the fellowships account to protect current awards; orientation for Fellows to be held on each campus and via podcast
 - 1.0 FTE administrative assistant not replaced.
 - Hold meetings at facilities that do not charge fees; meals and snacks not provided
 - Continued use of electronic methods for meetings and media communication
 - Request that stakeholders waive travel expenses when possible
 - Continue collaboration with teacher preparation institutions and SDE on grants
 - Continued reductions in printing, supplies and equipment
 - Seek funding from businesses, industry and other partners
 - Take furlough days, if required, in accordance with Winthrop University policy
- If no additional EIA revenues were appropriated to this program in FY 2010 – 2011 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives?

While the mission of CERRA will remain constant, the effect of loss of funding on the objectives and priorities which support the mission would be adverse. The activities for students and teachers that support the mission and objectives would be seriously curtailed.

Program development and improvement would be delayed as programmatic staff continues to assume additional duties of delivery of services to teachers and students statewide.

The teacher pipeline would be negatively affected, during a period of time when the baby-boomer generation is retiring, by an anticipated drop in the number of Teacher Cadet classes due to lack of human and financial resources for support. Thus, access to potential teacher candidates would be reduced for the College Partners who heavily

**For CHE: CERRA EOC EIA Program Report for FY 2010 – 2011
September 10, 2010**

recruit from the Teacher Cadet program. In addition, the number of Teaching Fellows entering the profession would remain at a reduced number under the current guidelines and funding. Program interest would decline over time as students lose faith in our ability to fund full cohorts.

Attempts to assist in the establishment of a culture of leadership and efficacy for teachers would be affected by another year of limited, on-site availability of staff in schools and districts. Teacher's feelings of isolation will increase as the Center's capacity to manage professional development opportunities that encourage the sharing of expertise and classroom strategies diminishes. Funds to provide for travel and substitute teachers will hinder some teachers from participation in state-level workshops.

CERRA's ability to be a visible advocate for the profession would be negatively affected.

**For CHE: CERRA EOC EIA Program Report for FY 2010 – 2011
September 10, 2010**

EOC AR 9 Budget

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

the same as requested for FY11, no increase is requested

**FY 2009-10 EIA Budget Report
Continued**

(1) Please complete the following chart which will provide detailed budget and expenditure history.

Funding Sources	2009-10 Prior	2010-11 Current Estimated
EIA	\$4,058,469	\$4,063,553
General Fund	\$163,255	\$146,975
Lottery	\$0	\$0
Fees	\$27,200	\$27,000
Other Sources	\$98,463	100,000
Grant	\$110,684	\$113,294
Contributions, Foundation	\$0	\$0
Other (Specify)	\$2,561	\$3,000
Carry Forward from Prior Year	0	0
TOTAL:	\$4,460,632	\$4,453,822

Expenditures - EIA	2009-10 Prior Estimated	2010-11 Current Estimated
Personal Service	\$402,768	\$416,413
Contractual Services	\$266,440	\$181,109
Supplies & Materials	\$52,339	\$165,477
Fixed Charges	\$35,489	\$41,000
Travel	\$62,647	\$65,600
Equipment	\$12,066	\$12,000
Employer Contributions	\$113,458	\$142,472
Allocations to Districts/Schools	\$2,949,386	\$3,039,482
Other: Please explain	\$0	\$0
Balance Remaining	\$163,876	\$0
TOTAL:	\$4,058,469	\$4,063,553
# FTES	11	11

2011-2012 Budget Proposal to CHE

(Approved by CERRA's Executive Committee, September 10, 2010)

Center for Educator Recruitment, Retention, and Advancement	2010-2011 Current Budget	Change	2011-2012 PROPOSED Budget
Office Salaries & Fringes (11 full time positions)	568,215 ¹		568,215
Office Support	134,988		134,988
Board of Directors	6,750		6,750
Staff Travel (11 full time positions)	40,100		40,100
Teacher Leaders	25,000		25,000
Teacher Database	12,000		12,000
Teacher Cadet Program	36,000		36,000
Teacher Educators	68,500		68,500
ProTeam	3,500		3,500
Teaching Fellows	2,992,000		2,992,000
Minority Recruitment	166,500		166,500
Marketing/Publications	10,000		10,000
TOTAL EXPENDITURES	4,063,553		4,063,553

Notes:

1. Includes previously allocated COLA of \$37,271

Attachment: Teaching Fellows Report

In awarding the 2010 Teaching Fellows Loan Program, CERRA considered the recommendations made during the FY10 budget process by staff members of the House Ways and Means, Commission on Higher Education, Education Oversight Committee; members of the CERRA Board of Directors; and Teaching Fellows Institution Campus Directors. The following provisions were accommodated:

1. Fund the loans at a lesser amount.
2. Fund fewer loans.
3. Move toward funding loans for multiple years in a revolving account.

For the least negative impact on the students currently in Fellows and on the colleges of education which house the Program, the following suggestions from Campus Directors were accommodated:

- Fully fund the 2009 freshman cohort in their sophomore year to acknowledge those students who chose to meet the requirements of Fellows in their freshman year even though funds were not available for them at that time and to fill the slump in the Fellows pipeline created by the small number of students awarded in the cohort.
- Reduce the award to upper classmen by \$300, the amount of the enrichment activity award, leaving the existing allocation for tuition (\$5700) intact because of rising tuition costs.
- Reduce to \$5000 the award to incoming freshmen (a reduction of \$300 enrichment and \$700 tuition).

In FY10, 496 students were funded instead of an average of 600. For FY11, awarding slots vacated by the graduated senior class to the freshmen cohort of 2010 and funding the “unfunded” Fellows from the 2009 cohort, kept the number of awards projected to 510, thus significantly reducing the number of awards from previous years with the least effect on the current program.

Plans to provide for a number of awards funded for multiple years have been aided by two developments. First, Teaching Fellows allocated funds for FY10 were reserved to protect the awards to students from anticipated mid-year reductions. Similarly, funds were conserved through allocated monies in FY10 from the CERRA programmatic funds placed in reserve against reductions and transferred to Fellows, through allocated unused and returned Fellows funds, and through funds collected through repayment from students who left the program before meeting their obligations for repayment through service.

FY09	\$228,904.17	Collected and unused Fellows and unused CERRA funds
FY10	\$169,809.61	Reserved and unused Fellows and CERRA funds
	<u>\$489,372.18</u>	Collected Fellows funds
	\$888,086.57	Total reserve in Fellows account
Less	<u>\$471,075.00</u>	Allocated as reserve against FY11 reductions up to 15%
	\$417,000.57	Reserve to build revolving account and awards funded for multiple years

For CHE: CERRA EOC EIA Program Report for FY 2010 – 2011
September 10, 2010

Secondly, unanticipated funds were channeled to the Teaching Fellows Program from Proviso 1A.34.

FY10	\$767,400.00	Revolving Account: Carryover from SCDE, Proviso 1A.34
	<u>\$632,700.00</u>	Funds 37 previously unfunded freshmen for three years (sophomore, junior and senior) at \$5700 each
	\$134,700.00	Funds multiple years of the sophomore enrichment/service program at \$300 per student



September 10, 2010

Dr. Karen Woodfaulk
Director of Student Services
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, South Carolina 29201

Dear Dr. Woodfaulk:

Enclosed is the 2009-2010 Center for Educator Recruitment, Retention & Advancement's (CERRA) Annual Report for the Commission on Higher Education. The Executive Committee of CERRA's Board of Directors reviewed these documents at its September 10, 2010, meeting and approved a budget request for FY12 with no increase from FY11.

The final copy of CERRA's Annual Report for 2009 – 2010 is available on the CERRA website at www.cerra.org.

Please let me know if you or the committee members have further questions or need additional information. My contact information is 803.323.4032 x6411 or sawyer@cera.org.

Most sincerely,

Gayle B. Sawyer, Ph.D.
Executive Director

Cc: Dr. Jennie Rakestraw, Dean, College of Education, Winthrop University

2009 – 2010 Annual Report

**Center for Educator Recruitment, Retention & Advancement--
SC**

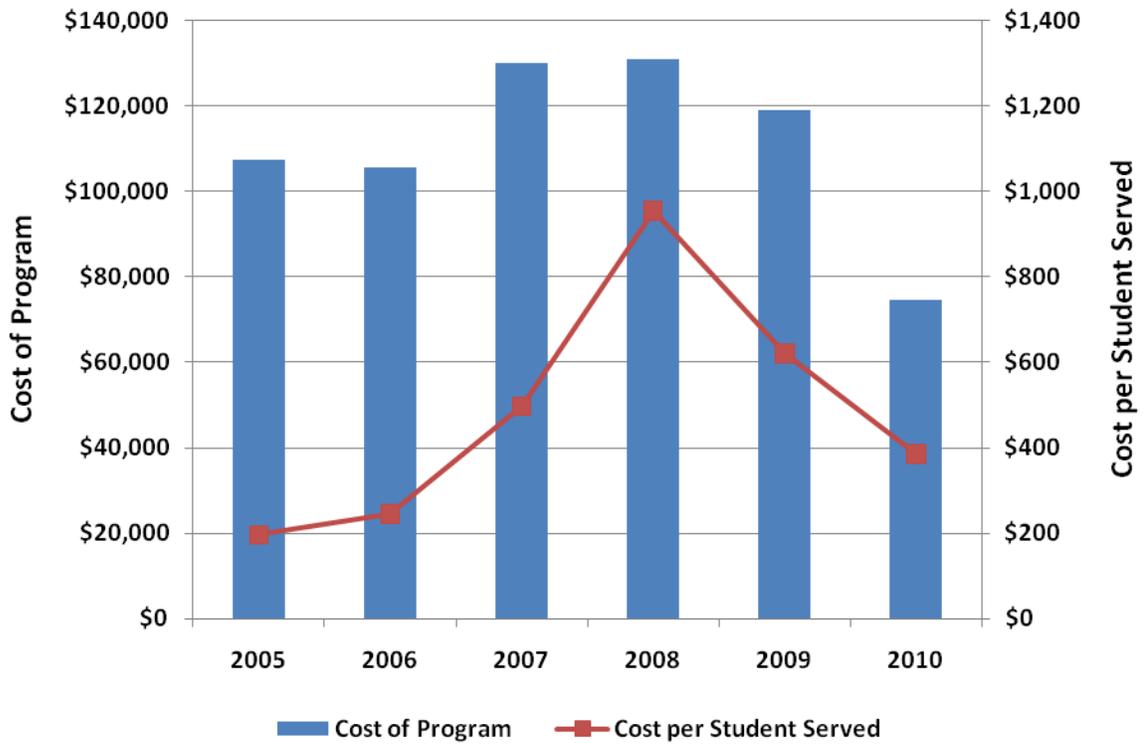
for the Commission on Higher Education

ProTeam

ProTeam	FY05	FY06	FY07	FY08	FY09	FY10
Students enrolled	548	431	261	137	192	193
Males	208	144	110	33	73	63
Students of color	137	178	85	35	71	66
Students completing program	548	431	261	137	192	193
Students participating in Teacher Cadet ¹	37	42	90	77	102	68
Funds expended (program total)	\$107,382	\$105,574	\$129,914	\$130,819	\$119,158	\$74,540
Funds expended per student	\$196	\$245	\$497	\$955	\$620	\$386

- ¹Number is based on Teacher Cadets who returned end-of-course surveys.
- The increase in the number of ProTeam sites across the state indicated a renewed interest from SC middle schools in ProTeam during the 2009-2010 year. An additional 9 sites have been added for FY11. Additionally, an alignment of the ProTeam curriculum standards with the key principles of SREB's initiative, Making Middle Grades Work, has focused CERRA's attention to the program's correlation to EEDA, attracting students to the education profession at a younger age, and building connections with other CERRA programs.
- 33% of ProTeam students were male and 34% were students of color in FY 10.

ProTeam

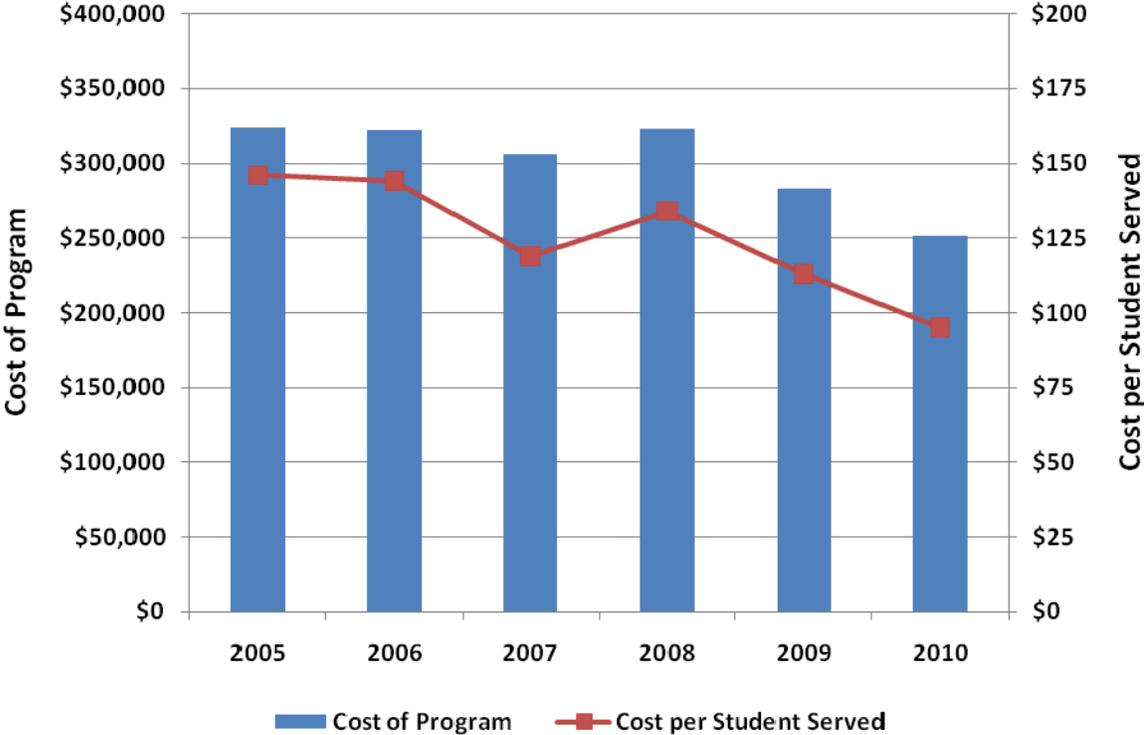


Teacher Cadet

Teacher Cadet	FY05	FY06	FY07	FY08	FY09	FY10
Students enrolled	2,242	2,341	2,556	2,413	2,517	2,660
Males	471	421	496	432	521	577
Students of Color	560	679	786	677	862	915
Students completing program	2,242	2,341	2,556	2,413	2,517	2,660
Students who indicate they plan to teach ¹	37%	39%	39%	42%	48%	43%
Students employed in SC districts ²	4,043					
Funds expended (program total)	\$324,251	\$322,146	\$305,620	\$323,399	\$283,403	\$251,710
Funds expended per student	\$146	\$144	\$119	\$134	\$113	\$95

- ¹Percentage is based on Teacher Cadets who returned end-of-course surveys.
- ²Number is based on educators employed in SC public school districts during the 2008-2009 school year.
- CERRA is working with our partners from Institutions of Higher Education to bridge the recruitment gap between the number of Teacher Cadets who leave the Program and the number who enter teacher education institutions. Cadet sites continue to grow. See CERRA's 2009-2010 Annual Report for further information, www.cerra.org.
- 22% of Teacher Cadets were male and 34% were students of color in FY 10.

Teacher Cadet

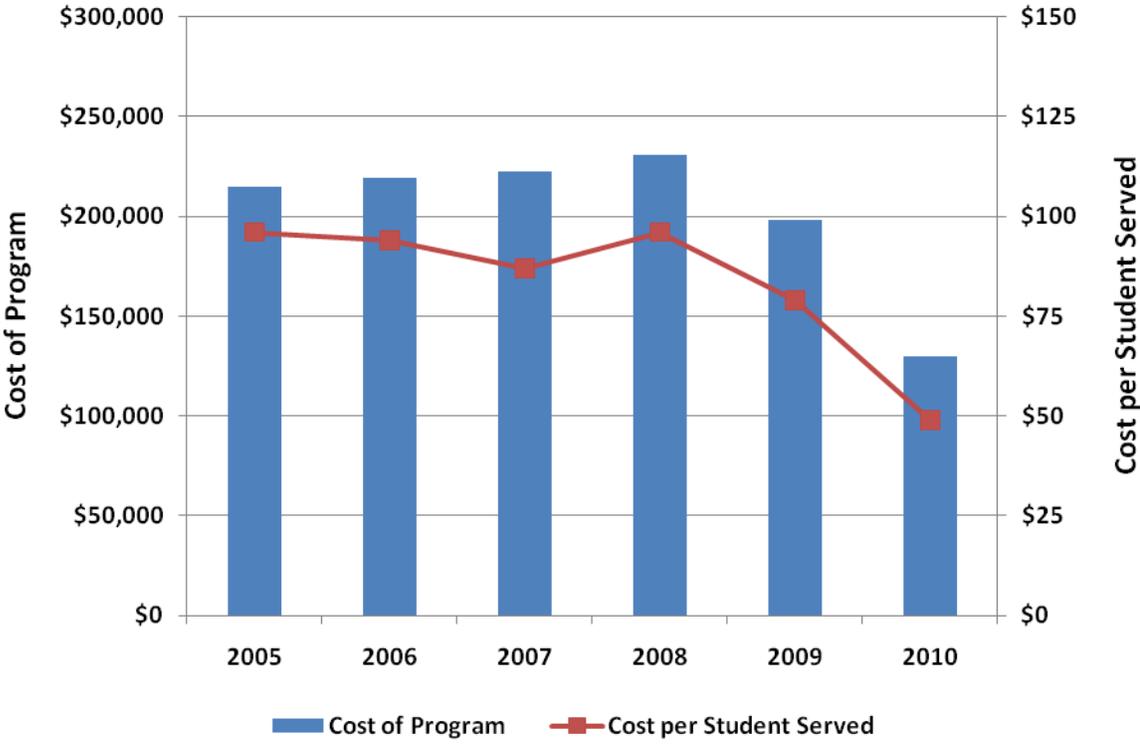


Teacher Educators

College Partnerships	FY05	FY06	FY07	FY08	FY09	FY10
TC Sites served ¹	143	155	156	163	166	170
Students served	2,242	2,341	2,556	2,413	2,517	2,660
Funds expended (program total)	\$214,764	\$218,999	\$222,636	\$230,712	\$197,962	\$129,782
Funds expended per student	\$96	\$94	\$87	\$96	\$79	\$49

- ¹A total of 190 classes are served at 170 sites.
- Teacher Educators are the College Partners in teacher education institutions who collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these 21 institutions has articulation agreements in place to offer the option of dual credit accrual for the successful completion of the Teacher Cadet course.
- As part of this ongoing collaboration, College Partners actively recruit students from the Teacher Cadet classes for their teacher education programs; colleges of education compete among themselves to attract Cadet classes to their partnerships.

Teacher Educators



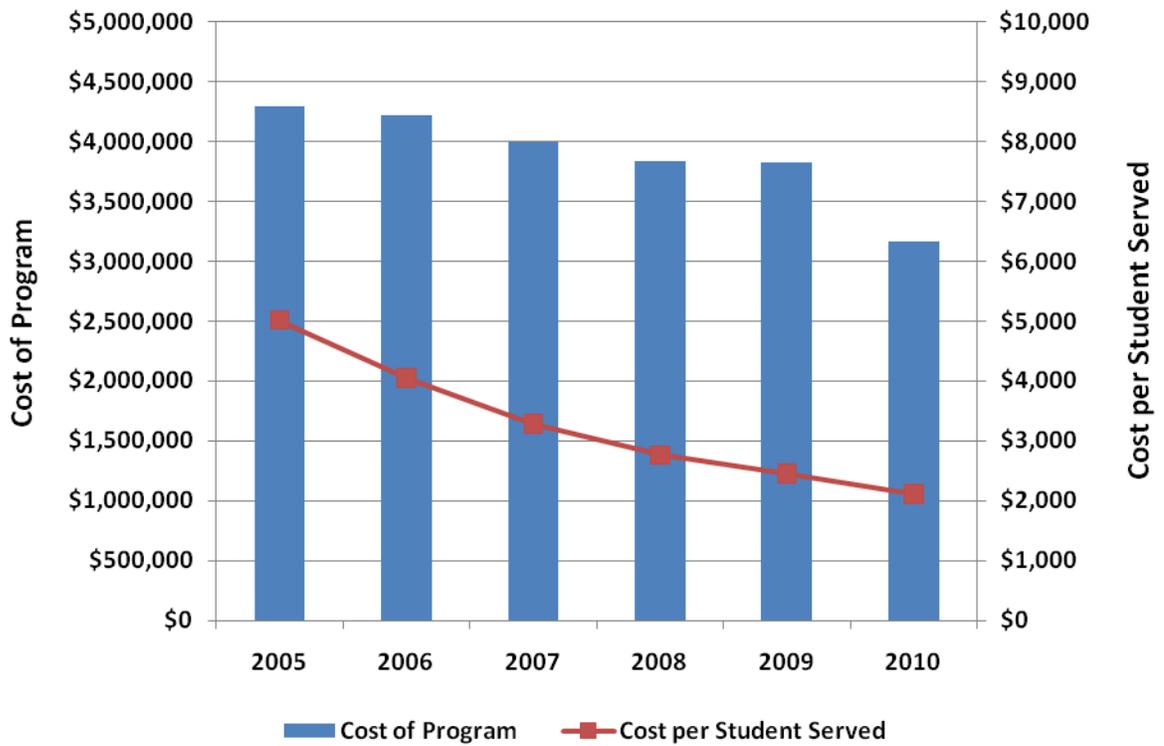
Teaching Fellows

Teaching Fellows	FY05	FY06	FY07	FY08	FY09	FY10
Students receiving funds ¹	670	657	614	590	598	480
Students graduating program	118	169	140	119	118	133
Students employed in SC districts ²	137	205	315	480	540	591
Students in program ³	856	1,042	1,217	1,387	1,555	1,498
Funds expended (program total)	\$4,295,288	\$4,216,997	\$3,993,838	\$3,835,280	\$3,823,424	\$3,169,868
Funds expended per student ⁴	\$5,017	\$4,047	\$3,282	\$2,765	\$2,459	\$2,116

- ¹Students are allowed to receive Fellows funds for a period of up to four years. In FY 2010, the Teaching Fellows program was reduced by more than one million dollars, shrinking the 2009 cohort to 62 students. CERRA received 1,168 applications during the 2008-2009 school year and could have placed 175 students, if funds had been available.
- ²Each cell represents the cumulative number of Fellows employed in a SC public school district during each school year.
- ³ This row includes all current Fellows, Fellows who graduated in good standing (students who are teaching or in deferment and students who are in repayment), and students who withdrew from the program before completing their degree. Withdrawn students are included because they received a portion of the scholarship funds and are required to pay back those funds. This row does not include Fellows who have satisfied their loan through teaching as they no longer have a financial obligation to the State.
- 75.5% of Teaching Fellows from the 2000-2005 cohorts graduated from the program, and 75.3% of graduating Fellows from these cohorts were employed in a SC public school district during the 2009-2010 school year. Another 87 graduating Fellows were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service.
- ⁴ Students receiving fellowship funds each used an average of \$5,861 per year.

- The largest group of male Fellows was in the 2008 cohort (35 male students). Males account for 16% of the total Fellows (2000-2009 cohorts). The percentage of male students in the 2009 cohort of entering freshmen is 13%.
- The percentage of minority students enrolled in the program since its inception is 12.6% (11% African American; 1.6% other minority). The percentage of minority students in the 2009 cohort of entering freshmen is 4.8%.

Teaching Fellows



Teacher Leaders¹

Teacher Leaders	FY05	FY06	FY07	FY08	FY09	FY10
DTOYs	~85	~85	~85	~85	~85	~85
NB District Liaisons ²	~85	~85	~85	~85	~85	88
NB Loan Applicants	1,013	1,015	1,332	1,339	969	932
Newly Certified NBCTs	640	574	641	658	758	798
Pre-Collegiate instructors	179	174	211	209	181	180
College Partners	22	24	25	24	22	21
Certified Mentors ³	1,882			1,764	1,736	1,079
Certified Mentor Trainers ³	N/A	N/A	N/A	74	62	53
Trained Mentor Trainers ³	N/A	N/A	N/A	186	62	30
Funds expended from CERRA budget	\$348,731	\$324,251	\$322,146	\$312,969	\$402,200	\$181,799
Other funding ⁴	\$139,000	\$144,500	\$135,000	\$167,000	\$151,956	\$163,255
Funding from districts ⁵	\$22,750	\$22,750	\$22,750	\$22,750	\$20,000	\$27,200

- ¹Accomplished educators participating in the Teacher Leaders Network include current and former District Teachers of the Year (DTOY), National Board (NB) District Liaisons, NB loan applicants, National Board Certified Teachers (NBCT), Pre-Collegiate Instructors, College Partners and Campus Directors, certified mentors, certified mentor trainers, and other district level liaisons involved in retention and advancement programs.
- ²In addition to district liaisons, school liaisons are active at three special schools: SC School for the Deaf and the Blind, SC Governor's School for the Arts and Humanities, and the Department of Juvenile Justice.

- ³Since the inception of the mentoring initiative in SC in 2002, a total of 6,461 mentors were trained by the SCDE and CERRA. In FY08, CERRA was given the full responsibility for the Foundations in Mentoring Training for the State and for training mentor trainers for districts.
- ⁴The work of CERRA connected to Teacher Leaders relies heavily on additional grant funds for operational costs. Although none of these grants are active at this time, CERRA has been awarded grants from BellSouth, Duke Power, Hewlett Packard, NBPTS[®], SC Department of Education, State Farm Insurance Companies, and Washington Mutual over the past five years. These grants were open invitation. The funds reflected in this category for FY10 are monies received from the SC Department of Education to administer the NBC loan application process as required by proviso.
- ⁵School districts are invited to contribute funds (\$400) to support Teacher Leaders activities annually. On average, CERRA receives funds from ~65 districts each year.

Job Bank/Online Application/Expo/Supply & Demand

Job Bank ¹ Online App Expo Supply & Demand	FY05	FY06	FY07	FY08	FY09	FY10
Online applications created ²	54,983	14,417	15,804	14,691	15,175	13,261
Applications modified ³	16,447	1,698	8,240	17,132	18,602	19,093
Certification apps submitted ⁴	N/A	N/A	N/A	1,390	2,538	2,244
Expo applicants/attendees ⁵	1,437	1,300	1,287	932	1,274	750/200
SC districts participating in Expo ⁵	65	59	69	67	35	4
Hires as a result of Expo	124	155	179	172	74	TBD
Districts/systems participating in Supply/Demand research ⁶	85 (& 2 special schools)					
Funds Expended ⁷	\$684,151	\$120,641	\$119,301	\$120,440	\$117,477	\$86,894
Teachers Hired	7,445	8,101	8,405	8,417	7,159	3,619

- ¹During the 2009-2010 school year, 86 districts accessed the Job Bank system nearly 46,000 times.
- ²The FY05 figure accounts for the number of online applications created from FY00 to FY05. Since FY00, 128,331 online applications have been created.
- ³FY05 figure accounts for the number of online applications modified from FY00 to FY05. Since FY00, 81,212 online applications have been modified.
- ⁴On March 17, 2008, the certification function of the employment application system was launched. Between March 17, 2008 and June 30, 2010, 6,396 applications for certification were processed.
- ⁵Staffing needs across the state led to the postponement of the in-person event in June 2010. Therefore, a decision to host a virtual Expo was made by CERRA and event co-sponsor, SCASA. Although only four districts participated in the virtual Expo, there were 750 registrants and as many as 200 were online at one time. CERRA and SCASA will survey districts in FY11 to determine the need to host an in-person event in 2011.
- ⁶Since 2001, CERRA has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

- ⁷This figure accounts for an estimate of CERRA funds expended on program since FY00, when the online application was launched. This expenditure also takes into account funds used for the other services directly related to the online application: Job Bank, Expo, the Education Career Fair Resource Guide, and Supply and Demand Research.

2011-2012 Budget Proposal to CHE

(Approved by CERRA's Executive Committee, September 10, 2010)

Center for Educator Recruitment, Retention, and Advancement	2010-2011 CURRENT Budget	Change	2011-2012 PROPOSED Budget
Office Salaries & Fringes (11 full time positions)	568,215 ¹		568,215
Office Support	134,988		134,988
Board of Directors	6,750		6,750
Staff Travel (11 full time positions)	40,100		40,100
Teacher Leaders	25,000		25,000
Teacher Database	12,000		12,000
Teacher Cadet Program	36,000		36,000
Teacher Educators	68,500		68,500
ProTeam	3,500		3,500
Teaching Fellows	2,992,000		2,992,000
Minority Recruitment	166,500		166,500
Marketing/Publications	10,000		10,000
TOTAL EXPENDITURES	4,063,553		4,063,555

Notes:

1. Includes previously allocated COLA of \$37,271



South Carolina Program for the Recruitment & Retention of Minority Teachers

Lift a Life...Teach

October 26, 2010

Dr. Karen Woodfaulk, Director
Student Services/Access & Equity
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Dr. Woodfaulk:

Thank you for all of your guidance during these difficult times in our state, I really appreciate your leadership. Please find attached the SC-PRRMT Appropriations Requests and Actual Budget allocations for FY 2006-2012 as requested by the subcommittee members at the October 8th meeting.

If there are questions, please let me know as soon as possible.

Sincerely,

Reinell A. Thomas-Myers

Reinell A. Thomas-Myers, Program Manager

SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET
FY 2006-2007, FY 2007-2008, FY 2008-2009, FY 2009-2010,
FY 2010-2011 and Proposed FY 2011-2012

	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	Current FY 2010-2011 Estimated	Proposed Budget 2011-2012
+Personnel Services						
1. Salaries	157,575.91	184,553.59	147,667.13	142,179.65	143,287.00	143,287.00
2. Fringes	36,388.40	41,955.44	55,481.08	33,179.55	36,581.00	36,581.00
OTHER EXPENDITURES						
Office Support	3,257.00	1,789.00	459.00	1,747.92	1,500.00	1,500.00
Postage	894.00	650.00	473.00	598.00	1,000.00	1,000.00
Equipment & Maintenance	566.00	756.00	33.00	-0-	-0-	-0-
Telephone (WATS LINE)	725.00	594.59	455.00	768.00	1,500.00	1,500.00
Printing <i>Newsletter/Annual Reports and other documents</i>	7,500.00	2,400.00	533.21	550.52	500.00	500.00
Forgivable Loans	219,080.00	202,000.00	159,556.89	163,743.00	163,743.00	163,743.00
Promotional Service <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	9,500.00	9,000.00	-0-	-0-	-0-	-0-
Summer Institute and Conference/Workshops for Pre- Service Teachers	21,620.34	20,092.91	-0-	-0-	-0-	-0-
Travel <i>National and Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	9,893.35	3,208.47	1,925.00	7,344.88	2,000.00	2,000.00
TOTAL OTHER EXPENDITURES	\$273,035.69	\$240,490.97	\$163,435.10	\$174,752.32	\$170,243.00	\$170,243.00
TOTAL PROJECT EXPENDITURES	\$467,000.00	\$467,000.00	\$366,583.31	\$350,111.52	\$350,111.00	\$350,111.00
TOTAL PROJECT APPROPROATIONS	\$467,000.00	\$467,000.00	\$366,583.31	\$350,111.52	\$350,111.00	\$350,111.00
APPROPRIATIONS REQUESTED	\$467,000.00	\$467,000.00	\$467,000.00	\$467,000.00	\$467,000.00	\$350,111.00
ACTUAL FUNDS Received from CHE (8% of actual proviso allocation)	\$467,000.00	\$467,000.00	\$366,583.31	\$350,111.52	\$350,111.00	
Budget Cut	-0-	-0-	\$100,416.69	\$116,888.52	\$116,889.00	
Expenditures	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	Current FY 2010-2011 Estimates	
+Personnel Services	Director (1) Program Recruiter (1) Secretary (1)	Director (1) Program Recruiter (1) Secretary (1)	Director (1) Program Recruiter(1) Secretary(1) Adjunct Instructors(12)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructor (18)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(16)	



South Carolina Program for the Recruitment & Retention of Minority Teachers

Lift a Life...Teach

September 29, 2010

Dr. Karen Woodfaulk, Director
Student Services/Access & Equity
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Dr. Woodfaulk:

Please find attached South Carolina State University's 2009-2010 EIA Annual Report of the South Carolina Program for the Recruitment and Retention of Minority Teachers.

If there are questions, please let me know as soon as possible.

Sincerely,

Reinell A. Thomas-Myers

Reinell A. Thomas-Myers, Program Manager

2009-2010 ANNUAL REPORT

of the



South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

Prepared for: The South Carolina Commission on Higher Education
Written and Submitted by: Reinell Thomas-Myers, Program Manager

South Carolina State University
Orangeburg, South Carolina
September 2010

Dr. George Cooper, President

**ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE
RECRUITMENT AND RETENTION OF MINORITY TEACHERS 2009-2010
SOUTH CAROLINA STATE UNIVERSITY
EXECUTIVE SUMMARY**

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University’s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

PROGRAM OBJECTIVES AND OUTCOMES 2009-2010



Objective #1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2002/2003-2005/2006 compared to mean enrollment figures for 2006/2007-2009/2010) and by producing teachers/graduates for South Carolina’s schools (baseline mean teacher production figures for 2002/2003-2005/2006 compared to mean teacher production figures for 2006/2007-2009/2010).

OUTCOME:

**Table 1
ENROLLMENT FIGURES FALL 2002-SPRING 2010**

Year	No.	Year	No.
Enrollment 2002-2003	34	Enrollment 2006-2007	45
Enrollment 2003-2004	38	Enrollment 2007-2008	46
Enrollment 2004-2005	37	Enrollment 2008-2009	32
Enrollment 2005-2006	52	Enrollment 2009-2010	28
Total	161	Total	151
Mean	40.25	Mean	37.7
Difference: 151-161 = -10.		A decrease of 4 students = -6.2%	

Table 2
GRADUATES DECEMBER 2002-MAY 2010

Year	No.	Year	No.
Graduates 2002-2003	4	Graduates 2006-2007	10
Graduates 2003-2004	6	Graduates 2007-2008	14
Graduates 2004-2005	3	Graduates 2008-2009	9
Graduates 2005-2006	18	Graduates 2009-2010	9
Total	31	Total	42
Mean	7.75	Mean	10.5
Difference: Increase 42-31= 11. An increase of 11 students = 35.48 %			

Objective #2

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2008-2009 compared to graduation figures in the critical need subject areas for 2009-2010 and baseline graduation placement figures for critical geographic schools for 2008-2009 compared to 2009-2010).

OUTCOME:

TABLE 3
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in a State- Declared Subject Area or School
2008-2009	9	8 (89%)	5 [^] (56%)	56%
2009-2010	9	1 (11%)	3 [^] (75%)	*44%

* Five recent graduates were not placed at the time of reporting.

[^] One spring 2009 and one fall 2009 graduate is enrolled in graduate school.

Program Graduates' Placement (Critical Needs)

Total Number of Program Graduates As of May 2010	152 (100%)
Number of Graduates Placed in South Carolina Schools	141 (93%)
Number of Graduates in State-Declared Critical Need Subject Areas	51 (34%)

State-Declared Critical Geographic Schools

No. of Graduates Placed in Critical Geographic Schools	119 (84%)
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Objective #3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

OUTCOME:

- The Program continues to administer a Forgivable Loan Program. This past academic year 28 students received forgivable loans.
- Twenty-one (88%) of the Program's 24 undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2009-2010 Academic Year.
- For the 2009-2010 Academic Year, nine students graduated; all nine (100%) met certification requirements.
- The Program graduated nine students. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in a critical geographic school or state-declared critical need subject area. One fall 2009 graduate is currently enrolled in graduate school.
- Of the Program's 152 graduates, 141 (93%) gained employment in S.C.'s public school classrooms.
- The teaching experience of graduates range from 1 to 16 years.
- Eighty-nine (63%) of the Program's placed graduates have gained 5 to 16 years teaching experience, and the mean years of teaching for all graduates is 12.5 years.
- One hundred and sixteen (82%) of the placed graduates are currently teaching in South Carolina Schools.



SUMMARY OF EIA GRADUATES' EMPLOYMENT 1994-2010

Districts/County School Systems	No. Teachers Placed	No. Teachers W/Teaching Debt Fulfilled	No. Teachers Currently Teaching in S.C.
Aiken County Schools – Area 4	1	0	1
Allendale County Schools	1	0	1
Anderson 5	2	2	2
Bamberg 1	1	1	1
Bamberg 2	2	2	1
Barnwell 19	3	0	3
Berkeley County Schools	11	10	7
Calhoun County Schools	3	2	2
Charleston (County) St. Paul Constituent Dist.	2	1	0
Chester County Schools	1	1	1
Clarendon 1	4	4	4
Clarendon 2	6	5	5
Colleton County Schools	2	1	1
Darlington County Schools	1	1	0
Dillon 3	1	1	1
Dorchester 2	2	2	2
Dorchester 4	3	2	2
Fairfield County Schools	7	5	7
Florence 1	2	2	2
Florence 4	1	0	1
Hampton District 2	1	0	1
Horry County Schools	1	1	1
Lancaster County Schools	1	0	0
Kershaw County Schools	1	1	1
Lee County Schools	2	2	2
Lexington 2	2	1	2
Lexington 5	1	1	1
Marion 1	6	5	5
Marion 2	6	6	5
Marion 7	3	3	3
Marlboro County Schools	1	1	1
Orangeburg 3	16	12	13
Orangeburg 4	2	2	2
Orangeburg 5	7	5	6
Palmetto Unified School District	1	1	1
Richland 1	12	8	9
Richland 2	7	6	7
Rock Hill 3	3	2	3
SC School for the Deaf & Blind	1	1	1
Sumter 2	1	1	1
Sumter 17	3	3	2
Union County Schools	1	1	0
Williamsburg County Schools	6	6	5
TOTAL 43	141 (93%)	111 (79%)	116 (82%)

***THE SUPPORT OF STATEWIDE RECRUITMENT AND
RETENTION EFFORTS***

- Recruitment Activities for AY 2009-2010 involved: participation and recruitment exhibitions at freshman orientation sessions, visits to two school districts, visits to eight technical colleges, a recruitment exhibition and participation in Fall and Winter Open House at SC State University, mailings and responses to program inquiries.
- SC-PRRMT, in collaboration with CERRA and the Call Me MISTER Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership/ remained ongoing for AY 2009-2010.

**EIA BUDGET
PROPOSED BUDGET
FY 2011-2012**

Budget Request \$350,111.00

***Personnel Services**

1. Salaries	\$ 143,287.00
2. Fringes	<u>36,581.00</u>
	\$179,868.00

OTHER EXPENDITURES

Office Support	\$ 1,500.00
Postage	1,000.00
Telephone (WATS LINE)	1,000.00
Printing	1,000.00
Newsletter/Annual Reports And other documents	
Forgivable Loans	163,743.00
Travel	2,000.00
Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions	
TOTAL OTHER EXPENDITURES	\$179,868.00
TOTAL PROJECT EXPENDITURES	\$350,111.00
TOTAL PROJECT APPROPRIATIONS	\$350,111.00

***Personnel Services**

Program Manager	(1)
Program Recruiter	(1)
Secretary	(1)
Adjunct Instructors	(16)

***EIA BUDGET
PROPOSED BUDGET
FY 2011-2012***

Budget Request \$467,000.00 for Restoration of Funds.

Justification- For a number of years, funding for the SC-PRRMT (EIA) was \$467,000.00 annually. In 2008-2009, the program received a 21.5% cut-\$366,583.31. In 2009-2010, the program received \$350,111.52. In 2010-2011, the program received \$350,111.00. This low funding constitutes a 26% cut in the program's allocation. This dearth compromises the award as an incentive to enter the teaching profession, and it limits what the program can offer to students needing financial assistance. Therefore, we're requesting restoration of funds to the \$467,000.00 allocation for 2011-2012.

Personnel Services

3. Salaries	\$ 157,877.00
4. Fringes	<u>55,000.00</u>
	\$212,877.00

OTHER EXPENDITURES

Office Support	\$ 2,500.00
Postage	2,500.00
Telephone (WATS LINE)	2,500.00
Equipment & Maintenance	3,000.00
Printing	10,500.00
Newsletter/Annual Reports And other documents	
Forgivable Loans	200,000.00
Promotional Services (TV Ad, Website, Promotional /Recruitment Materials)	8,000.00
Summer Institute and Conference/Workshops for Pre-service Teachers	13,123.00
Travel	12,000.00
National and Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions	
TOTAL OTHER EXPENDITURES	\$254,123.00
TOTAL PROJECT EXPENDITURES	\$467,000.00
TOTAL PROJECT APPROPRIATIONS	\$467,000.00

Budget for FY 2005-2006, FY 2006-2007, FY 2007-2008, FY 2008-2009, FY 2009-2010 and Current FY.

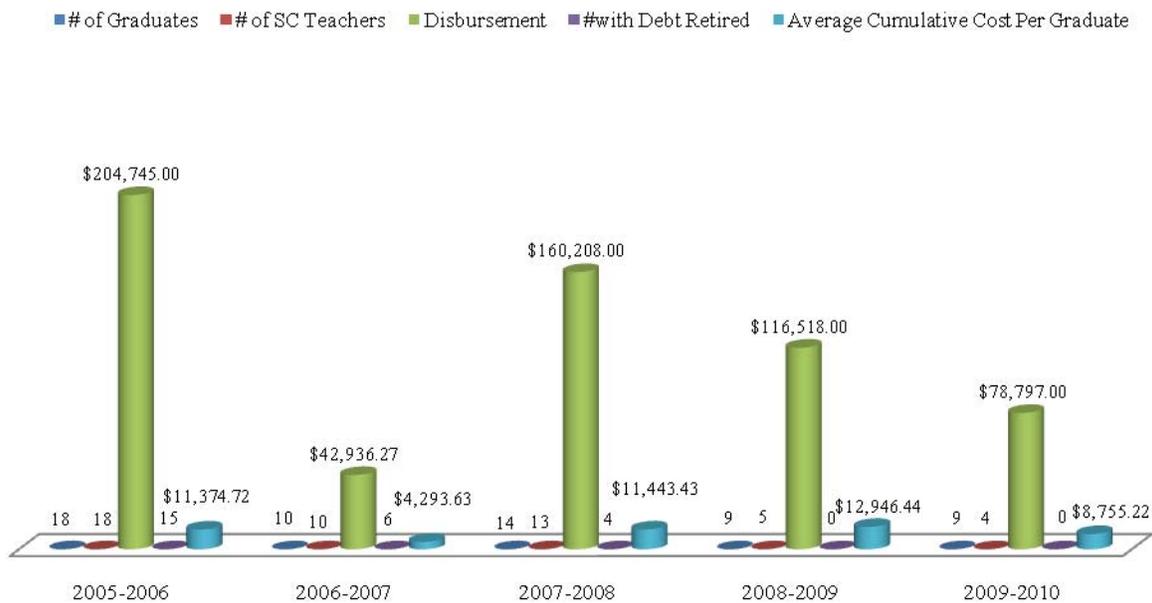
Funding Source	FY 2005-2006 Actual	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	Current FY 2010-2011 Estimated
EIA	\$467,000.00	\$467,000.00	\$467,000.00	\$366,583.31	\$350,111.52	\$350,111.00
General Fund	-0-	-0-	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr	-0-	-0-	-0-	-0-	-0-	-0-
TOTAL	\$467,000.00	\$467,000.00	\$467,000.00	\$366,583.31	\$350,111.52	\$350,111.00
Expenditures	FY 2005-2006 Actual	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	Current FY 2010-2011 Estimated
Personal Service	\$160,191.00	\$167,745.00	\$184,553.59	\$147,667.13	\$142,179.65	\$143,287.00
Contractual Services	56,242.87	27,874.25	31,216.91	-0-	1,787.44	2,000.00
Supplies and Materials	8,245.94	5,442.00	3,989.59	1,920.21	1,877.00	2,500.00
Fixed Charges	386.00	566.00	76.00	33.00	-0-	-0-
Travel	4,556.73	9,893.35	3,208.47	1,925.00	7,344.88	2,000.00
Equipment	-0-	-0-	-0-	-0-	-0-	-0-
Employer Contributions	37,377.46	36,399.40	41,955.44	55,481.08	33,179.55	36,581.00
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-	-0-	-0-	-0-	-0-
Other: Forgivable Loans	200,000.00	219,080.00	216,363.00 (\$14,363.00 was moved from Collections Account)	179,495.00 (\$19,938.11 was moved from Collections Account)	163,743.00	163,743.00
Balance Remaining	-0-	-0-	-0-	-0-	-0-	-0-
TOTAL	\$467,000.00	\$467,000.00	\$481,363.00	\$386,521.42	\$350,111.52	\$350,111.00
#FTES						
Expenditures	FY 2005-2006 Actual	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	Current FY 2010-2011 Estimates
Personal Service	Director (1)	Director (1)	Director (1)	Director (1)	Program Manager (1)	Program Manager (1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)
	Secretary (1)	Secretary (1)	Secretary (1)	Secretary (1)	Secretary (1)	Secretary (1)
				Adjunct Instructors (12)	Adjunct Instructors (18)	Adjunct Instructors (16)

EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2005-2006, FY 2006-2007, FY 2007-2008, FY 2008-2009, and FY 2009-2010.

Year	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2005-2006	18	18	\$204,745.00	15	\$11,374.72
2006-2007	10	10	42,936.27	6	4,293.63
2007-2008	14	13	160,208.00	4	11,443.43
2008-2009	9	5	116,518.00	0	12,946.44
2009-2010	9	4	78,797.00	0	8,755.22
Total	60	50	\$603,204.27	25	N/A

EIA FORGIVABLE LOAN PROGRAM



The South Carolina Program for the Recruitment and Retention of Minority Teachers (PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

Total number of awards per year, awardees by gender and race/ethnicity.

Distribution of Awards By Ethnicity

Years	BF	WF	His.F	BM	WM	His.M.	Number of Awards
2005-2006	40	7	0	3	2	0	52
2006-2007	36	6	0	3	0	0	45
2007-2008	34	10	0	2	0	0	46
2008-2009	23	7	1	1	0	0	32
2009-2010	23	4	1	0	0	0	28

- forgivable loan awards for students
- classes for the Praxis exam. Students must pass all parts of the Praxis examination to enter the Teacher Education program.
- refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students.
- longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- all program materials, supplies, and equipment
- part-time personnel/instructors
- program marketing and recruitment
- normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

Travel is limited to only the most essential locations.

For additional information, write or call

**The South Carolina Program for the Recruitment
and Retention of Minority Teachers**

Post Office Box 7793

South Carolina State University

Orangeburg, South Carolina 29117-0001

(803) 536-8818

or

1 800-768-0068

Fax: (803) 533-3611