

*South Carolina Commission on Higher Education*  
1333 Main Street, Suite 200  
Columbia, SC 29201

**Capstone Building – USC**  
**Committee on Access & Equity and Student Services**  
**Minutes of the Meeting**  
**November 2, 2006**

**Commission Members Present**

Ms. Cynthia Mosteller, Chairman  
Dr. Bettie Horne  
Mr. Dan Ravenel  
Dr. Mitchell Zais

**Staff Members Present**

Dr. Karen Woodfaulk  
Dr. Tajuana Massie  
Ms. Sandra Rhyne  
Ms. Melissa Santilli  
Mr. Gerrick Hampton  
Ms. Monette Foster

**GUESTS**

Dr. Gail Sawyer, Center for Educator Recruitment, Retention, and Advancement  
Dr. Mary Cheeseboro, Program for the Recruitment & Retention of Minority Teachers

**1. South Carolina Program for the Recruitment & Retention of Minority Teachers  
2006-2007 Annual Report**

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University. The purpose 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. Dr. Mary Cheeseboro presented information about the Program and stated that she would like to expand the program by being able to recruit more of the traditional students, ages 18-22.

Dr. Mitchell Zais stated that the purpose of the Program should be to have more minority teachers in the classroom. Dr. Cheeseboro stated that the retention rate is high because the students stay within their community. She said if they were to bring in the worthy traditional student the retention rates would be even higher. Dr. Cheeseboro stated that the regulations were drawn up so that this program was not offered to traditional students. Ms. Cynthia Mosteller asked Mr. Dan Ravenel what Dr. Cheeseboro would have to do to get that changed. Dr. Bettie Horne stated that Dr. Mary Cheeseboro should submit a letter of statute change or revision of that regulation to the committee.

Dr. Mitchell Zais asked if the program is allowed to recruit the traditional student would the program need an increase in funding. Dr. Mary Cheeseboro replied that she would like to see how the recruitment of the traditional student was for a couple of years before asking for additional funding, and she reminded the Commission that non-traditional students usually stay within the program while the traditional students may leave the program to go on and become principals, lawyers and doctors. Dr. Mary Cheeseboro then stated that efforts need to be made to ensure the success of not only recruiting these traditional students, but also getting them to complete the program successfully in the subjects in which teachers are needed.

## 2. **Center for Recruitment, Retention and Advancement 2006-2007 Annual Report**

As a part of its mission, CERRA's responsibilities include addressing the need for teachers from underrepresented populations, in critical subject fields and in under-served geographic areas. CERRA directs several pre-collegiate and college programs in order to attract middle school, high school and college students (ProTeam, Teacher Cadet, College Partners, Teaching Fellows, Minority Recruitment) 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.

Dr. Gayle Sawyer presented a new pilot program that was not listed on the Annual Report called T9. It is not funded in this year's budget but will appear in next year's annual report. This program will tie in with the EEDA (Economic Education Development Act) career classes at the ninth grade level. It may eventually be placed with ProTeam to better assist ninth graders in choosing their career choices.

Dr. Gayle Sawyer reviewed the report starting with ProTeam, stating that it costs approximately \$245 per student. They have 32 ProTeam counselors and 19 different sites. Dr. Mitchell Zais asked how the funds were spent. Dr. Gayle Sawyer stated that funds were used for materials and supplies and that the teachers themselves were paid by the schools. Dr. Sawyer also pointed out that for 2006 all students who enrolled also completed the program. Dr. Sawyer reviewed the Teacher Cadet Program which was one of CERRA's most successful programs. It has 155 sites, and in 2006 there were 18% males and 29% minority students. Dr. Sawyer also stated that CERRA had developed partnerships with Future Educators of America to help encourage and support not only the ninth graders but all high school students who want to become teachers.

Dr. Sawyer talked briefly about a project that works with colleges to attract students, especially minorities, who may not be strong enough academically to attend a four-year college. This project gives these students, while attending a two-year institution, the tools needed to continue on to the teacher program at a four-year institution. Dr. Sawyer also stated that the institution's involvement has been supportive and outstanding.

Dr. Sawyer talked about the Teaching Fellows Program. She pointed out that the funding expended per student keeps going down every year. This is because there are more teachers working as teachers to pay off their loan than there are actually in the

Teaching Fellows Program. The Program is currently tracking about 1,200 students. The Program is tracking those who are in the Program and those who have graduated.

Dr. Zais asked what percentage of students who apply for Teaching Fellows actually receive it. Dr. Sawyer stated that the amount who applied last year was approximately 800 students. Dr. Zais then stated that when talking with the principals of the schools, they claimed some teachers are not as good as they would like them to be; but, when they have little to choose from, they take what they can get. Dr. Zais stated that he feels the best way to improve the quality of the program is to increase the number of students in the Teaching Fellows Program, which will increase competition and give principals more of a choice.

Mr. Ravenel stated that the way to do that is to increase teachers' salaries by \$10,000. He stated that most teachers quit within the first four months because they cannot remain in the profession due to lack of financial resources. Dr. Zais asked if there was a way to locate the students who did not receive the Teaching Fellows Scholarship, and then maybe offer them some type of funds to pursue teaching, provided they still want to become educators. Dr. Sawyer stated that would be a great idea; but, she is not sure if those students signed any type of waiver to have their names released. Dr. Sawyer stated that they have begun to ask present students and parents if they are willing to sign a waiver so that their information can be shared with other institutions.

Dr. Sawyer reviewed the Teacher Leaders Program. Dr. Sawyer stated that the program has grown so much that it is not just teachers of the year, but also national board teachers, mentors, coordinating teachers, teacher cadets and any others who are in leadership positions.

Dr. Sawyer reviewed the Job Bank and Online Application/EXPO/Supply & Demand section of the report. Dr. Bettie Horne asked when the Supply and Demand Report will be ready for review. Dr. Sawyer replied within the next week.

Dr. Bettie Horne stated that while the review was good, she would like to see more of the results and accomplishments, what the central mission of each program is and how that affects the bottom line. Dr. Horne used the College Partnership on page 15 of the Annual Report as an example. Dr. Horne stated that it is good to know that College Partners hosted ProTeam College Days. She asked a series of questions consisting of: Does the participation equal success? How many came? What did College Partners achieve from it? Dr. Horne also used the Recruitment of Teaching Fellows in regions on page 22 as a positive example, stating that there were some good, solid numbers that show the increase from the year before.

Dr. Sawyer stated she understood what Dr. Horne was requesting and said that it would probably make the report easier to write.

The meeting was adjourned at 4:00 p.m.

Respectfully submitted,

*Monette Foster*