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October 6, 2016

### **FY 2015-16 Annual Report and FY 2017-18 EIA Appropriations Request for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University**

#### **Background**

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or independent 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 CHE and has been funded annually since FY 1986-87. In FY 1986-87, a separate appropriation to South Carolina State University (SCSU) was made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SCSU have been made both through EIA and the General Fund. Beginning in FY 1990-1991, appropriations for the SC Teacher Recruitment Center (now the Center for Educator Recruitment, Retention and Advancement [CERRA] at Winthrop University) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University have been provided solely through EIA funds.

Beginning in FY 1988-89, CHE was required by a proviso included in the 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 FY 1990-91 Appropriations Act included a more comprehensive proviso which instructed CHE 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 proviso directing allocations and providing direction for CHE authority has continued each year. CHE is directed by the proviso to review the effectiveness of the programs annually and report findings and budget recommendations annually to Senate and House Education Committees, the State Department of Education (SDE) and the Education Oversight Committee (EOC) in a format agreed upon by SDE and EOC.

In FY 2015-16, the proviso included for the teacher recruitment programs - Part 1B Proviso 1A.8 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) - directed allocation of \$4,243,527 in EIA funds, which flow through SDE to CHE for allocation, to two teacher recruitment programs, CERRA and SC-PRRMT. Of these funds, the proviso directs 92% or \$3,904,045 to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) is directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs, of which \$166,302 must be used for specific programs to recruit minority teachers. In FY 2016-17, the appropriations remained level and direction by proviso regarding the recruitment programs also remained the same as the prior year (Part 1B Proviso 1A.7 SDE-EIA: XII.F.2- CHE/Teacher Recruitment).

Due to continued concerns raised by the Committee on Access & Equity and Student Services regarding the costs to administer the program, per student costs based on the overall budget, and the program's recruitment efforts throughout the state, meetings took place with the Committee Chair and Student Services staff and SCSU officials in August 2013. Information regarding the proposed budget, personnel costs, and possible plans to recruit more students in the program were discussed and SCSU officials agreed to review the proposed budget for possible ways to increase the number of students and sites. At its meeting on August 27, 2013, the Committee on Access & Equity and Student Services expressed concerns about SC-PRRMT's cost per student, the limited geographical areas served by the program, and the low percentage of graduates meeting the goal of the program as outlined in the proviso. The Committee requested that SCSU officials provide additional information about the program's personnel costs, costs per student, number of graduates, and critical needs geographic and subject areas, as well as plans to expand the program. A revised FY 2014-15 budget was submitted to the Committee by SCSU official in addition to an Expansion Plan of Action. The SC-PRRMT budget and Expansion Plan was subsequently approved by the Commission on November 7, 2013.\* In addition, the Commission approved the Committee on Access & Equity and Student Services' recommendation to place SC-PRRMT on conditional status.

Subsequent to this approval, SC-PRRMT submitted a revised FY 2015-16 budget proposal on October 15, 2014, which directed all funding to forgivable student loans only. No funds were to be used for administrative oversight of the program. At its meeting on November 6, 2014\*\* the Commission reviewed alternatives in consideration of the SC-PRRMT FY 2015-16 revised proposed budget and approved the FY2015-16 budget in the amount of \$339,482 for a minority Teacher Recruitment Program provided that the following conditions were met:

\* [http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda\\_Item\\_703A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda_Item_703A.pdf)

\*\*[http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda\\_Item\\_603A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda_Item_603A.pdf)

- a. All funds appropriated to SC-PRRMT in FY 2015-16 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program.
- b. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
- c. CHE shall retain approval for the budget and monitor the use of funds to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis.

**SC-PRRMT EIA Budget for FY 2013-14, FY 2014-15, FY 2015-16 (Actuals) FY 2016-17 (Budget Estimate) and Appropriations Request for FY 2017-18**

Below is the FY 2017-18 SC-PRRMT proposed budget submitted to CHE which directs all funds in the amount of \$339,482 towards forgivable teacher loan awards to new and current participants. SCSU officials stated that the University would absorb all administration costs for SC-PRRMT to include the establishment of additional sites throughout the state.

For FY 2016-17, SCSU officials estimate \$222,560.67 in collections, revenue and carried forward funds. Funds repaid in SC-PRRMT in collections, revenue and carried forward are used to augment yearly appropriations in the forgivable loan budget line item. The FY 2016-17 total amount to be used for forgivable loans if needed is \$562,042.67.

**Table I. EIA Budget for FY 2013-2014, FY 2014-2015, FY 2015-2016, FY 2016-2017 and Proposed FY 2017-2018**

	<b>FY 2013-2014 Actual</b>	<b>FY 2014-2015 Actual</b>	<b>FY 2015-2016 Actual*</b>	<b>FY 2016-17 Estimated*</b>	<b>Proposed Budget 2017-2018</b>
<b>EIA</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>+Personnel Services</b>					
1. Salaries	146,388.57	119,053.04	-0-	-0-	-0-
2. Fringes	31,344.71	25,289.00	-0-	-0-	-0-
<b>OTHER EXPENDITURES</b>					
<b>Office Support</b>	1150.72	2,598.55	-0-	-0-	-0-
<b>Postage</b>	400.00	239.00	-0-	-0-	-0-
<b>Equipment &amp; Maintenance</b>	750.00	261.50	-0-	-0-	-0-
<b>Telephone (WATS LINE)</b>	400.00	200.08	-0-	-0-	-0-
<b>Printing</b> <i>Newsletter/Annual Reports and other documents</i>	440.00	-0-	-0-	-0-	-0-
<b>Forgivable Loans</b>	155,063.00	182,826.00	-0-	-0-	-0-
<b>Promotional Service</b> <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	-0-	402.49	-0-	-0-	-0-
<b>Intervention/Workshops for Pre-Service Teachers</b>	-0-	-0-	-0-	-0-	-0-
<b>Travel</b> <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	3,545.00	8,612.34	-0-	-0-	-0-
<b>TOTAL OTHER EXPENDITURES</b>	\$161,748.72	\$195,139.79	\$339,482.00	\$339,482.00	-0-
<b>TOTAL PROJECT EXPENDITURES</b>	\$339,482.00	\$339,482.00	-0-	-0-	-0-
<b>TOTAL PROJECT APPROPRIATIONS</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>COLLECTIONS/REVENUE/CARRIED FORWARD</b>	\$170,771.68	\$193,247.14	\$193,247.14	\$222,560.67	
<b>Total (Appropriations/Collections/Revenue/Carried Forward)</b>	\$510,253.68	\$532,247.14	\$532,729.14	\$562,042.67	
<b>APPROPRIATIONS REQUESTED</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>APPROPRIATIONS RECEIVED</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	
<b>+Personnel Services</b>	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Adjunct Instructors (8)	Program Manager (1) Adjunct Instructors (9)	Program Manager (1) Adjunct Instructors (8)	Program Manager (1) Adjunct Instructors (6)

\*FY 2015-16 and FY 2016-17 budget directed all funding to student costs only. No funds are used for administrative oversight of the program.

## **Forgivable Teacher Loans Awarded to Eligible SC-PRRMT Participants**

To be eligible for a forgivable teacher loan, SC-PRRMT participants must be residents of South Carolina and possess a high school diploma or high school equivalent. In addition, eligible participants must be employed as academic or support staff in South Carolina's public school system and have a cumulative grade point average of 2.75 or above on a 4.0 scale in an Associate of Arts or Associate of Science degree at one of South Carolina's technical colleges or in general education courses. Students must be admitted to SCSU, enrolled in the teacher education program of study full-time (12+ credit hours) or part-time (6+ credit hours) and agree to teach in South Carolina. Graduate students must be fully admitted and enrolled in the Master of Arts in Teaching (MAT) degree program at SCSU and have a cumulative grade point average of 3.00 or above.

Seventy students participated in SC-PRRMT during FY 2014-15. Fourteen freshmen, 10 sophomores, 10 juniors, 8 seniors and 13 MAT students were in the program. In addition, 15 students graduated from the program during FY 2014-15. Of the 15 FY 2014-15 graduates, four graduates majored in a critical need subject areas and 13 of the 15 graduates were placed in critical geographic area schools (87%). Some graduates majored in critical need subject areas and accept teaching positions in critical geographic schools.

Sixty-six students participated in SC-PRRMT during FY 2015-16 (as of May 2016) - 12 freshmen, 12 sophomores, 12 juniors, 22 seniors and 8 MAT students. Ten students graduated from the program and 8 were teaching in SC schools during FY 2015-16 (again, some graduates majored in critical need subject areas and accepted teaching positions in critical geographic schools). Information about the two remaining 2016 graduates will be provided in the October Quarterly Report.

For FY 2014-2015, the average cumulative cost per graduate was \$11,065 (increase of 9.9% from FY 2013-14). The average forgivable loan award per SC-PRRMT participant was \$3,472.30 in the fall term and \$3,472.30 during the spring term. For FY 2015-2016, the average cumulative cost per graduate was \$13,962.40 (increase of 26.2%) from FY 2014-15). The average forgivable loan award in FY 2015-16 per SC-PRRMT participant was \$5,143 in the fall term and \$5,143 during the spring term. According to SCSU officials, the average forgivable loan award per participant in FY 2016-17 is projected to be \$4,243 for the fall and spring terms.

## **Expansion Plan Approved by the Commission on Higher Education**

SC-PRRMT's Expansion Plan included the objective to recruit 15 students beginning in FY 2013 and 25 students during spring 2014. The number of sites would increase each year by adding three new sites in FY 2013-14, in addition to two sites in FY 2012-13 SCSU and Berkley County. Using funding from FY 2013-14 budget, three sites were to be established (Richland County District 1, Georgetown County and Williamsburg County), adding three additional sites in FY 2014-15 (Richland County District 2, Fairfield County and Florence County), four sites in FY 2015-16 (Clarendon County, Horry County, Marion County and Marlboro County), three sites in FY 2016-17 (Beaufort County, Hampton County and Jasper County), and finally three sites in FY 2017-18 (Allendale County, Bamberg County, and Barnwell County), thereby increasing the number of sites from two in FY 2012-13 to 18 sites by FY2017-18. The projected number of students enrolled at each site was seven (average N=7) and classes were to be held at program sites in designated public schools.

+ Sites Counties per Expansion Plan	Established Sites	# of Students enrolled from County (as of 5/16)
<b>Sites Established in FY 2013-14</b>		
South Carolina State Campus	SC State	14
Berkley County	St. Stephan	17
Richland District 1, Richland 2	*Richland Counties and Fairfield County combined sites)	20
Georgetown County	**On line (combined site)	*
Williamsburg County	**On line (combined site)	*
<b>Sites Established in FY 2014-2015</b>		
Richland #2	*On line (combined site)	*
Fairfield	*On line (combined site)	*
Florence/Georgetown/Williamsburg	**On line (combined site)	15
<b>***Sites to be Established Beginning FY 2015-16</b>		
Clarendon County		
Marion County		
Marlboro County		
<b>FY 2016-17 Counties</b>		
Beaufort County		
Hampton County		
Jasper County		
<b>FY 2017-18 Counties</b>		
Allendale County		
Bamberg County		
Barnwell County		

+South Carolina Program for the Recruitment and Retention of Minority Teachers Expansion Plan of Action Satellite Teacher Education Program Sites pp.9-10, September 2013

\*Combined sites include Richland One, Richland Two, and Fairfield County School District

\*\*Combined sites include Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County

\*\*\*Meetings to be conducted beginning Fall 2016

According to SCSU officials, SC-PRRMT combined sites with students from various areas in South Carolina. On line classes were started as an innovative method to help reduce administrative cost and to assist with statewide recruiting efforts. Some of the combined sites in the various areas also have face-to-face classes in central locations.

The combined sites, according to SCSU, are Richland Districts 1 and 2 and Fairfield, which is comprised of Richland One, Richland Two, and Fairfield County School Districts, and Florence/Georgetown/ Williamsburg/Horry which consists of Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County. Some of the combined sites also have face-to face classes in central locations.

The FY 2015-16 SC-PRRMT approved budget placed all funding towards forgivable teacher loans. Review of forgivable teacher loan disbursements, loan repayments and debt collections should be continued throughout FY 2016-17 and FY 2017-18 to determine if funds are used to efficiently and effectively to increase the number of minority teachers in the state per the proviso and approved CHE Expansion Plan. Monitoring the effectiveness of this program throughout the current year and during FY 2017-18 should include: 1) average cost per participant; 2) number of critical sites established throughout the state; 3) forgivable teacher loans amounts awarded to each participant; 4) annual revenue sources (debt collections,

carry forward and any other sources; 5) number of graduates; and 6) number of graduates who entered the teaching profession in South Carolina (critical geographic/subject areas).

SC-PRRMT's Expansion Plan was to: 1) increase the number of teachers through statewide delivery of coursework to non-traditional students; and 2) increase the program's effectiveness through the use of forgivable teacher loans to attract minority students to the teaching profession. SC-PRRMT is a statewide teacher recruitment program to attract minorities to the teaching profession (Part 1B Proviso 1A.7 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment). Given the constraints and challenges in attracting traditional and non-traditional students to the teaching profession - especially in the rural areas of the state - SC-PRRMT should continue expand to Clarendon, Marion and Marlboro counties as planned and outlined in the Expansion Plan. Also, during the upcoming year, SC-PRRMT should provide plans for FY 2017-18 to reach Beaufort, Hampton and Jasper counties). Partnerships with existing teacher recruitment programs throughout the state during the upcoming year and in FY 2017-18 could assist in this effort. Again, the important goal is to increase the number of minority teachers throughout the state, and serve as many eligible students as financially possible.

**Recommendation:**

The Committee on Access & Equity and Student Services commends favorably to the Commission approval of the FY 2017-18 SC-PRRMT budget in the amount of \$339,482 for minority teacher recruitment at SCSU provided that the following conditions are required:

1. All funds appropriated to SC-PRRMT in FY 2017-18 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program;
2. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
3. CHE shall retain approval for the budget and monitor the use of funds, including revenue sources (collections, carry forward and any other sources) to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis. SC-PRRMT shall provide a report to CHE each quarter on the program's progress in meeting the goals outlined in the approved Expansion Plan.



South Carolina Program for the  
Recruitment & Retention of Minority Teachers

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*Lift a Life...Teach*

**2015-2016  
ANNUAL REPORT**

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

**South Carolina State University  
Orangeburg, South Carolina  
August 2016**

**Mr. James E. Clark, President**

***ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE  
RECRUITMENT AND RETENTION OF MINORITY TEACHERS***

***2015-2016***

***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 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 2015-2016**



**Objective 1**

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University.

**OUTCOME:**

**TABLE 1  
ENROLLMENT FIGURES FALL 2012 - SPRING 2016**

<b>Year</b>	<b>Number</b>
Enrollment 2012-2013	27
Enrollment 2013-2014	52
Enrollment 2014-2015	70
Enrollment 2015-2016	66
<b>Mean</b>	<b>53</b>

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program’s average enrollment in Teacher Education Curricula is 53 for fall 2012-spring 2016.

**Objective 2**

On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

**OUTCOMES:**

**TABLE 2  
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 State-Declared Subject Areas or Schools
2012-2013	12	2 (17%)	12 (100%)	100%
2013-2014	14	2 (14%)	14 (100%)	100%
2014-2015	15	4 (27%)	15 (100%)	100%
2015-2016	10	6(60%)	8(80%)	100%

\* Information for two 2015-2016 graduates was being researched at the time of this report.

**Program Graduates’ Placement (Critical Needs)**

Number of Graduates Placed in South Carolina Schools as of May 2016	207 (94%)
Number of Graduates in State-Declared Critical Need Subject Areas	73 (33%)
No. of Graduates Placed in Critical Geographic Schools	179 (86%)

**Note:** Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

### **Objective 3**

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

#### **OUTCOMES:**

- ◆ The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 66 students participated in the program.
- ◆ Fifty-eight (88%) undergraduate Program participants maintained their eligibility during the 2015-2016 Academic Year. Fifty (76%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or better. One hundred percent of the Program's M.A.T. participants (8) maintained their eligibility.
- ◆ For academic year 2015-2016, Eighty-eight percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(16)
3.50 – 3.74	(18)
3.00 – 3.49	(24)

- ◆ For the 2015-2016 Academic Year, 10 students graduated; all 10 (100%) met certification requirements.
- ◆ Of the Program's ten 2015-2016 graduates, to date, 8 (80%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.
- ◆ Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.
- ◆ The teaching experience of graduates range from 1 to 22 years.
- ◆ One hundred and Fifty-three (74%) of the Program's placed graduates have gained 5 to 22 years teaching experience, and the mean years of teaching for all graduates is 18.5 years.

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

- ◆ The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13 and continued FY 2014-2016.
- ◆ 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 2014-2016.
- ◆ Program recruitment activities for AY 2015-2016 also included: recruitment exhibitions and participation in fall open house, Youth Day, and spring open house at SC State University, freshman orientation, mailings and responses to program inquiries, visits to school districts, technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase. Recruitment activities/events included the following:

Berkeley County Schools  
Freshman University Fair (SC State)  
Georgetown County Schools  
Marlboro County Schools  
SCSU Open House (Spring and Fall)  
Piedmont Technical College  
Richland County School District One  
Technical College of the Low Country

*EIA BUDGET  
PROPOSED BUDGET  
FY 2017-2018*

**BUDGET REQUEST \$339,482.00**

Forgivable Loans	\$339,482.00
<b>TOTAL PROJECT APPROPRIATIONS</b>	<b>\$339,482.00</b>

Budget for FY 2013-2014, FY 2014-2015, FY 2015-2016, and Current FY 2016-2017.

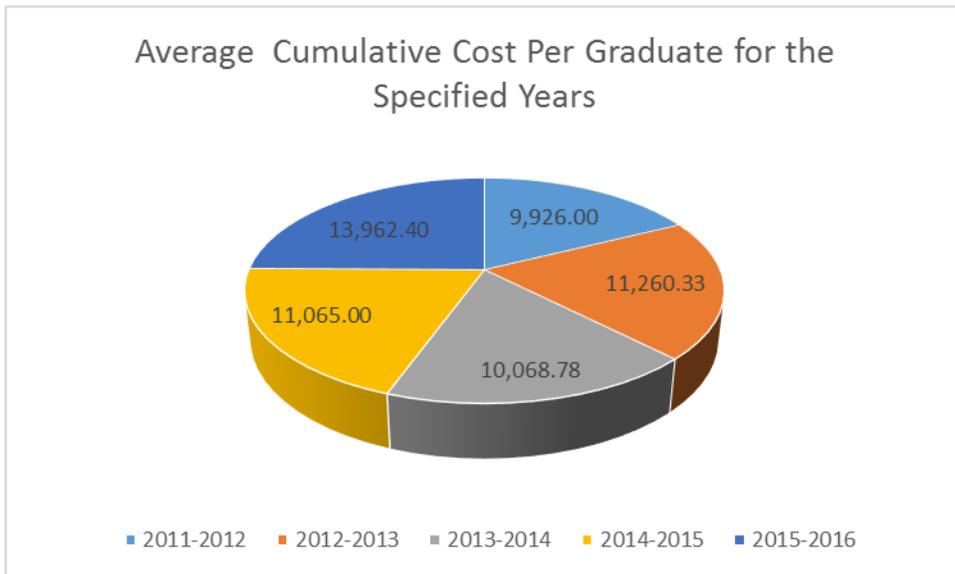
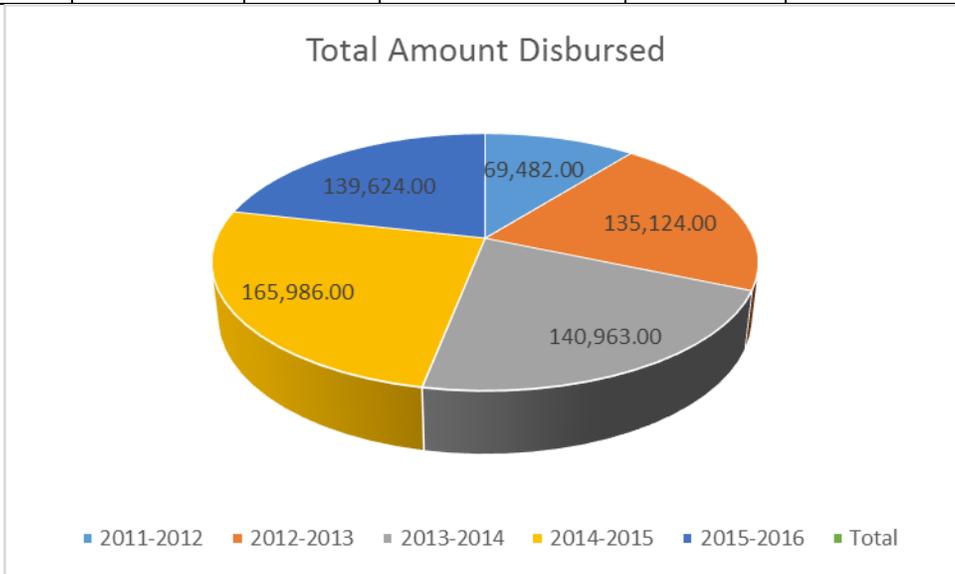
Funding Source	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 Actual	Current 2016-2017 Estimated
EIA	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
General Fund	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr.	-0-	-0-	-0-	-0-
<b>TOTAL</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>
Expenditures	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 Actual	Current 2016-2017 Estimated
Personnel Service	\$146,388.57	119,053.04	-0-	-0-
Contractual Services	740.00	402.49	-0-	-0-
Supplies and Materials	1,150.72	3,037.63	-0-	-0-
Fixed Charges	1,250.00	261.50	-0-	-0-
Travel	3,545.00	8,612.34	-0-	-0-
Equipment	-0-	-0-	-0-	-0-
Employer Contributions	31,344.71	25,289.00	-0-	-0-
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-	-0-
Other: Forgivable Loans	155,063.00	182,826.00	-0-	-0-
Balance Remaining	-0-	-0-	-0-	-0-
<b>TOTAL</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>
<b>TOTAL Collections/Revenue Carried Forward</b>	<b>\$170,771.68</b>	<b>\$193,247.14</b>	<b>\$193,247.14</b>	<b>\$222,560.67</b>
TOTAL (Appropriations Received/Collections Revenue/Carried Forward)	\$510,253.68	\$532,729.14	\$532,729.14	\$562,042.67
Expenditures	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 Actual	Current 2016-2017 Estimated
<b>Personnel Service</b>	Program Manager (1)	Program Manager (1)	Program Manager(1)	Program Manager(1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter Position deleted by SC State Administration	Program Recruiter Position deleted by SC State Administration
	Secretary (1)	Secretary(-0-)	Secretary(-0-)	Secretary(-0-)
	Adjunct Instructors(8)	Adjunct Instructors(9))	Adjunct Instructors (8)	Adjunct Instructors (6)

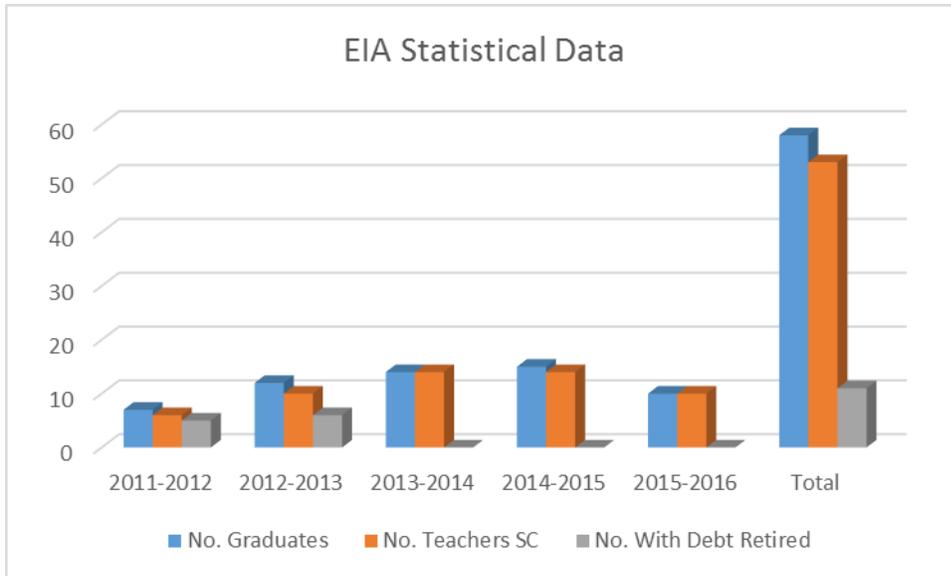
Collections Revenue used if needed for additional Forgivable Loans.

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 2011-2012, FY 2012-2013, FY 2013-2014, FY 2014-2015, and FY 2015-2016

	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2011-2012	7	6	69,482.00	5	9,926.00
2012-2013	12	10	135,124.00	6	11,260.33
2013-2014	14	14	140,963.00	0	10,068.78
2014-2015	15	13	165,986.00	0	11,065.00
2015-2016	10	8	139,624.00	0	13,962.40
<b>Total</b>	<b>58</b>	<b>53</b>			





Total number of participants per year by gender and race/ethnicity.

#### Distribution of Participants

Years	BF	WF	Asian/			Asian/	Number of Participants
			His.F	BM	WM	His.M.	
2011-2012	18	4	1	3	1	0	27
2012-2013	20	3	1	2	1	0	27
2013-2014	40	1	1	9	1	0	52
2014-2015	52	3	1	14	0	0	70
<b>2015-2016</b>	<b>43</b>	<b>6</b>	<b>1</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>66</b>

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

- ◆ forgivable loan awards for students
- ◆ classes for the Praxis exam. Students must pass all parts of the Praxis Core 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.

**SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET**  
**Budget for FY 2013-2014, FY 2014-2015, 2015-2016, 2016-2017 and Proposed FY 2017-2018**

	<b>FY 2013-2014 Actual</b>	<b>FY 2014-2015 Actual</b>	<b>FY 2015-2016 Actual</b>	<b>FY 2016-2017 Actual</b>	<b>Proposed Budget 2017-2018</b>
<b>Revenue</b>					
Amount in Collections	\$170,771.68	\$193,247.14	\$193,247.14	\$222,560.67	-0-
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	\$170,771.68	\$193,247.14	\$193,247.14	\$222,560.67	-0-
<b>Expenditures</b>					
<b>+Personnel Services</b>					
1. Salaries	146,388.57	119,053.04	-0-	-0-	-0-
2. Fringes	31,344.71	25,289.00	-0-	-0-	-0-
<b>OTHER EXPENDITURES</b>					
<b>Office Support</b>	1150.72	2,598.55	-0-	-0-	-0-
<b>Postage</b>	400.00	239.00	-0-	-0-	-0-
<b>Equipment &amp; Maintenance</b>	750.00	261.50	-0-	-0-	-0-
<b>Telephone (WATS LINE)</b>	400.00	200.08	-0-	-0-	-0-
<b>Printing</b> <i>Newsletter/Annual Reports and other documents</i>	440.00	-0-	-0-	-0-	-0-
<b>Forgivable Loans</b>	155,063.00	182,826.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>Promotional Service</b> <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	-0-	402.49	-0-	-0-	-0-
<b>Intervention/Workshops for Pre-Service Teachers</b>	-0-	-0-	-0-	-0-	-0-
<b>Travel</b> <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	3,545.00	8,612.34	-0-	-0-	-0-
<b>TOTAL OTHER EXPENDITURES</b>	\$161,748.72	\$195,139.79	\$339,482.00	\$339,482.00	\$339,482.00
<b>TOTAL PROJECT EXPENDITURES</b>	\$339,482.00	\$339,482.00	-0-	-0-	-0-
<b>TOTAL PROJECT APPROPRIATIONS</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>
<b>APPROPRIATIONS REQUESTED</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>	<b>\$339,482.00</b>
<b>APPROPRIATIONS CUTS</b>	-0-	-0-	-0-		
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>Total Collections Revenue/Carried Forward</b> <b>Collections Revenue used if needed for additional Forgivable Loans.</b>	\$170,771.68	\$193,247.14	\$193,247.14	\$222,560.67	-0-
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$510,253.68	\$532,729.14	\$532,729.14	\$562,942.67	\$339,482.00
<b>+Personnel Services</b>	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Secretary(-0-) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (-0-) Secretary (-0-) Adjunct Instructors (9)	Program Manager (1) Program Recruiter (-0-) Secretary(-0-) Adjunct Instructors (15)	Program Manager (1) Program Recruiter (-0-) Secretary(-0-) Adjunct Instructors (12)

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**PRRMT**

**Expansion Plan of Action**

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

August 2016

## SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT and establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2017-2017 and subsequent years, the program will need additional funding.**

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (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 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.

**A Purpose Number 1**

To increase the pool of teachers in the State.

**B. Specific Objective Number 1**

To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

**C. Performance Evaluation Measure:** Increased enrollment resulting in an increase in the number of graduates.

**Ongoing (Fall 2013 – Spring 2018)**

1.1 Recruitment and expansion activities remain ongoing (Fall 2013 – Spring 2018).

For AY 2014-2015 the program had established sites and offered classes to students in Berkeley, Columbia (Richland County), Fairfield, Florence, Horry, Georgetown, and Williamsburg counties. For 2015-2016 classes continued in these areas. Interest meetings will be scheduled in Chesterfield, Marion, Marlboro.

In order to expand into different areas of the state, PRRMT’s original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. In keeping with the overall expansion initiative, by spring 2018 the goal is to establish sites in each region. Below is a breakdown of the regions:

Region 1 – Columbia (Richland County), Fairfield, Lexington, Newberry

Region 2 – Berkeley, Charleston, Dorchester

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

Region 3 – Chesterfield, Dillon, Florence, Marion, Marlboro

Region 4 – Georgetown, Horry, Williamsburg

Region 5 – Abbeville, Aiken, Barnwell, Edgefield, Laurens, McCormick, Saluda

Region 6 – Allendale, Bamberg, Calhoun, Orangeburg

Region 7 – Beaufort, Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

Region 10 – Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg

- a. Contact district personnel and set up initial visit
- b. Provide marketing materials to district to determine interest
- c. Meet with instructional assistants (teacher aides)
- d. Disseminate and assist in the completion of necessary admissions and financial aid documents
- e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
- f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
- g. Analyze applicants transcripts to determine eligibility
- h. Process students for enrollment

1.2 Maintain current sites and establish additional sites.

Selected sites and areas will be charged with assisting to locate qualified instructors in the area.

- a. Coordinate with district personnel to determine infrastructure currently in place
- b. Review participants transcripts to determine courses needed
- c. Prepare a schedule of classes
- d. Contract instructors
- e. Implement instruction by virtual delivery
  - 1). Online classes
  - 2). Video Conferencing
  - 3). Combine sites for classes
- f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

- g. Facilities Usage Fee
- h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

**2015-2016**

Nine(9) face-to-face/Hybrid classes

Six(6) on-line classes

**Fall 2016**

Three(3) face-to-face/hybrid classes

Three(3) on-line classes

Three(3) on-line classes offered by SC State

1.3 Award Forgivable Loan.

Determine if student meets the requirements for a forgivable loan award.

So that funds may reach more participants, awards will be based on need.

The served population is non-traditional students and many do not qualify for other types of financial aid.

Budget reductions also limit the number of students the program can award assistance.

1.4 Increase the number of program graduates.

The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.

Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.

Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites.

Maintain copies of participant transcripts, and state required examination scores.

Schedule intervention workshops.

Coordinate with districts to offer workshops and enhancement seminars.

**Enrollment Projections**

**Table 1**

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Satellite Teacher Education Program Sites**

	<b>Total Number of Enrollees for all PRRMT Sites (Provided funding is available)</b>	<b>Actual Number of Enrollees for PRRMT</b>	<b>Enrollees per Site</b>
2013 - 2014	40	52 Increase of 79% from 2012-2013	Berkeley - 9 Richland One - 11 SC State Campus - 32 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus.
2014 - 2015	70	70	Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 29
2015 - 2016	80	66	Berkeley - 17 Florence/Georgetown/Williamsburg - 15 Richland One - 20 SC State Campus - 14
2016 - 2017	100		
2017 - 2018	120		

**Table 2**

**Projected Graduation Rates**

	<b>Total Number of Graduates for all PRRMT Sites</b>	<b>Actual Number of Graduates for PRRMT</b>
2013 - 2014	12 - 14	14
2014 - 2015	15 - 17	15
2015 - 2016	18 - 20	10
2016 - 2017	20 - 22	
2017 - 2018	22 - 24	

**Table 3**

**Classification of Participants  
as of May 2016 - AY 2015-2016**

Graduates	10
Seniors	12
Juniors	12
Sophomores	12
Freshmen	12
MAT	8

## SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (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 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.

**A. Purpose Number 2**

To increase the pool of teachers in the State.

**B. Specific Objective Number 2**

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

**C. Performance Evaluation Measure:**

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

<b>MILESTONES</b>	<b>TIME FRAME</b>
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education’s Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates.	Ongoing
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State’s Office of Admissions and Recruitment and SCSU’s Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites.	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (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 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.

**A Purpose Number 3**

To increase the pool of teachers in the State.

**B. Specific Objective Number 3**

To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiatives that focus upon teacher recruitment and issues in educating minorities.

**C. Performance Evaluation Measure:** Published newsletter, Conference printed programs, correspondence.

<b>MILESTONES</b>	<b>TIME FRAME</b>
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association.	January/spring each annual year providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

**South Carolina State University  
South Carolina Department of Education**

**Recruitment Plan 2013-2018**

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

<p><b>Strategy 1:</b> Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here: <a href="http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm">http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm</a>. Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.</p>		
<p>Action Step 1: <u>DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year.</u></p> <p><b>COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit</b></p> <ol style="list-style-type: none"> <li>1. Devise a process where faculty can receive the schedule for ED-OP recruitment days. <i>(Responsible Persons: Recruitment Committee)</i></li> <li>2. Have faculty members sign up for their preferred recruitment visit day .</li> <li>3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained information-wise.</li> <li>4. Obtain list of contact students at end of ED-OP visits.</li> </ol>		

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

<p>5. Divide up contact information by program.</p> <p>6. Have program faculty contact/correspond with prospects (<i>Responsible Persons: Program Coordinators</i>)</p>		
<p><b>Strategy 2: The Department of Education will increase the number of Education majors by 20% by the 2016-2017 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.</b></p>		
<p>Action Step 1: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p><b>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures (\$500.00), LCD Projectors and Laptops (\$1,000 if DOE equipment must be replaced).</b></p> <ol style="list-style-type: none"> <li>1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State.</li> <li>2. The DOE Recruitment Committee and the scholars program advisors will create a plan and schedule for</li> </ol>	<p>Action Step 2: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p><b>COST ANALYSIS: (\$3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.</b></p> <ol style="list-style-type: none"> <li>1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long.</li> <li>2. Meet with the teaching fellows, teacher cadets, and</li> </ol>	<p>Action Step 3: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts</u></p> <p><b>COST ANALYSIS: (\$100 at minimum) for travel to schools if necessary.</b></p> <ol style="list-style-type: none"> <li>1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days.</li> <li>2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers.</li> <li>3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty.</li> <li>4. Survey administered online (e.g.</li> </ol>

**South Carolina Department of Education**

Albert Hayward, Reinell Thomas-Myers, Bessie Powell, Reginald Williams and Evelyn Fields (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF  
EDUCATION MAJORS BETWEEN 2013-2018**

<p>meeting with each of the organizations. The length and time would be established by contacting the middle school organization’s advisor (through the school’s principal).</p> <p>3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are “declared education majors” for comparison when these same tallies are made in 2015.</p> <p>4. Faculty members will complete their assigned presentation dates for 2016-2017.</p>	<p>Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers about what education topics will engage children</p> <p>3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school’s principal).</p> <p>4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012).</p> <p>5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools. (Early Fall)</p> <p>6. PD will be conducted with survey data collected. (October 2012 Tentative)</p> <p>7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall)</p> <p>8.</p>	<p>SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete survey at their school’s cpu labs if necessary.</p> <p>5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation.</p>
<p><b>Strategy 3: The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the</b></p>		

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

<b>attendees to declare Education as a major.</b>		
<p>Action Step 1: <u>Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments.</u></p> <p><b>COST ANALYSIS: (\$500.00) for refreshments, equipment.</b></p> <ol style="list-style-type: none"> <li>1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently.</li> <li>2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components.</li> <li>3. At the event hand out TE brochures, program studies; have faculty members speak briefly on each area; answer questions; have students to sign a contact form; have change of major forms for students to complete on site.</li> <li>4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared</li> </ol>	<p>Action Step 2: <u>Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices</u></p> <p><b>COST ANALYSIS: (\$1,000 depending on types of resources)</b></p> <ol style="list-style-type: none"> <li>1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget.</li> <li>2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least exploring the possibility.</li> <li>3. DOE Recruitment Committee presents ideas to CARE Center which helps to identify what the center can handle space-wise.</li> <li>4. DOE Recruitment Committee Presents final</li> </ol>	<p>Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors</p> <p><b>COST ANALYSIS: None(?)</b></p> <ol style="list-style-type: none"> <li>1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets).</li> <li>2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty.</li> <li>3. Committee works with SCSU webmaster to update system as requested.</li> <li>4. Website is upgraded and launched.</li> </ol>

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF  
EDUCATION MAJORS BETWEEN 2013-2018**

<p>as education majors; follow-up with other students for the rest of the CURRENT semester.</p>	<p>plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes.</p> <ol style="list-style-type: none"><li>5. DOE Committee gives info to Chair to order materials.</li><li>6. Resources are integrated into CARE Center.</li><li>7. Resources are made available to students.</li></ol>	
<p><b>Strategy 4:</b> Expand the number of non-traditional enrollees by 25%.</p>		

South Carolina Department of Education

Albert Hayward, Reinell Thomas-Myers, Bessie Powell, Reginald Williams and Evelyn Fields (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018**

<p>Action Step 1: <u>SC-PRRMT makes contact with and visits school districts.</u></p> <p><b>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials (\$500.00).</b></p> <ol style="list-style-type: none"> <li>1. Make Presentation</li> <li>2. Distribute marketing materials on the SC-PRRMT</li> <li>3. Distribute information from Admissions Office</li> <li>4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information</li> <li>5. Process SC-PRRMT Personal Data Recruitment Forms</li> </ol>	<p>Action Step 2: <u>Forward student’s completed SC State Application and other required documents to Admissions Office for processing and evaluation.</u></p>	<p>Action Step 3: <u>Obtain Official Letter of Acceptance from Office of Admissions</u></p>
<p>Action Step 4: <u>Obtain student’s G.P.A., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..</u></p>	<p>Action Step 5: <u>Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student’s financial status.</u></p>	<p>Action Step 6: <u>Process student for enrollment and determine EIA Forgivable Loan Award.</u></p>
<p>Action Step 7: <u>Schedule of Classes Prepared by Program Manager and Program Recruiter.</u></p>		

**For additional information, write or call**

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