

2008-2009 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
Submitted by: Ms. Reinell Thomas, Program Manager

South Carolina State University
Orangeburg, South Carolina
September 2009

Dr. George Cooper, President

**ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE
RECRUITMENT AND RETENTION OF MINORITY TEACHERS
2008–2009 EIA PROGRAM ANNUAL REPORT**

The Commission on Higher Education requested the following information regarding SC-PRRMT for FY 2008–2009.

General Overview of the Program

A. History of the program. Report if the program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded in the last fiscal year by general or other funds

Is a new program implemented for the first time in the current fiscal year

Other

B. What SC Laws, including provisos in the current year's general appropriations act, govern the implementation of this program?

Part 1B Section 1A H63 – Department of Education-EIA p. 391. Proviso 1A.22. (SDE-EIA:XI.F.2-CHE/Teacher Recruitment)

C. What South Carolina regulations govern the implementation of this program?

N/A

D. 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

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

January 1997

Has an evaluation been conducted?

No

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

Program Objectives, Outputs and Outcomes

A. 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.

MISSION: 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.

Current annual objectives:

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 (baseline mean enrollment figures for 2001/2002-2004/2005 compared to mean enrollment figures for 2005/2006-2008/2009) and by producing teachers/graduates for South Carolina’s schools (baseline mean teacher production figures for 2001/2002-2004/2005 compared to mean teacher production figures for 2005/2006-2008/2009).

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 2007-2008 compared to graduation figures in the critical need subject areas for 2008-2009 and baseline graduation placement figures for critical geographic schools for 2007-2008 compared to 2008-2009).

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.

B. In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s)? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)

Activities and Processes:

- *Recruitment Activities for AY 2008-2009 involved: participation and recruitment exhibitions at freshman orientation sessions, visits to three school districts, visits to nine technical colleges, a recruitment exhibition and participation in Fall Open House at SC State University, mailings and responses to program inquiries, and airing of twenty 30-second WIS televised teacher recruitment commercials in 35 counties of South Carolina.*
- *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 2008-2009.*
- *Because of budget cuts, the program will not air any televised teacher education recruitment ads for the current fiscal year 2009-10.*
- *The Partnership with CERRA and the Call Me Mister Program, will remain ongoing for 2009-2010.*

C. In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)

Products and Services:

- *The Program continues to administer a Forgivable Loan Program. This past academic year 32 students received forgivable loans.*
- *Of the 32 students who received forgivable loans for the 2008-2009 academic year, 27 (84%) were enrolled in state-declared subject areas of critical need.*
- *Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2008-2009 Academic Year.*
- *For the 2008-2009 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in critical geographic schools One(1) spring 2009 graduate is employed with a county head start and enrolled in graduate school..*

D. What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program’s objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)

Program Outcomes 2008-2009

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 (baseline mean enrollment figures for 2001/2002-2004/2005 compared to mean enrollment figures for 2005/2006-2008/2009) and by producing teachers/graduates for South Carolina’s schools (baseline mean teacher production figures for 2001/2002-2004/2005 compared to mean teacher production figures for 2005/2006-2008/2009).

OUTCOME:

Table 1
ENROLLMENT FIGURES FALL 2001-SPRING 2009

Year	No.	Year	No.
Enrollment 2001-2002	46	Enrollment 2005-2006	52
Enrollment 2002-2003	34	Enrollment 2006-2007	45
Enrollment 2003-2004	38	Enrollment 2007-2008	46
Enrollment 2004-2005	37	Enrollment 2008-2009	32
Total	155	Total	175
Mean	38.75	Mean	43.75
Difference: Increase 175-155=20. An increase of 20 students= 12.90%			

Table 2
PLACED GRADUATES DECEMBER 2001-MAY 2009

Year	No.	Year	No.
Graduates 2001-2002	7	Graduates 2005-2006	18
Graduates 2002-2003	4	Graduates 2006-2007	10
Graduates 2003-2004	6	Graduates 2007-2008	14
Graduates 2004-2005	3	Graduates 2008-2009	9
Total	20	Total	51
Mean	5	Mean	12.75
Difference: Increase 51-20=31. An increase of 31 students= 155%			

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 2007-2008 compared to graduation figures in the critical need subject areas for 2008-2009 and baseline graduation placement figures for critical geographic schools for 2007-2008 compared to 2008-2009).

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
2007-2008	14	8 (57%)	12* (86%)	(13) 93%
2008-2009	9	8 (89%)	4^ (44%)	44%

* One graduate was not placed at the time of reporting.

^ Four recent graduates were not placed at the time of reporting.

^ One spring 2009 graduate is employed at a county head start and enrolled in graduate school.

Program Graduates' Placement (Critical Needs)

Total Number of Program Graduates As of May 2009	143 (100%)
Number of Graduates Placed in South Carolina Schools	136 (95%)
Number of Graduates in State-Declared Critical Need Subject Areas	50 (35%)

State-Declared Critical Geographic Schools

No. of Graduates Employed in Critical Geographic Schools	116 (85%)
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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:

- Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2008-2009 Academic Year.
- For the 2008-2009 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in critical geographic schools. One(1) spring 2009 graduate is employed with a county head start and enrolled in graduate school.
- Of the Program's 143 graduates, 136 (95%) gained employment in S.C.'s public school classrooms.
- The teaching experience of graduates range from 1 to 15 years.

- *Eighty-six (64%) of the Program's placed graduates have gained 5 to 15 years teaching experience, and the mean years of teaching for all graduates is 11.5 years.*
- *One hundred and twenty-seven (93%) of the placed graduates are currently teaching in South Carolina schools.*

Budget Reductions—Past and Future

A. Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.

The program reduced the administrative budget lines and the Forgivable Loan funds were moved from the collections account and placed in the Forgivable Loan account to offset the budget reductions for FY 2008-2009.

B. Given the ongoing national 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, Fiscal Year 2009-10?

The Minority Teacher Recruitment (EIA) Program budget was reduced by \$116,888.48 (25.02965%) for FY 2009-10. Due to the budget reductions this Fiscal Year we reduced the following budget line items or eliminated the budget line items: Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, and Travel. If funds are available in the collections account, those funds will be moved to help deal with any further reductions.

C. If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 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.

This would place an extreme hardship on program participants, as institutional costs have simultaneously risen. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the program. Therefore, the Program is requesting restoration of the \$467,000.00 allocation for 2010-11.

D. What is the total amount of EIA revenues requested for this program for the next fiscal year, 2010-11?

\$467,000.00

If requesting an increase or decrease in funding for Fiscal Year 2010-11, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program?

SC-PRRMT's (EIA) program budget was reduced by \$116,888.48 (25.02965%) for FY 2009-10. The Program is requesting restoration of the \$467,000.00 allocation for the EIA Forgivable Loan Program. The restoration of the \$467,000.00 (Level Funding) would allow the program to fund students currently in the pipeline and continue to recruit additional participants into the program.

Budget

Each EIA program is required to submit the following information:

Funding Source	Prior FY Actual 2008-2009	Current FY Estimated 2009-2010
EIA	\$366,583.31	\$350,111.52
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Other Sources	-0-	-0-
Grant	-0-	-0-
Contributions, Foundation	-0-	-0-
Other (Specify)	-0-	-0-
Carry Forward from Prior Yr	-0-	-0-
TOTAL	\$366,583.81	\$350,111.52
Expenditures	Prior FY Actual 2008-2009	Current FY Estimated 2009-2010
*Personal Service	\$147,667.13	\$143,287.00
Contractual Services	-0-	2,000.00
Supplies and Materials	1,920.21	2,500.00
Fixed Charges	33.00	-0-
Travel	1,925.00	2,000.00
Equipment	-0-	-0-
Employer Contributions	55,481.08	36,581.52
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Please Explain: Forgivable Loans (\$19,937.61 was moved from the Collections Account.)	179,495.00	163,743.00
Balance Remaining	-0-	-0-
TOTAL	\$386,521.42	\$350,111.52
# FTES		

*Personal Service FY 2008-2009

Director (1)
 Program Recruiter (1)
 Secretary (1)
 Adjunct Instructors (12)

*Personal Service FY 2009-2010

Program Manager (1)
 Program Recruiter (1)
 Secretary (1)
 Adjunct Instructors (7)

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