

September 15, 2009

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:

As requested in the Access & Equity and Student Services Committee meeting, enclosed is the CERRA EOC EIA Program Report of FY 2009 - 2010. The Executive Committee of CERRA's Board of Directors reviewed this document at its September 11, 2009, meeting. In a previous correspondence to you and the Committee, this document was provided in draft form.

The final copy of CERRA's Annual Report for 2008 – 2009 will be available on the CERRA Web site at [www.cerra.org](http://www.cerra.org) by the end of this week.

Please let me know if you or the committee members have further questions or need additional information. My office phone number is 803.323.4032 x6411. I hope these reports will be helpful to you and appreciate the opportunity to submit them earlier in draft format.

Warmest regards,



Gayle B. Sawyer, Ph.D.  
Executive Director

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

**EIA-Funded Program Name:**

07001 – Center for Educator Recruitment, Retention and Advancement-South Carolina (CERRA)

**Current Fiscal Year EIA Allocation to this EIA-Program:**

2009 – 2010

**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.22 Recruitment  
                                  1A.26 NBPTS Incentive  
                                  1A.58 One Year Suspension of EIA Programs  
                                  1.48 NBPTS Incentive  
                                  1.49 NBPTS Incentive Surplus

**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?**

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:**

- Expanded and refined the ProTeam Program
- Supported Future Educator Association (FEA) chapters located in Palmetto Priority Schools (PPS)
- Collaborated with the College of Charleston and Diverse Pathways to hold the first annual statewide FEA student conference
- Collaborated with the Middle Level Teacher Education Initiative (MLTEI), whose mission is to recruit and support middle level teachers
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness, and efficiency

#### **Pre-Service:**

- Continued to have a presence at state career fairs and recruitment events

- Continued to support recruitment in general by providing district personnel directors with the recruitment materials
- Collaborated with the SDE 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
- Developed strategies to increase recruitment of all applicants for the Teaching Fellows Program
- Participated in the SDE's STEM Recruitment Task Force
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency
- Collaborated with high schools and two- and four-year institutions in teacher recruitment through the Diverse Pathways Teacher Quality Grant
- Collaborated with USC and Winthrop for 2009 TQP federal grants

**Service:**

- Increased the number of South Carolina certified mentors and established a cadre of certified mentor trainers
- Increased professional development and leadership opportunities for teachers through state and local Teacher Forums
- Strengthened regional NBC candidate awareness and support programs
- Encouraged multi-partnerships for the delivery of NBC candidate support
- Established the *TakeOne!* NBC initiative in critical needs schools in five districts
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency
- Collaborated with the SCDE on NCTAF's Inside Out Center for Learning as well as the 21<sup>st</sup> Century Teaching and Learning Task Force
- Targeted Palmetto Priority Schools for services and increased recruitment activities
- Researched print and non-print opportunities for recruitment

**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: Communication Plan**

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

- Professional development for teachers, 10
- Served 192 students; 73 males and 71 students of color
- Collaboration with Middle Level Teacher Education Initiative and the SDE for SREB and Making Middle Schools Work.

Teacher Cadet

- Established 17 new sites (total sites 166; classes 188)
- Professional development provided for 35 new, in-state instructors
- Professional development: teachers, 206
- Students served 2,517; 521 males and 826 students of color
- After completing the course, nearly half (48%) of the Teacher Cadets chose teaching as the career they plan to pursue after college
- After completing the course, nearly 1 out of every 4 students changed his/her mind favorably toward wanting to teach

FEA

- CERRA continues as national hub; charter fee for new chapters reduced, waived for PPS
- Student-lead statewide FEA conference held at the College of Charleston (102 students and teachers attended)

Diverse Pathways Grant (DPG)

- Collaboration in recruitment with 20 high schools, 3 two--year colleges and 2 teacher education institutions
- Hosted professional development for 100-plus DPG students and faculty

**Pre-Service**

Increased involvement in recruitment

- Co-hosted Teacher Expo in June where 1,274 prospective teachers from 35 states attended, including 927 South Carolina residents
- Presented at state conferences: SCASA, SCABSE, Middle School, Exceptional Children

- Attended college and high school career fairs
- Provided Education Career Fair Resource Guide for S.C. Personnel Administrators to 86 districts, 3 special schools, SDE
- Established protocol to enable districts to work with a third party vendor to manipulate downloaded employment application data, hosted vendor informational fair for districts
- Streamlined job posting process for Palmetto Priority Schools and added “Palmetto Priority Schools” to the search capability

#### Teaching Fellows

- Received 1,168 applications, 882 from Teacher Cadets; regional interviews held; fellowships awarded and students placed
- Collaborated with Fellows institutions concerning reduced number of freshman students
- 540 Teaching Fellows graduates currently teach in South Carolina public schools; 47.3% teach in schools with poverty rate above 70% and 21.8% teach in at-risk or below average schools
- Teachers in Residence (TIR) recruitment efforts in underserved high schools and underrepresented populations
- The program celebrated its tenth anniversary in June with a professional development conference for all Fellows and welcomed the newest Fellows and their families.
- Three organizational meetings were held for the 11 Campus Directors
- Evaluation process completed at Anderson, Furman, and SC State
- Lists of applicants who were not awarded Fellowships were sent to the 11 Teaching Fellows institutions

#### **Service**

##### Represent Profession—non-educational entities

- Participant in SC Chamber of Commerce; two participants of Leadership-South Carolina, and one participant of SC Policy Fellows participants

##### Teacher Leaders

- Professional development for 215 teacher leaders through 5 regional conferences and one statewide workshop
- Three professional development opportunities for CERRA’s 30-member Advisory Board members

##### National Board for Professional Teaching Standards (NBC)

- Administered 1,468 loans
- Collaborated with EOC on informational report
- 755 achievers in December 2008 for a total of 6,493 NBCTs in South Carolina
- Hosted a National Board Support Conference for 120 participants
- Hosted three professional development workshops for 60 District Liaisons
- Grants obtained from NBC for TakeOne! initiatives for professional development in five underserved areas—including Lee, Jasper, Hampton 2 and Florence 4
- Hosted 14 National Board Awareness meetings for approximately 280 educators
- Hosted 5 *TakeOne!* Awareness Support meetings for 110 educators

### Mentoring

- Collaborated with SCDE for providing training and materials to adhere to the Induction and Mentoring Guidelines
- 1,796 mentors were certified bringing the total to 5,442 mentors
- 61 initial mentor training sessions were held on the local, regional, and state-level
- 62 educators began the process to become certified trainers by attending Trainer Training sessions
- 67 educators became certified mentor trainers in 2008-2009 to bring the total to 141
- 101 educators were trained in five Special Education advanced mentor trainings
- 80 school districts plus the Department of Juvenile Justice, John De La Howe, South Carolina Public Charter School District, and the South Carolina School for the Deaf and the Blind were served through mentor training; 83 districts have been served overall
- 15 PPS districts have sent teachers to trainings or held training on site; a training scheduled in Columbia only for PPS schools was canceled by PPS.

### Global

- 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

### **Strategic Goal 1: Data Management**

Data identified for collection: questionnaires for each program developed and analyzed to identify data kept, routine data requests, and additional data to be collected; external data sources identified; tools for data collection revised and moved to electronic format

Collaboration with other agencies to access and analyze data initiated. Statewide data task force established with 25 members from the following entities—CERRA, multiple offices in the State Department of Education, SC Retirement System, SC Employment Security Commission, SCASA Personnel Division, Commission on Higher Education, Education Oversight Committee, Clemson and USC.

*Supply and Demand Survey* completed by 84 districts, 2 special schools, and the SC Public Charter School District

Posted on Web site are the *Survey of Inactive Teachers* (partnered with SDE); teacher retention and average salary information; helpful links to sites that answer frequently asked questions; list developed for CERRA use of regularly produced data reports and the agency that produces them and the contact person

### **Strategic Goal 2: Strategic Alignment of Programs and Services**

- Baseline data collected on program outputs as well as strategic intent, history, relevance, effectiveness, and visions for the future.
- Annual process drafted to review programs
- Programs assessed for relevance and effectiveness with current data.

**Strategic Goal 3: Communication Plan**

Materials and tools gathered. A cost-prohibitive bid was obtained from an external firm to assist with auditing the materials.

**Strategic Goal 4: Advocacy**

Advocacy standing committees established on the Board of Directors and the CERRA Advisory Board. To increase understanding of teachers' and districts' needs, additional administrator seats were added to the Board of Directors and a mentor category was added to existing seats on the Advisory Board.

Involvement in and coordination of events to educate stakeholders about the needs of teachers and about CERRA's services; presentations at conferences, open house, regional and state teacher forums, participation in SC Leadership and Policy Fellows; 21<sup>st</sup> Century Education Task Force, NCTAF Task Force, STEM Recruitment Task Force, New Principals' Induction, visits to classrooms and college campuses.

Strategies planned to educate the network on topics of interest to teachers: message board, voter registration, Goodbye Minimally Adequate, protocol on appropriate teacher civic engagement

<b>EOC AR, page 7</b>
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**What are the outcomes or results of this program?****Pre-Collegiate**ProTeam

- Percentage of students of color increased to 37%
- Revitalization of ProTeam as a result of EEDA legislation

Teacher Cadet

- Cadet surveys indicated that 48% of the students plan to enter the teaching profession
- Partnered with 22 teacher education institutions in recruitment
- Percentage of males increased to 21%
- Percentage of minority students increased from 28% to 33%
- Data provided by the South Carolina Department of Education shows that 4,043 former Teacher Cadets were employed in a South Carolina public school during the 2008-2009 school year, and nearly one out of every five students who have participated in the Teacher Cadet Program has earned South Carolina teacher certification.
- Fall Recruitment Workshop evaluations indicated the professional development provided was highly effective
- Collaboration with SDE, CATE and Family and Consumer Sciences programs
- College Financial Newsletter distributed to Cadet classes and school guidance counselors and published on the Web
- 10<sup>th</sup> edition of the program's curriculum was written

### 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
- Evaluations of student-lead 2008 conference support conference for 2009

### Diverse Pathways

- Surveys indicate that the professional development opportunities are beneficial to the participants
- Collaboration with SDE may result in continued federal funding for planning grants for additional two- and four-year institutions

### **Pre-service**

#### Application System/Job Bank/Expo

- Increase in on-line applications to 33,777
- Of the applications submitted, 2,538 initiated the teacher certification process
- 172 teachers hired as a result of the June 2008 Teacher Expo (June 2009 results not available until Fall 2009)
- All SC school districts utilize the online application and job bank systems
- Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs
- Assistance given to Palmetto Priority Schools by multiple visits to all schools by TIRs and other staff
- Continued to promotion the advantages of teaching in South Carolina
- Process established for districts to request assistance from CERRA and Winthrop for download of applicant information into district software

#### Teaching Fellows

- Fellowships offered; students placed, 33
- Evaluation of Anderson, Furman, and SC State successful; schedules set for College of Charleston and Charleston Southern to be evaluated FY10
- Completion rate for cohorts, 76.8%; 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
- 540 Teaching Fellows graduates currently teach in South Carolina public schools; 47.3% teach in schools with poverty rate above 70% and 21.8% teach in at-risk or below average schools
- Requests from an additional 7 colleges and universities for cohorts on site

### **Service**

#### Teacher Leaders-Networking 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

- CERRA Advisory Board members increased their involvement in advocacy efforts
- Winter Workshop evaluations indicated the professional development provided was highly effective

### NBPTS

- Professional development assisted teachers to grow professionally 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; South Carolina has the second highest number of minority NBCTs in the nation
- Provided on site support for the candidates
- South Carolina ranks third in the nation in the number of National Board Certified teachers, which represents nearly 13% of the teaching force

### Mentoring

- Professional development provided for 80 districts, plus DJJ, John De La Howe, SC Public Charter School District, and SC School for Deaf and Blind
- Five advanced regional Special Education mentor trainings held

### **Global**

- Strengthened collaboration with non-educational entities by increasing awareness
- Released results of Inactive Teacher Survey
- SC NCTAF alliance resulted in national publicity for SC. CERRA participates on the NCTAF Advisory Board and several task forces for SCDE and EOC

### **Strategic Goals:**

- Data collected and needed by each entity represented on the Data Task Force discussed and pathways to share data established
- Roster of internal and external reports developed to provide up-to-date data for planning and decision making at the state and local level
- Research and data page developed on CERRA's Web site for use by all stakeholders.
- Format of annual report organized around relevance and effectiveness. Continued development of process as data and criteria develop
- Support for Team9 REACH discontinued and schools notified
- Due to lack of funding for outside resources, an internal audit of communications materials and tools was accomplished
- Capacity as an advocate for the profession expanded through providing structured methods to receive input from the CERRA stakeholders and to involve the network in supporting the profession
- Strategies developed to involve the CERRA network in advocating for the profession.

<b>EOC AR 8 Evaluation</b>
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**What was the date of the last external or internal evaluation of this program?**

Internal 2008-2009

**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 High 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 uses 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 2008-2009 Annual Report* at [www.cerra.org](http://www.cerra.org).

**Electronic Link**

Yes

**Lower EIA revenue collections in the prior fiscal year, FY 2008 – 2009, 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.**

Programmatic:

- Retained unused and collected funds from FY08 to maintain Teaching Fellows scholarships
- Ended support for Team9 REACH
- Increased use of electronic media to reduce programmatic meetings and printing
- Requested that stakeholders attending all meetings as well as interviews for Fellows

waive their travel expenses

- When possible, moved meetings to facilities that do not charge fees
- One or more Advisory Board, Board of Directors and Campus Directors meetings canceled and/or held electronically
- Teacher Cadet curriculum revisions committee worked electronically
- Eliminated refreshments and snacks from meetings

Administrative:

- Furlough days (9)
- 1.0 FTE administrative assistant resigned, replaced .75 FTE
- Out-of-state travel eliminated; in-state travel reduced
- Rent eliminated for Ward House by moving all staff to Stewart House mid year
- Training facilities moved from Ward House to College of Education
- Materials, printing, supplies, Web costs greatly reduced
- Number of Rock Hill staffing meetings reduced

**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 2009 – 10?**

- Suspension of the regional Teacher in Residence Program eliminated 5 certified, contracted FTEs, their salary and fringes and travel
- Site grants for Teacher Cadet and College Partners on hold
- Fall Recruitment Workshop canceled; restructured to one day and held over until spring if funds permit;
- Number of Teaching Fellows awards reduced to meet allocation and to protect upper classman awards; requested to retain in the fellowships account the unused and collected funds; orientation for Fellows to be held on each campus
- 1.0 FTE administrative assistant retired, not replaced.
- Hold meetings at facilities that do not charge fees
- Continued use of electronic methods for meetings and media communication
- Request that stakeholders waive travel expenses when possible
- Continue collaboration with teacher preparation institutions on grants
- Continued reduction in printing, supplies and equipment

**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.**

While CERRA's mission 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 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. Teachers' 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.

<b>EOC AR 9 Budget</b>
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**The total amount of EIA funds requested for this program for the next fiscal year will be:**

As approved by CERRA's Board of Directors, due to the current economic crisis, the requested funding will be the same amount as allocated in the current fiscal year's appropriation. Although no additional funding is requested, the Board of Directors stipulates that opportunities should be pursued to restore some funding for the 2009 cohort of freshman Teaching Fellows to assist students who did not receive funding but are eligible to receive an award up through the first semester of their sophomore year.

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

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

<b>Funding Sources</b>	<b>2008-09 Prior</b>	<b>2009-10 Estimated</b>
EIA	\$4,281,330	\$4,063,553
General Fund	\$143,708	\$162,255
Lottery	\$0	\$0
Fees	\$30,110	\$26,000
Other Sources	\$102,621	
Grant	\$177,006	\$110,684
Contributions, Foundation	\$0	
*Other (Specify)		
TC Future Scholarship	\$3,242	\$3,000
Winthrop Collections and Orientation	\$125,000	
Carry Forward from Prior Year	\$496,774	
<b>TOTAL:</b>	<b>\$5,359,791</b>	<b>\$4,362,492</b>

<b>Expenditures - EIA</b>	<b>2008-09 Estimated</b>	<b>2009-10 Estimated</b>
Personal Service	\$483,774	\$486,413
Contractual Services	\$515,994	\$111,109
Supplies & Materials	\$51,864	\$165,477
Fixed Charges	\$61,687	\$41,000
Travel	\$97,209	\$65,600
Equipment	\$0	\$12,000
Employer Contributions	\$142,472	\$142,472
Allocations to Districts/Schools	\$3,546,153	3,039,482
Other: Please explain	\$	
Returned Funds	\$	
Fellows Collections	\$	
Balance Remaining	\$3,951	
<b>TOTAL:</b>	<b>\$4,903,204</b>	<b>\$4,063,553</b>
<b># FTES</b>	<b>17</b>	<b>10.75</b>