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Agenda Item: 3.03
Access & Equity and Student Services
September 5, 2002

Commission on Higher Education

Rayburn Barton
Executive Director

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TO: Ms. Susan Cole, Chair,
Member, Committee on Access & Equity and Student Services

FROM: Dr. Karen Woodfaulk, Director of Student Services

Consideration of Program Summaries and Proposed Appropriation Requests/Budgets for FY 2003-2004 for EIA-Funded Teacher Recruitment Projects

Introduction

In FY 1985-86, the General Assembly authorized the Commission on Higher Education to award grants to public and/or private colleges to improve the recruitment of teacher education candidates, allocating \$236,000 in EIA funds for this purpose. A consortium made up of a majority of the teacher training institutions in the State submitted one combined proposal to establish the S.C. Teacher Recruitment Center. The proposed Center was approved by the Commission and has been funded annually since FY 1986-87.

In FY 1986-87, separate appropriations to S.C. State College and to Benedict College (Funds for Benedict College have not been appropriated since FY 2000-01) were made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to both institutions have been made, both through the EIA and the General Fund. Beginning in FY 1990-91, appropriations for all three entities were made solely through the EIA.

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

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

projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees and the Education Improvement Act Select Committee by December 1."

The attached reports are to be submitted by the Commission in compliance with the above proviso to the Senate and House Education Committees and to the Education Oversight Committee.

Each project has submitted its 2001-02 annual report to Commission staff, along with its appropriations request for FY 2003-2004. Summaries of the annual reports are provided for this meeting. Should you wish to see the entire documents, please do not hesitate to let the staff know so that a copy of the annual report can be mailed to you.

Specific recommendations are found under each of the two projects discussed in the report.

Attachments

**South Carolina Center for Teacher Recruitment
(SCCTR)
Rock Hill, SC**

The 1985-86 Appropriation Act contained a proviso directing the State Department of Education to transfer \$236,000 of unexpended Education Improvement Act funds to the Commission for the purpose of funding requests for proposals for the creation or implementation of teacher recruitment programs through agencies of state government or private industry. A proposal was submitted on behalf of the South Carolina Teacher Recruitment Task Force, with Winthrop College serving as fiscal agent, and the Commission established, through this proposal, the Center for Teacher Recruitment on December 5, 1985.

The top 10 accomplishments for 2001-2002 for SCCTR were as follows:

- 1)** Received funding for and recruited a cohort of 200 Teaching Fellows and added two Teaching Fellows Institutions
- 2)** Published the National Board Candidate Guidelines, which globally address and define a culture of professional development that is rigorous, reflective and collaborative
- 3)** Conducted training for mentors of PACE (Program of Alternative Certification for Educators) and international teachers as part of collaboration with Division of Teacher Quality focused on implementing statewide mentoring initiatives to increase teacher retention.
- 4)** Served as a conduit of information and support for one of the largest statewide groups of National Board candidates in the nation, making South Carolina's achievement rate one of the highest in the nation
- 5)** Achieved 100 percent response rate for the Supply and Demand survey with new data collected on administrators and alternative certification participants
- 6)** Sponsored three Open House events to accommodate national interests of fellow educators wishing to learn more about the Center's model
- 7)** Enhanced site reporting by expanding Intranet online system to strengthen programmatic data collection and reporting
- 8)** Achieved record number of College Partners offering college credit for Teacher Cadet
- 9)** Offered two retreats serving 180 teachers planning to pursue National Board Certification
- 10)** Increased district participation in Teacher Forum professional development opportunities

The SCCTR's target groups are middle and high school students, college students and adults. The SCCTR has developed into a national model for teacher recruitment and retention and has been adopted by approximately one-fourth of all teacher recruitment programs in the country. The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR 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 teaching profession.

Identifying

Supply and Demand Research: The survey administered to all school districts was the most comprehensive to date with the addition of questions to gather critical data on the Program of Alternative Certification for Educators (PACE) teachers and administrators' needs at both the building and district levels. The additional data collection was strengthened by a 100 percent response rate, with all 85 districts reporting.

Minority Recruitment: The overall percentage of minority teachers in the South Carolina workforce is just over 17 percent. Activities undertaken by the Center to increase the number of candidates entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites, expanding the ProTeam Program, providing College HelpLine information, and targeting teachers of color to apply for National Board Certification.

Pre-Collegiate Programs: ProTeam and Teacher Cadet instructors served over 3,100 students in 187 schools during 2001-2002. These two recruitment programs continue to be the most recognized and significant recruitment tools for the Center's work in identifying students in South Carolina who are potential educators.

Attracting

Teaching Fellows: The Teaching Fellows Program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. One of the most significant accomplishments for 2001-2002 was securing funding to provide 200 Teaching Fellows scholarships – and recruiting the first full cohort of 200 Fellows to enter one of eleven S.C. Fellows institutions beginning in Fall of 2002.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2001-2002, three-fourths of all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships.

Web site/communications: The expansion of the SCCTR web site continues to be a strong tool for attracting potential teachers to our state. The Center's web site continues to be the #1 hit on all major search engines for "teacher recruitment." In terms of better utilizing technology for staff, our work with our web agency provided Teachers in Residence with a paperless reporting system for site visits, thus streamlining reporting. This computer-based documentation enables staff to better capture information needed for accountability and reporting, as well as providing valuable analysis to strategize future planning.

CenterPoint, the SCCTR newsletter, retained its magazine format to more strongly appeal to the SCCTR readership. The focus of the newsletter reflected the mentoring initiatives of the SCCTR as the staff worked collaboratively with state policymakers and educators.

Placing

Online Application: The online application is the initial point of contact for many candidates interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas. Candidates are now able to complete one application for any teaching job in South Carolina. The applications are downloaded electronically to school district personnel administrators nightly.

EXPO: For the past 14 years, the Center has co-sponsored the annual teacher recruitment job fair. In 2002, over 1,200 teacher candidates registered from 34 states and three foreign countries. Fifty-two South Carolina school districts participated in the 2002 EXPO. Approximately 11 percent of teachers hired in South Carolina for the 2001-2002 school year came from other states. The Center's involvement with EXPO, personnel directors, and other administrators makes the goal of placing teachers a strongly collaborative effort.

Retaining

Teacher in Residence Program: The SCCTR identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in its programs while developing teacher leadership. During 2001-2002, six Teachers in Residence, including the South Carolina Teacher of the Year, served in this capacity. In addition to offering site support for the Teacher Cadet classes, College Partnerships, ProTeam classes and local Teacher Forums, Teachers in Residence make presentations and serve as facilitators in numerous activities dealing with teacher recruitment, teacher retention, and other professional issues.

Mentoring: This specialty area has progressed significantly this year. The SCCTR conducted four mentoring training sessions in July for mentors of PACE teachers and international teachers – two areas of greatest need for beginning teacher support. In addition to collaboration on these trainings with the Division of Teacher Quality (DTQ), SCCTR is currently working with DTQ staff on an Educational Testing Service (ETS) project to pilot a mentoring program designed to specifically support and develop beginning teachers' performance.

Teacher Forum: The South Carolina Teacher Forum sponsored two conferences for District Teachers of the Year during 2001-2002. The conferences were designed and supported by the members of the Teacher Forum Leadership Council, as well as the Teachers in Residence and Program Directors. Leadership Council members held a retreat in June of 2001 to determine goals and begin conference planning and met five additional times during the school year. South Carolina and the Center were fortunate to have Traci Young Cooper of Richland School District One to represent our state's teachers as the 2002 State Teacher of the Year.

National Board Support: In some capacity during this past year, the Center has worked with approximately 4,000 new and veteran National Board candidates. In addition, the collaboration established with national, regional, and state offices relating to National Board support has gained much recognition for the Center. Our state ranks third in the number of National Board Certified Teachers (NBCTs) and second in the number of African American NBCTs. In 2001-2002, the number of National Board Certified Teachers in South Carolina increased from 361 to 1,291.

Conclusion

The work of the Center outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2001-2002. The staff's focus on key words of the mission statement ensure that the programs we administer, the dreams that lead to our goals and planning, and the energy and resources we expend align with our mission to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state.

Summaries of the major programs of the Center

Minority Recruitment: Mission-To increase the number of minority students entering college and pursuing teaching as a career. Members of the SCCTR staff make presentations to minority youth groups from churches, schools, and organizations focused on encouraging minority students to attend college and consider the teaching profession. Staff members are also encouraged to attend school, college, and professional career fairs to promote the teaching profession as a vital career choice. The SCCTR staff is invited to participate in seminars and conferences that address the needs of minority students and teachers. The benefits of teaching and the minority teacher shortage, especially for males, are emphasized during all events involving the SCCTR staff.

During 2001-2002, the Minority Recruitment Specialist participated in the following:

1. addressed minority youth groups from churches, schools, and organizations;
2. networked with legislators and local Teacher Forums to educate them on the issue of minority and male teacher shortages;
3. represented the SCCTR at middle schools, high schools and on college campuses during career fairs and college preparatory programs;
4. attended the conference for the South Carolina Alliance of Black School Educators (SCABSE) to assist with educational activities for the youth group;
5. provided information on addressing the needs of minority students during a panel discussion at the Youth to Youth Conference at Coastal Carolina University;
6. addressed questions and concerns about National Board Certification during an ASCD seminar;
7. presented National Board Awareness information to a group of educators in Barnwell, placing an emphasis on recruiting a diverse population of candidates;
8. provided District Teachers of the Year with information on how they may assist their administrators and school officials with improving recruitment efforts in their districts;
9. attended a National Summit for Recruitment and Retention of Minority Teachers in Washington, DC;
10. presented "The Importance of Minority Teachers in the Classroom" at a Sister to Sister Conference for an A.M.E. Church Missionary program.

The Center staff continues to network with other organizations focusing on diversity in an effort to communicate the importance of targeted recruitment in this area. Representatives of the SCCTR attended and participated in a seminar in Florence for career changers, sponsored by SCABSE. The focus of the seminar was the Program of Alternative Certification for Educators (PACE), paraprofessionals becoming certified to teach, and how to finance these transitions to teaching. This year, SCABSE provided a \$1,000 scholarship to a student interested in pursuing a degree in education. The Minority Recruitment Specialist assisted the SCABSE Youth Conference Chair during the 2002 Youth Conference. SCABSE and the SCCTR are currently collaborating on strategies to increase the awareness of minority teachers in their pursuit of National Board Certification.

ProTeam Middle School Program: Mission: To encourage exemplary students to attend college and consider education as a viable career option and to expand the pool of minority and male teachers available to the public schools of South Carolina.

During the 2001-2002 academic year, 43 middle/junior high schools in 29 school districts offered the ProTeam course to 846 students. The total number of ProTeam classes was 55: 17 schools offered a year-long program, 17 schools offered the course one semester per year, six schools had two classes for a single semester, three schools offered a first and semester class, and one school had three classes offered at different intervals during the year. The 2001-2002 school year enrollment follows:

2001-2002 ProTeam Student Population							
African-American females:	253	White females:	242	Other females:	11	TOTAL females:	506
African-American males:	147	White males:	187	Other males:	6	TOTAL males:	340

49 percent were students of color with African-American females representing the largest group and 40 percent were male (African-American and White).

By the end of the 2001-2002 school year, almost 10,600 middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately 61 percent of these students have been students of color.

Each Module has ideas and suggestions for service learning activities that tie in with the school-to-work transition. Students are required to complete 12 hours of service learning, which is documented at the end of each module.

The curriculum, *DreamQuest*, offers teacher-like activities, study skills activities, communication skills activities and research opportunities. The curriculum is organized into seven modules and includes required and optional activities. Activities in all seven modules have been designated as required or optional for semester and year long courses. This revision is in response to teachers of the semester long course wishing to include materials from the modules they have not traditionally used.

ProTeam DreamQuest Curriculum			
Module 1	I Can Self Reflect	Module 5	I Can Set Goals
Module 2	I Can Communicate	Module 6	I Can Make Decisions
Module 3	I Can Teach Others	Module 7	I Can Think Positively
Module 4	I Can Be Different		

The ProTeam Family Connection is a required piece for all classes.

Evaluation Results

- In 2001-2002, a total of 71 percent of all ProTeam students are African-American and/or male. Forty-nine percent of all ProTeam students are African-American and 40 percent are male.
- Post-surveys revealed that education 42 percent of ProTeam students indicated considering education as a career.

Teacher Cadet Program: Mission-To encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 144 high schools that served 2,278 academically talented high school juniors and seniors in 2001-2002. Approximately 21 percent of the participants were male and 26 percent were minorities. Eligibility requirements for the Teacher Cadet Program are listed below. The student must:

- Have at least a 3.0 average in a college preparatory curriculum
- Be recommended in writing by five teachers
- Submit an essay on why he/she wants to participate in the class

By the end of the 2001-2002 school year, over 29,400 academically talented students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 2001-2002 Teacher Cadet Program participants was 1056. The average SAT score for female Teacher Cadets is 1050. The average SAT score for male Teacher Cadets is 1100. The average SAT score for Teacher Cadets who plan to teach is 1030.

- Recruited four new Teacher Cadet sites and re-established three former sites
- Utilized the Advisory Board to gain information from the Cadet network
- Continued joint meetings with the ProTeam Advisory Board to discuss ways of establishing and strengthening the ProTeam/Teacher Cadet connections
- Trained over 43 persons in the Teacher Cadet curriculum in in-state trainings
- Conducted out-of-state trainings for 92 participants in Arizona, Arkansas, Colorado, Kentucky, Michigan, and Virginia
- Awarded four \$1,000 scholarships for Teacher Cadets planning to become teachers

National Certification:

The SCCTR, in collaboration with the S.C. Department of Education, submitted a grant proposal in 1998 to NBPTS for funding to assist teachers seeking National Board Certification. The SCCTR now receives annual subsidy grant funds for teachers.

The amount of the 2001-2002 funding was \$34,000, and with permission of NBPTS, the entire amount was used to fund fees for retakes for NBC candidates who received scores in November 2001 and who chose to retake entries not meeting the standards. Candidates applied in January 2002 and were given the opportunity to receive \$300, the amount necessary to retake one entry. More than 300 teachers completed the grant process and 117 were randomly selected to receive a \$300 grant to assist with NBPTS fees.

Recruitment of candidates was through the dissemination of information to NBPTS candidates. Written information on NBPTS, a flier for the Candidate Subsidy Program and SCCTR's toll free number for questions provided needed information to interested teachers. Candidates were able to apply for this opportunity online.

Teacher Database/Online Application (formerly Teacher Job Bank): The SCCTR operates a 24-hour per day, seven days a week voice response system for teacher applicants to conveniently request information and be directed to the web site for the online application. The online application is available to anyone who has access to the Internet. Those who do not have access to the Internet may request a hard copy of the information. Online Teacher Application packages are distributed by request and free of charge. The package includes information on South Carolina Teacher Certification, district contacts, geography of the state, critical needs areas, and current South Carolina teacher vacancies. The Teacher Vacancy List is published on the 1st and 15th of each month and is also on the SCCTR web site, which is updated daily or as the districts call in their changes. The online teacher application is available to help all districts by providing them access to the many teaching candidates who have applied online.

The SCCTR web site (www.scctr.org) allows all users to access the job vacancy information via the Internet. The Center has also distributed the Teacher Database Manager's e-mail address to all South Carolina personnel administrators in hopes they will use that means of communication to send and update information about job vacancies.

The online application was activated in October of the 1999-2000 fiscal year, and there are over 23,000 applications online (not all finalized) as of June 27, 2002. Over 2,900 teachers requested online application packages, vacancy lists, certification, critical needs, EXPO, and other SCCTR information via telephone and mail, with over 18,000 internet contacts. During the 2001-2002 school year, 84 of the 85 South Carolina school districts, and several special and private schools utilized the online application system. Private schools may advertise and have access to the online applications for an annual fee of \$250.

Over 1,200 teachers from 34 states and three foreign countries registered for the 14th Annual EXPO where information about the online teacher application was distributed. Many teachers completed the online application as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical subject areas.

The Online Application has become increasingly important as SCCTR staff assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The online application requests information about involvement in the Teacher Cadet Program. Since its inception in October of 1999, over 743 applicants have indicated they are former Teacher Cadets.

Job Bank Statistics 2001-2002-Internet and Telephone Inquiries

Month/Year	Out of state	Critical Needs	EXPO	Job Bank	Vacancy List	Web site Contact	TOTAL
Jul 2001	26	36	7	18	64	1,049	1,200
Aug 2001	29	38	2	29	97	1,073	1,268
Sep 2001	13	34	10	18	61	913	1,049
Oct 2001	66	71	19	28	150	1,410	1,744
Nov 2001	20	14	9	16	36	1,290	1,385
Dec 2001	13	10	0	3	22	1,198	1,246
Jan 2002	36	27	22	19	76	1,835	2,015
Feb 2002	23	12	11	11	33	1,595	1,685

Mar 2002	336	97	103	96	203	2,528	3,363
Apr 2002	366	60	90	98	193	2,710	3,517
May 2002	377	113	112	107	275	2,603	3,587
Jun 2002	24	25	13	13	56	2,079	2,210
TOTAL	1,329	537	398	456	1,266	20,283	24,269

Teaching Fellows: In 1999, the S.C. General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. Modeled after the highly successful North Carolina program, this program identifies gifted high school seniors who commit to the teaching profession in South Carolina. Each year, the program awards Fellowships for up to 200 high school seniors (contingent on funding) who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. The General Assembly approved funding for 200 Fellowships for the 2001-2002 cohort. The SCCTR is responsible for administering the South Carolina Teaching Fellows Program.

The South Carolina Teaching Fellows Program expands the recruitment continuum in the state's "grow your own" teacher recruitment efforts. The successful ProTeam and Teacher Cadet Programs are designed to introduce middle and high school students to the teaching profession. The Teaching Fellows Program, offered on select college campuses, provides talented education students with advanced training.

Teaching Fellows Institution	Maximum # of Fellows per cohort	# of Fellows for 2000-01	# of Fellows for 2001-02	# of Fellows for 2002-03
Anderson College	10	10	10	12 [#]
Charleston Southern	20	19	11	17
College of Charleston	30	30	30	28
Columbia College	20	20	16	20
Furman University	12	7	9	10
Lander University	26	23	25	26
Newberry College	22	15	5	11
SC State University	25	11	9	4
USC - Columbia	35	35	35	35
USC - Spartanburg	16	na	na	10
Winthrop University	25	na	na	27 [#]
TOTAL	241*	153	150	200

**The total number reflects the addition of two Teaching Fellows Institutions in 2001. No institution was asked to reduce its maximum cohort allotment.*

For only the 2002-2003 cohorts, the SCCTR Policy Board approved the placement of four Fellows at institutions of their choice, even if these institutions had already been allotted a full cohort. This one-time condition was approved in order to ensure that all 200 budgeted Fellowships would be awarded.

Publications: To capitalize on the statewide and global accessibility of technology, the SCCTR spent much time and energy on further developing its web site (www.scctr.org). The use of this technology enables the Center to reach more people who are seeking South Carolina teacher recruitment and retention information. The site includes information about all the Center's programs including ProTeam, Teacher Cadet, Teaching Fellows, College HelpLine, Recruitment Partnerships, Teacher Forum and Job Bank. In addition there is a link to the South Carolina Online Teaching Application (www.winthrop.edu/scteach). With the assistance of Adobe Reader, the latest *CenterPoint* newsletter and other archived reports and publications are accessible.

In August 2000, SCCTR staff met with web engineers to establish an online web-based calendar. In September 2000, staff began to use the perpetual calendar capabilities from any internet portal, immediately updated. In September 2001, staff began to use a project management component of the intranet. In addition, an online site visit reporting feature was added and improved upon with frequent staff use. *CenterPoint*, the SCCTR newsletter, was redesigned with a magazine format to more strongly appeal to the SCCTR readership. The focus of the newsletter reflected the teacher quality initiatives of the SCCTR as staff worked collaboratively with state policy-makers and educators.

The South Carolina EXPO: The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs. Since South Carolina is currently providing approximately 71 percent of its own teachers, this effort is an important one.

This 14th annual job fair was held in Columbia, South Carolina, June 10, 2002. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Administrators – Personnel Division (SCASA), the State Department of Education's Division of Teacher Quality and the State Department of Education's Office of Teacher Certification. Robert Scarborough of SCASA and Ann Byrd of SCCTR were co-chairs of the 2001-2002 EXPO.

The Center assumed responsibility for all state and national publicity, including media contacts and answering over 1,000 mail and telephone inquiries. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers were encouraged to apply online or complete a hard copy of the online teacher application. Staff members provided general staff support for the conference and published the EXPO Teaching Vacancy list.

Fifty-two South Carolina school districts took part in the EXPO, with over 1,200 teachers registering from 34 states and three foreign countries. The 2002-2003 EXPO will be held in Columbia on June 9, 2003.

Phone & Home Page Responses to Newspaper Ads

Year	2002	*2001	*2000	*1999	*1998	*1997	*1996	1995	1994
Totals	*1,191 #1,174	1,040	729	537	876	567	2,536	3,996	1,888

* SCCTR web site access (www.scctr.org) # SCCTR phone access

Responses by Location Where Newspaper Ads Were Placed

South Carolina.....	486	New York.....	190
North Carolina.....	92	Florida.....	75
Maryland.....	74	Virginia.....	58
Georgia.....	37	Alabama.....	24
Ohio.....	22	Pennsylvania.....	21
Illinois.....	19	West Virginia.....	15
Kentucky.....	14	Delaware.....	12
Michigan.....	11	Tennessee.....	6
Massachusetts.....	5	Maine.....	3
Connecticut.....	2	Mississippi.....	1
Vermont.....	1	Web Hits.....	1,191

EXPO Participation Rates of Districts and Applicants

	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990
# of Districts Attending	50	64	61	59	59	54	54	49	43	52	55	64	59
% of S.C. districts	58%	74%	71%	69%	69%	63%	63%	54%	47%	57%	60%	70%	65%
# of EXPO Applicants	1,242	1,283	729	332	421	493	752	721	870	791	1,119	848	371

Longitudinal Job Bank Statistics

These numbers represent the total calls to the toll free Job Bank line regarding teacher vacancy lists, online applications, PACE, EXPO, and other questions related to teaching in South Carolina.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
2002	168	70	571	514	694	131							
2001	200	139	241	370	432	367	143	189	135	305	96	45	2,662
2000	130	202	239	362	875	295	234	156	161	111	121	49	2,965
1999	322	265	443	622	516	524	419	375	203	200	170	180	4,239
1998	433	345	669	1,172	843	600	373	291	199	207	171	181	5,484
1997	576	453	614	1,761	1,604	1,176	567	397	290	217	200	237	8,092
1996	487	530	667	2,096	2,429	1,376	723	436	436	288	238	289	9,905
1995	505	647	694	2,298	2,505	1,572	689	536	318	300	281	279	10,624
1994	536	447	612	1,979	1,691	1,368	824	563	303	316	280	162	9,081
1993	436	455	555	2,040	1,430	1,116	843	749	341	331	268	211	8,775
1992	610	485	733	2,088	1,572	1,199	844	676	404	299	320	239	9,469
1991	408	375	541	2,696	1,021	904	897	661	343	328	287	255	8,716
1990	522	442	346	505	746	577	487	471	210	224	228	158	4,916
1989	313	353	179	347	818	452	376	360	473	262	139	119	4,191

Teacher Forum: Under the leadership of Terry Dozier, 1985 South Carolina and National Teacher of the Year, the South Carolina Teacher Forum was established in 1986 by the South Carolina Center for Teacher Recruitment as part of its mission to improve teacher retention. It offers teachers across South Carolina the opportunity to participate in discussions on national, state and local educational issues, and to dialogue with key leaders and policymakers about a variety of topics affecting the educational system. The South Carolina State Teacher Forum Leadership Council is the executive body for the State Teacher Forum.

Local Teacher Forums (Local School Districts)	South Carolina State Teacher Forum (Rock Hill, SC)	National Teacher Forum (Washington, DC)
<i>Sponsor:</i> Local Districts	<i>Sponsor:</i> South Carolina Center for Teacher Recruitment	<i>Sponsor:</i> Council of Chief State School Officers (CCSSO)
<i>Chair:</i> Current/Former District Teacher of the Year <i>Comprised of:</i> Current & Former School-Based Teachers of the Year within Respective School Districts	<i>Chair:</i> Current State Teacher of the Year <i>Comprised of:</i> Current District Teachers of the Year representing the state's respective school districts	<i>Chair:</i> Current National Teacher of the Year/ Program Coordinator <i>Comprised of:</i> Current State Teachers of the Year representing the nation's respective states

SCCTR Goals for 2002-2003

The SCCTR has defined five over-arching goals for FY 2002-03.

1. To provide leadership in the field of teacher recruitment and retention for South Carolina, and, when appropriate, the nation
2. To enhance the quality of the teaching workforce
3. To address the need for teachers in underrepresented populations, in critical subject areas and in under-served geographical areas
4. To continue the marketing campaign that focuses on improving the image of teaching in South Carolina
5. To enhance communication and networking among SCCTR staff, ProTeam teachers and students, Teacher Cadet teachers and students, College Partners, Teaching Fellows campus directors and students, mentors of teachers, Teacher Forum members, National Board Certified Teachers, oversight agencies, other teacher recruitment efforts, and the public at large

** Note: The goals of the SCCTR do not change from year to year because they are taken directly from the mission statement. However, the members of the SCCTR staff develop specific objectives based on the goals for the current year.*

These goals will continue to support and enhance the primary focus of the Center, which is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in South Carolina.

Appropriations Request for FY 2003-04

For FY 2003 -2004, the South Carolina Center for Teacher Recruitment will continue implementation of its Teaching Fellows scholarships. The program had start-up costs included in the legislative proviso for the 1999-2000 budget. The \$1,200,000 total of these scholarships accounts for the Center's budget increase for the 2003-2004 year. The SCCTR requests an increase of 1,200,000, for a total appropriation of \$5,707,891 for FY 2003-2004.

The Staff recognizes that the SCCTR will be facing new challenges as a leader in the State's efforts to determine the need for teachers across the state, increase the supply of students of all races who are in the "pipeline" to supply that need, and provide on-going support for those schools and institutions participating in their programs. In addition, the Center is in the position of administering a large and growing scholarship program. These activities are in keeping with, and necessary for, the legislative push to increase the quality of South Carolina's system of education, especially its teachers.

Recommendation

The Staff supports the Center's request that the Committee on Access & Equity and Student Affairs recommends an increase of \$1,200,000 for FY 2003-2004, for a total appropriation of \$5,707,891.

Attachment I
Budget Detail

	Budget 2001-2002	Budget 2002-2003	Appropriation Request 2003-2004	Change
1. Personnel Services				
Salaries/Fringes	475,580	485,091	485,091	<38,360>
Total Personnel	475,580	485,091	485,091	
2. Office Support	162,280	165,346	165,346	
3. Travel	27,400	27,400	27,400	
4. Other Expenditures				
Retention	20,817	41,345	41,345	
Policy Board/Task force	22,478	22,798	22,798	
Teacher of Year/Forum	102,245	104,961	104,961	
Teacher Database	42,028	42,468	42,468	
Teacher Cadet Program	288,895	244,592	244,592	<50,000>
College Partnerships	88,890	91,193	91,193	<20,000>
ProTeam	127,321	109,832	109,832	<20,000>
College Helpline	1,894,175	3,096,563	4,296,563	1,200,000
Minority Recruitment/ Partnerships	33,891	34,739	34,739	
Marketing/Publications	46,018	49,455	49,455	
National Board Certification	37,177	30,468	30,468	<22,000>
Supply and demand		13,500	0	<13,500>
Greatest Needs		30,000	0	<30,000>
Total Project Appropriations	3,369,195	4,507,891	5,707,891	*193,860 cut

**Note: The budget proposal for 2003-2004 includes \$1,200,000 for the fourth cohort of 200 fellows.
No other additional monies are being requested.*

**Due to an adjustment for FY 03 after the August 9, 2002 SCCTR Policy Board Meeting, line item amounts of this budget are tentative pending approval from the SCCTR Policy Board at its next scheduled meeting.*

**S.C. Program for the Recruitment and Retention of Minority Teachers
(SC-PRRMT)
South Carolina State University**

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University and is housed in the Division of Academic Affairs. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher aides, 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 School of Education, the Program has been authorized to establish and maintain Satellite Teacher Education Program sites in twenty-one geographic areas of the State. SC-PRRMT also administers a Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

The Program made excellent progress in achieving its objectives for the 2001-2002 fiscal year. Accomplishments include:

- SC-PRRMT has experienced much success in its teacher recruitment initiatives, placing teachers in 54 public schools, in 24 school districts, and in 17 counties of our State.
- SC-PRRMT has graduated 75 teacher aides and technical college transfer students. Ninety-three percent of the program's graduates are teaching in South Carolina's public school classrooms.
- Of the Program's total population of graduates, fifty-three (71%) have fulfilled their forgivable loan debts through teaching. Of this number, 96% remain teachers in South Carolina schools with a range of one to four years beyond the teaching requirement.
- During the 2001-2002 academic year, 40 (67%) of the Program's 60 forgivable loan recipients achieved honor status by maintaining a G.P.A. of 3.0 or above on a 4.0 scale.

- For the 2001-2002 academic year, 56 (93%) of the Program's forgivable loan recipients maintained the Program's required G.P.A. of 2.75.
- The Program graduated seven students during the 2001-2002 academic year. Three graduated in December 2001, and four graduated in May 2002. All seven (100%) have met certification requirements by passing the Praxis II Specialty examination in their individual fields, and all seven (100%) are teaching in South Carolina public schools. Six (86%) of the program participants graduated with honors.
- All 60 (100%) of the Program's forgivable loan recipients are majoring in state-declared subject areas of critical need: Art Ed. -1, Biology Ed. 2, Business Ed.- 2, Early Childhood Ed.-15, Elementary Ed.-22, Industrial Technology Ed.-1, Math Ed., -2, Music Ed.-1, Special Ed.-14. (2001-2002 List of Critical Need Subject Areas and Schools).
- The Program published a twenty-eight page marketing brochure entitled *Targeting Black Males, Teacher Assistants, and High School Students*. The brochure was distributed to School District Human Resources staff charged with the staff development of teacher assistants.
- The Program published a six-paneled marketing pamphlet entitled *Targeting Black Males, Teacher Assistants, High School Seniors, and Transfer Students*. The pamphlet was distributed to teacher assistants in targeted districts of the State and to Human Resources Departments of various South Carolina School Districts.
- During the past academic year, the Director of SC-PRRMT served as a team chair for the Interview Process for the Teaching Fellows Program.
- During the past academic year, the Program expanded its services to include Aiken County Schools, Area 4. Eleven students were enrolled in courses at the Wagener Satellite Teacher Education Program site, and the program anticipates additional students at the site for 2002-2003.

The Program targets three nontraditional populations in its efforts to achieve its stated goals (teacher aides, career changers, and technical college transfer students):

1. Recruitment of teacher aides through the Satellite Teacher Education Program sites in twenty-one geographic areas of the state; and
2. Working black males and other minorities who have earned a degree or general education credit at one of the State's technical colleges.

The SC-PRRMT Objectives for FY 2001-2002 were:

1. To increase the pool of teachers in the State by targeting teacher aides and technical college transfer students for careers in teaching.
2. To ensure the academic progress of students who are presently teacher aides and technical college transfer students enrolled in classes at the approved Satellite Teacher Education Program sites.
3. To support statewide minority teacher recruitment efforts.
4. To provide a recruitment incentive for future teachers through the administration of a forgivable loan program
5. To conduct research for the purpose of determining overall program effectiveness and the program's impact on participants.

A summary of the main activities and achievements of this project during FY 2001-02 follows.

Teachers Aides. SC-PRRMT, through SCSU, offered 53 courses at its Satellite Teacher Education Programs (STEP) sites. This past academic year, program participants represented ten cities, ten school districts, and four technical colleges. Classes were offered at Cordova, Columbia, Conway, Orangeburg, Marion, Wagner, Kingstree, Walterboro, Winnsboro, and Holly Hill. The Program has placed teachers in 54 schools, in 24 districts, and in 17 counties in the state.

Technical College Transfer Component: SC-PRRMT recruits at all 16 technical colleges to assist in making the transition to the baccalaureate degree easier. The Satellite Teacher Education Program (STEP) is also the conduit for many students to participate in this program.

Career Path Changers. SC PRRMT's focus on non-traditional students makes career path changers an excellent population to pursue for the teaching profession. Like their teacher aids, many career path changers must maintain employment while enrolled in school. The Satellite Teacher Education Program (STEP) is a mechanism for many students to participate in this program.

Academic Intervention. Continuing its formalized Academic Intervention Component, the SC-PRRMT program gives academic support to program participants to assist these students in making the state-required scores on the South Carolina Education Entrance Examination (SC-EEE)/Praxis I, the Principles of Learning and Teaching Exam, and the Specialty Areas of the Praxis II for state teacher certification. Intervention/academic enhancement participants have included teacher aides, transfer students from the technical colleges, and students from the African American Teacher Loan Program, which is administered by SC-PRRMT.

EIA Forgivable Loans. During the 2001-2002 academic year, 60 non-traditional students were awarded forgivable loans. Forty-six non-traditional students were awarded forgivable loans through the EIA Program. The areas of specialization for the recipients included: Biology Education, Business Education, Early Childhood Education, Elementary Education, Music Education, and Special Education totaling \$187,957. Fourteen non-traditional students were awarded loans through the African-American Teacher Loan Program. There areas of specialization included: Art Education, Biology Education, Business Education, Elementary Education, Industrial Technology Education, Mathematics Education, and Special Education totaling \$68,117.

During the past academic year, 40 of the 62 program participants attained a G.P.A of 3.0 or better on a 4.0 scale. Nine students received Presidential Gold Medallion (3.75-4.00 cumulative GPA), 11 Presidential Silver Medallions (3.50-3.74 cumulative GPA) and 21 Presidential Bronze Medallions (3.00-3.49 cumulative GPA). All of these graduates met state teacher certification requirements and are currently teaching in South Carolina. The SC-PRRMT has in place an academic tracking system, which includes status of teacher certification, for all of its non-traditional students. Since its re-focus on non-traditional students, SC-PRRMT has graduated 75 teacher aides and technical college-transfer students. Ninety-four percent of the Program graduates continue to teach in South Carolina's public school classrooms.

Support of Statewide Teacher Recruitment Efforts

1. To promote statewide minority teacher recruitment, SC-PRRMT was involved in a number of statewide recruitment initiatives. The South Carolina Program for the Recruitment and Retention of Minority Teachers, the State Department of Education, and South Carolina State University's School of Education were co-sponsors of the 35th Annual Special Education Conference. The conference was held April 12, 2002 at South Carolina State University. Various workshops and speakers provided students and staff with information on numerous subjects surrounding the theme "Accountability: Methods, Strategies, and Assessment. Fifty-three program participants attended the conference.
2. The program conducted a recruitment exhibit for SCSU's Spring Open House College Recruitment Day. Information on the program and teaching careers in South Carolina were distributed to students.
3. Program staff participated in the SCSU Career Development Center's Annual Educator's Day. Assistance was given to district representatives in the placement of graduates for positions in their districts. This year 82 school districts participated.

- ## Performance Measures/Results

	'00/01	**'99/00	'98/99	'97/98	'96/97	'95/96	'94/95	'93/94	<u>Eight-year Average</u>
Graduation Rates	6 (100%)	N/A	7 (100%)	12 (100%)	13 (100%)	17 (100%)	10 (100%)	3 (100%)	100%
Honor Graduates	6 (100%)	N/A	7 (100%)	11 (92%)	7 (54%)	12 (71%)	6 (60%)	3 (100%)	82%
Certification Rates	6 (100%)	N/A	7 (100%)	12 (100%)	12 (92%)	17 (100%)	10 (100%)	3 (100%)	99%
Employment/Placement	5 (83%)	N/A	7 (100%)	12 (100%)	13 (100%)	17 (100%)	10 (100%)	3 (100%)	98%
South Carolina Schools	5 (100%)	N/A	7 (100%)	12 (100%)	12 (92%)	16 (94%)	10 (100%)	3 (100%)	98%
SC Rural Locations	5 (100%)	N/A	6 (86%)	7 (54%)	8 (62%)	14 (82%)	10 (100%)	3 (100%)	<u>83%</u>
								Total: 93%	

Appropriations Request for FY 2003-04

The SC-PRRMT requests level funding of \$467,000.00.

Recommendation

The Staff supports the SC-PRRMT request that the Committee on Access & Equity and Student Affairs recommends level funding of \$467,000 for FY 2002-2003, for a total appropriation of \$467,000.

Appendix I Budget Details

South Carolina State University SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT)

	Approved Budget 2001-2002	Approved Budget 2002-2003	Appropriation Request 2003-2004	Change
1. Personnel Services				
Salaries	131,352.75	133,945.73	139,303.56	5,357.83
Fringes	34,466.81	32,000.00	33,280.00	1,280.00
Total Personnel	165,819.56	165,945.73	172,583	6,637.83
2. Office Support	3,500.00	3,000.00	3,000.00	0
3. Postage	2,500.00	2,000.00	2,000.00	0
4. Telephone (WATS Line)	2,000.00	2,000.00	2,000.00	0
5. Equipt/Maintenance	3,500.00	1,500.00	1,500.00	0
6. Printing	6,000.00	5,500.00	5,500.00	0
7. Travel	9,500.00	14,000.00	14,000.00	0
9. Other Expenditures				
Promotional Services TV Ads	0	5,000.00	5,000.00	0
Academic Support	63,680.00	0	0	0
Scholarships/Loans	180,000.00	218,054.27	226,416.44	8,362.17
Academic Intervention	17,168.50	20,000.00	20,000.00	0
External Evaluation	5,000.00	15,000.00	0	<15,000.00>
Pre-service Teacher Conf.	8,331.94	15,000.00	15,000.00	0
Total Other Expenditures	301,180.44	301,054.27	294,416.44	<6,637.83>
Total Project Appropriations	467,000.00	467,000.00	467,000.00	0