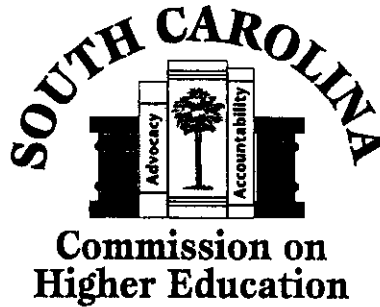


ATT X

CHE Meeting
Agenda Item 3.03.A
9/04/2003



Dr. Conrad Festa
Executive Director

August 26, 2003

TO: Mr. Dalton Floyd and Members,
SC Commission on Higher Education

FROM: Ms. Sue Cole, Chairman
Student Services Committee

Consideration of Program Summaries and Appropriation Requests for FY 2004-2005 for EIA Funded Teacher Recruitment Projects

Introduction

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

In FY 1986-87, separate appropriations to SC State University were made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SC State University have been made, both through the EIA and General Fund. Beginning in FY 1990-91, appropriations for the SC Teacher Recruitment Center and the Program for the Recruitment and Retention of Minority Teachers at SC State University were made solely through 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 Committee 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

...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 from the Center for Educator Recruitment, Retention & Advancement (formally known as the SC Center for Teacher Recruitment) and the Program for the Recruitment and Retention of Minority Teachers at SC State University 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 2002-2003 Annual Report to the Commission staff, along with its appropriations request for FY 2003-2004. Summaries of the annual report are provided.

Recommendation

The Student Services Committee recommends approval of the FY 2004-05 budgets in the amount of \$467,000 for the SC Program for the Recruitment and Retention of Minority Teachers and \$5,661,127 for the Center for Educator Recruitment, Retention and Advancement.

**SC Program for the Recruitment and Retention of Minority Teachers
2002-03 Program Summary**

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University and is structured under the aegis of 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, technical college transfer students and career path changers) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's School of Education, the Program is 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 2002-2003 fiscal year. Accomplishments include:

- Program graduates/forgivable loan recipients are currently teaching in 55 schools, 26 districts, and 18 counties of South Carolina.
- SC-PRRMT has graduated 79 teacher aides and technical college transfer students. Ninety-nine percent (78) of these graduates acquired teaching positions in South Carolina's public schools.
- Ninety-one percent of the placed graduates are still teaching in South Carolina's public classrooms, with a range of 1 to 5 years beyond the teaching debt requirement.

**EIA History of Employment Placement
 By S.C. District/County School Systems
 N=78**

| | No. Teachers Placed | No. Teachers W/Teaching Debt Fulfilled | No. Teachers Still Teaching in S.C. |
|---|--------------------------------|---|--|
| Allendale County Schools | 1 | 0 | 1 |
| Bamberg 1 | 1 | 1 | 1 |
| Bamberg 2 | 1 | 1 | 1 |
| Berkeley County Schools | 9 | 9 | 8 |
| Charleston St. Paul Constituent District | 1 | 1 | 0 |
| Clarendon 1 | 3 | 2 | 3 |
| Clarendon 2 | 5 | 5 | 5 |
| Darlington County Schools | 1 | 0 | 1 |
| Dillon 3 | 1 | 1 | 1 |
| Dorchester 2 | 1 | 1 | 1 |
| Fairfield County Schools | 7 | 4 | 7 |
| Florence 1 | 1 | 1 | 1 |
| Horry County Schools | 1 | 1 | 1 |
| Marion 1 | 3 | 3 | 2 |
| Marion 2 | 6 | 6 | 5 |
| Marion 3 | 1 | 1 | 1 |
| Marion 4 | 3 | 3 | 3 |
| Marlboro County Schools | 2 | 2 | 2 |
| Orangeburg 3 | 8 | 8 | 8 |
| Orangeburg 4 | 2 | 0 | 2 |
| Orangeburg 5 | 2 | 0 | 2 |
| Palmetto Unified School District | 1 | 1 | 1 |
| Richland District 1 | 6 | 3 | 2 |
| Richland 2 | 2 | 1 | 1 |
| Union County Schools | 1 | 1 | 1 |
| Williamsburg County Schools | 7 | 6 | 7 |
| York 4 | 1 | 1 | 1 |
| TOTAL | 78 | 62 (79%) | 71 (91%) |

- This past year, 52 students— representing 13 cities, 14 school districts, and 4 technical colleges—participated in the Program:
- Eighteen (35%) SC-PRRMT program participants are majoring in state-declared subject areas of critical need: Art 1, Business Education 2, Industrial Technology Education 1, Music Education 1, and Special Education 13.
- A total of 42 courses and 47 classes were availed to program participants for FY 2002-2003.
- Forty-four (85%) of the program's 52 participants received forgivable loans this past year.
- During the past year, 37 (71%) of the 52 participants attained cumulative G.P.A.'s of 3.0 or better on a 4.0 scale – 34 forgivable loan participants and 3 non-forgivable loan program site participants. Of the 44 students receiving forgivable loans, 34 (77%) attained cumulative G.P.A.'s of 3.0 or better on a 4.0 scale.
- During the summer the Program published its *Minority Teacher Recruitment* Newsletter. Fourteen thousand and five hundred newsletters were circulated across the state. The mailing list included school superintendents, school principals, assistant principals, guidance counselors, curriculum coordinators, legislators, members of the Commission on Higher Education, members of the Education Oversight Committee, various state agencies, selected State Department of Education personnel, selected public school teachers, program graduates, program participants, and South Carolina State University Board members, faculty, and staff.
- Finally, during summer 2003, the Program implemented its first residency program. Twenty-five program participants and their families registered for the program's Student/Family Life Institute. Participants lived on campus and were enrolled in courses in Early Childhood Education, Elementary Education, and Special Education. Participants, along with their spouses, were involved in a number of workshops: academic enhancement, counseling, parenting, time management, and health issues. Children of the participants were also involved in Children's Theatre.

**Center for Educator Recruitment, Retention and Advancement
2002-03 Program Summary**

MORE AN 17 YEARS AFTER ITS CREATION, the nation's first teacher recruitment program has changed its name to better reflect a quest to ensure that a capable, caring and committed educator staffs every South Carolina classroom. Formerly the South Carolina Center for Teacher Recruitment (SCCTR), the Center for Educator Recruitment, Retention, and Advancement – South Carolina (CERRA), took on a new look and a new name July 1, 2003.

Established by the Commission on Higher Education in December 1985 out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, CERRA had an operating budget of \$4,359,149 for 2002-2003.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, CERRA is housed at Winthrop University, which provides financial services and fiscal accountability. The Center's financial records are audited as part of Winthrop University's auditing requirements, and all purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

CERRA reports annually to the SC Commission on Higher Education (CHE), through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

Staffed by professional educators, CERRA supports and directs a variety of innovative programs for middle school, high school and college students - designed to attract them to education careers. CERRA also focuses resources on recruiting new teachers from the ranks of individuals facing a mid-life career change, such as military retirees and downsized workers.

Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition to programs of support for National Board candidates and National Board Certified Teachers, CERRA

works to support the State's teacher leaders through work with the 85 district teachers of the year.

Top Accomplishments in 2002 – 2003

1. Updated the name and identity of the Center and its programs to better reflect a quest to ensure that capable, caring and committed educators staff every South Carolina classroom – and are supported so that they remain in the profession
2. Achieved 100 percent response rate from school districts (including the Department of Juvenile Justice and the School for the Deaf and the Blind) for the Supply and Demand survey with data collected on administrators and alternative certification participants (PACE)
3. Recruited 11 Teacher Cadet high school sites and three ProTeam middle school sites into the CERRA network
4. Supported College Partners who held regional college days serving 186 ProTeam students and 1,614 Teacher Cadets
5. Published the 2nd edition of National Board Candidate Guidelines, which globally address and define a culture of professional development that is rigorous, reflective and collaborative – the first document of its kind in the nation
6. 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 – 2,358 National Board Certified Teachers
7. In collaboration with the Division of Teacher Quality, produced a video titled *Inside South Carolina Classrooms: A Closer Look at National Board Certified Teachers*
8. Offered four candidate support workshops serving more than 400 teachers planning to pursue National Board Certification®
9. Conducted three mentor trainings serving more than 100 mentor teachers, district level staff members and higher education faculty culminating with the first statewide Accomplished Teacher Network Mentoring Conference
10. Enhanced site evaluation by expanding Intranet online system to strengthen programmatic data collection and reporting.

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) 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, in addition to the Department of Juvenile Justice and the School for the Deaf and the Blind.

Minority Recruitment: The overall percentage of minority teachers in the South Carolina workforce remains at slightly more than 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 approximately 2,900 students in 175 schools during 2002-2003. The two pre-collegiate 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: One of the most significant accomplishments for 2002-2003 was securing funding to provide 200 Teaching Fellows scholarships – and recruiting a cohort of 200 Fellows to enter one of 11 SC Fellows institutions beginning in Fall of 2002, bringing the total number of Fellows in the program to 650 – with a 92% retention rate.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2002-2003, 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: On July 1, 2003, the CERRA Web site was unveiled following a complete redesign. The upgrade included incorporating the use of Flash technology and the Center's newest logos. The expansion of CERRA Web site continues to be a strong tool for attracting potential teachers to our state and remains the #1 hit on all major search engines for "teacher recruitment." In terms of better utilizing technology for staff, 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.

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. School districts accessed this service more than 29,000 times in 2002-2003.

EXPO: For the past 15 years, the Center has co-sponsored the annual teacher recruitment job fair. In 2003, over 1,000 teacher candidates registered from 37 states and six foreign countries. Fifty-two South Carolina school districts participated in the 2002 EXPO.

Approximately 10 percent of teachers hired in South Carolina for the 2002-2003 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: CERRA identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in its programs while developing teacher leadership. During 2002-2003, six Teachers in Residence, including the South Carolina Teacher of the Year, served in this capacity. In addition to offering site support for the ProTeam and Teacher Cadet classes, College Partners, 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 continues to make significant progress. CERRA conducted three mentor trainings serving more than 100 mentor teachers, district level staff members and higher education faculty culminating with the first statewide Accomplished Teacher Network Mentoring Conference. In addition to these trainings, CERRA is working with the with the Division of Teacher Quality to lead a statewide mentoring committee charged with framing recommendations to the State Superintendent of Education for a stronger program of statewide support for beginning teachers.

Teacher Forum: The South Carolina Teacher Forum sponsored two workshops for District Teachers of the Year during 2002-2003, in addition to setting and accomplishing goals framed by the Teacher Forum Leadership Council, chaired by Christi McCollum of Richland School District Two, the 2003 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. South Carolina ranks third in the number of National Board Certified Teachers (NBCTs) and second in the number of African American NBCTs. In 2002-2003, the number of National Board Certified Teachers in our State increased from 1,291 to 2,358.

Conclusion

The work of the Center outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2002-2003. The staff's focus on key words of the mission statement ensure that the programs we administer help us realize the far-sighted vision of the charge of our Center and the roles we play as an agency that support educators through our mission to provide leadership in **identifying, attracting, placing and retaining** well-qualified individuals for the teaching profession in our state.