

**RURAL TEACHER RECRUITMENT AND RETENTION INCENTIVES
FY17 PROVISO 1A.64**

LEGISLATIVE REPORT

INTRODUCTION

Under FY16 Proviso 1A.73, the Center for Educator Recruitment, Retention, and Advancement (CERRA), in collaboration with the SC Department of Education and the SC Education Oversight Committee, was charged with the responsibility of developing a program of recruitment and retention incentives available to districts with five-year average teacher turnover rates of greater than 12%. Twenty districts were eligible to participate in the Proviso program. In January 2016, a Report was submitted to the Governor, the Senate Speaker Pro Tem and the Speaker of The House of Representatives, as mandated by the Proviso. A copy of that Report is attached as Appendix A.

Under the FY17 Proviso, 1A.64, CERRA was charged with the continued development and implementation of recruitment and retention incentives and just under \$9,750,000 in funds was allocated. A copy of FY17 Proviso 1A.64 is attached as Appendix B. Districts eligible to participate during the 2016-17 school year were defined as those experiencing greater than eleven percent average annual teacher turnover (as opposed to 12% for FY16), as reported on the district's five most recent State Report Cards. Attached as Appendix C is a list of the twenty-eight eligible districts ("Districts"). The majority of the incentives outlined in the January 2016 Report have been made available during FY17, and in some cases have been expanded or further clarified, based on continued input from the Districts. Additionally, the FY17 Proviso contains certain specified, additional incentives.

AVAILABLE INCENTIVES

Recruiting Into the Profession From Within a District:

- Teacher Cadet - start-up costs, materials, and support for Districts to initiate or strengthen the high school teacher recruitment program known as Teacher Cadet
- Alternative Certification - funds for Districts to reimburse the costs for district employees with non-education college degrees seeking to become certified to teach through the Program for Alternative Certification of Educators (PACE); costs may include the application fee, training program fees, course tuition, books, and travel
- Graduate Teacher Education Programs - funds for Districts to reimburse district

employees with non-education college degrees for graduate coursework necessary to become certified to teach through a Masters-level degree program; costs include tuition, books, and travel

- Certification Examinations - funds for Districts to provide workshops and reimbursement of exam fees for district employees needing to take and/or pass certification exams in order to become certified to teach
- Non-traditional Student Programs - Funds to support colleges and universities, in partnership with one or more Districts, in the development of non-traditional certification programs for district employees (or other individuals in the district community) with little or no college for whom a traditional teacher certification program is not feasible

General Recruitment and Hiring:

- Recruitment Expenses - funds for District recruitment materials, travel expenses, website updates, etc.
- Online Employment System - subscription to a package of online services that includes a national job bank, a national applicant database, an applicant screening service and an application management system
- Teacher Expo - waiver of registration fees for Districts to send recruiters to the annual, CERRA-sponsored, state-wide teacher recruitment job fair

Recruitment and Retention:

- Critical Need Salary Stipend - funds for Districts to pay an additional salary stipend to newly hired and current critical need subject teachers; critical need subject areas were determined based on the results of the Teacher Supply Study Report developed in compliance with FY16 Proviso 1A.78
- SC Teacher Loan Forgiveness - full forgiveness of the SC Teacher Loan for all teachers working for the required number of years, as opposed to only those teachers teaching in designated critical need subjects or schools
- Undergraduate Loan Forgiveness - loan forgiveness funds for classroom teachers who taught for one year in a District during the 2016-17 school year, provided directly to the teacher

Retention:

- Mentoring/Induction Support - funds for Districts to support training and professional development for mentor teachers and the beginning teachers to whom they are assigned, as well as funds to pay salary stipends to mentor teachers
- Graduate Coursework - funds to reimburse costs associated with graduate coursework for classroom teachers seeking to add an area of certification or endorsement needed by the district or for classroom teachers seeking to increase efficacy
- Professional Development – funds for Districts to provide professional development to classroom teachers which is intended to increase teacher efficacy

DISBURSEMENTS AND EXPENDITURES

Districts submit fund disbursement requests which specify the incentive for which the funds are to be utilized, the amount requested, and the manner in which the amount was calculated or is to be expended. A copy of the disbursement request form is attached as Appendix D. If approved, funds were disbursed within seven to ten days. A total of \$6,854,890.58 was disbursed between July 1, 2016 and June 30, 2017. Disbursements also were tracked by district and by each type of incentive. Individual District and Individual Incentive totals are attached as Appendix E. No funds have yet been requested by or disbursed to colleges or universities wishing to develop non-traditional student certification programs.

Expenditures on behalf of the Districts included subscription fees to the online recruitment and hiring system, fees for Teacher Expo attendance, and grants to Teacher Cadet sites to provide materials and opportunities for the Cadets. Total expenditures for FY17 were \$24,318.

Undergraduate loan forgiveness funds are being disbursed to teacher applicants between July 1, 2017 and August 15, 2017, upon receipt of an application, loan balance documentation, and District verification that the teacher completed a full year of employment during the 2016-17 school year. Although it is difficult to estimate the number of teachers likely to request disbursement, \$3,000,000 has been earmarked for forgiveness funds and will be carried forward into FY18, as authorized by FY17 Proviso 1A.64.

EFFECTIVENESS

In June 2016, five-year average teacher turnover rates were recalculated to determine which districts would be eligible for FY17 Proviso funds. Because State Report Cards are released in the fall each year, the most recent Report Cards available were those released in the fall of 2015, from the 2014-15 school year. Thus, the five school years included in the calculations for FY17 were 2010-11 through 2014-15. There were no significant changes to the five-year averages for the twenty districts that were eligible for FY16 Proviso funds. However, eight additional districts became eligible for FY17 Proviso funds based on the Proviso change that lowered the average turnover percentage required for eligibility from 12% to 11%.

Five-year averages have now been recalculated again to determine which districts will be eligible for FY18 Proviso funds. Some districts show a decrease in their five-year averages, with one district becoming ineligible for FY18 Proviso funds because its five-year average fell from 11.2% to 10.6%. Because FY17 was the first full year of Proviso implementation, and because recruitment/retention incentives began to be offered throughout FY17, it is difficult to draw any conclusions at this time based on the five-year average teacher turnover rates.

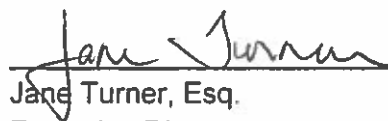
However, CERRA's annual Supply and Demand Survey will be initiated in the Fall of 2017 to ascertain the number of teacher positions, new hires, departures and vacancies within each SC public school district for the 2017-18 school year. The results of the Survey will allow for a closer analysis as to whether districts eligible for Proviso funds have seen decreases in departures,

particularly of early-year teachers, and in vacancies, particularly in critical need subjects. This information can be compared to the types of incentives implemented to begin to draw some conclusions about effectiveness of the various incentives.

PLANS FOR FY18

Three new districts became eligible for FY18 Proviso funds and, as noted above, one district is no longer eligible, for a total of 30 districts (Districts). A list of the thirty Districts is attached as Appendix F. A meeting with the District superintendents and personnel administrators will be held later this summer. The purpose will be to familiarize the officials from the three newly eligible districts with Proviso implementation, and to discuss with all of the Districts the refinement and expansion of available incentives to best meet the needs of the Districts. In follow-up to that meeting, a summary of all available incentives will be distributed to the Districts and FY18 implementation will begin.

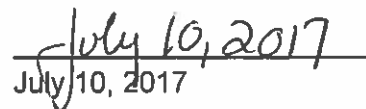
RESPECTFULLY SUBMITTED:



Jane Turner, Esq.

Executive Director

Center for Educator Recruitment, Retention, and Advancement



July 10, 2017



RURAL TEACHER RECRUITING INCENTIVES/FY16 PROVISO 1A.73

Year One Recommendations

January 2016

I. INTRODUCTION

A. Background

Under FY16 Proviso 1A.73 – Rural Teacher Recruiting Incentive, the Center for Educator Recruitment, Retention and Advancement (CERRA), in collaboration with the SC Department of Education (SCDE) and the Education Oversight Committee (EOC), is charged with the responsibility to develop a program to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate were defined as those experiencing greater than twelve percent average annual teacher turnover, as reported on the district's five most recent State Report Cards. A list of the eligible districts is attached as Appendix A.

B. Collaboration and Input

Prior to making recommendations for implementation of FY16 Proviso 1A.73, CERRA staff, primarily CERRA's Executive Director, Jane Turner, met with various staff from the EOC, the SCDE, the Governor's Office, the Senate Education Committee, and the House Education Committee to review and discuss existing program data and effectiveness, as well as ideas, and strategies for rural recruitment and retention efforts. Turner also attended and addressed a number of meetings of House and Senate committees and sub-committees to gather further information about various ideas and strategies. Turner then met with the Superintendents and other officials from the districts identified under Proviso 1A.73. She shared a compilation of possible programs and strategies to pursue under the Proviso, and obtained input from the district officials about those and any other strategies or programs they wished to be considered. A summary of the discussion at the meeting was compiled and shared with the EOC, SCDE, and Governor's staff. Further data were collected about the rural districts from various sources and follow-up conferences were conducted with interested district officials. As a result of these steps, a list of recommended incentives was prepared, along with initial steps for implementation in Spring 2016 and subsequent steps to be taken for Fall 2016.

C. Funding

The legislature appropriated \$1,500,000 in the FY16 State budget for implementation of FY16 Proviso 1A.73. The funds were disbursed to the South Carolina Department of Education and subsequently released to CERRA on January 12, 2016. Proviso 1A.73 states

that appropriated funds “may be carried forward from prior fiscal years and used for the same purpose.”

II. INCENTIVES TO RECRUIT INTO THE PROFESSION

A. Teacher Cadet

The data are very strong that the Teacher Cadet (TC) program is successful at recruiting students into the teaching profession, and that many teachers return to their home districts to teach. For more information about Teacher Cadet, see the *2014-2015 CERRA Annual Report*, www.cerra.org/about/news.aspx. Many of the high schools in the identified rural districts do not offer the TC class and those that do have very low enrollments. Rural school districts could be given financial assistance to enable them to offer a TC class in their high schools and support to both implement new classes and expand existing classes.

CERRA would assign an experienced Program Facilitator to spend half of his time working with newly appointed TC instructors and current TC instructors whose classes have low enrollments. CERRA also would provide rural districts who need to establish classes with a funding allotment to do so. This would include the amount necessary to free up a teacher class period for the TC class. CERRA provides the curriculum at no charge, as well as curriculum training, assistance with strategies to recruit students into the TC program, recruitment of a nearby institution of higher education (IHE) to provide assistance and resources to the TC class, and other general support for the TC instructors.

Fifteen high schools in the rural districts do not currently have a TC class; for each of these schools, CERRA would allocate approximately \$10,000 (1/5 of the state average teacher salary) per TC instructor to cover the cost of releasing the instructor to teach one TC class, for a total of \$150,000.

Expected Annual Allocation: \$150,000

B. Alternative Certification Programs

School districts typically employ a number of teacher’s aides and other support personnel who have four-year, college degrees but who do not hold certification to teach in South Carolina. Many of these employees may be interested in becoming certified to teach, and may be eligible for one or more of the alternative certification programs in South Carolina. These include the SCDE’s Program for Alternative Certification (PACE), Teach for America (TFA) and American Board for Certification of Teacher Excellence (ABCTE). Each of these programs charge certain fees for participation.

Rural districts could be encouraged to identify current, non-certified employees who have four-year, college degrees who may be interested in becoming teachers. In conjunction with the SCDE and CERRA, information sessions should be scheduled in the rural districts for the identified employees to learn about their options to seek certification through one of the alternative programs. Rural district employees who wish to pursue participation in the state-run PACE program, who are then admitted into the PACE program and rehired by their district in a teaching position, should have the PACE Training Program Fee paid directly from Proviso funds. The PACE Program also requires participants to complete three graduate courses.

The PACE Training Fee is \$250. The SC Teacher Loan Program, a forgivable loan program, is available to PACE participants and will cover up to \$750 per year toward the tuition associated with the required graduate courses. The cost of one graduate course can be estimated at about \$1,750. The remaining tuition costs, \$1,000 (\$1,750 - \$750), should be covered by Proviso funds. Related expenses, such as books, fees and mileage, could reach up to \$500 and also should be covered by Proviso funds. If an average of one employee per rural district, for a total of twenty, were to participate in the PACE program, the amount allocated for the PACE Training Program fees would be \$5,000 (\$250 X 20) and the amount allocated for graduate coursework and expenses would be \$30,000 ((\$1,000 + \$500) X 20).

Expected annual allocation: \$35,000 (\$5,000 + \$30,000)

C. Master of Arts in Teaching Degree

As noted above, school districts typically employ a number of teacher's aides and other support personnel who have four-year, college degrees but who do not hold certification to teach in South Carolina. Many of these employees may be interested in becoming certified to teach, but may not be eligible for the PACE program because their degree is not in a PACE subject area. However, they may be willing to pursue a Master of Arts in Teaching (MAT) degree, which is a graduate level teacher education program that typically requires approximately 15 courses. The SC Teacher Loan Program, a forgivable loan program, is available to students seeking an MAT degree and typically will cover most of the tuition associated with the degree program.

Rural districts could be encouraged to identify current, non-certified employees who have four-year, college degrees who are interested in pursuing MAT degrees. Districts also should be encouraged to offer these employees the assistance, support, and flexibility needed to complete the MAT program. These employees may need assistance with completion of MAT program applications and the SC Teacher Loan application. They also may need financial assistance to cover program admission testing fees, books/materials, other expenses and fees not covered by the SC Teacher Loan, travel costs for attending classes out of the district, and flexibility with work schedules so as to be able to attend classes (in person or online). Rural districts also should be encouraged

to coordinate with each other and with colleges/universities to offer classes on site (live or via closed broadcasting) where a collective of employees need to take a course or courses. Once rural districts identify current employees who wish to pursue the MAT and these employees have been admitted into the MAT program and have met eligibility requirements for the SC Teacher Loan, Proviso funds should be allocated to assist the employees with completion of the MAT program.

MAT students are eligible for up to \$5,000 per year in forgivable SC Teacher Loan funds, or a maximum amount of \$20,000. The SC Teacher Loan funds are then forgivable if the employee teaches in a designated school in the rural district where he or she was previously employed. Tuition costs per course can be estimated at about \$1,750. If three courses were completed during the first year, for a total of \$5,250 ($\$1,750 \times 3$), this would leave a tuition balance of approximately \$250 ($\$5,250 - \$5,000$) that could be transmitted to the IHE or the employee, whichever is deemed best. Additional costs, such as application fees, testing fees, books/materials, and mileage reimbursement, could reach up to \$1,000 per employee during the first year. If an average of two employees per rural district, for a total of forty, were to enroll in three MAT courses, the total amount allocated during the first year would need to be approximately \$50,000 ($(\$250 + \$1,000) \times 2 \times 20$).

Expected annual allocation: \$50,000.

III. INCENTIVES TO RECRUIT INTO SOUTH CAROLINA VACANCIES

A. National Teacher Database

National databases of teachers seeking positions generally allow for searches by subject area, by state where the applicant is willing to relocate, and other criteria. In the past, the SCDE funded a state-wide subscription to one such service, teachers-teachers.com. In recent years, CERRA and the SCDE subsidized the subscription fee to teachers-teachers.com for a limited number of districts on a first come basis. Rural school districts who used the service report being pleased with the service and the results they obtained. As of October 15, 2015, teachers-teachers.com reports that its database includes over 50,000 certified teachers who reside outside of South Carolina who are willing to relocate to South Carolina.

Rural districts should be provided with the opportunity to subscribe to one of the national databases of teachers who are searching for positions and are willing to relocate to South Carolina. CERRA has requested a discounted annual rate for the rural districts. The funds to cover the subscription cost should be paid out of Proviso 1A.73 funds. The cost to provide a teachers-teachers.com subscription for one year to the twenty identified rural districts is \$37,500.

Expected annual allocation: \$37,500

B. Critical Need Subject Salary Supplement

Each year the South Carolina Board of Education approves a list of critical need subject areas for purposes of loan forgiveness eligibility under the SC Teacher Loan Program. The critical need subject areas are determined based on the results of the annual supply and demand study conducted each year by CERRA.

Rural districts should be allocated Proviso funds to recruit critical need subject teachers by paying them an annual salary supplement; it also is recommended that Proviso funds be allocated for rural districts to begin paying their current critical need subject teachers the same supplement. This would serve not only as a recruitment incentive for teachers to move into a rural district, but also as a retention tool for those teachers to then remain in the district long term, and for current critical need subject teachers to remain in the district as well. Otherwise, newly recruited teachers could leave once the supplement is no longer offered, and morale issues could arise among current teachers who object to the newly recruited teachers being paid more for the same job.

It is recommended that a reasonable salary supplement would be \$1,500. If each rural district employs an average of fifteen critical subject teachers, the amount allocated would need to be \$450,000 ($\$1,500 \times 15 \times 20$).

Expected annual allocation: \$450,000

IV. RETENTION INCENTIVES

A. Mentoring

Beginning teachers need strong mentoring in their early years of teaching so that they will not leave after one, two, or even five years. Statewide, we are currently losing nearly 15% of teachers after their first year and almost 35% of teachers within the first five years. These statistics are even higher in rural districts where beginning teachers are new to the area and have little experience with children in poverty and rural settings in general. Thus, solid mentoring programs for beginning teachers in rural districts is critical. According to State Board of Education Induction and Mentoring Guidelines, beginning teachers must be assigned a mentor and the mentor must have been formally trained to serve as a mentor. CERRA and the SCDE have recently redeveloped and strengthened the mentor training program, but districts need incentives to encourage teachers to serve as mentors, and mentors need time to be able to serve effectively. Rural districts should be offered financial assistance to enable them to be able to offer a small stipend to mentors. Additionally, rural districts should be encouraged to continue

a mentor assignment for a beginning teacher's second year of teaching, when it is determined that this would be beneficial to the teacher. It is also recommended that districts provide an extra planning period to mentors of first year teachers so that they will have time to spend in their mentees' classrooms and then provide feedback to these early-year teachers. Additionally, districts should require school level administrators to complete the state mentor training program and to develop effective strategies for effectively inducting new teachers in their schools.

On average during the past three school years, the rural districts collectively have employed approximately 300 beginning teachers, resulting in the need for 300 trained mentors to serve those teachers each year. However, the number of available trained mentors must be greater than the number of beginning teachers because mentors must be matched to the beginning teacher as closely as possible in terms of location, subject or grade taught, etc. CERRA should provide a Proviso allotment to rural districts so as to allow them to employ retired teachers to serve as mentors, pay a stipend to current teachers who serve as mentors, and allocate an additional planning period to the mentor so that the mentor can spend adequate time working with the mentee.

For each of the approximately 300 mentors needed to serve the beginning teachers hired by the rural districts each year, allocate approximately \$1,500 per mentor, for a total of \$450,000 (300 X \$1,500), to enable districts to pay the mentor a stipend to work with the beginning teacher throughout the year. This would also serve to enable districts the option of hiring retired teachers to serve as mentors, to the extent allowed under the State Induction and Mentoring Guidelines. Also allocate funding to continue providing a mentor to certain second year, beginning teachers, and to pay these mentors a \$500 stipend. Assuming that 100 of the 300 new teachers need a mentor during their second year, an additional \$50,000 (100 X \$500) would be allocated.

Expected annual allocation: \$500,000 (\$450,000 + \$50,000)

B. Graduate Coursework

Teachers increase their knowledge and understanding of their subject areas and their students' needs through graduate level coursework, potentially leading to an advanced degree such as the Master of Education (MEd). This targeted professional development also leads to increased efficacy and job satisfaction. Under the current teacher salary schedule, teachers also earn salary increases by earning advanced degrees and subsequent graduate coursework. Fully certified, continuing contract teachers in the rural districts should be encouraged to pursue graduate coursework, in exchange for tuition reimbursement, provided the teachers agree to remain in their current district for a specified number of years following receipt of the tuition reimbursement. Based on this tuition reimbursement and the increased job satisfaction, rural districts will be more likely to retain experienced teachers, even beyond the agreed upon service term.

Specifically, rural districts should identify and recruit fully certified, continuing contract teachers who are willing to take (and could reasonably benefit) from graduate coursework in poverty studies or coursework leading to additional areas of certification in critical need subjects. For example, an experienced teacher who is certified in Elementary Education may be willing to take the necessary coursework in order to become certified to teach Special Education, a critical need subject area, and receive the salary supplement paid to teachers in critical subject areas, as recommended above. Another example would be a teacher who takes classes in understanding children in poverty who learns tools and strategies to more effectively relate to and provide instruction to the students in their classes, leading to a greater degree of job satisfaction. In both situations, teachers are more likely to remain in their positions for a longer period of time.

Teachers who already hold a teaching certificate are not eligible for SC Teacher Loan funds to assist with tuition for general graduate coursework or courses taken to add on additional areas of certification. Thus, teachers identified by their districts to seek graduate coursework will need full tuition assistance, and perhaps other assistance as well, as described above for employees seeking MAT degrees. If two teachers from each of the twenty rural districts, for a total of forty, were recruited to take a graduate course in poverty studies each year, the tuition cost per teacher would be approximately \$1,750 per course, for a total of \$70,000 ($\$1,750 \times 2 \times 20$) and the additional costs would be approximately \$500 per teacher, for a total of \$20,000 ($\$500 \times 2 \times 20$). If one teacher from each of the twenty rural districts was recruited to take three courses per year leading to add-on certification in a critical need subject, the tuition cost would be approximately \$1,750 per course, for a total of \$105,000 ($\$1,750 \times 3 \times 20$) and the additional costs would be approximately \$1,000 for the first year, for a total of \$20,000 ($\$1,000 \times 20$).

Expected annual allocation: \$215,000 ($\$70,000 + \$20,000 + \$105,000 + \$20,000$)

V. BUDGET

A. Incentives

Teacher Cadet	\$ 150,000
Alternative Certification Programs	\$ 35,000
MAT Degree	\$ 50,000
National Teacher Database	\$ 37,500
Critical Need Subject Salary Supplement	\$ 450,000
Mentoring	\$ 500,000
Graduate Coursework	<u>\$ 215,000</u>
Subtotal	\$1,437,500

B. Administrative Costs

Executive Director (7.5% of salary/travel)	\$ 12,000
Research Coordinator (5% of salary)	\$ 4,500
Business Manager (5% of salary)	\$ 3,500
Program Facilitator (50% of salary/travel)	\$ 38,500
Miscellaneous Materials/Supplies	<u>\$ 4,000</u>

Subtotal \$ 62,500

C. Total \$1,500,000

VI. District Disbursements

Eligible districts will be required to submit to CERRA a written request for disbursement of Proviso funds. The request must specify the particular incentive(s) for which the funds are to be utilized; the exact amount requested, per incentive; and the manner in which the requested sum was calculated and/or is to be expended. A request form will be provided to the rural districts for this purpose.

Respectfully submitted:



Jane Turner, Esq., Executive Director

Center for Educator Recruitment, Retention and Advancement

1-13-16

Date

APPENDIX A

Districts Eligible For Participation in FY16 Proviso 1A.73 Incentives

Allendale
Bamberg 2
Barnwell 19
Barnwell 29
Clarendon 1
Dillon 4
Dorchester 4
Fairfield
Florence 3
Florence 4
Hampton 2
Jasper
Lee
Lexington 4
Marion
Marlboro
McCormick
Orangeburg 4
Orangeburg 5
Williamsburg

1A.64. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American and CATE Work-Based Certification.

At a minimum, the incentives shall include:

(1) South Carolina Teachers Loan forgiveness at a rate of one year for every two years of service as a teacher in an eligible district, unless otherwise eligible for a greater forgiveness rate under the guidelines of the South Carolina Teachers Loan Program.

(2) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.

(3) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

(4) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year.

(5) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(E) CERRA shall report by July 31 of the current fiscal year to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts.

The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

Districts Eligible for Participation in FY17 Proviso 1A.64 Incentives

Allendale
Anderson 4
Bamberg 2
Barnwell 19
Barnwell 29
Beaufort
Clarendon 1
Clarendon 2
Dillon 4
Dorchester 4
Edgefield
Fairfield
Florence 2
Florence 3
Florence 4
Hampton 2
Jasper
Lee
Lexington 4
Marion
Marlboro
McCormick
Orangeburg 3
Orangeburg 4
Orangeburg 5
Saluda
Sumter
Williamsburg



REQUEST FOR DISBURSEMENT OF FUNDS
FY17 Proviso 1A.64 - Rural Recruiting Incentive

District requesting funds: _____

Superintendent: _____

Mailing address: _____

Incentive being implemented (complete one request per incentive): _____

Specific amount requested: _____

Describe how the amount requested was calculated or determined: _____

Superintendent signature: _____

Date: _____

For Office Use Only

Approved: Yes - Check request being processed

Yes - Check request will be processed once exact amount determined and request form resubmitted

No -- Explanation and/or additional information needed: _____

CERRA representative: _____ Date: _____

Please note that funds will be disbursed via check issued by Winthrop University.

APPENDIX E

DISBURSEMENTS BY SCHOOL DISTRICT

District	Disbursement
Allendale	\$0.00
Anderson 4	\$405,060.91
Bamberg 2	\$41,825.00
Barnwell 19	\$95,955.60
Barnwell 29	\$294,881.75
Beaufort	\$1,216,064.39
Clarendon 1	\$84,677.85
Clarendon 2	\$150,458.25
Dillon 4	\$209,926.75
Dorchester 4	\$48,000.00
Edgefield	\$0.00
Fairfield	\$10,805.41
Florence 2	\$427,708.16
Florence 3	\$298,436.13
Florence 4	\$33,500.00
Hampton 2	\$70,685.16
Jasper	\$105,811.75
Lee	\$233,511.50
Lexington 4	\$149,628.31
Marion	\$224,462.25
Marlboro	\$228,725.80
McCormick	\$107,623.30
Orangeburg 3	\$334,481.55
Orangeburg 4	\$172,714.08
Orangeburg 5	\$414,803.25
Saluda	\$75,522.00
Sumter	\$1,145,447.03
Williamsburg	\$274,174.40
TOTAL	\$6,854,890.58

DISBURSEMENTS BY INCENTIVE TYPE

Incentive Type	Disbursement
Alternative Certification Fees	\$38,827.08
Certification Examination Support	\$38,536.50
Critical Need Salary Stipends	\$4,687,923.22
Graduate Coursework/Professional Development	\$1,007,698.06
Mentoring / Induction Support	\$768,103.29
Recruitment Expenses	\$296,449.12
Teacher Cadet Support	\$17,353.31
Total	\$6,854,890.58

Districts Eligible for Rural Teacher Recruitment and Retention Incentives

2017-18

Allendale
Anderson 4
Bamberg 2
Barnwell 19
Barnwell 29
Barnwell 45
Beaufort
Clarendon 1
Clarendon 2
Dillon 4
Dorchester 4
Edgefield
Fairfield
Florence 3
Florence 4
Hampton 1
Hampton 2
Jasper
Lee
Lexington 4
Marion
Marlboro
McCormick
Orangeburg 3
Orangeburg 4
Orangeburg 5
Richland 1
Saluda
Sumter
Williamsburg