



SC EDUCATION OVERSIGHT COMMITTEE

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AGENDA EIA and Improvement Mechanisms Subcommittee Monday, October 17, 2022 10:00 a.m. Room 410, Blatt Building

- I. Welcome and Introductions Dr. Bob Couch
- II. Approval of Minutes of May 16, 2022..... Dr. Bob Couch
- III. Information: EIA 2021-22 Reports & 2023-24 Budget Requests

Presentations:

- Reach Out & Read Carolinas Emily Bartels
State Director (10:15-10:30)
- Office of First Steps to School Readiness Georgia Mjartan
Executive Director (10:35-10:50)
- SC Department of Education.....Katie Nilges
Staff Attorney, Governmental Affairs, SCDE (10:55-11:35)
- Teach for America SC Courtney Waters
Interim Executive Director (11:45-12:00)

Lunch..... 12:00-1:15

- CarolinaCAP (USC) Dr. Thomas Hodges
Interim Dean, College of Education (1:15-1:30)
- Centers of Excellence (CHE) Dr. Lishu Yin
Program Manager, Productivity & Effectiveness (1:35-1:55)
- Arts Education David Platts
Executive Director
Ashley Brown, Deputy Director
SC Arts Commission (2:00-2:15)

IV. Adjournment

All EIA Reports and Budget Request can be assessed using this link:

https://drive.google.com/file/d/1z_rR2yds6t44gTINmgxDBA7p_1A4bkcx/view?usp=sharing

Subcommittee Members:

Dr. Bob Couch, Chair	Rep. Neal Collins
April Allen	Sen. Kevin Johnson
Melanie Barton	Dr. Brian Newsome
Dr. Russell Booker	Ellen Weaver

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SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
EIA and Improvement Mechanisms Subcommittee Meeting

Minutes of the Meeting

Monday, May 16, 2022

Members Present (in-person or remote): Dr. Bob Couch (Chair); April Allen; Melanie Barton; Rep. Neal Collins; Sen. Dwight Loftis; Sen. Kevin Johnson, Ellen Weaver (remote)

EOC Staff Present: Matthew Ferguson, Dr. Rainey Knight, Hope Johnson Jones, Dana Yow, Dr. Jenny May

Guest(s) Present: Dr. Jo Anne Anderson and Dr. Lorin Anderson

Dr. Couch called the meeting to order. As the first order of business, members approved the minutes for the previous meeting on December 6, 2021.

Next, Dr. Jo Anne Anderson presented a study of teacher recruitment programs funded with EIA revenues. Dr. Anderson began the presentation by highlighting that teacher recruitment is a complex issue, affected by many ever changing contexts. For instance, now we expect more children to attend school, so we also require more teachers to meet this need. Recently, there has been a shift from urban to rural and suburban living. Young peoples' views of the profession are also changing and commitment to a single profession is less relevant than in years past.

Dr. Anderson highlighted that there is no established framework for expectations of teacher recruitment programs, so she thanked staff and program leaders for their help in identifying areas of improvement.

The report categorizes the twelve programs into three main categories: 1) Career path (ex. ProTeam, Teacher Cadet, Claflin, and SC State bridge programs); 2) Licensure (ex. Call Me Mister, Teach for America, and Minority Teachers); and 3) Financial incentives (ex. Teacher Loan Program and Teaching Fellows Program). One program did not fit these three categories -- the \$15 million rural recruitment initiative. Approximately 50% of the funds were spent on salaries because districts were able to use funds as they see fit.

There is no statewide teacher recruitment initiative in South Carolina. Only two of the twelve initiatives examined are in statute; the others are in proviso. Common factors among the programs: 1) most work in cadres where potential teachers have shared experiences; 2) most have a very specific recruitment focus; 3) both alternative and traditional methods were used. There was an uptick in the number of alternative methods, which mirrors national changes; and 4) many focus on rural and high poverty areas.

Challenges among the programs: 1) Currently, there is no framework for SC recruitment efforts. The twelve initiatives examined are governed by over eight bodies; some governed by more than one. Therefore, many don't get the oversight and attention they should. 2) There is a lack of long-term data on effects of the twelve programs. 3) The report also examined financial impacts, however, Dr. Anderson notes that what EIA invested may not be the full cost. For example, Carolina CAP has fees that the district pays. 4) Many of the programs called for resources to be directed towards the I-95 counties, those in rural, high poverty areas. However, the population in these counties is declining and aging. Therefore, teacher recruitment will pose an issue. 5) Many

participants are not prepared for Praxis. However, this is not an issue with Praxis difficulty. Rather, individuals are coming into Praxis without adequate preparation. 6) Data- There is a common concern in data collection. As programs do not participate in data sharing, there is a significant amount of time wasted resources due to duplicitous tasks.

Dr. Anderson highlighted that these challenges provide an opportunity to build a strong system so that we have the freedom to make choices in teacher hiring decisions. However, improving the quality of teacher retention programs will take time and resources. Teachers who come into the profession from ages 28-30 are often those who stay the longest; therefore, it is worthwhile to look at teacher retention programs as permeable. With that, Dr. Anderson thanked the subcommittee and opened the floor for questions.

Ms. Barton stated that she is aware that this is a systemic issue, a lot of which comes down to governance. She stated her concern with the fact that there are no concrete goals for what teachers we need. Therefore, we need data to drive policy. It would be worthwhile to examine this and set goals, perhaps with incentives.

Dr. Anderson stated that young programs are likely to set their goals too high, too early on in the program. Older programs, on the other hand, are more vulnerable to getting too comfortable.

Dr. Couch mentioned the possibility of Teacher Cadet students serving as interns with teachers and that we do not do enough internally to help the central issue of teacher recruitment and preparation. Dr. Anderson stated that social exposure provides a much deeper experience. Therefore, it is important to be active on all levels and understand the role of communication in recruiting teachers to the profession.

Ms. Allen asked if there were any models that South Carolina can use and improve upon. She noted that some of the best teachers come into the profession later on and asked if there were any models that built on this. Dr. Anderson stated that three of the nation's most popular teacher recruitment models are based on South Carolina programs. However, teacher shortages exist throughout the United States.

Rep. Collins noted that several years ago he attempted to hold a valedictorian day. However, each school district said they had a different way of responding. There was no leadership for where to gather valedictorian data. Currently, it appears that there are 79 districts, each with 79 different ways of addressing problems. Rep. Collins also highlights the importance of raising teacher pay.

Dr. Anderson noted that participant experience in the school dramatically changes the dynamic and that SC CAP attempted to develop a system of micro-retention. Some programs attempted to individualize their approach to teacher recruitment and that there is the need to spend more time and more effort in school settings so that relationships can be established. Dr. Couch thanked Dr. Anderson.

Rep. Collins noted that there were two problems with teacher recruitment, quality and quantity, and that we need a study of the total view so that we can define SC expectations and what the costs to reach those expectations would be. Ms. Barton also stated the importance of piecing whole systems together; for instance, so that we can know how many specialized teachers South Carolina is in need of. Ms. Barton mentioned that the data dashboard could be helpful in this endeavor and that RFA may also have useful data.

Dr. Couch stated that, regarding the issue of salary, teachers are not paid competitively enough. In meetings with traditional teacher preparation leadership, many will say they do not have the

time to make adaptive changes based on the data. Dr. Couch noted that it was a disincentive for teachers to have a Bachelor's and Masters degrees and then be asked to take more courses.

Ms. Allen stated that in education, we need to have conversations about how we recruit. Dr. Couch thanked Dr. Anderson and introduced Dr. Rainey Knight.

Dr. Rainey Knight thanked Dr. Jo Anne Anderson and Dr. Lorin Anderson. Dr. Knight asked the subcommittee to refer to the EIA budget page. At this point, Senate and House are in conference. The available EIA funds include over \$110M recurring and over \$155M in surplus. Dr. Knight noted that charter schools were not removed but put into another category -- State Aid to Classrooms. She also noted that the House and Senate both had very different numbers for these. We are still waiting to see the funds allocated to the education data dashboard. Dr. Knight should have an update to the table for the June full EOC meeting.

Ms. Allen asked what represents the difference between House and Senate allocations to State Aid to Classrooms. Dr. Knight said that part of this difference was due to the movement of charter schools, but that otherwise, she was not sure.

Dr. Couch asked when we could expect some of these timelines. Sen. Johnson stated that conference committee work should be done by June 15, with line-item vetoes in July. Sen. Johnson noted that under the extension, Clarendon 2 in particular gets more new money, so that money is still focused in poor rural districts, while holding richer districts harmless.

Dr. Knight corrected her previous expected update, saying that based on Senator Johnson's timeline, there won't be an update until the retreat in August. With that, the meeting was adjourned.