

## **Securing Funding for Program Support**

The amount of funding needed for a discipline specific induction program is dependent upon the nature and scope of programming, in-kind contributions of partners, and the amount of funds from partners and granting agencies. While not readily available, the range of annual investment per teacher for induction programs ranges from \$0 – 7,000, or more.

Selection of program goals and vision broadly dictate the annual plan of induction activities. The number and nature of activities are related to annual program expenses. Some annual expenses are used for securing and using technology, paying program coordinators and leaders, assessing participant needs and development, and yet others for evaluating the program. Technology costs for an induction program vary greatly. For example, an audio or internet conference or partner-sponsored video-conference may be quite low in cost. Purchase of software or quality videos that address student management, assessment, instructional strategies, and standards of effective practice may be quite costly. Room arrangement costs for various seminars can be limited through in-kind contributions from partners. Oftentimes food for induction program participants is fully-supplied by professional organizations or corporate sponsors.

Annual expense allocations for personnel support vary greatly depending on the components of the program. Free labor from interested and dedicated volunteers may be desired, however, sustainability of the program may be jeopardized with high turnover. Support of a year-around program coordinator, for example, who works 15-20 hours per week may be \$15-25 per hour. Quality communications with participants, mentors, and partners is critical for program vitality. In addition to the communication roles, coordinators are instrumental in securing information from participants, and supplying them with a variety of resources for teaching and student organizations. Sufficient resources are needed for supporting mentors and others who work with the entry-level teachers. Per diem fees, transportation costs, and miscellaneous expenses can easily yield a daily rate of over \$150 per day for full-time emeriti faculty serving as senior mentors. And finally, resources need to be acquired for program management, visioning, evaluation. These roles are performed by one or more program directors.

On-going program improvement uses input from program participants and all partners throughout the entire year. In addition to the resources that are needed for creating reports and materials, costs are incurred for use of standardized assessments, research instruments, and evaluation tools. Additional resources are used for data analyses and presentation to partners and stakeholders.

A sample budget is displayed in Table 1 for an Agricultural Education Program for 14 entry-level teachers. This program involved 3 – 4 senior mentors who each worked with 3-5 entry-level teachers. Program directors in this model often performed by one of the program directors,

Table 1

*Sample Budget for An Agricultural Education Teacher Induction Project*

<b>Teacher Induction Project Budget - (July 2004-June 2005)</b>							
Activity	Consulting Fees/Wage	Total Miles	Mileage Cost	Meals	Lodging	Other	Total
Senior Mentor A	0	1900	892	0	0	0	892
Senior Mentor B	2460	2470	926	45	80	0	3511
Senior Mentor C	2640	2815	1056	35	80	0	3811
Senior Mentor D	2430	2910	1091	30	150	0	3701
Coordinator	5000	140	53	0	0	0	5053
Director	0	140	53	200	0	1045	1298
Associate Director	6540	240	90	25	80	0	6735
Totals	19070	10615	4160	335	390	1045	25000