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CAAL
9/03/15
Agenda Item 2

September 3, 2015

MEMORANDUM

To: Dr. Bettie Rose Horne, Chair and Members, Committee on Academic Affairs and Licensing

From: John Lane, DMA, Interim Director of Academic Affairs

Consideration of FY 2016-17 Appropriation Request and FY 2014-15 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

History/Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) 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 CHE and has been funded annually since FY1986-87. Beginning in FY1990-91, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1988-89, CHE 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. CHE has done so since 1988-89. The FY1990-91 Appropriations Act included a more comprehensive proviso, which instructed CHE 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.”

In FY 2014-15, this proviso, Part 1B Proviso 1A.8 (SDE-EIA:XII.F.2-CHE/Teacher Recruitment), directs the appropriation of \$4,243,527 in EIA funds through CHE to the two teacher recruitment programs of which 92% or \$3,904,045 to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) is directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs of which \$166,302 must be used for specific programs to recruit minority teachers.

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) are submitted by CHE to the Senate and House Education Committees and to the Education Oversight Committee each October. In addition to the annual reports, historical and cumulative data are included at the request of the Committee on Academic Affairs and Licensing and Academic Affairs division [included in Attachment A].

Center for Educator Recruitment, Retention and Advancement (CERRA)

Established by CHE 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, the purpose of CERRA is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina. As a part of its mission, CERRA's responsibilities include adapting and responding "to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographic areas in South Carolina." CERRA directs a variety of pre-collegiate and college programs in order to attract middle school, high school and college students (Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees and downsized workers to education careers. 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, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, mentor training for experienced teachers, as well as National Board candidates and National Board Certified Teachers.

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to CHE, through which the Center's EIA-based appropriations flow. CHE is responsible for 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.

**CERRA
2016-17 EIA Budget Proposal**

	2014-15 Actual Expenditures	2015-2016 Appropriated Budget	2016-2017 Proposed Budget
Office Salaries & Fringes	748,081	752,862	752,862
Office Support	74,759	86,408	86,408
Board of Directors	924	2,750	2,750
Staff Travel	45,411	51,450	51,450
Minority Recruitment	166,241	166,500	166,500
Marketing/Communications	5,570	9,500	9,500
Online Educator Employment System and Teacher Expo	7,030	5,500	5,500
ProTeam	16,171	18,100	18,100
Teacher Cadet	59,853	94,750	94,750
College Partners	41,367	47,250	47,250
Teaching Fellows	3,494,098 ¹	3,200,655	3,200,655
Rural Recruitment	NA	1,500,000	1,500,000
TOTAL Budget	4,663,589	5,935,725²	5,935,725

1. Of this amount, \$227,864 came from Teaching Fellows Collections
2. This figure represents the combination of funds from two FY15 State Budget line items: \$3,904,045, which is 92% of the \$4,243,527 allocated for Teacher Recruitment Programs and \$2,031,680, the amount allocated for the Center for Educator Recruitment, Retention and Advancement

CERRA is not seeking an increase in funding from the 2015-16 funding level. The legislature awarded CERRA \$1.5 million to oversee the implementation of the Rural Teacher Recruiting Initiatives Proviso 1.A73. CERRA is collaborating with the South Carolina Department of Education and the Education Oversight Committee in developing plan for implementation of the Proviso. CERRA continues to generate revenue through the sale of the Teacher Cadet curriculum to other states and to use CERRA's delinquent loan collections account to supplement EIA funds for Teaching Fellows awards. The FY 2016-17 budget proposal is included as Attachment B.

Office Salaries and Fringes

The requested amount (\$752,862) will fund eleven full-time employees. Eight staff members are 12-month employees and three are 10-month employees. A small percentage of the remuneration to three of the employees is paid from another funding source.

Teacher Database

CERRA plans to continue development of the teacher online employment application and job bank service it operates for teacher applicants and districts with vacancies, the State Teacher Expo, and the Teacher Supply and Demand Survey. According to CERRA, 24,714 applications were created or modified on the online employment application and job bank service. During the

past year 345 persons and 42 SC school districts participated in the FY2015 Teacher Expo. Seventy-nine South Carolina school districts (plus two special schools) completed CERRA's Annual Supply and Demand Survey, which revealed that teacher shortages continue around the state in critical subject areas such as math, science and other STEM areas, and in geographical critical need school districts in rural, high poverty areas.

Teaching Fellows and Teacher Educators (aka College Partners)

In FY2015, 727 student teachers participated in the Teaching Fellows program at partner institutions. One hundred twenty-three students graduated from the program. As of FY2015, 450 Fellows are teaching in South Carolina to fulfill the service requirement. In addition, there are 548 Fellows who have fulfilled their service requirement and are still employed in a South Carolina public school. There are also 569 Fellows, reported during FY2015, employed in a geographical critical need school.

ProTeam, Teacher Cadet

During FY 2014-15, it was possible to fund 22 ProTeam and 168 Teacher Cadet sites. There were 628 student who completed the ProTeam program. The Teacher Cadet program had 2,683 completers for the TC I course and 84 completers for the TC II. The TC II course is a second level course that provides extensive field experiences for students.

FY 2014-15 Annual Reports for EIA-Funded Teacher Recruitment Projects

Each year CERRA collects data related to program productivity. Attached are the annual reports for FY 2014-15 for ProTeam, Teacher Cadet, College Partners, Teaching Fellows, Mentor and Induction, and the Teacher Database [see Attachment A]. The reports provide descriptive information that compares data between FY 2011-2015.

Recommendation

The Academic Affairs staff recommends that the Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the FY2015-16 appropriations request in the amount of \$5,935,725 for the Center for Educator Recruitment, Retention and Advancement (CERRA).



2014-2015 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Mentoring and Induction

**Online Educator Employment System/
Teacher Expo/Supply & Demand Survey**

ProTeam

ProTeam	FY11	FY12	FY13	FY14	FY15
Number of sites ¹	11	13	23	25	22
Number of sites in a Geographic Critical Need School ²		7	17	18	16
Students who completed the program	284	348	603	742	628
Male students	91	134	217	284	235
Non-white students	139	162	280	290	251
Funds expended	\$84,742	\$75,680	\$71,868	\$109,324	\$123,180
Funds expended per student	\$298	\$217	\$119	\$147	\$196

¹Some sites offer more than one class section. There were 38 class sections in FY15.

²In FY12, CERRA began reporting the number of ProTeam sites located in a Geographic Critical Need School.

Teacher Cadet

Teacher Cadet	FY11	FY12	FY13	FY14	FY15
Number of sites ¹	157	160	162	165	168
Number of sites in a Geographic Critical Need School ²		68	69	73	81
Students who completed the Teacher Cadet course	2,457	2,427	2,396	2,545	2,683
Male students	529	554	552	555	581
Non-white students	799	863	797	871	866
Students who indicated they plan to teach	41%	41%	41%	41%	41%
Funds expended	\$298,122	\$245,602	\$232,356	\$287,031	\$332,602
Funds expended per student	\$121	\$101	\$97	\$113	\$124

¹Some sites offer more than one class section. There were 196 class sections in FY15, including seven Teacher Cadet II classes that served 84 students. The TC II course is a second-level course that provides more extensive field experiences for students.

²In FY12, CERRA began reporting the number of Teacher Cadet sites located in a Geographic Critical Need School.

College Partners

College Partners¹	FY11	FY12	FY13	FY14	FY15
Number of College Partner institutions	24	23	21	22	21
Funds expended	\$118,669	\$87,057	\$81,341	\$127,018	\$146,934
Funds expended per Teacher Cadet student	\$48	\$36	\$34	\$50	\$55

¹College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course.

Teaching Fellows

Teaching Fellows	FY11	FY12	FY13	FY14	FY15
Fellows who received funds ¹	499	510	527	589	727
Fellows who graduated from the program ²	142	132	99 ³	98 ³	123
Fellows teaching to fulfill service requirement	430	419	446	448	450
Fellows who have fulfilled service requirement and are still employed in a SC public school district	221	296	420	473	548
Fellows employed in a Geographic Critical Need School ⁴		388	470	515	569
Funds expended	\$2,824,211	\$2,689,021	\$2,517,422	\$3,365,012	\$3,801,377

¹Fellows are allowed to receive funds for a period of up to four years.

²76.9% of Fellows from the 2000-2010 cohorts graduated from the program.

³These figures include graduates from the 2009 and 2010 cohorts when significantly fewer fellowships were awarded due to state budget cuts that occurred during these years.

⁴In FY12, CERRA began reporting the number of Fellows employed in a Geographic Critical Need School.

Mentoring and Induction

Teacher Leaders	FY11	FY12	FY13	FY14	FY15¹
Number of certified mentors	1,219	1,332	1,500	1,055	
Number of trained mentor trainers	24	21	24	32	
Number of certified mentor trainers	31	32	20	21	
Induction Symposium attendees ²			187	170	171
Funds expended	\$211,786	\$186,084	\$195,957	\$183,373	\$134,690

¹A new mentor training is currently being developed and will be introduced in September 2015. As a result, districts were encouraged not to hold any mentor trainings in FY15 unless it was completely necessary. While some districts did hold trainings, the numbers were fairly inconsequential and will not be reported in FY15. In addition to a new mentor training, there also will also be a new online recertification training for previously trained mentors as well as a new Mentor Trainer training for mentors who want to become trainers.

An improved mentor tracking system is being developed and will be fully operational before the first new mentor training is held in September. Beginning in FY16, we will be able to report the number of teachers who complete mentor and/or trainer training, and by FY17, we will be able to report cumulative totals as well.

²Attendees include first and second year teachers, district personnel, and presenters. Induction Symposium expenses are subsidized by registration, sponsorship, and vendor fees, as well as our cosponsor, Newberry's RETAIN Center of Excellence.

Online Educator Employment System/ Teacher Expo/Supply & Demand Survey

Online Educator Employment System/ Teacher Expo/ Supply & Demand Survey	FY11	FY12	FY13	FY14	FY15
Online employment applications created or modified	29,417	31,271	29,902	32,005	24,714
Teacher Expo attendees	221	201	336	297	345
SC districts that participated in Teacher Expo	26	26	33	33	42
Hires as a result of Teacher Expo	20.5	34	54	45	TBD
SC districts that completed the Supply & Demand Survey ¹	84 (and 3 special schools)	80 (and 1 special school)	79 (and 1 special school)	79 (and 1 special school)	79 (and 2 special schools)
Funds expended	\$101,126	\$101,278	\$98,005	\$111,523	\$124,806
Teachers hired	3,514.6	4,588.4	5,739.5	5,797.7	6,217.9

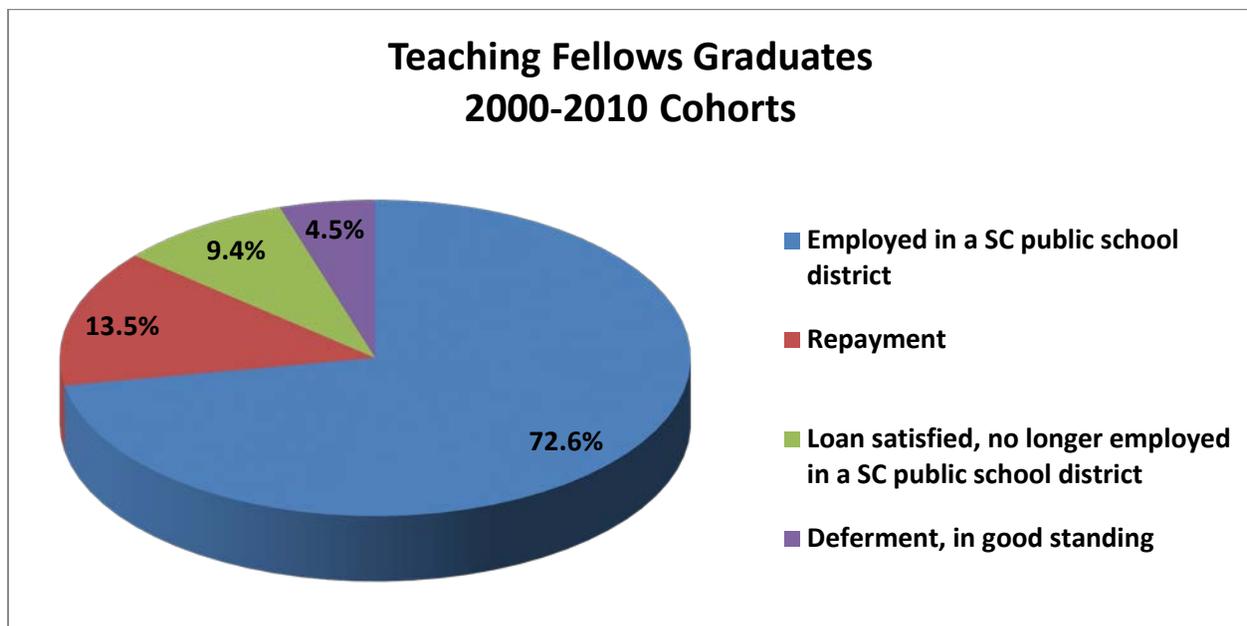
¹Since 2001, CERRA has administered the annual Supply and Demand Survey in each of the state's school districts and several special schools. CERRA then compiles a statewide report detailing hiring, vacancy, and departure data.

**Teacher Cadet Program
Data from the 2014-15 School Year
(as of June 30, 2015)**

- 72% of all public high schools in South Carolina had a Teacher Cadet Program.
- 168 South Carolina high schools offered 196 sections of the course.
- 2,683 students in South Carolina completed the Teacher Cadet Program – 866 (32.3%) are non-white students and 581 (21.7%) are males.
- After completing the course, 41.1% of Teacher Cadets chose teaching as the career they plan to pursue after college; of these Cadets, 23.1% were undecided or had planned to pursue a different career before taking the course.
- 96.3% of Teacher Cadets reported that the course was very or somewhat effective in helping them formulate a positive perception of the education profession.
- 97.8% of Teacher Cadets reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education.
- 98.4% of Teacher Cadets reported that the field experience helped them understand the many factors that contribute to effective teaching.
- 48.2% of Teacher Cadet sites were located in schools identified as 2014-15 Geographic Critical Need Schools. These schools meet at least one of the following three criteria:
 1. An absolute rating of Below Average or At-Risk
 2. A teacher turnover rate of 20% or higher for the past three years
 3. A poverty index of 70% or higher
- 73.2% of the 979 students who applied for admission into the Teaching Fellows Program in 2014 were Teacher Cadets.
- More than 60,000 students have participated in the Teacher Cadet Program in its 29-year history.
- Since the Program's inception, schools in 37 other states have implemented the Teacher Cadet curriculum, which is now in its Tenth Edition.

**Teaching Fellows Program
Data from the 2000-2010 Cohorts
(as of March, 2015)**

- 1,374 Fellows graduates / 1,786 awards = 76.9% graduation rate
- 72.6% of graduates (998 Fellows) are employed in 74 South Carolina public school districts
 - Of these Fellows, 57% (569) are employed in a 2014-15 Geographic Critical Need School
- 82% of graduates (1,127 Fellows) have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a South Carolina public school district
 - Nearly half of all graduates (677 Fellows) have satisfied their loan through teaching service
 - Of these Fellows, 80.9% (548) are still employed in a South Carolina public school district
 - Roughly one-third of all graduates (450 Fellows) are currently teaching for loan forgiveness in a South Carolina public school district



Key Data from CERRA's Supply and Demand Reports*
2012-13 to 2014-15

School year	Number of newly hired licensed teachers	Number of licensed teachers who did not return to their classroom**	Number of graduates who completed a SC teacher education program (data obtained from CHE)	Number of licensed teachers who did not return after five or fewer years in the classroom**	Number of licensed teachers who did not return after one year or less in the classroom**
2012-2013	5,739.5	3,503	2,050	1,186.8	403.4
2013-2014	5,797.7	3,880.5	2,447	1,154.5	438
2014-2015	6,217.9	4,108.1	2,219	1,309	529.7

*Full reports can be accessed at <http://cerra.org/research/supplyanddemand/overview.aspx>.

**These data exclude teachers who left to teach in another South Carolina public school district or special school.



2016-2017 EIA Budget Proposal

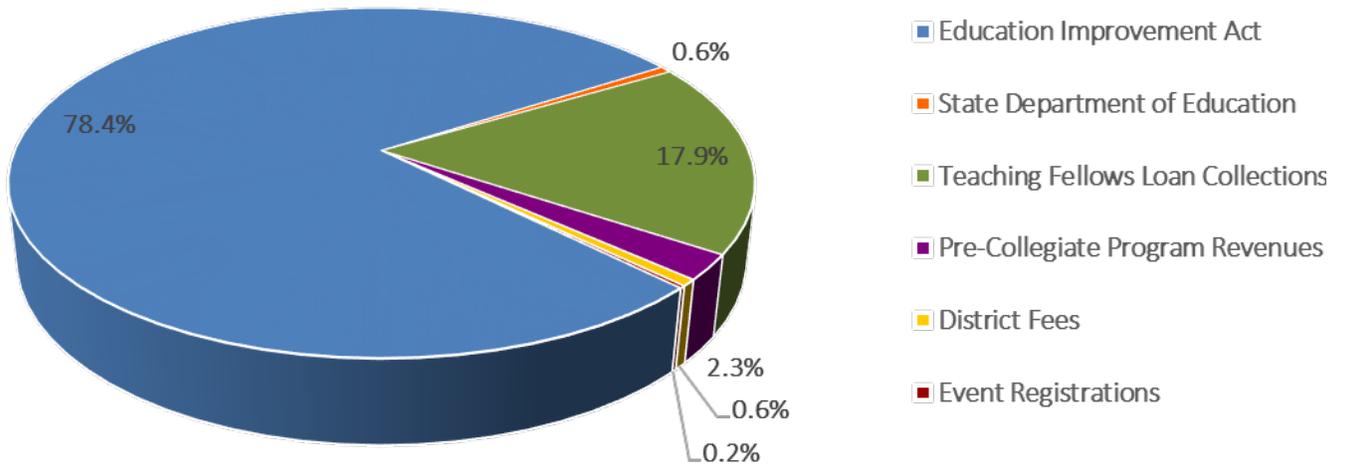
	2015-2016 Appropriated Budget	Possible Increase to Funding	2016-2017 Proposed Budget
Program/Service			
Office Salaries & Fringes	752,862		752,862
Office Support	86,408		86,408
Board of Directors	2,750		2,750
Staff Travel	51,450		51,450
Minority Recruitment	166,500		166,500
Marketing/Communications	9,500		9,500
Online Educator Employment System and Teacher Expo	5,500		5,500
ProTeam	18,100		18,100
Teacher Cadet	94,750		94,750
College Partners	47,250		47,250
Teaching Fellows	3,200,655		3,200,655
Rural Recruitment	1,500,000		1,500,000
TOTAL Budget	5,935,725¹		5,935,725

1. This figure represents the combination of funds from two FY15 State Budget line items: \$3,904,045, which is 92% of the \$4,243,527 allocated for Teacher Recruitment Programs and \$2,031,680, the amount allocated for the Center for Educator Recruitment, Retention and Advancement

Budget Category Descriptors

- **Office Salaries & Fringes** – EIA funded positions include eleven full-time employees, eight are 12-month employees and three are 10-month employees; a small percentage of three employees are paid out of another fund source.
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, office supplies, and Winthrop University indirect costs
- **BOD** – meeting expenses, including travel, meals, and supplies
- **Staff travel** – mileage, lodging, meals, and registration fees
- **Minority Recruitment** – printing, supplies, meetings; a percentage of Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Marketing/Communications** – website, social media, and applications development, management and maintenance; use of electronic meetings, trainings, and webinars; printing and other promotional materials
- **Online Educator Employment System and Teacher Expo** - supplies, advertising, & printing
- **ProTeam** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teacher Cadet** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **College Partners** – site grants, meeting, supplies, printing; a percentage of the Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teaching Fellows** – scholarships, screening and application process, collections, meetings, supplies, printing, marketing and publications; a percentage of the Teacher of the Year travel, phone, salary and fringes
- **Rural Recruitment** – incentives program (to be developed) to recruit and retain teachers in rural districts with high teacher turnover rates.

Funding Sources in FY15, by Amount



EIA Funds Expended in FY15, by Program

