

July 24, 2014

Via Electronic Mail

Dr. MaryAnn Janosik
Director of Academic Services
SC Commission on Higher Education
1122 Lady St. Suite 300
Columbia, SC 29201

Dear Dr. Janosik:

Attached please find CERRA's Program Reports for the 2013-14 fiscal year. You will note that last year we began reporting some additional information that we believe is significant and of interest to the Commission on Higher Education. This year we have made some further refinements, as explained in the appropriate footnotes. I also have included copies of data sheets for CERRA's two largest programs, Teacher Cadet and Teaching Fellows, which Commission members may wish to review.

Also attached is CERRA's budget proposal for the 2015-16 fiscal year. CERRA is not seeking an increase from the 2014-15 funding level, nor did we seek an increase from the 2013-14 funding level. We continue to explore ways to make better use of our resources. Among other things, we have used out-of-state Teacher Cadet curriculum and training revenues to reinstate three field support positions (on a part-time basis). Five full-time field support positions had been eliminated in 2009 as a result of the state-wide budget cuts that year. We also have restructured duty assignments, making it possible for us to eliminate one program director position and one administrative assistant position, to be effective with the 2014-15 fiscal year. Additionally, CERRA's delinquent loan collections account is now used to supplement EIA funds for Teaching Fellows awards.

As requested, I will be present for the meeting of the Committee on Academic Affairs and Licensing scheduled for August 7, 2014. I look forward to the opportunity to meet Committee members and to share additional information about CERRA's programs and budget. In the meantime, if you, your staff, or any Committee members have any questions, please feel free to contact me.

Sincerely,



Jane Turner

Attachments

C: Dr. Rachel Harvey



2013-2014 Program Reports¹

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Mentoring and Induction

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

¹Figures for program funds expended cannot be finalized until CERRA's fiscal agent, Winthrop University, closes its books for FY14 in August 2014.

ProTeam

ProTeam	FY10	FY11	FY12	FY13	FY14
Number of sites ¹	9	11	13	23	25
Number of sites in a Geographic Critical Need School ²			7	17	18
Students who completed the program	193	284	348	603	742
Male students	63	91	134	217	284 ³
Non-white students	66	139	162	280	290 ⁴
Funds expended	\$74,540	\$84,742	\$75,680	\$71,868	\$109,304
Funds expended per student	\$386	\$298	\$217	\$119	\$147

¹Some sites offer more than one class section. There are 41 class sections in FY14.

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

³38.3% of students are male.

⁴39.1% of students are non-white.

Teacher Cadet

Teacher Cadet	FY10	FY11	FY12	FY13	FY14
Number of sites ¹	170	157	160	162	165
Number of sites in a Geographic Critical Need School ²			68	69	73
Students who completed the Teacher Cadet course (TC I)	2,660	2,457	2,427	2,396	2,545
Students who completed the TC II course ³					71
Male students	577	529	554	552	555 ⁴
Non-white students	915	799	863	797	871 ⁵
Students who indicated they plan to teach	43%	41%	41%	41%	41%
Funds expended	\$251,710	\$298,122	\$245,602	\$232,356	\$286,992
Funds expended per student	\$95	\$121	\$101	\$101	\$113

¹Some sites offer more than one class section. There are 188 class sections in FY14.

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

³The TC II course is a second-level course that provides more extensive field experiences for students. It has been offered in various forms in a few locations in past years, but was formalized and tracked for the first time in FY14.

⁴22% of students are male.

⁵34.2% of students are non-white.

College Partners

College Partners¹	FY10	FY11	FY12	FY13	FY14
Number of College Partner institutions	21	24	23	23	22
Funds expended	\$129,782	\$118,669	\$87,057	\$81,341	\$127,018
Funds expended per Teacher Cadet student	\$49	\$48	\$36	\$36	\$50

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	FY10	FY11	FY12	FY13	FY14
Fellows who received funds ¹	480	499	510	527	589
Fellows who graduated from the program ²	133	142	132	99 ³	98 ³
Fellows employed in SC districts ⁴	591	651			
Fellows teaching to fulfill service requirement ⁴			419	446	448
Fellows who have fulfilled service requirement and are still employed in a SC public school district ⁴			296	420	473
Fellows employed in a Geographic Critical Need School ⁵			388	470	515
Funds expended	\$3,169,868	\$2,824,211	\$2,689,021	\$2,517,422	\$3,364,973

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

²76.9% of Fellows from the 2000-2009 cohorts graduated from the program.

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

⁴In FY12, CERRA began reporting the number of Fellows employed in SC districts in two categories: those teaching to fulfill their service requirement and those who have fulfilled their service requirement and are still employed in a SC public school district.

⁵In FY12, CERRA began reporting the number of Fellows employed in a Geographic Critical Need School.

Mentoring and Induction

Teacher Leaders	FY10	FY11	FY12	FY13	FY14
Number of certified mentors ¹	1,079	1,219	1,332	1,500	1,055
Number of trained mentor trainers ²	30	24	21	24	32
Number of certified mentor trainers ³	53	31	32	20	21
Induction Symposium attendees ⁴				187	170
Funds expended	\$181,799	\$211,786	\$186,084	\$195,957	\$183,373

¹Certified mentors complete a three-day training.

²Trained mentor trainers have completed a two-day Train the Trainer seminar.

³Certified mentor trainers have completed a two-day Train the Trainer seminar and the co-training process.

⁴Attendees include first and second year teachers, district personnel, and presenters. Induction Symposium expenses are subsidized by registration and vendor fees.

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

Online Educator Employment System/ Teacher Expo/ Supply & Demand Survey	FY10	FY11	FY12	FY13	FY14
Online employment applications created or modified	32,354	29,417	31,271	29,902	32,005
Teacher Expo attendees	~200	221	201	336	297
SC districts that participated in Teacher Expo	4	26	26	33	33
Hires as a result of Teacher Expo	N/A	20.5	34	54	TBD
SC districts that completed the Supply & Demand Survey ¹	85 (and 2 special schools)	84 (and 3 special schools)	80 (and 1 special school)	79 (and 1 special school)	79 (and 1 special school)
Funds expended	\$86,894	\$101,126	\$101,278	\$98,005	\$111,523
Teachers hired	3,619	3,514.6	4,588.4	5,739.5	5,797.7

¹Since 2001, CERRA has administered the annual Teacher/Administrator 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 2013-14 School Year
(as of June 30, 2014)**

- 72% of all public high schools in South Carolina had a Teacher Cadet Program.
- 165 South Carolina high schools offered 188 sections of the course.
- 2,545 students in South Carolina completed the Teacher Cadet Program – 871 (34.2%) are non-white students and 555 (22%) are males.
- After completing the course, 41% of Teacher Cadets chose teaching as the career they plan to pursue after college.
- After completing the course, nearly one-quarter of the Teacher Cadets who now plan to teach indicated they had been undecided or 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.
- 98% of Teacher Cadets reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education.
- 98.3% of Teacher Cadets reported that the field experience helped them understand the many factors that contribute to effective teaching.
- 44.2% of Teacher Cadet sites were located in schools identified as 2013-14 Geographic Critical Need Schools. These schools meet at least one of the following three criteria:
 - An absolute rating of Below Average or At-Risk
 - A teacher turnover rate of 20% or higher for the past three years
 - A poverty index of 70% or higher
- 71.1% of the 779 students who applied for admission into the Teaching Fellows Program in 2013 were Teacher Cadets.
- More than 57,500 students have participated in the Teacher Cadet Program in its 28-year history.
- Since the Program's inception, schools in 35 other states have implemented the Teacher Cadet curriculum, which is now in its Tenth Edition.

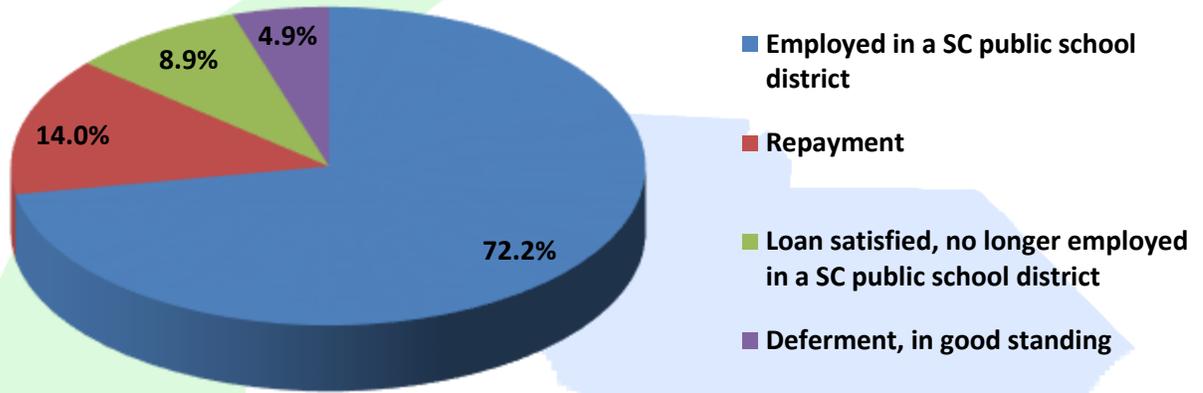
**Teaching Fellows Program
Data from the 2000-2009 Cohorts
(as of March, 2014)**

- 1,275 Fellows graduates / 1,659 awards = 76.9% graduation rate
 - 4 Fellows (still in good standing) have not yet graduated
 - 380 students withdrew before graduating
- 72.2% of graduates (921 Fellows) are employed in 74 South Carolina public school districts
- Of the 921 Fellows who are employed in South Carolina public school districts:
 - 55.9% (515) are in schools identified as 2013-14 Geographic Critical Need Schools relative to the SC Teacher Loan Cancellation Program
 - 9.8% (90) are in schools with an At Risk or Below Average absolute rating
 - 7.4% (68) are in schools with a teacher turnover rate of 20% or higher for the past three years
 - 53.5% (493) are in schools with a poverty index of 70% or more
 - 20 Fellows are in Palmetto and Federal Priority Schools
- 586 Fellows graduates have satisfied their loan through teaching service; 80.7% (473) of these Fellows are still employed in a South Carolina public school district
- More than half (51.4%) of all Fellows who are employed in South Carolina public school districts have already satisfied their loan through teaching service
- 4.9% of graduates (63 Fellows) are in deferment – graduate school, grace year, military service, or special request
- 14% of graduates (178 Fellows) are in repayment
- 8.9% of graduates (113 Fellows) have satisfied their loan through teaching service, but are no longer employed in a South Carolina public school district

Breakdown of Teaching Fellows Graduates (2000-2009 Cohorts):

Teaching in SC public school district for loan forgiveness	448
Loan satisfied through teaching service, and still employed in SC public school district	473
In repayment	178
In deferment	63
Loan satisfied through teaching service, but no longer employed in SC public school district	113
Total	1,275

Teaching Fellows Graduates 2000-2009 Cohorts





2015-2016 EIA Budget Proposal

	2014-2015 Appropriated Budget	Possible Increase to Funding	2015-2016 Proposed Budget
Program/Service			
Office Salaries & Fringes	733,097		733,097
Office Support	81,908		81,908
Board of Directors	2,750		2,750
Staff Travel	38,300		38,300
Minority Recruitment	166,500		166,500
Marketing/Communications	12,000		12,000
Online Educator Employment System and Teacher Expo	5,500		5,500
ProTeam	6,100		6,100
Teacher Cadet	35,750		35,750
College Partners	36,250		36,250
Teaching Fellows	3,317,570		3,317,570
TOTAL Budget	4,435,725¹		4,435,725

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 \$531,680, the amount allocated for the Center for Educator Recruitment, Retention and Advancement

Budget Category Descriptors

- **Office Salaries & Fringes** – EIA funded positions for CERRA office support include eight full-time employees and two 10-month employee (a small percentage of five 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