



South Carolina Commission on Higher Education

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October 2, 2014

CHE
10/2/2014
Agenda Item 6.02.A

MEMORANDUM

To: Chairman John L. Finan and Members, SC Commission on Higher Education
From: Dr. Bettie Rose Horne, Chair and Members, Committee on Academic Affairs and Licensing (CAAL)

Consideration of FY 2015-2016 Appropriation Request and FY2013-2014 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 FY2013-14, this proviso, Part 1B Proviso 1A.9 (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 (see Attachments).

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
FY2015-2016 Appropriations Request

	2013-14 Actual	2014-15 Appropriated	2015-16 Proposed
Office Salaries & Fringes	\$675,597	\$733,097	\$733,097
Office Support	\$78,908	\$81,908	\$81,908
Board of Directors	\$2,750	\$2,750	\$2,750
Staff Travel	\$34,800	\$38,300	\$38,300
Teacher Leaders (Teacher Forum & Advisory Board)	\$10,500		
Teacher Database	\$5,500	\$5,500	\$5,500
Teacher Cadet Program	\$35,750	\$35,750	\$35,750
Teacher Educators (College Partners)	\$36,250	\$36,250	\$36,250
ProTeam	\$6,100	\$6,100	\$6,100
Teaching Fellows	\$3,371,070	\$3,317,570	\$3,317,570
Minority Recruitment	\$166,500	\$166,500	\$166,500
Marketing/Publications	\$12,000	\$12,000	\$12,000
TOTAL EXPENDITURES	\$4,435,725	\$4,435,725¹	\$4,435,725

Note:

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.

CERRA is not seeking an increase in funding from the 2014-2015 funding level. The FY 2015-2016 budget proposal is included as an attachment for review. The office has used out-of-state Teacher Cadet curriculum and training revenues to reinstate three field positions (on a part-time basis). Additionally, CERRA's delinquent loan collections account is now used to supplement EIA funds for Teaching Fellows awards. To date, the account has a reserve amount of one year's worth of Teaching Fellows awards. In FY 2014-2015, CERRA will use a portion of the account to fund Teaching Fellows awards, yet still maintain a year's worth in reserve.

Office Salaries and Fringes

The requested amount (\$733,097) will fund ten positions. During FY 2014-2015 CERRA restructured duty assignments. Because of this, two positions were eliminated (one program director and one administrative assistant).

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, 32,005 applications were created or modified on the online employment application and job bank service. During the past year 297 persons and 33 SC school districts participated in the FY2014

Teacher Expo. Seventy-nine South Carolina school districts (plus one special school) 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 geographic critical need school districts in rural, high poverty areas.

Teaching Fellows and Teacher Educators (aka College Partners)

In FY2014, 589 student teachers participated in the Teaching Fellows program at 22 partner institution. Ninety-eight students graduated from the program. As of FY2014, 448 Fellows are teaching in South Carolina to fulfill the service requirement. In addition, there are 473 Fellows who have fulfilled their service requirement and are still employed in a South Carolina public school. There are also 515 Fellows, reported during FY2014, employed in a geographical critical need school.

ProTeam, Teacher Cadet

During FY2014-15, it was possible to fund 25 ProTeam and 165 Teacher Cadet sites. There were 742 student who completed the ProTeam program. The Teacher Cadet program had 2,545 completers for the TC I course and 71 completers for the TC II. The TC II course is a second level course that provides extensive field experiences for students. In FY2014, TC II was formalized and tracked for the first time.

FY 2013-14 Annual Reports for EIA-Funded Teacher Recruitment Projects

Each year CERRA collects data related to program productivity. Attached are the annual reports for FY 2013-2014 for ProTeam, Teacher Cadet, College Partners, Teaching Fellows, Mentor and Induction, and the Teacher Database. The reports provide descriptive information that compares data between FY 2010-2014.

Recommendation

The Committee on Academic Affairs and Licensing and Academic Affairs commends favorably to the Commission approval of the FY2015-16 appropriations request in the amount of \$4,435,725 for the Center for Educator Recruitment, Retention and Advancement (CERRA).

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



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



2013-2014 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Mentoring and Induction

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

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	\$109,324
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	\$287,031
Funds expended per student	\$95	\$121	\$101	\$97	\$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	21	22
Funds expended	\$129,782	\$118,669	\$87,057	\$81,341	\$127,018
Funds expended per Teacher Cadet student	\$49	\$48	\$36	\$34	\$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	\$3,365,012

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.

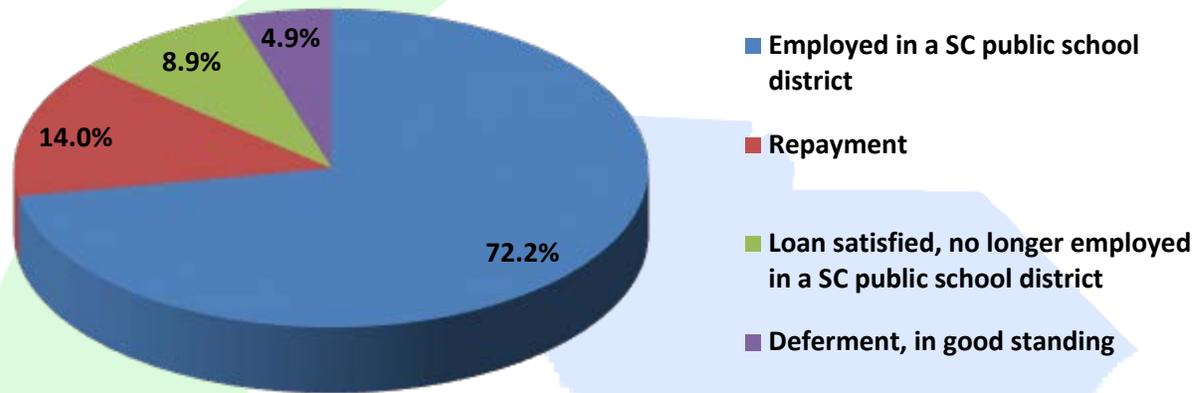
Teaching Fellows Program
Data from the 2000-2009 Cohorts
(as of March, 2014)

- 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





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SOUTH CAROLINA

Center for Educator Recruitment, Retention & Advancement

2013-14

Annual Report

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established by the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a variety of programs designed to recruit and retain qualified, caring, and competent teachers for the state of South Carolina. The Center's primary target groups are middle (the ProTeam Program) and high school students (the Teacher Cadet and Teaching Fellows Programs), college students, and adults interested in changing careers. CERRA also targets groups of accomplished teachers through programs including mentoring, teacher leadership, and National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

- 1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.
- 2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.
- 3) Use innovative communication tools to promote CERRA's mission and the education profession.
- 4) Be a visible, credible advocate for the education profession.

From the Executive Director

The 2013-14 school year was a time of transition and growth. Despite some funding losses and program conclusions, CERRA staff have forged ahead and worked diligently to rethink our operations, our structure, our partnerships, and our outcomes.

Among the many changes this year, CERRA's involvement with the National Board Certification (NBC) loan program came to a conclusion. The 2013-14 school year was the final year that CERRA received state funds to monitor recipients of the previously discontinued, state-funded NBC loan. CERRA hopes to continue to play a supportive role with the NBC application process by working with the State Department of Education to keep districts and policymakers informed on NBC issues and outcomes.

Additionally, CERRA's work with Winthrop University's NetSCOPE grant came to a conclusion. CERRA's involvement centered on the training of mentors and mentor trainers in the participating districts and schools. On the positive side, however, CERRA was able to renew its partnership with the State Department of Education in the Mentoring and Induction arena and has launched a number of initiatives to expand and strengthen mentoring and induction programs in the state.

Among other changes, the CERRA Advisory Board (CAB) completed a comprehensive strategic planning process, resulting in the transitioning of CAB into four affinity groups – in some cases, the affinity group will evolve out of an existing committee or support group, and in other cases they will be created anew. The planned affinity groups will revolve around Pre-Collegiate Recruitment Programs, Mentoring and Induction Programs, Teacher Forums, and National Board support.

Other positive news for CERRA this year includes the Teacher Cadet Program being named a finalist for the prestigious Dick and Tunky Riley "WhatWorksSC" 2013 award for innovation and effectiveness in education programs. Additionally, the 8th Edition of the ProTeam Curriculum was completed and will be utilized during the 2014-15 school year.

The Teaching Fellows Program welcomed Francis Marion University as the first Teaching Fellows institution in the Pee Dee region of the State. Francis Marion will begin accepting its first cohort of freshmen Teaching Fellows in the fall of 2014. Two other public institutions, Coastal Carolina University and the University of South Carolina Aiken, also were approved to host Teaching Fellows programs. They each will begin accepting cohorts of freshmen Teaching Fellows in the fall of 2015.

We continue to implement CERRA's 2012 Strategic Goals and to look for ways to continue to grow our programs and expand our reach. The 2014-15 school year is going to be great!

Jane Turner

Continuum of Programs and Services

**Pre-Collegiate
Programs**



**Pre-Service
Programs**



**Service
Programs**



In addition to the programs offered through CERRA, the Center provides the following services:

- Support for Future Educators Association (F.E.A.) chapters
- South Carolina Online Educator Employment System
- Statewide Teacher Expo
- Support for National Board candidates
- Research/Data Collection/Reports

ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, meshes with the EEDA requirement that all South Carolina students be exposed to identified career clusters. Additionally, the standards outlined in *DreamQuest* match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board. A curriculum review and revision process was completed during the 2013-14 school year, and the 8th edition of the *DreamQuest* curriculum will be launched during the 2014-15 school year.

Effectiveness

The ProTeam Program has served more than 15,300 South Carolina students since its inception in 1990. During the 2013-14 school year, 742 students completed the Program, which was offered in 25 South Carolina middle schools. These figures represent a 23% increase from the number of students served during the 2012-13 school year and the addition of six new sites. Of the 742 students, 38.3% are males and 39.1% are non-white students. Eighteen of the 25 sites are located in a Geographic Critical Need School, as determined by the State Board of Education. The number of sites has steadily increased over the past five years, and four new sites and three returning sites have been added for the 2014-15 school year. Furthermore, the ProTeam curriculum has now been implemented in six other states. CERRA's marketing efforts continue to focus on high need schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Schools

The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2013-14 school year: A.R. Rucker Middle (Lancaster), Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Banks Trail Middle (York), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Charleston Charter for Math and Science (Charleston), Chester Middle (Chester), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), Great Falls Middle & High (Chester), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Lewisville Middle (Chester), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Rosemary Middle (Georgetown), Sims Middle (Union), South Middle (Lancaster), St. James Middle (Horry), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), and Whittemore Park Middle (Horry).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, as well as college credit hours.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. More than 57,500 students have participated in the Teacher Cadet Program in its 28-year history.

Effectiveness

During the 2013-14 school year, 2,545 students completed the Teacher Cadet Program. Twenty-two percent of these students are males and 34.2% are non-white students. The Program was offered in 72% (162) of all public high schools, in 69 of the 82 public school districts. Additionally, the Program was offered in two career centers and one private high school for a total of 165 sites. Three new sites and four returning sites have been added for the 2014-15 school year. Forty-four percent of the Teacher Cadet sites are located in a Geographic Critical Need School, as determined by the State Board of Education. Furthermore, 57.3% of all Geographic Critical Need High Schools offered the Teacher Cadet course during the 2013-14 school year. After completing the course, 41% of Teacher Cadets chose teaching as the career they plan to pursue after college, and of these Cadets who now plan to teach, nearly one-quarter indicated they had been undecided or planned to pursue a different career before taking the course. Seventy-one percent of the 779 students who applied for admission into the Teaching Fellows Program in 2013 were Teacher Cadets.

Schools in 35 other states have implemented the Teacher Cadet curriculum, which is now in its Tenth Edition. Also available to Teacher Cadet sites and the 22 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University

Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Pickens^
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern

University

Ashley Ridge
Berkeley^
Cane Bay
Fort Dorchester
Goose Creek
Hanahan
Lake Marion
Pinewood Prep
North Charleston
R.B. Stall
Stratford
Summerville^

Clemson University

Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University

Academy for the Arts,
Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Conway%
Georgetown
Myrtle Beach
Socastee
St. James
Sumter^

Waccamaw

Coker College

Lake View
McBee

College of Charleston

Baptist Hill
Burke
Charleston Charter School
for Math & Science
Charleston County School of
the Arts
Cross
Timberland
West Ashley

Columbia College

Camden
Dutch Fork^
North Central
Erskine College
Belton-Honea Path
Dixie

Francis Marion University

Aynor
C.E. Murray
Creek Bridge
Crestwood
Darlington
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro
Mayo Math, Science &
Technology
Mullins
South Florence^
Timmonsville
West Florence
Wilson

Lander University

Abbeville
Calhoun Falls
G. Frank Russell Career
Center
Ninety Six

Limestone College

Blacksburg^
Gaffney^

Newberry College

Airport
Blythewood^
Brookland-Cayce
Chapin^
Columbia
Eau Claire
Irmo
Lexington
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley
W.J. Keenan
Westwood

North Greenville University

Berea
Blue Ridge
Eastside
Greer
Riverside
Travelers Rest
Wade Hampton (Greenville)

Orangeburg-Calhoun

Technical College

Calhoun County
Cope Area Career Center

Presbyterian College

Clinton
Laurens District 55

The Citadel

Beaufort
James Island Charter
Wando^

USC Aiken

Aiken
Batesburg-Leesville
Fox Creek^
Gilbert
Midland Valley
North Augusta
Saluda

Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia

Dreher
Lower Richland
White Knoll
USC Salkehatchie

Allendale Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Estill
Hilton Head Island
Ridgeland Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
Woodland

USC Upstate

Boiling Springs^
Broome
Chapman
Chesnee
Dorman^
Greenville Technical Charter
J.F. Byrnes
Landrum
Spartanburg

Voorhees College

Denmark-Olar

Winthrop University

Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill%
Great Falls
Indian Land
Lancaster
Lewisville
Nations Ford*
Northwestern
Rock Hill%
South Pointe
Union County
York Comprehensive^

^ Denotes a school that offers two sections of Teacher Cadet.

% Denotes a school that offers three sections of Teacher Cadet.

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to \$6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to supply three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a South Carolina public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program was established in 1999 to recruit talented high school seniors into the teaching profession. The Program provides up to \$6,000 per year in fellowships for up to 200 students who are working to complete a degree leading to teacher licensure. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it has not been possible to fund 200 Teaching Fellows each year at the \$6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full \$6,000 level has been increased. For the 2013-14 academic year, 174 freshmen were awarded fellowships at the full \$6,000 level. Eleven institutions hosted Teaching Fellows programs during the 2013-14 academic year. In July 2013, Francis Marion University was approved to host a Teaching Fellows program effective with the 2014-15 academic year. Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014, and will host their first cohort of freshmen during the 2015-16 academic year.

Effectiveness

Seventy-seven percent (1,275) of Teaching Fellows from the 2000-2009 cohorts graduated from the Program, and 72.2% (921) were employed in 74 South Carolina public school districts during the 2013-14 school year. Of these Fellows, 56% (515) are employed in a Geographic Critical Need School, as determined by the State Board of Education. Additionally, 20 Fellows are employed in Palmetto and Federal Priority Schools. Palmetto Priority Schools are those that failed to meet expected progress on student achievement required by the Education Accountability Act, and Federal Priority Schools are the lowest performing Title I schools in the state. More than half (51.4%) of all Teaching Fellows who are employed in South Carolina public school districts have already satisfied their loan through teaching service. Of the 586 Teaching Fellows who are loan-satisfied, 81% are still employed in a public school district in the state. Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions



Notes:

- Furman University and SC State University are no longer accepting new students into their Teaching Fellows programs.
- Francis Marion University was added as a Teaching Fellows Institution in July 2013 and will begin accepting Fellows in fall 2014.
- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and will begin accepting Fellows in fall 2015.

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in South Carolina public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

The job bank aspect of the System was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and take down vacancy listings themselves, so as to increase the accuracy and completeness of the postings. The online employment application was activated in October 1999. In March 2008, the application was redesigned and the licensure application piece was added for the benefit of those individuals who also needed to apply for South Carolina licensure. In 2012, the licensure application piece was eliminated after the State Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they may access online application data and interface the data with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

In previous years, CERRA has provided the total number of online employment applications that have been processed. As part of a system cleanup and for security purposes, all applications that were disabled on or before December 31, 2008 were purged in 2012. Since the purge occurred, a total of 128,383 applications have been created or modified in the System. From July 1, 2013 through June 30, 2014, just over 32,000 applications were created or modified. Nearly 22,300 of these applicants are South Carolina residents, and 12,554 are already licensed teachers in the state.

South Carolina public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2013-14 fiscal year, school districts and special schools in the state accessed the database of applicants a total of 45,179 times. The application aspect of the System also makes it possible to collect data regarding those applicants who were Teacher Cadets and/or Teaching Fellows. For example, through June 30, 2014, 7,263 applicants indicated participation in the Teacher Cadet Program, and 1,550 indicated participation in the Teaching Fellows Program. There were 855 applicants who were both a Teacher Cadet and a Teaching Fellow.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Thirty-three districts participated in the 2014 Expo, which was attended by 297 candidates. For 2014, the Expo was promoted primarily through internet and multimedia venues and attracted recent graduates, career-changers, and teachers seeking to relocate to South Carolina.

Effectiveness

In the past eleven years, more than 1,000 teachers, including approximately 330 males and 320 minorities, have been hired as a result of their participation in the Teacher Expo. Fifty-four attendees of the 2013 Expo were hired to fill existing vacancies in the state during the 2013-14 school year. This figure, compared to numbers reported in 2012, represents an increase of 20 teachers who were hired as a result of the Expo. The number of teachers hired from the 2014 Expo will be available later in the fall of 2014.

National Board Certification®

Overview

National Board Certification® (NBC), through the National Board for Professional Teaching Standards™ (NBPTS), is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA seeks to increase the number of accomplished teachers pursuing NBC as an individualized professional development pathway to improve their teaching practices.

History

Starting in 2000, CERRA was charged by the South Carolina General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. In 2006, the General Assembly also provided the opportunity for teachers in “at-risk” schools to be excused from repaying the loan regardless of whether they became certified. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. Thereafter, NBPTS created a Friends of South Carolina Scholarship which provided \$750 in funding for candidates in the 2011-12 fiscal year and a limited number of candidates in 2012-13. NBPTS also provided additional funding through a Federal Subsidy Grant Program to further assist potential candidates with the application fees. The Friends of South Carolina Scholarship and the Federal Subsidy Grant funds are no longer available, leaving candidates responsible for financing the NBC process. The 2013-14 fiscal year is the final year that CERRA was responsible for tracking the state-funded loans which were received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in every school district and three special schools, and a toolkit to assist in providing intense, uniform assistance to candidates. During the 2013-14 fiscal year, a small group of NBC teachers worked to create the South Carolina National Board Network (“Network”) which replaced the inactive Board Certification Network of South Carolina Educators. The Network was incorporated as a nonprofit and will eventually function separately from CERRA. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness

During the 2013-14 school year, CERRA tracked 237 loans for candidates seeking to obtain NBC. In November 2013, 230 South Carolina teachers achieved NBC and 372 teachers renewed their NBC. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,663 NBC teachers. During the 2013-14 school year, all but two of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,498 NBC teachers. Forty-two percent of these NBC teachers were employed in a Geographic Critical Need School, as determined by the State Board of Education, where teachers can qualify for loan forgiveness. Many career and technology centers in South Carolina also employ NBC teachers.

Teacher Forum

Overview

The South Carolina Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. Most South Carolina school districts contribute funds to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and helps DTOYs organize and/or facilitate effective local district forums.

History

Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the South Carolina Teacher Forum in 1986. It has since become a model for the National Teacher Forum. Regional teacher forum meetings, as well as the State Teacher Forum Conference, are held each year for the DTOYs. The State Teacher Forum provides a model that can then be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, sponsor teacher recognition and professional development activities, and work with district leaders to address needs and concerns.

Effectiveness

Regional teacher forums were held in the fall of 2013 in each of the five CERRA regions. Darleen Sutton, the 2014 STOY, facilitated the meetings and provided information, networking, and leadership opportunities. The State Teacher Forum Conference was held in February 2014, as a three-day professional development opportunity for DTOYs to hear outstanding speakers and participate in workshops designed to enhance their roles as spokespersons for their districts' teachers. At the conclusion of the 2013-14 school year, there were 68 district-level Teacher Forums.

Districts with active Teacher Forums

Aiken; Anderson 1, 2, 3, 4, & 5; Barnwell 19 & 29; Beaufort; Berkley; Calhoun; Charleston; Cherokee; Chester; Chesterfield; Clarendon 1 & 3; Colleton; Darlington; Dillon 4; Dorchester 2 & 4; Edgefield; Fairfield; Florence 1 & 3; Georgetown; Greenville; Greenwood 50, 51, & 52; Hampton 1 & 2; Horry; Jasper; Kershaw; Lancaster; Laurens 55; Lee; Lexington 1, 2, 3, 4, & 5; Marion; Marlboro; McCormick; Newberry; Oconee; Orangeburg 3, 4, & 5; Pickens; Richland 1 & 2; Saluda; SC Charter; Spartanburg 2, 5, 6, & 7; Sumter; Union; Williamsburg; and York 1, 2, 3, & 4.

Mentoring and Induction

Overview

CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers, believing that, with effective mentoring and support, beginning teachers can thrive in their development as quality teachers. Mentors may become mentor trainers by attending a “Train the Trainer” seminar and then co-training with CERRA-certified trainers. CERRA also cohosted the second annual New Teacher Induction Symposium, in partnership with the RETAIN Center of Excellence at Newberry College.

History

In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the State Department of Education (SDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. Through a partnership in 2008 with the SDE, CERRA also developed advanced mentor training for special education teachers. In 2012, CERRA and the RETAIN Center of Excellence collaborated to develop advanced mentor training for teachers who completed alternative licensure programs. Through the federal NetSCOPE grant, CERRA and Winthrop University developed mentoring and induction programs in the districts served by the grant, and two CERRA staff members became certified by the New Teacher Center in California to conduct advanced mentor training in Coaching and Observation Strategies and in Analysis of Student Work. School districts in rural areas with high poverty levels continue to be targeted for mentor training as teacher turnover rates tend to be highest in those districts.

Effectiveness

During the 2013-14 fiscal year, 1,055 mentors were certified at 48 initial mentor training sessions, for an overall total of more than 11,500 trained. Additionally, 21 certified mentors were trained as trainers, bringing the total number of trainers to 293. Seventeen mentors participated in a mentor training for alternatively licensed teachers. Coaching and Observation training was conducted on two occasions with 54 participants, bringing the total number who have completed this training to 288. Analysis of Student Work training was conducted on two occasions, with 57 participants, for an overall total of 191 mentors who have completed this training.

In April 2013, CERRA administered a survey to more than 500 certified mentors and induction teachers in nine South Carolina public school districts to collect feedback on our three-day initial mentor training. Data collected from these surveys, as well as a dissertation written about the impact of the training, were used to guide the work of a group of educators formed by SDE and CERRA in a collaborative effort to launch several initiatives intended to improve mentoring and induction programs statewide. The first task will be to develop an annual survey that focuses on ways to strengthen the mentoring and induction programs in our school districts. Specifically, four surveys will be administered during the 2014-15 school year to the following groups: induction teachers, mentors, school administrators, and district administrators.

Representatives from 43 school districts and educational institutions participated in the New Teacher Induction Symposium, which was attended by 170 first- and second-year teachers, district personnel, and presenters.

Communications and Technology

Overview

CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website

The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. A totally redesigned website was launched during the summer of 2012. From July 1, 2013 to June 30, 2014, the CERRA website received more than 1.5 million page views from 147,971 visitors in 141 countries/territories. The Teacher Cadet website received 106,192 page views from 15,971 visitors in 84 countries/territories.

Media Relations

The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Teacher/Administrator Supply and Demand Survey Report and the announcement of the newly certified NBC teachers receive significant media attention.

Social Media

CERRA continues to utilize the free social media tools, Facebook, Twitter, and YouTube to broadcast updates and information to students participating in its programs and members of the CERRA network. The three applications have a combined following of nearly 6,500 people, many of whom actively engage in conversations on these various platforms. Each Program Director and our Coordinator of Communications and Technology maintains a blog and regularly posts programmatic updates.

Podcast

The monthly CenterPoint Podcast provides listeners with CERRA news and information. Each episode also features an interview with an educational leader discussing current topics relevant to our network. The podcast can be found in iTunes or on our website.

Network E-blasts

CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter

The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. It also can be accessed from CERRA's website. This Newsletter provides extensive information to assist students in finding scholarship information for college. While the Newsletter informs students of the financial aid process, there is an emphasis on promoting scholarship and loan programs available to students interested in pursuing a teaching degree.

Research

Teacher/Administrator Supply and Demand Survey

The oldest of CERRA's direct research tools, the Teacher/Administrator Supply and Demand Survey was designed to collect data throughout South Carolina on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October 2013, districts reported a total of 5,797.7 full-time equivalencies (FTEs) filled by newly hired teachers for the 2013-14 school year. A total of 5,003.5 FTEs were held by teachers who did not return to their classrooms for the 2013-14 school year. This figure represents 10% of all allocated teacher positions reported during that time. Two-thirds of these teachers left their classrooms for one of the following three reasons: retirement, teaching position in another South Carolina district, or personal choice, which includes staying home with children, choosing not to work, no reason given, etc. Districts reported 270.83 vacant FTEs at the beginning of the 2013-14 school year. Districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. This conclusion, along with an average of 5,200 public school teachers leaving the classroom each year and only 2,200 students who annually graduate from South Carolina teacher education programs, reinforces the need to support and maintain strong recruitment and retention efforts across the state. Comprehensive reports for the past 13 years are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from other agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are spent each year and the extent to which those funds are used to support our mission and programmatic goals. CERRA also normally publishes a report each spring that focuses on a different program or service. During the 2014-15 school year, CERRA is collaborating with the State Department of Education to develop four statewide surveys designed to enhance the mentoring and induction programs in our school districts. The surveys will be administered annually to induction teachers, mentors, school administrators, and district administrators in our state. Results from these surveys, in conjunction with a dissertation written about the training's impact and the data already collected from surveys administered to mentors and induction teachers in April 2013, will assist our efforts to update and strengthen CERRA's initial mentor training.

2013 - 2014 Budget

Budget Categories	2013-2014 Actual Expenditures
Office Salaries & Fringes	\$657,832
Office Support	\$120,627
Board of Directors	\$968
Staff Travel	\$43,069
Teacher Leaders	\$3,836
Teacher Database	\$6,393
Teacher Cadet Program	\$35,322
Teacher Educators	\$36,151
ProTeam	\$29,049
Teaching Fellows	\$3,077,306
Minority Recruitment	\$169,259
Marketing/Publications	\$3,469
TOTAL EXPENDITURES	\$4,183,281

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2014 State Teacher
of the Year

Phyllis Archie Twyman
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Charlene Brown
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