



# **2012-2013 Program Reports**

**ProTeam**

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## ProTeam

<b>ProTeam</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Number of sites	10	9	11	13	23
Number of sites in a Geographic Critical Need School <sup>1</sup>				7	17
Students who completed the program	192	193	284	348	603
Males	73	63	91	134	217 <sup>2</sup>
Non-white students	71	66	139	162	280 <sup>3</sup>
Funds expended	\$119,158	\$74,540	\$84,742	\$75,680	\$71,868
Funds expended per student	\$620	\$386	\$298	\$217	\$119

<sup>1</sup>In FY12, CERRA began reporting the number of ProTeam sites located in a Geographic Critical Need School.

<sup>2</sup>36% of students are male.

<sup>3</sup>46.4% of students are non-white.

## Teacher Cadet

<b>Teacher Cadet</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Number of sites	166	170	157	160	162
Number of sites in a Geographic Critical Need School <sup>1</sup>				68	69
Students who completed the program	2,517	2,660	2,457	2,427	2,396
Males	521	577	529	554 <sup>2</sup>	552 <sup>3</sup>
Non-white students	862	915	799	863	797 <sup>4</sup>
Students who indicated they plan to teach	48%	43%	41%	41%	41%
Funds expended	\$283,403	\$251,710	\$298,122	\$245,602	\$232,356
Funds expended per student	\$113	\$95	\$121	\$101	\$97

<sup>1</sup>In FY12, CERRA began reporting the number of Teacher Cadet sites located in a Geographic Critical Need School.

<sup>2</sup>For the FY12 report, this information was unavailable due to a malfunction of survey software. Subsequently, we were able to recover the data which are now provided.

<sup>3</sup>23% of students are male.

<sup>4</sup>33.3% of students are non-white.

## College Partners

<b>College Partners<sup>1</sup></b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Number of College Partner institutions	22	21	24	23	21
Funds expended	\$197,962	\$129,782	\$118,669	\$87,057	\$81,341
Funds expended per Teacher Cadet student	\$79	\$49	\$48	\$36	\$34

<sup>1</sup>College 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 to offer the option of dual credit accrual for the successful completion of the Teacher Cadet course.

## Teaching Fellows

Teaching Fellows	FY09	FY10	FY11	FY12	FY13
Fellows who received funds <sup>1</sup>	598	480	499	510	527
Fellows who graduated from the program <sup>2</sup>	118	133	142	132	99 <sup>3</sup>
Fellows employed in SC districts <sup>4</sup>	540	591	651		
Fellows teaching to fulfill service requirement <sup>4</sup>				419	446
Fellows who have fulfilled service requirement; still employed in a SC public school district <sup>4</sup>				296	420
Fellows employed in a Geographic Critical Need School <sup>5</sup>				388	470
Funds expended	\$3,823,424	\$3,169,868	\$2,824,211	\$2,689,021	\$2,517,422

<sup>1</sup>Fellows are allowed to receive funds for a period of up to four years.

<sup>2</sup>76% of Fellows from the 2000-2008 cohorts graduated from the program.

<sup>3</sup>79 graduates are from the 2009 cohort when only 88 fellowship awards were made due to significant state budget cuts that year. The remaining 20 graduates are from other cohorts.

<sup>4</sup>In 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.

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

## Teacher Leaders

<b>Teacher Leaders</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Certified Mentors <sup>1</sup>	1,736	1,079	1,219	1,332	1,500
Trained Mentor Trainers <sup>2</sup>	62	30	24	21	24
Certified Mentor Trainers <sup>3</sup>	62	53	31	32	20
Funds expended <sup>4</sup>	\$402,200	\$181,799	\$211,786	\$186,084	\$195,957

<sup>1</sup>Certified mentors complete a three-day training.

<sup>2</sup>Trained mentor trainers have completed a two-day Train the Trainer seminar.

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

<sup>4</sup>Includes funds expended for mentor trainings, as well as other teacher leader activities.

## Online Employment Application System/ Teacher Expo/Supply & Demand Survey

Online Employment Application System/ Teacher Expo/ Supply & Demand Survey	FY09	FY10	FY11	FY12	FY13
Online employment applications created or modified <sup>1</sup>	33,777	32,354	29,417	31,271	29,902
Teacher Expo attendees	1,274	~200	221	201	336
SC districts that participated in Teacher Expo	35	4	26	26	33
Hires as a result of Teacher Expo	74	N/A	20.5	34	TBD
SC districts that completed the Supply & Demand Survey <sup>2</sup>	85 (and 2 special schools)	85 (and 2 special schools)	84 (and 3 special schools)	80 (and 1 special school)	79 (and 1 special school)
Funds expended	\$117,477	\$86,894	\$101,126	\$101,278	\$98,005
Teachers hired	7,159	3,619	3,514.6	4,588.4	5,739.5

<sup>1</sup>In previous years, CERRA has provided the total number of applications that have been processed in the Online Application system since its inception in October 1999 (150,693 in FY12). As part of a system cleanup and for security purposes, all applications that were disabled on or before December 31, 2008 were purged. We no longer will be able to provide a cumulative total.

The online application was modified at the beginning of FY13 to eliminate the certification application portion, after the State Department of Education developed new online certification procedures.

<sup>2</sup>Since 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.