



SOUTH CAROLINA

COMMISSION ON HIGHER EDUCATION

CHE
09/06/2018
Agenda Item 8.02A

September 6, 2018

MEMORANDUM

To: Chair Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

Consideration of FY 2019-20 Appropriation Request and FY 2017-18 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

Context

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 FY1987. Beginning in FY1991, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1989, the 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. The CHE has done so since 1988-89. The FY1991 Appropriations Act included a more comprehensive proviso, which instructed the 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 2018, this proviso, Part 1B Proviso 1A.6. (SDE-EIA: CHE/Teacher Recruitment), directs that of the \$4,243,527 appropriated for teacher recruitment programs:

the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent (\$3,904,045)¹ to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically

to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent (\$339,482)¹ to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs.

¹Amount inserted for reference.

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) are submitted by the 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)

CERRA completed a strategic planning process in 2016-17 and established a vision, new mission, and new goals. CERRA's vision influences its mission of recruiting, retaining, and advancing South Carolina Educators. This is accomplished through three specific goals.

1. Recruitment: Teacher supply needs of South Carolina public schools are met.
2. Retention: Every South Carolina school district implements a quality induction program and teachers continue teaching in a South Carolina public school classroom at least five years.
3. Advancement: Every teacher has multiple opportunities to develop as a teacher leader and be utilized as such.

In executing this strategic plan, 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. Enclosed are 2017-2018 program reports on CERRA activities.

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 the CHE, through which the Center's EIA-based appropriations flow. The 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 is seeking a \$1,000,000 increase from the 2018-19 funding level. CERRA notes "this budget request is necessary due to a number of factors, including increases in Winthrop University indirect costs, rapid growth in Pre-collegiate Program sites, and a "leveling out" of Teaching Fellows loan collections" (August 13, 2018 correspondence, CERRA to CHE). CERRA continually explores ways to make the best use of its

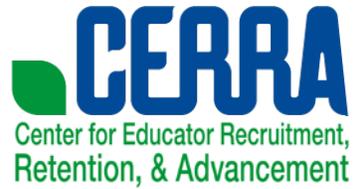
resources. The revised FY2020 budget and supporting documents will be presented at the September 6, 2018 Commission meeting.

CAAL Consideration

At the August 30, 2018 meeting of the Committee on Academic Affairs and Licensing (CAAL), Executive Director Jane Turner, Esq., presented an annual summary of CERRA's FY2018 activities. CAAL also considered the CERRA FY2020 budget request. Ms. Turner noted growth in the teacher recruitment programs (e.g., ProTeam, Teacher Cadets, and Teaching Fellows) and summarized additional major projects, including the annual Educator Supply and Demand survey, educator advocacy (e.t., 1.92 Proviso recommendations), and the Rural Recruitment Initiative. Committee members inquired about the trends in the K-12 profession, challenges to recruitment and retention, and about the budget. Upon deliberation, the Committee voted unanimously to approve the budget, with consensus for revisions and additional information to provide clarity.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the FY2020 appropriations request in the amount of \$16,184,117 for the Center for Educator Recruitment, Retention and Advancement (CERRA).



2017-2018 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Induction & Mentoring

Rural Recruitment Initiative

Veterans to Teachers Initiative

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

ProTeam

ProTeam	FY14	FY15	FY16	FY17	FY18
Sites ¹	25	22	26	30	40
Students who completed the program	742	628	973	1,012	1,245
Male students	284	235	356	420	485
Non-white students	290	251	354	408	453
Funds expended	\$109,324	\$123,180	\$132,081	\$144,740	\$144,312
Funds expended per student	\$147	\$196	\$136	\$143	\$116

¹Some sites offer more than one class section. There were 71 class sections in FY18.

Teacher Cadet

Teacher Cadet	FY14	FY15	FY16	FY17	FY18
Sites ¹	165	168	169	179	188
Students who completed the Teacher Cadet course	2,545	2,683	2,652	2,909	2,973
Male students	555	581	585	679	684
Non-white students	871	866	858	1,004	1,067
Students who indicated they plan to teach	41%	41%	39%	37%	37%
Funds expended	\$287,031	\$332,602	\$407,738	\$458,113	\$492,460
Funds expended per student	\$113	\$124	\$154	\$157	\$166

¹Some sites offer more than one class section. There were 230 class sections in FY18, including three Teacher Cadet II classes that served 26 students. The TC II course is a second-level course that provides more extensive field experiences for students.

College Partners

College Partners¹	FY14	FY15	FY16	FY17	FY18
College Partner institutions	22	21	21	21	22
Funds expended	\$127,018	\$146,934	\$183,043	\$201,532	\$230,210
Funds expended per Teacher Cadet student	\$50	\$55	\$69	\$69	\$77

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	FY14	FY15	FY16	FY17	FY18
Fellows who received funds ¹	589	727	695	713	751
Fellows who graduated from the program ²	98 ³	123	146	135	149
Fellows teaching to fulfill service requirement	448	450	447	421	485
Fellows who have fulfilled service requirement and are still employed in a SC public school district	473	548	632	743	788
Funds expended	\$3,365,012	\$3,801,377	\$4,342,660	\$4,504,368	\$4,713,845

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

²77.2% of Fellows from the 2000-2013 cohorts graduated from the program.

³This figure includes graduates from the 2010 cohort when significantly fewer fellowships were awarded due to state budget cuts that occurred during these years.

Induction & Mentoring

Induction & Mentoring	FY14	FY15¹	FY16²	FY17	FY18
Educators who completed a mentor training	1,055		574	6,344 ³	3,005 ³
Educators who completed Mentor Training Certification	53		185	80	70
Funds expended	\$183,373	\$134,690	\$139,748	\$162,847	\$187,082

¹During FY15, CERRA and the South Carolina Department of Education (SCDE) were in the process of developing a new mentor training for educators who wish to serve as mentors to beginning teachers and are recommended by their employing districts. As a result, districts were encouraged not to hold any mentor trainings until the new training curriculum was released. While some districts did hold trainings out of necessity, the numbers were fairly inconsequential and were not reported in FY15.

²During FY16, the new two-day South Carolina Mentor Training was made available to educators. In addition, a Mentor Trainer Certification was developed and offered during this time. Mentor Trainer Certification is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Beginning in FY16, numbers reported include only those mentors and mentor trainers who complete the new trainings offered each year.

³During FY17, CERRA and the SCDE developed and offered an online update training for mentors trained under the previous system. This training consists of a series of videos, online resources, and assessments and was offered from August through June of FY17 and again in August and September of FY18. During the first training window, 4,169 participants completed the online update training and are included in the FY17 total. During the second training window, 1,034 participants completed the online update and are included in the FY18 total. Also included in these totals are participants who completed the two-day South Carolina Mentor Training hosted either by CERRA or an individual school district.

It should be noted that data from district-sponsored mentor trainings are self-reported.

**Rural Recruitment Initiative
FY18 Proviso 1A.59**

Rural Recruitment Initiative	FY16	FY17	FY18
Legislative allocation	\$1,500,000	\$9,748,392	\$9,748,392
Public school districts eligible for rural funds	20	28	30 ¹
Public school districts requesting funds	16	26	30
Funds disbursed to public school districts ²	\$914,536	\$6,854,891	\$11,869,319
Funds expended on behalf of public school districts	\$75,700	\$24,318	\$149,909
Undergraduate loan repayment funds disbursed to teachers			\$662,225
Administrative costs ³	\$29,246	\$120,194	\$293,447
Carryover funds	\$480,518	\$3,226,508	\$0

¹Under FY18 Proviso 1A.59, eligibility was based on a five-year average teacher turnover rate of greater than 11%; eligible districts include: Allendale, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Beaufort, Clarendon 1, Clarendon 2, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 3, Florence 4, Hampton 1, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Richland 1, Saluda, Sumter, Williamsburg.

²Funds were disbursed at the request of districts for approved incentives only.

³Includes a portion of five employees' salaries, fringes, and travel, as well as 3% overhead costs to Winthrop University.

Veterans to Teachers Initiative

Veterans To Teachers Initiative	FY17¹	FY18
Legislative allocation	\$0	\$0
Information sessions conducted	54	140
Session attendees	728	1,637
Post-session inquiries about becoming a teacher	248	519
Administrative costs ²	\$15,434	\$33,347

¹Initiative was launched by CERRA in April 2017, following the discontinuation of Troops to Teachers' federal recruitment funds. Thus, FY17 figures cover the time period of April through June 2017.

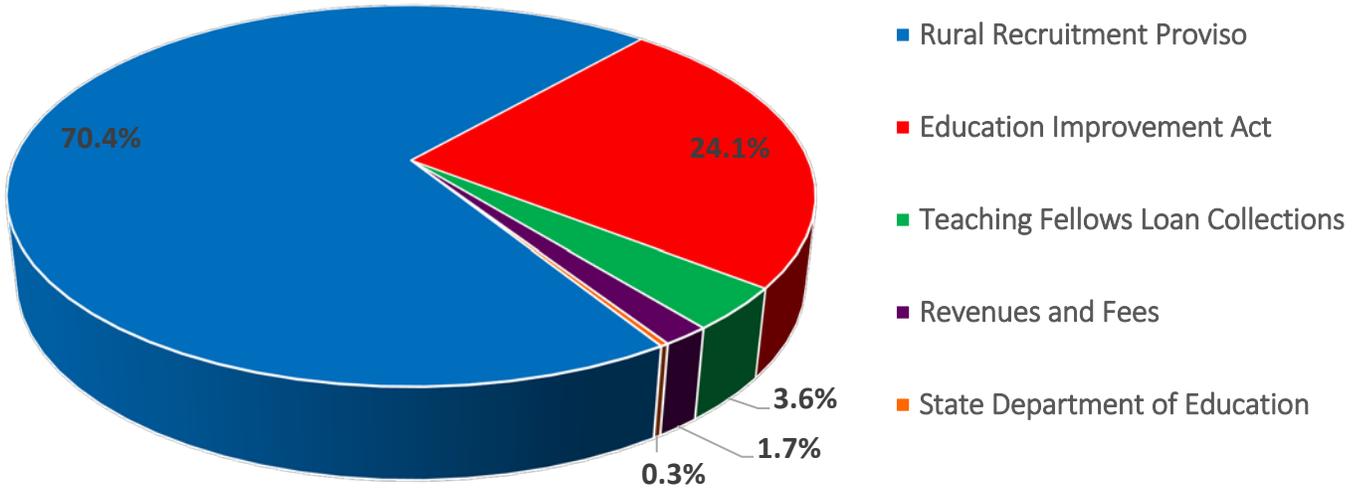
²A portion of administrative costs are covered by Rural Recruitment Initiative funds and not included here.

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

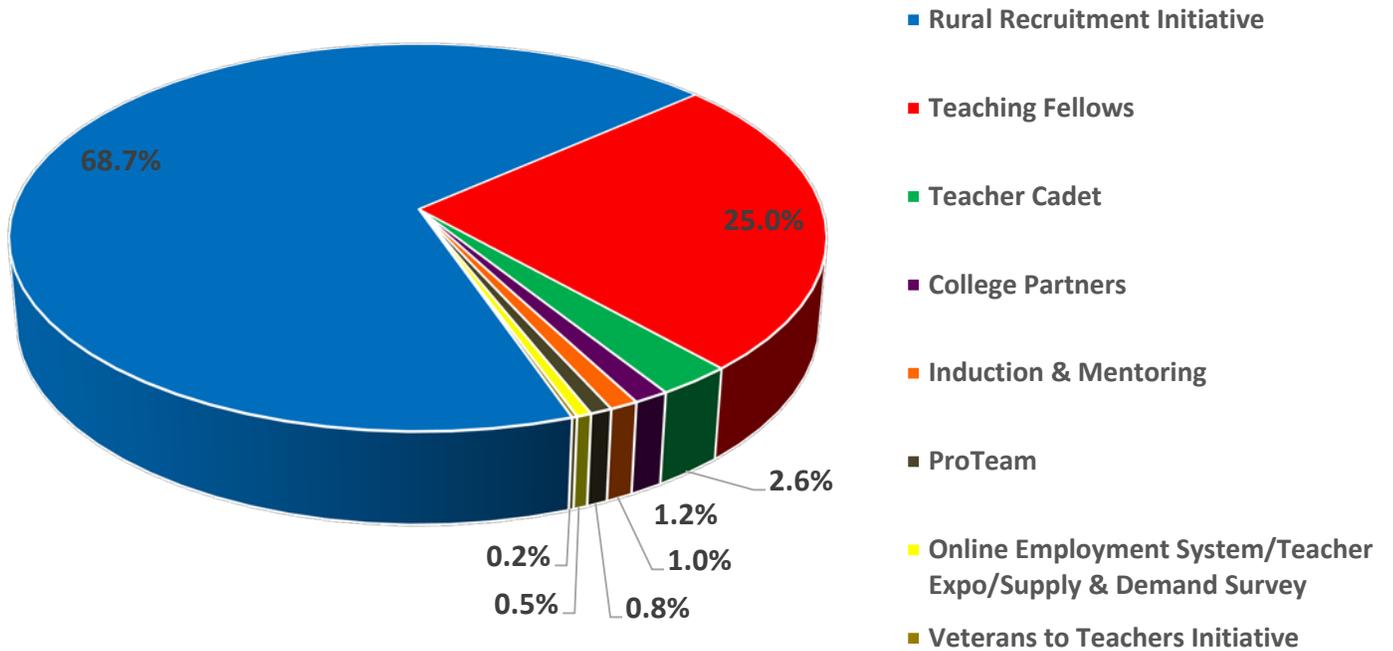
Online Educator Employment System/ Teacher Expo/ Supply & Demand Survey	FY14	FY15	FY16	FY17	FY18
Online employment applications created or modified	32,005	24,714	18,415	18,845	12,905
Teacher Expo attendees	297	345	296	295	233
SC school districts and special schools that participated in Teacher Expo	33	42	51	53	53
Hires as a result of Teacher Expo	45	44	91	85	TBD
SC school districts that completed the Supply & Demand Survey ¹	79 (and 1 special school)	79 (and 2 special schools)	79	80	82
Funds expended	\$111,523	\$124,806	\$110,954	\$91,717	\$97,629
Teachers hired (in FTEs)	5,797.7	6,217.9	6,555.1	6,934.6	7,311.2

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

Funding Sources in FY18, by Amount



EIA Funds Expended in FY18, by Program



Teacher Cadet Program
2015 Winner of the *Dick and Tunky Riley WhatWorksSC Award for Excellence*

Data from the 2017-18 School Year
(as of June, 2018)

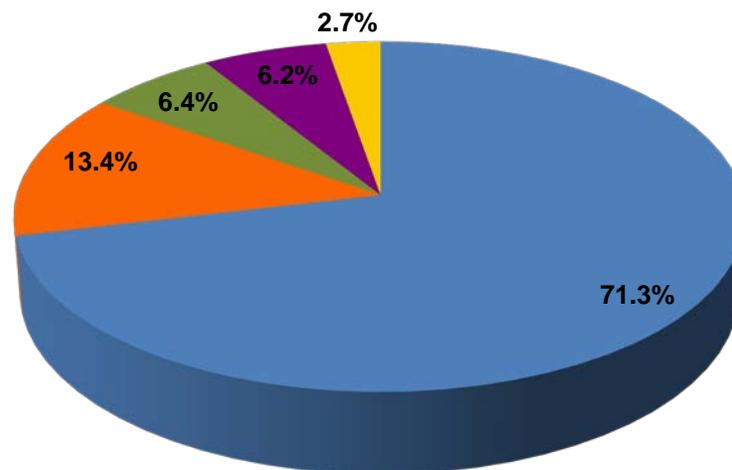
- The Teacher Cadet Program is offered in 78 of the 82 public school districts in South Carolina.
- More than three-quarters (76%) of all public high schools in South Carolina, as well as four private schools and five career and technology centers, have a Program.
- 188 South Carolina high schools offered 230 sections of the course.
- 2,973 students in South Carolina completed the Program – 36% are non-white students and 23% are males.
- After completing the course, 37.3% of Teacher Cadets chose teaching as the career they plan to pursue after college; another 11% were undecided about their career choice.
- Of the Cadets who chose teaching as the career they plan to pursue after college, nearly one out of every four was undecided or planned to pursue another career before taking the course.
- Of the Cadets who changed their minds to want to become a teacher, 70% indicated that the field experience in South Carolina classrooms was the aspect of the Program that encouraged their decision.
- 98% of Cadets reported that the course was very or somewhat effective in helping them formulate a positive perception of the education profession.
- 98% of Cadets reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education.
- 99% of Cadets reported that the field experience helped them understand the many factors that contribute to effective teaching.
- 80.3% of the 1,023 students who applied for admission into the Teaching Fellows Program in 2017 were Cadets.
- Approximately 68,500 students have participated in the Program in its 32-year history.
- Since the Program's inception, schools in 37 other states have implemented the Teacher Cadet curriculum, which is now in its 11th Edition.

Teaching Fellows Program
2011 Winner of the *Dick and Tunky Riley WhatWorksSC Award for Excellence*

Data from the 2000-2013 Cohorts
(as of March, 2018)

- 1,794 Fellows graduates / 2,323 awards = 77.2% graduation rate
- 71.3% of graduates (1,279 Fellows) are employed in 73 of 82 South Carolina public school districts
- 91.1% of graduates (1,634 Fellows) have either satisfied their loan or are currently teaching for loan forgiveness in a South Carolina public school district
 - 57.3% of graduates (1,028 Fellows) have satisfied their loan through teaching service
 - Of these Fellows, 76.7% (788) are employed in a South Carolina public school district
 - 6.7% of graduates (121 Fellows) have satisfied their loan through repayment or a combination of repayment plus some teaching service
 - 27.0 % of all graduates (485 Fellows) are currently teaching for loan forgiveness in a South Carolina public school district

Teaching Fellows Graduates
2000-2013 Cohorts



- Employed in a SC public school district
- Loan satisfied through teaching service; not employed in a SC public school district
- Loan satisfied through repayment or repayment plus some teaching service; not employed in a SC public school district
- In repayment
- In deferment (grace year, graduate school, military, or special request)

Key Teacher Data from CERRA's South Carolina Annual Educator Supply & Demand Reports 2014-15 to 2017-18

School year	Completers of a SC teacher education program ¹	Teachers who left positions during/at end of the previous school year ²	Teachers who left <u>and</u> are no longer teaching in a SC public school district	Teachers who left during/at end of first five years of teaching ²	... <u>and</u> are no longer teaching in a SC public school district	Teachers who left during/at end of first year of teaching ²	... <u>and</u> are no longer teaching in a SC public school district
2014-2015	2,060 ³ (2013-14)	5,277.7	4,108.1	1,796.5	1,309.0	667.7	529.7
2015-2016	1,793 ³ (2014-15)	5,352.2	4,074.3	2,087.4	1,506.5	748.5	579.6
2016-2017	1,720 ³ (2015-16)	6,482.2	4,842.1	2,465.4	1,776.3	777.8	616.2
2017-2018	1,684 (2016-17)	6,705.0	4,914.0	2,564.25	1,731.75	803.0	585.0

¹Data obtained from the SC Commission on Higher Education (CHE). Includes students who graduated with a Bachelor's degree eligible for teacher certification.

²Includes teachers who left their positions to teach in another SC public school district.

³Numbers reported in this chart are different than those reported in previous years due to a correction received from CHE.

Note: Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.

Per the 8/30/18 CAAL meeting, the finalized budget will be presented at the Commission meeting on 9/6/18.