

South Carolina Commission on Higher Education

Mr. Kenneth B. Wingate, Chair
Dr. Bettie Rose Horne, Vice Chair
Ms. Natasha M. Hanna
Ms. Elizabeth Jackson
Dr. Raghu Korrapati
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Mr. Y. W. Scarborough, III
Dr. Jennifer B. Settlemeyer
Mr. Rodney A. Smolla
Mr. Hood Temple
The Honorable Lewis R. Vaughn

Ms. Julie J. Carullo
Acting Executive Director

September 17, 2012

Memorandum

To: Mr. Hood Temple, Chair, and Members
Committee on Access & Equity and Student Services

From: Dr. Karen Woodfaulk, Director
Student Services Division

FY 2011-2012 Annual Reports and FY 2013-2014 Appropriation Requests for EIA Funded Teacher Recruitment Projects

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 FY 1986-87.

In FY 1986-87, separate appropriations to SC State University were made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SC State University have been made, both through the EIA and General Fund. Beginning in FY 1990-91, appropriations for the SC Teacher Recruitment Center and the South Carolina Program for the Recruitment and Retention of Minority Teachers at SC State University were made solely through EIA.

Beginning in FY 1988-89, 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 FY 1990-91 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.” *SDE-EIA: XII.F.2-CHE/Teacher Recruitment* FY 2012-13 Part 1B proviso directs allocation of this EIA-funded program for which the funding flows through CHE. The proviso directed allocation for two state teacher recruitment programs which totaled \$4,243,527. Of these funds, 92% or \$3,904,045 was directed to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) was directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs and SC-PRRMT (\$166,302).

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University are submitted by CHE to the Senate and House Education Committees and to the Education Oversight Committee each December. In addition to the annual reports, historical and cumulative data are included at the request of the Access & Equity and Student Services Committee (see Attachments).

SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT)

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University and is structured under the aegis of the Department of Teacher Education. The mission of the program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher aides, technical college transfer students and career path changers) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University’s Department of Teacher Education, SC-PRRMT is authorized to establish and maintain Satellite Teacher Education Program sites in twenty-one geographic areas throughout the State. SC-PRRMT also administers a Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives. For FY 2011-12, 27 non-traditional students were enrolled in SC-PRRMT. Seven students graduated in FY2011-12, including five graduates in critical need subject areas (71%). All seven graduates met teacher certification requirements. This percentage exceeds the SC-PRRMT annual objective of a minimum of 50% graduates teaching in a critical need subject or geographic area.

SC-PRRMT reports annually to CHE, through which the program’s EIA-based appropriations are approved. CHE is authorized to review the program’s annual budget and monitor the effectiveness of SC-PRRMT. Budget review authority is also given to the General Assembly’s Education Oversight Committee.

**SC-PRRMT
FY2012-2013 Appropriations Request**

	2011-2012	2012-13	2013-14
	Actual	Estimated	Proposed
<u>Personnel Services</u>			
Salaries	\$145,287.00	*\$146,287.00	*\$160,787.00
Fringe	31,464.04	32,407.00	33,051.00
 <u>Other Expenditures</u>			
Office Support	1,331.20	500.00	300.00
Postage	500.00	300.00	400.00
Telephone (WATS LINE)	400.00	400.00	400.00
Equipment & Maintenance	1,618.90	1,900.00	1,500.00
Printing (newsletters/ reports and other documents)	-0-	-0-	-0-
Forgivable Loans	153,743.00	153,743.00	169,500.00
Promotional Service	-0-	-0-	500.00
Conference/Workshops/ Pre-Service	-0-	-0-	2,000.00
Travel National/regional meetings Education Conferences/ CHE and EOC meetings Recruitment Visitations/ Exhibitions	5,137.86	3,945.00	4,992.00
 TOTAL EXPENDITURES	 339,482.00	 339,482.00	 373,430.00

*3% Cost of living increase

The appropriation request for SC-PRRMT was \$467,000 for FY 2009-10 and FY 2010-2011 respectively. For each of these fiscal years, the appropriation was \$350,111 (-116,889). The appropriation request for FY 2011-12 was \$350,111. Subsequently, the FY 2011-12 appropriation approved by the General Assembly for SC-PRRMT was \$339,482, which reflected a decrease in the amount of \$10,629 from the appropriation request. The same amount -\$339,482 - was appropriated for FY2012-13. The appropriation request for FY2013-14 is \$373,430.

Rationale for Requested Increase

The FY 2013-14 allocation request is \$373,430.00 which includes \$33,948 (10%) restoration of funds. For a number of years, funding for the SC-PRRMT (EIA) was \$467,000.00 annually. In FY 2008-2009, the SC-PRRMT received a 21.5% cut bringing funding to \$366,583.31. In FY 2009-2010, the program received \$350,111.52, in FY 2010-2011 the program received \$350,111.00, FY 2011-2012, and again in FY 2012-2013 the program received \$339,482.00 which constitutes 27.3% cut in the program's allocation since FY2008-09. The requested 10% increase for FY 2013-2014 will be used to hire part-time retired teachers to assist with program initiatives including Praxis workshops.

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 a 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, Teacher in Residence Program, 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, 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
FY2012-2013 Appropriations Request

	2011-2012	2012-2013	2013-2014	
	Actual	Estimated	Proposed	Increase
Office Salaries & Fringes (11 positions) ¹	\$598,624	\$566,942	\$616,944 ¹	\$50,000 ¹
Office Support	107,305	107,305	107,305	
Board of Directors	4,750	4,750	4,750	
Staff Travel (11 full time positions)	30,200	30,200	35,200	5,000
Teacher Leaders (Teacher Forum & Advisory Board)	14,000	14,000	24,000	10,000
Teacher Database	7,000	7,000	10,000	3,000
Teacher Cadet Program	17,275	17,275	37,275	20,000
Teacher Educators	2,500	2,500	17,500	15,000
ProTeam/Team 9 Program	1,500	1,500	11,500	10,000
Teaching Fellows	2,971,070	2,971,070	3,371,070	400,000 ²
Minority Recruitment	166,500	166,500	166,500	
Marketing/Publications	15,000	15,000	15,000	
TOTAL EXPENDITURES	\$3,935,724	\$3,904,042	\$4,417,042³	\$513,000³

Note:

1 \$50,000 requested to restore one part-time position (salary/fringe) to one full-time position. Also includes Teacher of the Year salary/fringe differential.

2 \$400,000 requested to fund 450 Teaching Fellows in the sophomore, junior and senior classes, as well as incoming freshmen class of 175 Teaching Fellows.

3 Total request of \$513,000 additional funding brings the total budget to \$4,417,042 (partially restores program funds to FY2008 when total budget was \$5,404,014).

The FY 2012-13 appropriations request for CERRA includes a \$513,000 increase in the level of funding. CERRA seeks the following in the appropriations request: 1) increase office/salaries/fringe to \$50,000 to restore one part-time position to a full-time position; 2) increase funding for Teaching Fellows - \$400,000 for 175 freshmen Teaching Fellows and 450 sophomore, junior and senior Teaching Fellows; 3) \$5,000 staff travel (total \$35,200); 4) \$10,000 Teacher Leaders (total - \$24,000); 5) \$3,000 for the CERRA Teacher Database (total \$10,000); 6) \$20,000 for the Teacher Cadet Program (total \$37,325); 7) \$15,000 for Teacher Educators program (total \$17,500); and 8) \$10,000 for ProTeam/Team 9 (total \$11,500).

Rationale for Requested Increase

According to CERRA's annual Supply and Demand Survey, teacher departures for retirement, career change, or other purposes continue at the rate of nearly 5,000 per year. Teacher shortages also continue in critical subject areas such as Math, Science and other STEM areas, and in geographic critical need school districts in rural, high poverty areas in the state. The need for teacher recruitment and retention programs has never been greater.

Office Salaries and Fringes: During FY 2011-12, the Coordinator of Research and Program Development position was cut to half-time and the funds saved were allocated primarily to cover the 3% salary increase awarded to state employees for which CERRA received no budget appropriation and the yearly differential for the Teacher-of-the Year salary and benefits. The **\$50,000** is needed to reinstate the Coordinator position to full-time in order to collect, analyze, utilize and disseminate relevant data, and to cover the Teacher-of-the Year (TOY) salary and fringes.

Teaching Fellows: As the winner of the 2011 Dick & Tunky Riley *WhatWorksSC* award, the Teaching Fellows program is recognized for its effectiveness. As of June 30, 2012, 67.7% of Fellows graduates are employed in a South Carolina school district. 73.8% of those who have satisfied their loan through service as a teacher continue to be employed in a public school district. However, the Fellows program has not been funded at the level intended by the legislature since FY 2008-09 and the number and size of Fellowships decreased. For the FY 2012-13 freshmen class, however, the original number of intended fellowships, 175, was awarded. In order to be able to award 175 Teaching Fellowships for the FY 2013-14 academic year, an additional **\$400,000** in flow-through funds is needed, as follows:

\$565,000 – 113 seniors @\$5000 (awarded \$5,000 per year due to budget cuts)

\$810,000 – 162 juniors @ \$5000(awarded \$5,000 per year due to budget cuts)

\$997,500 – 175 sophomores@\$5700 (\$300 awarded from a one-time SDE allocation)

\$997,500 – 175 freshmen@ \$5700(\$300 awarded from a one-time SDE allocation)

\$3,370,000 (exceeds FY 2012-2013 flow-through allocation of \$2,971,070 by \$398,930)

Staff Travel: Due to the increase in the cost of gas, the additional geographical areas covered by the part-time TIRs, and in order to cover the travel expenses of the TOY, an increase of **\$5,000** in travel expenses is needed.

Teacher Leaders: Under guidelines issued by the State Board of Education, all first year teachers are to be assigned a trained mentor, and CERRA staff have been conducting mentor trainings state-wide. At this point, over 9,000 mentors have been trained. Districts are becoming more informed of the impact that trained mentors can have on retention rates of new teachers. Because CERRA receives no funding appropriated for mentor training, CERRA charges fees for the training materials. CERRA is requesting **\$10,000** requested to eliminate or reduce the fees and cover training costs, resulting in an increased number of districts willing to have their teachers participate in the training.

Teacher Database: CERRA plans to overhaul the teacher online application and job bank service it operates for teacher applicants, and hopes to restore the State Teacher Expo (job fair) to its pre-budget cut size and extent. For the past three years, it has operated only as either a virtual job fair or was limited in size and scope to applicants for critical subject area positions. An additional **\$3,000** is requested to fund these efforts.

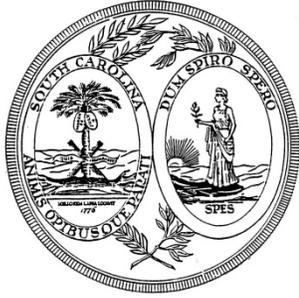
ProTeam, Teacher Cadet and Teacher Educators (aka College Partners): When CERRA's five Teacher-In-Residence (TIR) positions were cut as a result of significant budget cuts in FY 2008-09, ProTeam and Teacher Cadet instructors lost their support system in the field and subsequently, there was a severe impact on the program and its ability to serve several schools around the state. Additionally, since that time, site grants to ProTeam, Teacher Cadet and College Partners were cut or suspended. Site grants are flow-through funds awarded to the schools to provide resources to support the programs. During FY 2010-11 and FY2011-12, it was possible to fund site grants and to contract with three part-time TIRs out of revenues from the sale of merchandise through the Teacher Cadet Online Store and the sale of curriculum to other states. The request, if approved, will provide flow-through funding so site grants can be awarded and part-time, contractual TIRs can be utilized. Due to the uncertainty of revenues from the store and curriculum sales, CERRA is requesting an increase of **\$20,000** for the Teacher Cadet Program, **\$15,000** for Teacher Educators program, and **\$10,000** for ProTeam/Team 9 programs.

In past years, the program directors of both SC-PRRMT and CERRA have expressed grave concerns about the protracted effect of state budget cuts on delivery of services and the need to meet the program objectives to prepare more SC teachers. According to both directors, funding decreases have resulted in limited services to schools, teacher recruitment programs and financial assistance for those who are entering the teaching profession.

The FY 2013-14 appropriations request for SC-PRRMT in the amount of \$373,430 includes a 10% increase (\$33,948). The FY 2013-14 appropriations request for CERRA, pending approval from the CERRA Board, is \$4,417,042 which includes a \$513,000 increase. This amount will allow for CERRA to restore its program functions to meet state demands. The program directors of both SC-PRRMT and CERRA continue to express concerns about the effect of state budget cuts on delivery of services.

Recommendation

The Commission staff commends to the Access & Equity and Student Services Committee approval of the FY 2013-14 appropriations requests in the amount of \$373,430 for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) and, pending approval from the CERRA Board on September 14, 2012, \$4,417,042 for the Center for Educator Recruitment, Retention and Advancement (CERRA).



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Ms. Julie J. Carullo
Acting Executive Director

Access & Equity and Student Services Committee
Monday, September 17, 2012
1:00 p.m.
Main Conference Room
1122 Lady Street, Suite 300
Columbia, SC 29201

AGENDA

1. Introductions Mr. Hood Temple, Chair
2. College Application Month Update Dr. Karen Woodfaulk and
Ms. Catherine Team
3. Consideration of FY 2011-2012 Annual Reports and Appropriation Requests for FY 2013-2014 for EIA Funded Teacher Recruitment Projects:
 - A. SC Program for the Recruitment & Retention of Minority Teachers (PRRMT) Ms. Reinell A. Thomas-Myers
Program Manager, SC State University, PRRMT
 - B. Center for Education Recruitment, Retention and Advancement (CERRA) Ms. Jane Turner
Executive Director, CERRA
4. Other Business

Adjournment

**South Carolina Commission on Higher Education
Access & Equity and Student Services Committee
Minutes of the Meeting**

**Main Conference Room
Thursday, May 23, 2012
10:30 a.m.**

Members Present

Mr. Hood Temple, Chair
Ms. Elizabeth Jackson
Dr. Raghu Korrapati (phone)
Ms. Leah Moody

Guests

Mr. Harry Brown, Chief Information Officer
South Carolina Student Loan Corporation

Members Absent

Dr. Jennifer Settlemyer

Staff Present

Dr. Karen Woodfaulk
Ms. Lorinda Copeland
Dr. Sjanna Coriarty
Mr. Gerrick Hampton
Ms. Vickie Pratt
Ms. Laverne Sanders
Ms. Leslie Williams

1. Introductions

-Hood Temple

**2. Consideration of FY 2012-13 Administrative Budget,
SC Teachers Loan Program, SC Student Loan Corporation**

-Karen Woodfaulk

Mr. Hood Temple presented South Carolina Student Loan Corporation's FY 2012-13 annual operating budget for the SC Teachers Loan Program. He stated that the budget would be presented to the full Commission on June 7, 2012 for approval. He introduced Mr. Harry Brown, Chief Information Officer of the SC Student Loan Corporation. Mr. Temple asked Dr. Karen Woodfaulk to provide background information on the SC Teachers Loan Program.

Dr. Woodfaulk explained the 1984 Education Improvement Act (EIA), which designated the SC Student Loan Corporation as the administrator of the SC Teachers Loan Program. She stated the SC Teachers Loan Program allows for student teachers to receive a Teachers Loan, and provides a stipulation that if the loan recipients teach in a critical subject area or geographical area, they are allowed to have their loans forgiven at a rate of 20 percent each year. Therefore, 100 percent of the Teachers Loan would be forgiven if the loan recipients taught for five years in a critical subject or geographic area. Dr. Woodfaulk stated that the General Assembly authorized the Commission on Higher Education to establish regulations to govern the SC Teachers Loan Program. Dr. Woodfaulk presented the request from the SC Student Loan Corporation for the FY 2012-13 Administrative Budget for the SC Teachers Loan Program. She explained that the FY 2011-12 budget was \$359,201. Dr. Woodfaulk explained that the actual FY 2011-12 budget is \$359,614. Dr. Woodfaulk further explained that the proposed FY 2012-13 budget is \$351,958 which is a decrease from the previous

year's budgetary request. The personnel request last year was \$280,505 and this year's request is \$266,000. The FY 2011-12 General Operating budget request was \$51,021 and the actual amount is \$57,683, which is slightly over the requested amount. She stated the requested amount for the FY 2012-13 General Operating budget is \$59,676.

Mr. Harry Brown explained that the SC Student Loan Corporation was not performing loan origination functions as of 2011. He stated that the loan origination function was moved to the US Department of Education. He stated that the SC Student Loan Corporation's current portfolio is \$3.2 million. Mr. Brown said the SC Student Loan Corporation is working with the US Department of Education to service direct loans under a subcontract arrangement. Mr. Brown stated in order to do this the SC Student Loan Corporation had to comply with federal regulations, including security of personal identifiable information. He explained that the old headquarters on Berryhill Road, Columbia, SC contained several glass doors and windows, as well as several entrances and exits. Mr. Brown said it was too difficult to secure the building and therefore, the Corporation moved to another location on Two Notch Road, Columbia, SC in January 2012. He stated that the Corporation is maintaining the old headquarters for now but they are planning to sell the building. Mr. Brown explained that the SC Student Loan Corporation expects to get approval to service loans in June 2012 from the US Department of Education, and expects to get the first loan allocation in August or September, 2012. Mr. Brown explained the telephone system and the mailroom were upgraded to maintain control of data, and additional security measures were put in place.

Mr. Hood Temple asked if the collections function continued to be a part of the Corporation's responsibility. Mr. Brown replied that the SC Student Loan Corporation has always been involved in collections and this function will continue to be an ongoing component of the Corporation. Mr. Brown said that the Corporation will subcontract direct loan collection services to another company. Mr. Temple also inquired about the SC Teachers Loans default rate. Mr. Brown replied that the SC Teachers Loan Program default rate is not high. The default rate has been consistently one percent of all loans provided by the Corporation as compared to the federal default rate of seven percent. Dr. Woodfaulk explained that students have to declare a major in education and agree to teach in South Carolina. She said students have to teach in a critical subject or geographic area in order to have their loans forgiven. However, Dr. Woodfaulk said that there is concern about the number of students who decide not to teach. These students will be required to pay back the full amount of their loans. Ms. Elizabeth Jackson asked whether the students could change their minds while in college and enter into the program with a lesser loan amount. Dr. Woodfaulk replied that that there may be some available funds, however, by the time students change their minds there is a possibility that the SC Teachers Loan funds may be exhausted due to the demand for the loans. She stated there are other programs that have similar kinds of forgiveness policies, such as the SC Program of Alternative Certification for Educators (PACE) which allows students to seek an alternate path to teacher certification. Dr. Woodfaulk said there is also the Career Changers Program, for persons who have gone through an entire career and decided they would like to become a teacher. She said the Career Changers could receive loan forgiveness as well. She stated that there are other loan programs available to encourage students to become teachers.

Mr. Temple asked if the Corporation's structure is different in terms of servicing the loans rather than originating the loans. Mr. Brown stated that they are not there yet but they are trying to develop to get there. He stated that in the past the Corporation was a "one shop" location. The Corporation performed all functions: origination, servicing and collections for all loans. Mr. Brown said the Corporation is now working for a different entity. Mr. Temple stated the reason he posed the question was to determine their confidence in the budget. Mr. Temple asked is there any anticipation that there will be problems in gaining approval from the federal government. Mr. Brown's reply was

no. He stated that the federal government doesn't approve or interact with the Corporation's budget. Mr. Temple asked about Mr. Brown's comment that the Corporation had to go through an automation process and address security issues for approval. Mr. Brown said the process is called an Authority to Operate (ATO). He said the Corporation would have to provide documentation of their processes and procedures to receive the ATO. The Corporation would need to ensure their software is interactive including "lockbox" security software. Mr. Brown stated that he was confident that the Corporation would receive the ATO and will be awaiting approval. Mr. Temple asked when the Corporation anticipates approval. Mr. Brown stated that the Corporation anticipates receiving approval in June 2012.

Mr. Temple asked if there were any additional questions or comments. As there were none, Mr. Temple requested a motion to **approve** the SC Student Loan Corporation's SC Teachers Loan budget. It was **moved** (Leah Moody), and **seconded** (Elizabeth Jackson) to approve the SC Teachers Loan budget and unanimously **carried**.

3. Other Business

With no further business, Mr. Temple adjourned the meeting at 10:50 a.m.

Respectfully submitted,
Laverne Sanders
Laverne Sanders
Recording Secretary

**2011-2012
ANNUAL REPORT
of the**



**South Carolina Program for the
Recruitment & Retention of Minority Teachers**

Lift a Life...Teach

**Prepared for: The South Carolina Commission on Higher Education
Submitted by: Reinell Thomas-Myers, Program Manager**

**South Carolina State University
Orangeburg, South Carolina
September 2012**

Dr. Cynthia Warrick, Interim President

***ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE
RECRUITMENT AND RETENTION OF MINORITY TEACHERS 2011-2012***

SOUTH CAROLINA STATE UNIVERSITY

EXECUTIVE SUMMARY

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University’s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

PROGRAM OBJECTIVES AND OUTCOMES 2011-2012



Objective 1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University.

OUTCOME:

**TABLE 1
ENROLLMENT FIGURES FALL 2009-SPRING 2012**

Year	Number
Enrollment 2008-2009	32
Enrollment 2009-2010	34
Enrollment 2010-2011	28
Enrollment 2011-2012	27
Mean	30

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other Programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 30 for fall 2008-spring 2012.

Objective 2

On an annual basis, target no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

OUTCOMES:

**TABLE 2
STATE- DECLARED CRITICAL NEEDS**

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2008-2009	9	2 (22%)	6 (67%)	8 (89%)
2009-2010	9	1 (11%)	3 (33%)	4 (44%)
2010-2011	10	3 (30%)	7 (70%)	100 %
2011-2012	7	5 (71%)	-	*71 % or higher

* Two (2) 2012 graduates are not placed at the time of this report.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2012	156
Number of Graduates in State-Declared Critical Need Subject Areas	59 (38%)
No. of Graduates Placed in Critical Geographic Schools	132 (85%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective 3

To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- ◆ The Program continues to administer a Forgivable Loan Program. This past academic year 23 students received forgivable loans.
- ◆ Thirteen (76%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2011-2012 Academic Year. However, all 17 (100%) maintained their eligibility. All seven (100%) of the Program's M.A.T. participants maintained their eligibility. Twenty-seven students participated in the program.
- ◆ For academic year 2011-2012, eighty-five percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	3
3.50 – 3.74	7
3.00 – 3.49	13
- ◆ For the 2011-2012 Academic Year, seven students graduated; all seven (100%) met certification requirements.
- ◆ The Program graduated seven students. To date, five (71%) have gained employment in a South Carolina Public school. These five are teaching in a critical geographic school or in a state-declared critical need subject area.
- ◆ The teaching experience of graduates range from 1 to 18 years.
- ◆ One hundred and nineteen (76%) of the Program's placed graduates have gained 5 to 18 years teaching experience, and the mean years of teaching for all graduates is 14.5 years.

The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s).

TABLE 3
TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N=119

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
6	5	0%	4	5	150%
13	6	20%	5	5	150%
3	7	40%	-	-	-
6	8	60%	-	-	-
4	9	80%	-	-	-
7	10	100%	-	-	-
6	11	120%	-	-	-
0	12	-	-	-	-
7	13	160%	-	-	-
12	14	180%	-	-	-
15	15	200%	-	-	-
17	16	220%	-	-	-
11	17	240%	-	-	-
3	18	260%	-	-	-
TOTAL 110	-	-	TOTAL 9	-	-

***THE SUPPORT OF STATEWIDE RECRUITMENT AND
RETENTION EFFORTS***

- ◆ Program recruitment activities for AY 2011-2012 involved: recruitment exhibitions and participation in fall and Winter Open House at SC State University, freshman orientation, mailings and responses to program inquiries, visits to eight school districts, to nine technical colleges, and participation and recruitment exhibitions at college fairs and career day.
- ◆ SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2011-2012.

***EIA BUDGET
PROPOSED BUDGET
FY 2013-2014***

Budget Request \$ 373,430.00 for 10% Restoration of Funds.

Justification- For a number of years, funding for the SC-PRRMT (EIA) was **\$467,000.00** annually. In 2008-2009, the program received a 21.5% cut-\$366,583.31. In FY 2009-2010, the program received \$350,111.52, in FY 2010-2011 the program received \$350,111.00, FY 2011-2012, and in FY 2012-2013 the program received \$339,482.00. This low funding constitutes a **27.3% cut** in the program's allocation. This dearth compromises the award as an incentive to enter the teaching profession, and it limits what the program can offer to students needing financial assistance. Therefore, we are requesting restoration of funds to \$373,430.00 (\$33,948.00, 10% increase for 2013-2014) to be used to hire part-time retired teachers to assist with program initiatives, Praxis workshops, and the increased funds will be used to maintain a program of excellence.

Personnel Services

1. Salaries	\$ 160,787.00
2. Fringes	<u>33,051.00</u>
	\$193,838.00

OTHER EXPENDITURES

Office Support	\$ 300.00
Postage	400.00
Telephone (WATS LINE)	400.00
Equipment & Maintenance	1,500.00
Printing	-0-
Newsletter/Annual Reports And other documents	
Forgivable Loans	169,500.00
Promotional Services	500.00
(TV Ad, Website, Promotional /Recruitment Materials)	
Conference/Workshops for Pre-service Teachers	2,000.00
Travel	4,992.00
Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions	
TOTAL OTHER EXPENDITURES	\$179,592.00
TOTAL PROJECT EXPENDITURES	\$373,430.00
TOTAL PROJECT APPROPRIATIONS	\$373,430.00

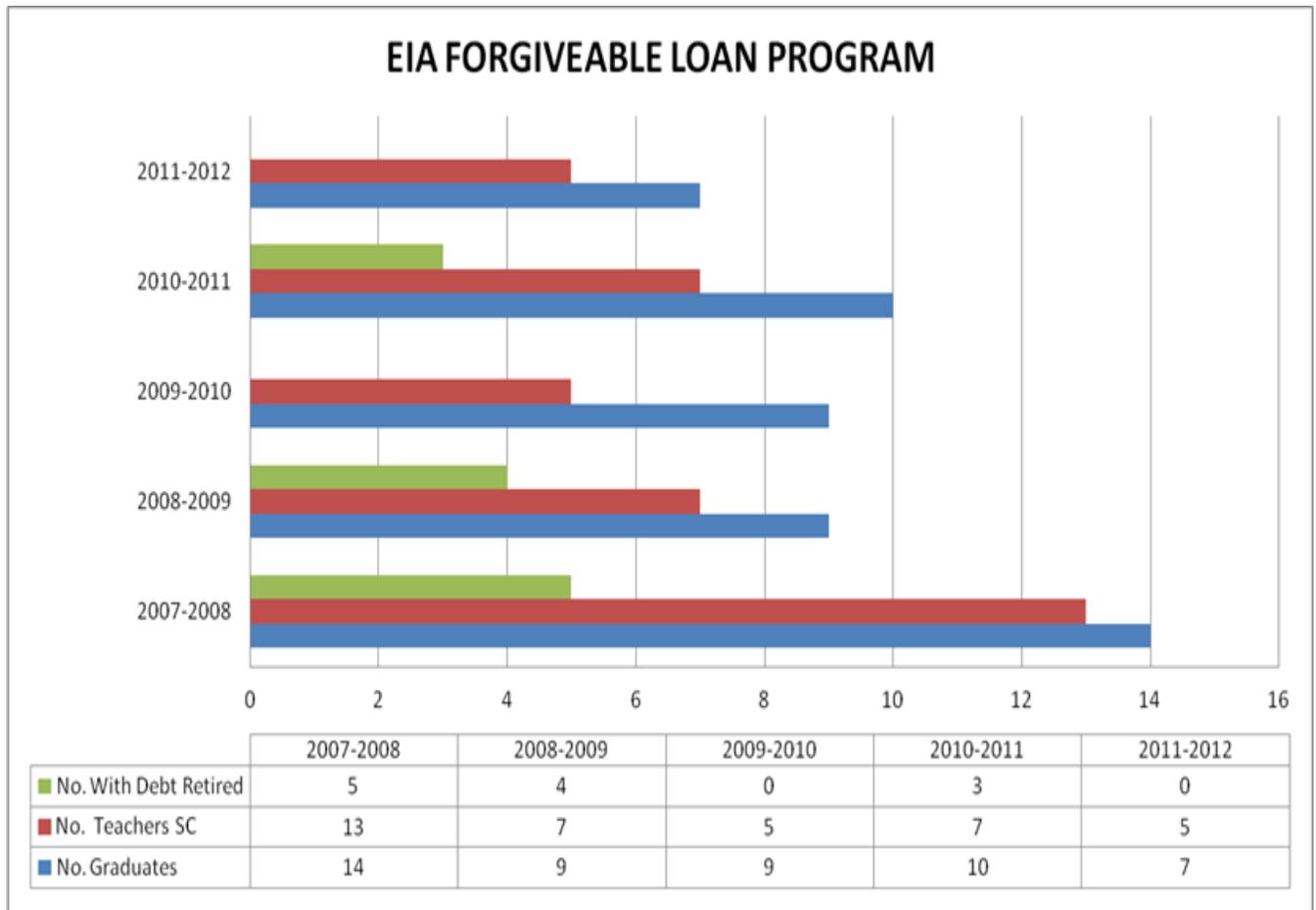
**Budget for FY 2008-2009, FY 2009-2010, FY 2010-2011, FY 2011-2012, and Current
FY 2012-2013.**

Funding Source	FY 2008-2009 Actual	FY 2009-2010 Actual	FY 2010-2011 Actual	FY 2011-2012 Actual	Current FY 2012-2013 Estimated
EIA	\$366,583.31	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00
General Fund	-0-	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr	-0-	-0-	-0-	-0-	-0-
TOTAL	\$366,583.31	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00
Expenditures	FY 2008-2009 Actual	FY 2009-2010 Actual	FY 2010-2011 Actual	FY 2011-2012 Actual	Current FY 2012-2013 Estimated
Personnel Service	\$147,667.13	\$142,179.65	143,287.00	145,287.00	146,287.00
Contractual Services	-0-	1,787.44	1,377.00	900.00	400.00
Supplies and Materials	1,920.21	1,877.00	1,250.00	1,331.20	800.00
Fixed Charges	33.00	-0-	-0-	1,618.90	1,900.00
Travel	1,925.00	7,344.88	5,973.00	5,137.86	3,945.00
Equipment	-0-	-0-	-0-	-0-	-0-
Employer Contributions	55,481.08	33,179.55	34,481.00	31,464.04	32,407.00
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-	-0-	-0-
Other: Forgivable Loans	179,495.00 (\$19,938.11 was moved from Collections Account)	163,743.00	163,743.00	153,743.00	153,743.00
Balance Remaining	-0-	-0-	-0-	-0-	-0-
TOTAL	\$386,521.42	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00
#FTES					
Expenditures	FY 2008-2009 Actual	FY 2009-2010 Actual	FY 2010-2011 Actual	FY 2011-2012 Actual	Current FY 2012-2013 Estimated
Personnel Service	Director (1)	Program Manager (1)	Program Manager (1)	Program Manager (1)	Program Manager (1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)
	Secretary (1)	Secretary (1)	Secretary (1)	Secretary (1)	Secretary (1)

EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2007-2008, FY 2008-2009, FY 2009-2010, FY 2010-2011, and FY 2011-2012.

Year	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2007-2008	14	13	160,208.00	5	11,443.43
2008-2009	9	7	116,518.00	4	12,946.44
2009-2010	9	5	78,797.00	0	8,755.22
2010-2011	10	7	89,485.00	3	8,948.50
2011-2012	7	5	69,482.00	0	9,926.00
Total	49		\$514,490.00	12	N/A



The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- ◆ forgivable loan awards for students

(Con't)

Total number of awards per year, awardees by gender and race/ethnicity.

Years	Distribution of Awards By Ethnicity						Number of Awards
	BF	WF	His.F	BM	WM	His.M.	
2007-2008	34	10	0	2	0	0	46
2008-2009	23	7	1	1	0	0	32
2009-2010	27	4	1	2	0	0	34
2010-2011	17	7	2	2	0	0	28
2011-2012	18	4	1	3	1	0	27

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- ◆ classes for the Praxis exam. Students must pass all parts of the Praxis examination to enter the Teacher Education program.
- ◆ refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students.
- ◆ longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- ◆ all program materials, supplies, and equipment
- ◆ part-time personnel/instructors
- ◆ program marketing and recruitment
- ◆ normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

Travel is limited to only the most essential locations.

SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET
Budget for FY 2009-2010, FY 2010-2011, FY 2011-2012, FY 2012-2013, and
Proposed FY 2013-2014

	FY 2009-2010 Actual	FY 2010-2011 Actual	FY 2011-2012 Actual	Current FY 2012-2013 Estimated	Proposed Budget 2013-2014
+Personnel Services					
1. Salaries	142,179.65	143,287.00	145,287.00	*146,287.00	*160,787.00
2. Fringes	33,179.55	34,481.00	31,464.04	32,407.00	33,051.00
OTHER EXPENDITURES					
Office Support	1,747.92	500.00	1,331.20	500.00	300.00
Postage	598.00	750.00	500.00	300.00	400.00
Equipment & Maintenance	-0-	-0-	1,618.90	1,900.00	1,500.00
Telephone (WATS LINE)	768.00	877.00	400.00	400.00	400.00
Printing <i>Newsletter/Annual Reports and other documents</i>	550.52	500.00	-0-	-0-	-0-
Forgivable Loans	163,743.00	163,743.00	153,743.00	153,743.00	169,500.00
Promotional Service <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	-0-	-0-	-0-	-0-	500.00
Conference/Workshops for Pre-Service Teachers	-0-	-0-	-0-	-0-	2,000.00
Travel <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	7,344.88	5,973.00	5,137.86	3,945.00	4,992.00
TOTAL OTHER EXPENDITURES	\$174,752.32	\$170,243.00	\$162,730.96	\$159,988.00	179,592.00
TOTAL PROJECT EXPENDITURES	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00	373,430.00
TOTAL PROJECT APPROPRIATIONS	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00	\$373,430.00
APPROPRIATIONS REQUESTED	\$467,000.00	\$467,000.00	\$350,111.00	\$339,482.00	\$373,430.00
APPROPRIATIONS CUTS	116,888.48	116,889.00	10,629.00	-0-	
APPROPRIATIONS RECEIVED	\$350,111.52	\$350,111.00	\$339,482.00	\$339,482.00	
Expenditures	FY 2009-2010 Actual	FY 2010-2011 Actual	FY 2011-2012 Actual	Current FY 2012-2013 Estimated	Proposed Budget 2013-2014
+Personnel Services	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructor (18)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(16)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(16)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (16) PT- Retired Teachers (2)

*=3% Cost of living increase

For additional information, write or call

**The South Carolina Program for the Recruitment
and Retention of Minority Teachers**

Post Office Box 7793

South Carolina State University

Orangeburg, South Carolina 29117-0001

(803) 536-8818

or

1 800-768-0068

Fax: (803) 533-3611

September 7, 2012

Via Electronic Mail

Dr. Karen Woodfaulk
Director of Student Services
SC Commission on Higher Education
1333 Main St, Suite 200
Columbia, SC 29201

Dear Karen:

Attached please find CERRA's program reports for the 2011-12 fiscal year. You will note that this year we have begun reporting some additional information that we believe is significant and of interest to the Commission on Higher Education.

I also am providing you with CERRA's budget proposal for the 2013-14 fiscal year. As you know, the proposal has not yet been approved by the Executive Committee of CERRA's Board of Directors, but has been shared with the Executive Committee and is scheduled to be discussed and approved on September 14, 2012, at the Board's regularly scheduled meeting. You will note that the budget proposal seeks an increase from CERRA's 2012-13 budget. The increase is needed to be able to fund all current Teaching Fellows plus an incoming freshmen class of 175 Fellows, as well as to begin to bring CERRA's programs back to the 2008-2009 funding level.

I would welcome the opportunity to speak with you about this proposal, and how the figures were derived, before the Committee meeting on September 17, 2012. I have a meeting in Columbia next Thursday, September 13, 2012, from 2:00 to about 3:00, and could meet with you about 3:30 if you are available. The morning of September 12th is also a possibility, as I may be attending the State Board of Education meeting that afternoon.

Thank you for your assistance with this process, and I look forward to speaking with you.

Sincerely,



Jane Turner

Attachments



2011-2012 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Teacher Leaders

Online Application/Teacher Expo/Supply & Demand Survey

ProTeam

ProTeam	FY07	FY08	FY09	FY10	FY11	FY12
Number of sites	16	11	10	9	11	13
Number of sites in a Geographic Critical Need School ¹						7
Students who completed the program	261	137	192	193	284	348
Males	110	33	73	63	91	134 ²
Non-white students	85	35	71	66	139	162 ³
Funds expended	\$129,914	\$130,819	\$119,158	\$74,540	\$84,742	\$75,680
Funds expended per student	\$497	\$955	\$620	\$386	\$298	\$217

¹Beginning with FY12, CERRA will report the number of ProTeam sites located in a Geographic Critical Need School.

²38.5% of students are male.

³46.6% of students are non-white.

Teacher Cadet

Teacher Cadet	FY07	FY08	FY09	FY10	FY11	FY12
Number of sites	156	164	166	170	157	160
Number of sites in a Geographic Critical Need School ¹						68
Students who completed the program	2,556	2,413	2,517	2,660	2,457	2,427
Males	496	432	521	577	529	N/A ²
Non-white students	786	677	862	915	799	863 ³
Students who indicated they plan to teach	39%	42%	48%	43%	41%	41%
Funds expended	\$305,620	\$323,399	\$283,403	\$251,710	\$298,122	\$245,602
Funds expended per student	\$119	\$134	\$113	\$95	\$121	\$101

¹Beginning with FY12, CERRA will report the number of Teacher Cadet sites located in a Geographic Critical Need School.

²Data unavailable due to malfunction of survey software.

³35.6% of students are non-white.

College Partners

College Partners¹	FY07	FY08	FY09	FY10	FY11	FY12
Number of College Partner institutions	24	24	22	21	24	23
Funds expended	\$222,636	\$230,712	\$197,962	\$129,782	\$118,669	\$87,057
Funds expended per student	\$87	\$96	\$79	\$49	\$48	\$36

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 to offer the option of dual credit accrual for the successful completion of the Teacher Cadet course.

Teaching Fellows

Teaching Fellows	FY07	FY08	FY09	FY10	FY11	FY12
Fellows who received funds ¹	614	590	598	480	499	510
Fellows who graduated from the program ²	140	119	118	133	142	132
Fellows employed in SC districts ³	315	480	540	591	651	
Fellows teaching to fulfill service requirement						419
Fellows who have fulfilled service requirement; still employed in a SC public school district						296
Fellows employed in a Geographic Critical Need School ⁴						388
Funds expended	\$3,993,838	\$3,835,280	\$3,823,424	\$3,169,868	\$2,824,211	\$2,689,021

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

²76.1% of Fellows from the 2000-2007 cohorts graduated from the program.

³Beginning with FY12, CERRA will report 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.

⁴Beginning with FY12, CERRA will report the number of Fellows employed in a Geographic Critical Need School.

Teacher Leaders

Teacher Leaders	FY07	FY08	FY09	FY10	FY11	FY12
Certified Mentors ¹	1,882	1,764	1,736	1,079	1,219	1,297
Certified Mentor Trainers ²	N/A	74	62	53	31	32
Trained Mentor Trainers ³	N/A	186	62	30	24	21
Funds expended ⁴	\$322,146	\$312,969	\$402,200	\$181,799	\$211,786	\$186,084

¹Certified mentors complete a three-day training.

²Certified mentor trainers also attend a two-day Train the Trainer seminar.

³Trained mentor trainers also have completed the co-training process.

⁴Includes funds expended for mentor trainings, as well as other teacher leader activities.

Online Application/Teacher Expo/Supply & Demand Survey

Online Application Teacher Expo Supply & Demand Survey	FY07	FY08	FY09	FY10	FY11	FY12
Online applications created or modified ¹	24,044	31,823	33,777	32,354	29,417	31,271
Teacher Expo attendees	1,287	932	1,274	~200	221	201
SC districts that participated in Teacher Expo	69	67	35	4	26	26
Hires as a result of Teacher Expo	179	172	74	N/A	20.5	TBD
SC districts that completed the Supply & Demand Survey ²	85 (and 2 special schools)	84 (and 3 special schools)	80 (and 1 special school)			
Funds expended	\$119,301	\$120,440	\$117,477	\$86,894	\$101,126	\$101,278
Teachers hired	8,405	8,417	7,159	3,619	3,514.6	4,588.4

¹A total of 150,693 applications have been processed in the Online Application system since its inception in October 1999.

²Since 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.



Center for Educator Recruitment, Retention, & Advancement

Annual Report 2011-2012

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 aimed to increase the number of students in the education pipeline and 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 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 2011-12 school year brought much growth and change to CERRA. It has been an exciting year! In August of 2011, Dr. Gayle Sawyer stepped down after a number of years of leadership as the Executive Director of CERRA. CERRA is grateful to her for her years of commitment and service. Shortly after Dr. Sawyer's departure, the Executive Committee of CERRA's Board of Directors tapped me to serve as Interim Executive Director. In March 2012, the Executive Committee offered me the position on a permanent basis, and I gladly accepted.

During the 2011-12 school year, the Board of Directors completed its work on a Strategic Plan to take CERRA into the next five years. A new mission statement was adopted, along with strategic goals and sub-goals. CERRA staff is currently working to implement action steps needed to accomplish the goals and sub-goals. Some of the activities already underway include the transition to a new CERRA website and to a more efficient process for utilizing the Online Application and Job Bank system. Additionally, new part-time staff has been hired to resume the duties of the former Teachers-in-Residence, with a special emphasis on recruitment and retention efforts in high need and underserved schools and districts. Those individuals are now referred to as Program Facilitators. Jenna Hallman, Program Director for Teaching Fellows and National Board support programs, was promoted to the position of Assistant Executive Director and Todd Scholl was hired to fill the new position of Coordinator of Communications and Technology. Other staff positions have been redefined, office space has been reorganized, and operating procedures have been clarified, all for the purpose of maximizing staff effectiveness.

Among the many other accomplishments this year, we are especially proud and appreciative that the Teaching Fellows program won the prestigious Dick and Tunky Riley "WhatWorksSC" award for innovation and effectiveness in education programs. The award of \$10,000 gives CERRA the opportunity to undertake a long-range planning process for the Teaching Fellows Program and to implement additional professional development opportunities for Fellows. With regard to fully funding Teaching Fellows, CERRA has implemented specific plans to effectively collect and utilize the funds repaid by Fellows who did not complete the program or did not teach for the required number of years in order to receive loan forgiveness. As a result, CERRA is closer to being able to again fully fund Teaching Fellows and is able to make award decisions in the spring, so as to give students and parents adequate time to make appropriate decisions about their college choices.

Other items of note include completion of the process of obtaining copyright and trademark rights to the ProTeam and Teacher Cadet names, logo, and materials; reinstatement of site grants to Teacher Cadet classes and college partners; and the development of a CERRA "app." Patti Tate served a successful year as State Teacher of the Year, and CERRA staff continues to collaborate with Winthrop University through the NetSCOPE grant. Projects initiated which will be carried out during the 2012-13 school year include the redesign of the website, the redevelopment of the Job Bank and Online Application system, and the first New Teacher Induction Symposium.

2012-13 is going to be a great year!

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 Educator Employment and Certification Online Application
- South Carolina Online Job Bank
- Statewide Teacher Expo
- Support for National Board candidates
- Research

ProTeam Program

Strategic Intent

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.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990 to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. Once a very strong program, the program dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The ProTeam Program gained momentum as principals and guidance counselors began to see it as a means to enhance career preparation offerings to middle school students as a result of the 2005 passage of the Education and Economic Development Act (EEDA).

Relevance

The ProTeam Program is designed to specifically target male and minority students in the top 40% of their class. Students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college. *DreamQuest*, the program's curriculum, introduces education as a career choice and meshes with the EEDA requirement that all South Carolina students be exposed to identified career clusters. The standards outlined in *DreamQuest* match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board, and *DreamQuest* is currently undergoing a review and revision process that is expected to be completed during the 2012-13 school year.

Effectiveness

The ProTeam Program has served over 14,000 South Carolina students since its inception in 1990. Thirteen South Carolina middle schools (23 classes) offered the program in 2011-12 to 348 students, which is a 23% increase from the number of students served during the 2010-11 school year. Of the 348 students, 38.5% were males and 46.6% were non-white students. Seven of the 13 sites are located in Geographic Critical Need Schools, as determined by the State Board of Education. The number of sites has steadily increased over the past three years, and ten new sites have been added for 2012-13. CERRA's marketing efforts continue to focus on high need schools, and CERRA continues to analyze data to determine the long-term effectiveness of ProTeam in attracting males and minorities into the education profession.

ProTeam Schools

The following middle/junior high schools offered at least one section of the ProTeam course during the 2011-12 school year: Alcorn (Richland School District One), Blythewood (Richland School District Two), Dent (Richland Two), Fairfield (Fairfield School District), Florence Chapel (Spartanburg School District Five), Furman (Sumter School District), Gilbert (Lexington School District One), Hemingway (Williamsburg School District), Kingstree (Williamsburg), Palmetto (Anderson School District One), South (Lancaster School District), Sullivan (York School District Three), and W.A. Perry (Richland One).

Teacher Cadet Program

Strategic Intent

The Teacher Cadet Program encourages academically talented, high-achieving 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 of public education.

History

In 1975, a teacher at Conway High School, Bonner Guidera, began working with a few outstanding students who had an interest in teaching. In 1984, Guidera and two fellow teachers 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 on teacher recruitment 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. Today, the program serves approximately 2,500 students in more than 160 South Carolina high schools, and it continues to receive national acclaim.

Relevance

The Teacher Cadet Program provides schools the opportunity to identify and recruit homegrown teachers and for the state to identify and attract the best and brightest into the teaching profession. 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. In 2010-11, 160 high schools (177 class sections) in 70 South Carolina public school districts offered the Teacher Cadet course to a total of 2,427 students; 23 institutions served as college partners.

Effectiveness

During the 2011-12 school year, 72% of all public high schools in South Carolina had Teacher Cadet Programs. Forty-three percent of these schools are identified as Geographic Critical Need Schools. After completing the course during the 2011-12 school year, 41.3% of the Teacher Cadets chose teaching as the career they plan to pursue after college, and 26.1% of Cadets who now plan to teach indicated they had been undecided or planned to pursue a different career before taking the course. Additionally, 21% of 2011-12 Teacher Cadets applied for admission into the Teaching Fellows Program. Eight schools offered the Teacher Cadet Program as a two-year course, and one school offered the course for those interested in coaching. Schools in 33 other states have purchased and had instructors trained to use the Teacher Cadet curriculum, which is now in its Tenth Edition. Also available to Teacher Cadet sites and 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^
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University*

Ashley Ridge
Berkeley
Cane Bay
Fort Dorchester
Hanahan
Lake Marion
North Charleston
R.B. Stall
Stratford
Summerville

Clemson University*

Daniel
J.L. Mann
Liberty

Coastal Carolina University*

Andrews
Carolina Forest
Carvers Bay
Georgetown
Myrtle Beach
St. James
Sumter

Waccamaw

Coker College*

Lake View
Lee County Career and Technology Ct.
McBee
North Central

College of Charleston*

Baptist Hill
Burke
Charleston Charter School for Math and Science
Charleston School of the Arts
Timberland

West Ashley

Columbia College*

Camden
Swansea

Erskine College*

Belton-Honea Path
Dixie

Francis Marion University*

Aynor
C.E. Murray
Conway^
Creek Bridge
Crestwood
Darlington
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lake City
Lakewood
Lamar
Marion
Marlboro
Mayo
Mullins
Socastee
South Florence^
Timmonsville
West Florence

Wilson

Lander University*

Abbeville
Calhoun Falls
Russell Career Center
Ninety Six

Limestone College*

Blacksburg^
Gaffney
Greer Middle College

Newberry College*

Airport
Blythewood^
Brookland-Cayce
Chapin
Columbia
Dutch Fork%
Eau Claire
Irmo^
Lexington
Lugoff-Elgin
Newberry
Richland Northeast
Ridgeview
Spring Valley^
Keenan

North Greenville University*

Blue Ridge
Eastside
Greer
Riverside
Travelers Rest
Wade Hampton

Orangeburg-Calhoun

Technical College*

Calhoun County

Presbyterian College*

Clinton
Laurens 55

Southern Wesleyan

University*

Southside

The Citadel*

Beaufort
James Island Charter
Military Magnet
Wando^

USC Aiken*

Aiken
Fox Creek
Gilbert
Midland Valley
North Augusta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia*

A.C. Flora
Dreher
Lower Richland
Richland One Middle College
White Knoll

USC Salkehatchie*

Allendale-Fairfax
Bamberg-Erhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Hardeeville
Hilton Head
Ridgeland
Wade Hampton
Whale Branch Early College
Woodland

USC Upstate*

Boiling Springs
Broome^
Chapman
Chesnee
Dorman
J.F. Byrnes
Landrum
Spartanburg
Voorhees College*
Denmark-Olar
Winthrop University*
Andrew Jackson
Buford
Central
Chester
Chesterfield
Clover^
Fairfield Central
Fort Mill %
Great Falls
Indian Land
Lancaster
Lewisville
Nation Ford
Northwestern
Rock Hill ^
Union
York

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

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

* Denotes an Institution that grants college credit hours for completion of the Teacher Cadet course.

Teaching Fellows Program

Strategic Intent

The Teaching Fellows Program is designed to recruit high-achieving high school seniors for the education profession by providing up to \$6,000 in funding for their participation in a Fellows Program at one of eleven designated teacher preparation institutions.

History

The Teaching Fellows Program was established in 1999 and provides for up to 175 high school seniors to be awarded up to \$6,000 per year in funds to be used toward the cost of completion of a teacher education program. As a result of significant cuts in education funding beginning with the 2008-09 school year, it has not been possible to fund 175 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 increased and for the 2011-12 school year, 167 freshmen were awarded fellowships at the full \$6,000 level. In spring of 2011, CERRA released a Teaching Fellows report that presented data showing the effectiveness of the program and included case studies with a current Teaching Fellow and a Teaching Fellows graduate who is teaching in a South Carolina public school.

Relevance

The Teaching Fellows Program is an essential component of CERRA's mission. Teacher Cadet instructors, guidance counselors, other school personnel, and community leaders are encouraged to recruit high-achieving students, particularly males and minority students, to apply for the 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 participate in 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.

Effectiveness

Seventy-six percent (1,056) of Teaching Fellows from the 2000-2007 cohorts graduated from the program, and 67.7% (715) were employed in 71 South Carolina public school districts during the 2011-12 school year. Of these Fellows, 54.3% (388) teach in a Geographic Critical Need School. Additionally, 17 Fellows are teaching in a Palmetto Priority School, five more than the prior school year. These schools are those identified as not having met student learning goals mandated in the Education Accountability Act. Of the 401 Teaching Fellows who have satisfied their loan through teaching in a South Carolina public school, 73.8% (296) are still employed in a public school district in the state. Sixty-eight percent (629) of the 923 Teaching Fellows applicants for the 2011-12 school year were Teacher Cadets. 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



Job Bank/Online Application

Strategic Intent

CERRA's Job Bank provides access to the vacancy postings for South Carolina school districts. The Online Application streamlines the process for applicants to apply for positions in multiple school districts and for districts to search for candidates to fill vacancies. It also functions as an online application for those applicants who wish to seek South Carolina certification.

History

The Job Bank was launched in 1988 and is the most visited page on the CERRA website. The Online Application was activated in October 1999 and is regularly used by all South Carolina school districts and several special schools. In March 2008, the application was redesigned and the certification application piece was added. Since that time, a number of school districts have established additional software platforms through which they may access online application data and interface the data with their own data management systems.

Relevance

School districts perceive the Job Bank as an effective recruitment tool through which they can reach a wide audience of prospective candidates both in- and out-of-state. The Job Bank is updated on a regular schedule and as district requests are received. Applicants can locate available positions by district, region, or certification area. Between the date of activation and June 30, 2012, 150,693 employment applications had been submitted online. Of the applications submitted, 1,970 also applied for educator certification. Approximately 19,900 applicants were South Carolina residents; 9,470 applicants were already certified teachers in South Carolina. The application also makes it possible to collect data regarding those applicants who were Teacher Cadets and/or Teaching Fellows.

Effectiveness

Virtually every South Carolina school district and a number of special schools posted vacancies on the Job Bank during the 2011-12 school year. Every school district accessed the Online Application, a total of 53,468 times. The Online Application also makes it possible to match candidates with vacancies and provide valuable data related to other CERRA programs. For example, through June 30, 2012, 8,710 applicants indicated participation in the Teacher Cadet Program, and 1,703 indicated participation in the Teaching Fellows Program. There were 834 applicants who were both a Teacher Cadet and a Teaching Fellow.

Teacher Expo

Strategic Intent

The purpose of the South Carolina Expo for Teacher Recruitment, commonly referred to as the Teacher Expo, is to provide educators seeking employment and district personnel seeking to fill vacancies with an opportunity to interact.

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, and the 2011 and 2012 Expos were limited to applicants seeking positions in critical need subject areas.

Relevance

The Teacher Expo is designed to facilitate the job seeking process for both the job seeker and the school districts represented. South Carolina school districts have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer contracts. Twenty-six districts participated in the 2012 Expo, which was attended by 201 candidates who represented 23 states and Ontario. For 2012, 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 nine years, more than 925 teachers, including approximately 305 males and 285 minorities, have been hired as a result of their participation in the Teacher Expo. Twenty-one attendees of the 2011 Expo were hired to fill existing vacancies in the state. Numbers for the 2012 Expo will be available later in the fall of 2012.

National Board Certification

Strategic Intent

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. The 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 school year, the General Assembly suspended the loan program, and it has not been reinstated. Thereafter, NBPTS created a Friends of South Carolina Scholarship and provided additional funding through a Federal Subsidy Grant Program to assist potential candidates with the application fees. Federal subsidy grants also assisted with the fees associated with retake entries by candidates who did not initially achieve NBC. Since 2010, CERRA has managed the Federal Subsidy application process and has continued to track the State-funded loans 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. CERRA also sponsors the *TakeOne!* initiative, which offers teachers the opportunity to submit only one video/portfolio entry and transfer the score if they later decide to pursue full NBC.

Relevance

In the past year, CERRA tracked 877 loans for candidates seeking to obtain NBC. CERRA also continues to administer the federal subsidy program for the retake application fee. District liaisons arrange awareness meetings for teachers to become familiar with the NBC process, and CERRA hosts online awareness meetings throughout the year. Local districts and teacher organizations also provide workshops to support NBC candidates. A particular focus has been given to low-performing schools and districts.

Effectiveness

In November 2011, 360 South Carolina teachers achieved NBC. With a total of 8,142 NBC teachers, South Carolina continues rank third in the nation. During the 2011-12 school year, all 84 school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,875 NBC teachers and nearly 40% of these NBC teachers were employed in a Geographic Critical Need School. Independent research continues to affirm that student achievement is higher in classes taught by NBC teachers. Anecdotal evidence suggests that teachers improve in their practice as a result of going through the process whether or not they ultimately achieve NBC.

Teacher Forum

Strategic Intent

The South Carolina Teacher Forum gives recognition to state and district teachers of the year and works to develop their leadership skills, provide a voice in the education policy decision-making process, encourage advocacy, and impact the professional development of all teachers.

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. At the conclusion of the 2011-12 school year, there were 68 district-level Teacher Forums, which collectively comprise the State Teacher Forum. Additionally, The State Teacher of the Year (STOY) serves as a Teacher-in-Residence at CERRA, spearheading teacher leadership initiatives through work with the local teacher forums and the annual Winter Teacher Forum Workshop for all district teachers of the year (DTOY).

Relevance

Regional teacher forums were held in the fall of 2011 in each of the five CERRA regions. Patti Tate, the 2012 STOY, facilitated the meetings and provided information, networking, and leadership opportunities. The Winter Teacher Forum Workshop was held in February 2012, 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. Most school districts throughout the state contributed funds to support their DTOY's membership in the State Teacher Forum. The STOY works to organize and rejuvenate district-level Teacher Forums, particularly where none existed or where her support was requested.

Effectiveness

The State Teacher Forum provides a model that is replicated on the local level by DTOYs as evidenced by the different types of community engagement led by local Teacher Leaders. Among other activities, District Teacher Forums actively support prospective teachers by providing local scholarships, collaborating with business and community leaders to address educational issues, communicating with local legislative delegations, sponsoring teacher recognition and professional development activities throughout the district, and working with district leaders to address needs and concerns.

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 & 4; Georgetown; Greenville; Greenwood 50 & 52; Hampton 1 & 2; Horry; Jasper; Kershaw; Lancaster; Laurens 55; Lee; Lexington 1,2,3,4 & 5; Marion 1 & 2; 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

Strategic Intent

CERRA trains 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.

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 South Carolina school districts. Through a partnership in 2008 with the SDE's Office of Exceptional Education, CERRA developed mentor training for special education teachers. In 2012, CERRA and the Newberry College RETAIN Center of Excellence collaborated to develop mentor training for teachers who come through alternative certification programs. Additionally, through the NetSCOPE grant, CERRA and Winthrop University have developed mentoring and induction programs and services for pre-service and beginning teachers in the districts being served by the grant.

Relevance

Research indicates that a high rate of teachers leave the profession during first five years of teaching. Following initial mentor trainings, mentors indicate that they emerge with a strong desire to work with beginning teachers and that they are eager to meet their assigned teacher and begin to establish the relationship that will provide support and encouragement. Mentors who choose to become mentor trainers attend a two-day Train the Trainer seminar and then co-train with CERRA-certified trainers. Underserved and underrepresented districts, primarily those that are rural and have high poverty levels, continue to be targeted for mentor training since teacher turnover rates tend to be highest in those districts. In 2011-12, 67 school districts participated in mentor trainings. Through NetSCOPE, three CERRA staff members became licensed by the New Teacher Center in California to conduct two types of advanced mentor trainings, Coaching and Observation Strategies and Analysis of Student Work.

Effectiveness

The effectiveness of the mentoring program will eventually be measured through increases in retention rates beyond the first five years of teaching. Anecdotal evidence indicates that the training is a powerful professional development experience that acknowledges teachers' ability to provide meaningful support for new teachers and provides the skills and resources to be effective mentors. During the 2011-12 school year, 1,332 initial mentors were trained at 49 sessions, for an overall total of 9,012 trained. Additionally, 32 certified mentors were trained to be trainers themselves, bringing the total number of trainers to 252. Through the NetSCOPE project, Coaching and Observation training was conducted on three occasions with 90 participants, bringing the total number of mentors who have completed this training to 145; Analysis of Student Work training was conducted on two occasions, with 69 participants, for an overall total of 104 mentors who have completed this training.

Communications and Technology

Strategic Intent

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. During the 2011-12 school year, work was undertaken to redesign the website, with plans to launch during the summer of 2012.

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 our network. The three applications have a combined following of more than 4,000 people, many of whom actively engage in conversations on the various platforms. Each Program Director and our Coordinator of Communications and Technology maintains a blog and posts programmatic updates regularly.

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 more than 8,300 educators through frequent e-mail blasts to inform and/or update them of various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive information regarding our programs and services.

College Financial Newsletter

The College Financial Newsletter is provided during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. 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 2011, districts reported a total of 4,589 newly hired teachers, a 31% increase from the prior school year. A total of 4,288 teachers did not return to their classrooms, including 22% who retired from the profession. Nearly one-quarter of teachers who left their classrooms are still employed in an educational position either in South Carolina or in another state. Districts also reported 171 vacancies, a reduction of 19 vacancies as compared to the prior year. Just over half of the districts and special schools reported no vacant teacher positions at the beginning of the 2011-12 school year, and nearly 80% of districts had fewer than three vacancies. Although the number of vacant positions continues to decrease, shortages remain in certain subject and geographical areas, and the average number of teachers who leave their positions each year continues to exceed 5,000. Comprehensive reports for the past ten 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 its partners and customers including teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data were collected and produced by CERRA, while other information was gathered from partnering agencies. Additional information will be added to the website as it becomes available. Creating a central location for data has provided a more user-friendly system for CERRA's customers and partners.

Program Evaluation

Through this annual report and reports submitted to the Commission on Higher Education and the Education Oversight Committee, CERRA releases information on the effectiveness of its programs and services. Depending on the particular program or service being assessed, CERRA's evaluation process starts at the beginning of each school year and continues throughout the year until all data are collected, analyzed, and disseminated to interested parties. By making this information available to the public, CERRA is 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 strives to remain transparent in its reporting practices and through consistent evaluation and modification, we aim to improve the quality of each program and service offered to South Carolina's students and teachers.

2011 - 2012 Budget

Budget Categories	2011-2012 Actual Expenditures
Office Salaries & Fringes	\$598,923
Office Support	\$95,963
Board of Directors	\$2,548
Staff Travel	\$32,158
Teacher Leaders	\$19,870
Teacher Database	\$3,997
Teacher Cadet Program	\$28,740
Teacher Educators	\$5,897
ProTeam	\$1,831
Teaching Fellows	\$2,426,933
Minority Recruitment	\$161,165
Marketing/Publications	\$6,697
TOTAL EXPENDITURES	\$3,384,722

Board of Directors

The purpose of the CERRA Board of Directors is to serve as an advocate for the teaching profession, especially in the areas of teacher recruitment, retention, and advancement. An additional purpose of the Board of Directors is to function as the governing body of CERRA.

Dr. Audrey Allan
York District One

Mr. Bryan Coburn
Northwestern High
School

Dr. Connie Long
Kershaw County
Schools

Ms. Libby Ortmann
Alice Drive Middle
School

Dr. Cliff Barrineau
Dreher High School

Dr. Allen Coles
Benedict College

Sen. Gerald Malloy
Chesterfield

Rep. Gene Pinson
Greenwood

Dr. Virginia Brown
USC Upstate -
Sumter Campus

Dr. Bill Coon
Pleasant Hill Middle
School

Ms. Kathy Maness
PSTA

Dr. Jennie Rakestraw
Winthrop University

Dr. Dawn Busa
Anderson District Two

Dr. Falicia Harvey
State Department
of Education

Ms. Christi McCollum
Richland District Two

**Dr. Kathryn Richardson-
Jones**
The Citadel

Mr. Dean Byrd
SC ETV

Dr. Susan Henderson
Coker College

Dr. Scott Mercer
Spartanburg District
Two

Ms. June Strickland
Francis Marion
University

Ms. Debbie Carter
Hannah Pamplico
Elementary

Ms. Jackie Hicks
The SCEA

Mr. Bill Millar
Clemson University

Dr. Steve Thompson
University of South
Carolina

Mr. Chris Christiansen
R.L. Bryan Company

Mr. Rick Jiran
Duke Energy

Ms. Deborah Minnick
Saluda High School

Dr. Lee Vartanian
Lander University

Dr. Don Clerico
Charleston Southern
University

Dr. Cindy Johnson
Newberry College

Ms. Kelly Nalley
Fork Shoals Elementary

Dr. Ray Wilson, Jr.
Western Piedmont
Education Consortium

CERRA Advisory Board

The CERRA Advisory Board (CAB) serves as an advisory body to CERRA staff and as a positive voice for education advocacy and educator advancement. CAB is comprised of District Teachers of the Year, National Board Certified Teachers, Teacher Cadet instructors, teacher mentors, and former Pre-Collegiate students (former Teacher Cadets, former ProTeam class members, or former Teaching Fellows).

Ms. Judy Anderson
Dorman High School

Dr. Emma Savage-Davis
Coastal Carolina University

Ms. Amanda McKee
Johnsonville High
School

Ms. Sharon Smith
Ninety Six High School

Ms. Polly Atkinson
Cheraw Intermediate
School

Ms. Sarah Earle
Charleston County Schools

Ms. Mary Ann Owens
Georgetown High School

Ms. Kimberly Smoak
USC Columbia

Ms. Robin Bracken
Calhoun Academy for
the Arts

Dr. Robin Hardy
Dent Middle School

Ms. Cindy Price
Edgewood Middle
School

Ms. Alice–Lynn Stein
Clover High School

Ms. Sandra Bradshaw
Midway Elementary
School

Ms. Dianne Hartness
Newberry High School

Ms. Courtney Randle
Longleaf Middle School

Ms. Patti Tate
2012 SC Teacher of the
Year

Mr. Marc Camp
Limestone-Central
Elementary School

Ms. Marsha Humphreys
Charleston Southern
University

Ms. Paige Rister
Little Mountain
Elementary School

Ms. Rachel Turner
Mauldin High School

Ms. Eliza Chandler
Trident Technical
College

Ms. Carol Jackson
Dutch Fork High School

Ms. Tennille Scheriff
Hilton Head School for
Creative Arts

Ms. Sabrina Williams
Pleasant Hill Middle
School

Ms. Nancy Cowart
Fox Creek High School

Ms. Judy Lee
West Florence High School

Ms. Jane Sligh
Hartsville High School

Ms. Betsy Wilson
Wando High School

Mr. Jed Dearybury
Woodland Heights
Elementary School

Ms. Meike McDonald
Septima Clark
Corporate Academy

Ms. Jennifer Justice Smith
Westwood Elementary
School

CERRA Staff

Jane Turner
Executive Director

Jenna Hallman
Assistant Director

Jason Fulmer
Program Director

Marcella Wine-Snyder
Program Director

Todd Scholl
Coordinator of
Communications & Technology

Dr. Jennifer Garrett
Coordinator of Research
& Program Development

Kimberly Pittman
Business Manager

Phyllis Twyman
Communications and
Technology Specialist

Charlene Brown
Pre-Collegiate Program
Specialist

Libby Anderson
Collegiate Program
Specialist

Katie Gibson
Retention and Advancement
Program Specialist

Patti Tate
2012 SC Teacher of the Year

Eliza Chandler
Teacher-in-Residence
(part-time)

Arthur Pinckney
Teacher-in-Residence
(part-time)

Tracie Sweet
Teacher-in-Residence
(part-time)

CERRA - South Carolina

Stewart House at Winthrop University

Rock Hill, South Carolina 29733

P | 800.476.2387 F | 803.323.4044

www.cerra.org



2013-2014 EIA Budget Proposal

(Pending approval by the Executive Committee of the Board of Directors on September 14, 2012)

	2012-2013 Appropriated Budget	Possible Increase to Funding	2013-2014 Proposed Budget
Teacher Recruitment Program			
Office Salaries & Fringes	566,942	50,000 ¹	616,942
Office Support	107,305		107,305
Board of Directors	4,750		4,750
Staff Travel	30,200	5,000	35,200
Teacher Leaders	14,000	10,000	24,000
Teacher Database	7,000	3,000	10,000
Teacher Cadet Program	17,275	20,000	37,275
Teacher Educators	2,500	15,000	17,500
ProTeam	1,500	10,000	11,500
Teaching Fellows	2,971,070	400,000 ²	3,371,070
Minority Recruitment	166,500		166,500
Marketing/Publications	15,000		15,000
TOTAL Budget	3,904,042	513,000³	4,417,042

Note 1: An additional \$50,000 is needed to restore one position from part-time back to full-time, to cover increases to staff salaries not otherwise appropriated; and to cover Teacher-of –the-Year salary and fringe differential

Note 2: An additional \$400,000 is needed to fund the 450 Teaching Fellows in the sophomore, junior and senior classes, as well as an incoming freshmen class of 175 Teaching Fellows.

Note 3: The total request of \$513,000 brings the total budget to \$4,417,042 and begins to restore program funds to FY2008 levels when the total budget was \$5,404,014.

Budget Category Descriptors

- **Office Salaries & Fringes** – EIA funded positions for CERRA office support include nine full-time employees, one part time employee and one 10-month employee (50% of the salaries of two of the full-time employees are paid out of other fund sources)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, Web management, office supplies, and Winthrop University indirect costs
- **BOD** – meeting expenses, including travel, meals, and supplies
- **Staff travel** – mileage, lodging, meals, and registration fees
- **Teacher Leaders** – Mentor Training support and CERRA Advisory Board meetings, supplies, printing; a percentage of Teachers in Residence/Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teacher Database** – Online application, Expo, Job bank supplies, advertising, & printing
- **Teacher Cadet Program** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of Teachers in Residence/Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Teacher Educators** – site grants, meeting, supplies, printing; a percentage of Teachers in Residence/Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **ProTeam Program** – site grants, training, curriculum and supporting materials, supplies, and printing; a percentage of Teachers in Residence/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 Teachers in Residence/Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Minority Recruitment** – printing, supplies, meetings; a percentage of Teachers in Residence/Program Facilitators and Teacher of the Year travel, phone, salary and fringes
- **Marketing/Publications** – multi-media development and management, consultants, printing, and promotional materials

***FY12-13 funding information.**

Part 1A – EIA Program Funds to SDE: Funds appropriated to SDE and flow through CHE for the intended purpose – FY 2012-13 EIA funds for Teacher Recruitment total \$4,243,527. Per proviso 1A.10 (below) CERRA receives \$3,904,045 and SC State PRRMT \$339,482

FY 2012-13 Part 1B Proviso

1A.10. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part 1A, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which 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 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. The current year administrative base reduction may be applied proportionately between CERRA and SC State University while none of the reduction may be applied to Teaching Fellows Scholarships. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.