



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

CHE

09/03/2020

Agenda Item 6.02A

September 3, 2020

MEMORANDUM

To: Chair Wes Hayes and Members, SC Commission on Higher Education

From: Chair Charles Munns, and Members, Committee on Academic Affairs and Licensing

Consideration of FY 2021-22 Appropriation Request and FY 2019-20 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

Context

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY1987. Beginning in FY1991, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1989, the CHE was required by a proviso in the General Appropriations Act to “monitor the use” of these funds and to report on the “effectiveness of the programs” to the Senate and House Committee and to the EIA Select Committee. The CHE has done so since 1988-89. The FY1991 Appropriations Act included a more comprehensive proviso, which instructed the CHE to “ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review the use of funds and... have prior program and budget approval.”

In FY 2020, this proviso, Part 1B Proviso 1A.6. (SDE-EIA: CHE/Teacher Recruitment), directs that of the \$4,243,527 appropriated for teacher recruitment programs:

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

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

¹Amount inserted for reference.

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) are submitted by the CHE to the Senate and House Education Committees and to the Education Oversight Committee each October. In addition to the annual reports, historical and cumulative data are included at the request of the Committee on Academic Affairs and Licensing and Academic Affairs division (see Attachments).

Center for Educator Recruitment, Retention and Advancement (CERRA)

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

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

In executing this strategic plan, CERRA directs a variety of pre-collegiate and college programs in order to attract middle school, high school and college students (Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees and downsized workers to education careers. Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, mentor training for experienced teachers, as well as National Board candidates and National Board Certified Teachers. Enclosed are 2019-2020 program reports on CERRA activities.

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the CHE, through which the Center's EIA-based appropriations flow. The CHE is responsible for monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

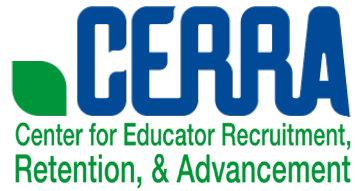
CERRA notes that its "2021-22 EIA Budget Proposal assumes that the legislature will set the FY21 state budget at the same level as the FY20 state budget and that CERRA's FY21 requested increase of \$1,000,000 will not be awarded. As a result, CERRA is requesting the \$1,000,000 increase for FY22." (August 21, 2020 correspondence, CERRA to CHE; budget and expenditures are attached). CERRA

explains “this budget request is necessary due to a number of factors, including increases in Winthrop University indirect costs, rapid growth in Pre-collegiate Program sites, and a “leveling out” of Teaching Fellows loan collections” (August 13, 2018 correspondence, CERRA to CHE). CERRA continually explores ways to make the best use of its resources.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the FY2022 appropriations request in the amount of \$13,034,117 for the Center for Educator Recruitment, Retention and Advancement (CERRA).

Enclosures: Attachment 1: 2019-2020 Program Reports
 ProTeam
 Teacher Cadet
 College Partners
 Teaching Fellows
 Induction & Mentoring
 Rural Recruitment Initiative
 Online Educator Employment System/Teacher Expo/Supply & Demand Survey
Attachment 2: Funding Sources
Attachment 3: Key Teacher Data
Attachment 4: 2021-22 Budget



2019-2020 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Induction & Mentoring

Rural Recruitment Initiative

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

ProTeam

	FY16	FY17	FY18	FY19	FY20
Sites ¹	26	30	40	50	45
Students who completed the program	973	1,012	1,245	1,554	1,571
Male students	356	420	485	617	646
Non-white students	354	408	453	561	581
Funds expended	\$132,081	\$144,740	\$144,312	\$103,203 ²	\$108,076 ²
Funds expended per student	\$136	\$143	\$116	\$66	\$69

¹Some sites offer more than one ProTeam class. There were 85 classes in FY20.

²In FY19, CERRA began utilizing revenue funds to offset administrative costs.

Teacher Cadet¹

	FY16	FY17	FY18	FY19	FY20
Sites ²	169	179	188	188	191
Students who completed the Experiencing Education course	2,652	2,909	2,973	2,991	2,998 ³
Students who completed the Educational Psychology course					182 ³
Male students	585	679	684	676	668
Non-white students	858	1,004	1,067	1,004	1,003
Students who indicated they plan to teach	39%	37%	37%	35%	N/A ⁴
Funds expended	\$407,738	\$458,113	\$492,460	\$322,897 ⁵	\$321,951 ⁵
Funds expended per student	\$154	\$157	\$166	\$108	\$107

¹The Teacher Cadet Program now offers students two courses – Teacher Cadet Experiencing Education and Teacher Cadet Educational Psychology. After completing Experiencing Education, students may choose to enroll in Educational Psychology, a follow-up course within the Program.

²Some sites offer more than one Teacher Cadet class. There were 246 classes in FY20, including 16 Educational Psychology classes.

³Students who completed Experiencing Education during 1st semester and Educational Psychology during 2nd semester (92 students in FY20) were reported in both categories.

⁴Data are typically collected from end-of-course student surveys. However, due to COVID-related school closures in March 2020, most Teacher Cadet students were not able to submit a survey after completing the Experiencing Education course.

⁵In FY19, CERRA began utilizing revenue funds to offset administrative costs.

College Partners¹

	FY16	FY17	FY18	FY19	FY20
College Partner institutions	21	21	22	22	22
Funds expended	\$183,043	\$201,532	\$230,210	\$173,879	\$166,339
Funds expended per Teacher Cadet student	\$69	\$69	\$77	\$58	\$55

¹College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course(s).

Teaching Fellows

	FY16	FY17	FY18	FY19	FY20
Fellows who received funds ¹	695	713	751	752	738
Fellows who graduated from the program ²	146	135	149	170	150
Fellows teaching to fulfill service requirement	447	421	485	521	564
Fellows who have fulfilled service requirement and are employed in a SC public school district	632	743	788	861	932
Funds expended	\$4,342,660	\$4,504,368	\$4,713,845	\$4,714,801	\$4,596,086

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

²78% of Fellows from the 2000-2015 cohorts graduated from the program. 92.5% of graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school.

Induction & Mentoring

	FY16 ¹	FY17	FY18	FY19	FY20 ²
Educators who completed the SC Mentor Training ³	574	6,344 ⁴	3,005 ⁴	2,156	1,840
Educators who completed the SC Mentor Training Certification	185	80	70	64	28
Educators who completed the Administrator's Role in Induction & Mentoring Training ⁵				150	108
Funds expended	\$139,748	\$162,847	\$187,082	\$199,934	\$207,121

¹Beginning in FY16, the new mentor training curricula were made available to educators. Because this was the first year of statewide implementation, the first priority was to increase the number of educators who completed the SC Mentor Training Certification who could then conduct SC Mentor Training within their respective districts.

²Due to COVID-related restrictions beginning in March 2020, in-person training sessions could no longer be held, therefore reducing the number of training completers in FY20.

³The SC Mentor Training can be hosted by CERRA, an individual school district, or other educational entities. CERRA relies on districts and other entities to report their completer data.

⁴Included in these numbers are participants who completed the SC Mentor Training or an online update training for educators who were trained under the previous system.

⁵During FY18, CERRA developed and offered the Administrator's Role in Induction & Mentoring Training. CERRA began tracking completer data for CERRA-conducted training sessions in FY19.

**Rural Recruitment Initiative
FY20 Proviso 1A.54**

	FY16	FY17	FY18	FY19	FY20
Legislative allocation	\$1,500,000	\$9,748,392	\$9,748,392	\$9,748,392	\$7,598,392
Public school districts eligible for rural funds	20	28	30	36	35 ¹
Public school districts requesting funds	16	26	30	36	34
Funds disbursed to public school districts ²	\$914,536	\$6,854,891	\$11,869,319	\$8,559,254	\$6,776,427
Funds expended on behalf of public school districts	\$75,700	\$24,318	\$149,909	\$44,649	\$42,209
Undergraduate loan repayment funds disbursed to teachers			\$662,225	\$367,462	\$478,228
Administrative costs	\$29,246	\$120,194	\$293,447 ³	\$366,539 ³	\$217,056 ³
Carryover funds	\$480,518	\$3,226,508	\$0	\$410,489	\$494,961

¹Under FY20 Proviso 1A.54, eligibility was based on a five-year average teacher turnover rate of greater than 11%. Eligible districts also may not be one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Eligible districts include: Allendale, Anderson 3, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Chester, Clarendon 1, Clarendon 2, Colleton, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Greenwood 51, Hampton 1, Hampton 2, Jasper, Laurens 55, Lee, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Sumter, and Williamsburg.

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

³Includes a portion of 11 employee's salary, fringes, and travel, as well as 1.5% indirect costs to Winthrop University.

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

	FY16	FY17	FY18	FY19	FY20
Online applications posted in employment system ¹					1,830 ²
Teacher Expo attendees	296	295	233	250	139
SC school districts and entities that participated in the Teacher Expo	51	53	53	58	58
SC school districts and centers that completed the Supply & Demand Survey ³	79	80	82	85	82
Funds expended	\$110,954	\$91,717	\$97,629	\$111,669	\$116,868

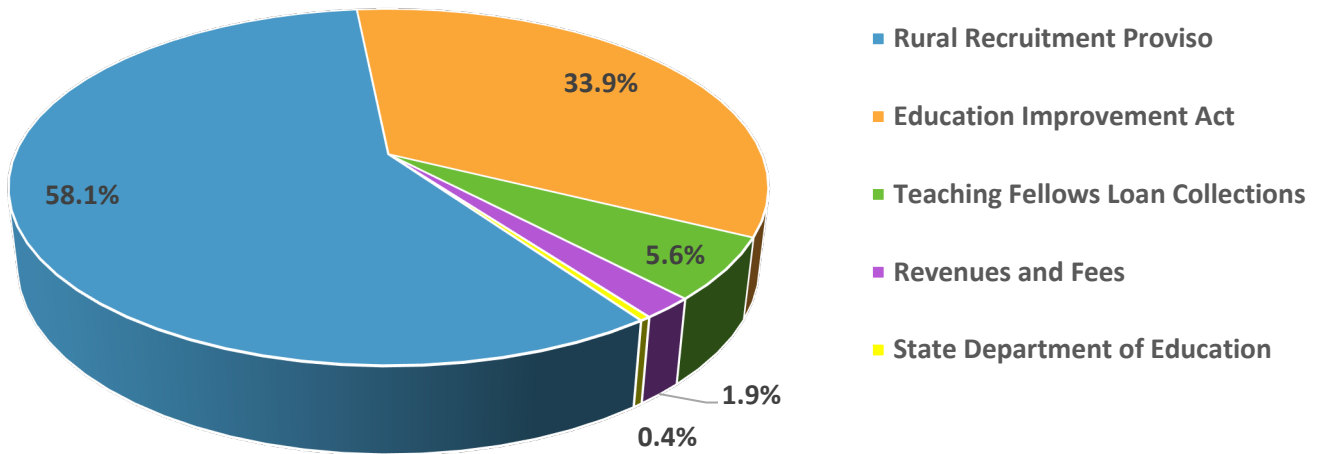
¹CERRA launched a new Online Educator Employment System in July 2018. In its first year of operation (FY19), data were not available.

²Includes active and non-active applications. Applicants choose if/when to activate their applications. Active applications are visible to SC public school districts; non-active applications are not visible.

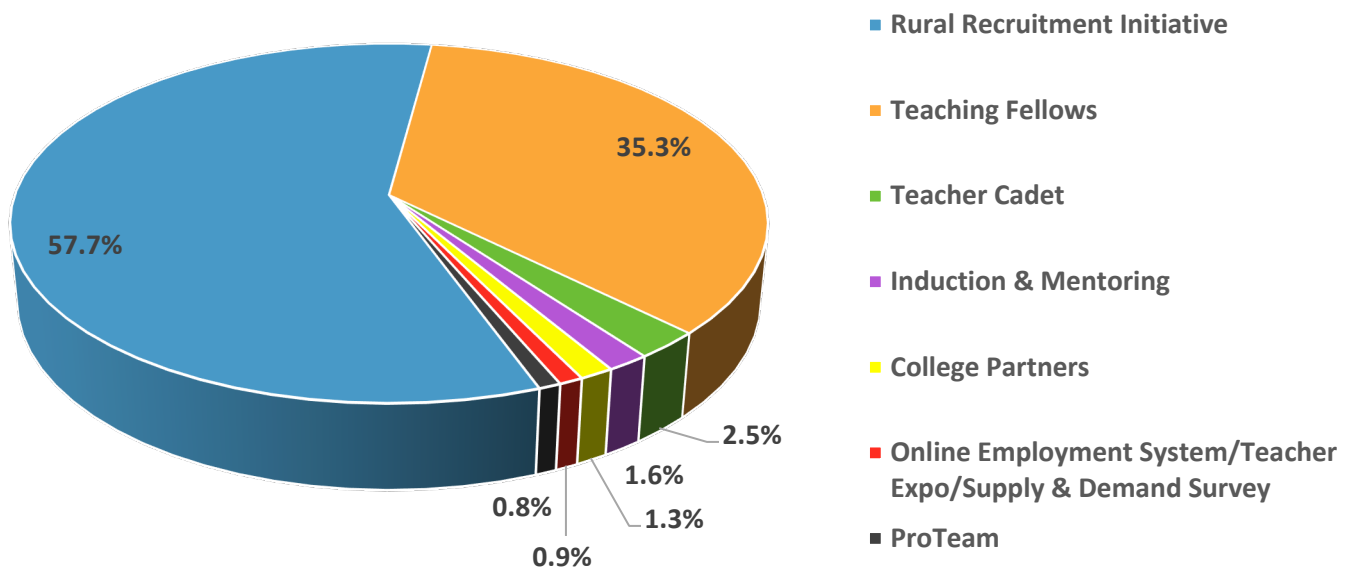
³Since 2001, CERRA has administered the annual Supply and Demand Survey in each of the state's public school districts. CERRA then compiles a statewide report detailing hiring, vacancy, and departure data related to teachers and administrators. Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.

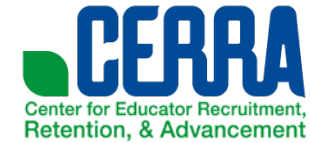


Funding Sources in FY20, by Amount



EIA Funds Expended in FY20, by Program





Key Teacher Data from CERRA's South Carolina Annual Educator Supply & Demand Reports

Note: These data refer to teachers who left their positions during or at the end of the previous school year. For example, data in the 2019-20" row include teachers who left during/at the end of the 2018-19 school year.

School year	Completers of a SC Bachelor's level initial educator preparation program ¹	Completers of a SC Master's level initial educator preparation program ²	Teachers who left their position ³	Teachers who left with ≤1 year of experience in a SC public school ³	Teachers who left with 2-5 years of experience in a SC public school ³	Teachers who left with >5 years of experience in a SC public school ³
2015-2016	1,793 (2014-15)	541 (2014-15)	5,352.2	748.5	1,338.9	3,264.8
2016-2017	1,720 (2015-16)	542 (2015-16)	6,482.2	777.8	1,687.6	4,016.8
2017-2018	1,685 (2016-17)	483 (2016-17)	6,705.0	803.0	1,761.3	4,140.7
2018-2019	1,673 (2017-18)	498 (2017-18)	7,339.3	935.7	1,660.4	4,743.2
2019-2020	1,752 (2018-19)	418 (2018-19)	6,649.8⁴	880.4⁴	1,487.0⁴	3,746.5⁴

¹Data obtained from the SC Commission on Higher Education (CHE). Includes students who graduated from a SC public or private institution with a Bachelor's degree and teacher certification eligibility.

²Data obtained from the SC CHE. Includes students who graduated from a SC public institution with a Master's degree and teacher certification eligibility. Data for private institutions are not available.

³Data obtained directly from SC school district representatives. Includes teachers who left their position to teach in another SC public school district.

⁴Representatives from two districts were not able to provide years of teaching experience for their departures reported in 2019-20. Therefore, the total number of teacher departures (green) is correct, but it does not equal the sum of the numbers in the three 'years of experience' columns (gold) as in previous years.

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



2021-22 EIA Budget Proposal¹

	2019-2020 Expenditures From EIA Budget	2019-2020 Expenditures From Other Sources	2020-2021 Appropriated EIA Budget	2020-2021 Funds From Other Sources	2021-2022 Requested Increase to EIA Budget	2021-2022 Proposed EIA Budget	2021-2022 Funds From Other Sources
Program/Services							
Salaries & Fringes	943,211		949,757			949,757	
Office Support	28,924		27,322			27,322	
Winthrop University Indirect Fee	157,191		155,226			155,226	
Board of Directors	793		2,750			2,750	
Staff Travel	60,682		73,950			73,950	
Minority Recruitment	166,500		166,500			166,500	
Marketing/Communications	1,232		3,000			3,000	
ProTeam	12,620		17,100		50,000	67,100	
Teacher Cadet (TC)	50,569		43,500		90,000	133,500	
College Partners	44,500		41,000			41,000	
Teaching Fellows (TF)	3,211,328	1,080,716 ²	3,195,640	1,368,860 ²	860,000 ³	4,055,640	1,440,860 ²
Rural Recruitment Initiative (RRI)	7,272,095		7,358,372	494,961 ⁴		7,358,372	
TOTAL	11,949,645	1,080,716	12,034,117	1,863,821	1,000,000	13,034,117	1,440,860²

¹CERRA's 2021-22 EIA Budget Proposal assumes that the legislature will set the FY21 state budget at the same level as the FY20 state budget and that CERRA's FY21 requested increase of \$1,000,000 will not be awarded. As a result, CERRA is requesting the \$1,000,000 increase for FY22.

²Funds utilized from the TF collections account

³This figure reflects the \$500,000 needed to fund Teaching Fellows awards for 2021-22 as well as the \$360,000 needed to increase the number of TF awards from 200 to 215.

⁴RRI carryover funds