



CERRA

ANNUAL REPORT
2019-20

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is one of the oldest and most established teacher recruitment programs in the country. SCCTR was established through 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. For over 30 years, CERRA has worked to assure a strong pipeline of teachers to serve the public school students of South Carolina.

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Vision, Mission, and Strategic Goals

The CERRA Board of Directors completed a strategic planning process to guide CERRA's efforts over five years, from July 1, 2017 through June 30, 2022. As a result, the Board adopted a Vision Statement and revised CERRA's Mission Statement and Strategic Goals.

CERRA's Vision Statement: Teaching is a respected, influential profession, and every student in South Carolina is served by effective educators.

CERRA's Mission Statement: Recruiting, Retaining, and Advancing South Carolina Educators

CERRA's Strategic Goals:

- 1) Recruitment: Teacher supply needs of SC public school districts are met.
- 2) Retention: Every SC public school district implements a quality induction program, and teachers continue teaching in a SC public school classroom for at least five years.
- 3) Advancement: Every teacher has multiple opportunities to develop as a teacher leader and is utilized as such.



From the Executive Director, Jane Turner

The 2019-20 academic year was a unique and challenging year for CERRA, as was the case for the public education community as a whole. In many ways, the year started out on a very positive note for teacher retention and recruitment efforts in our state, but early spring 2020 brought almost unimaginable changes and uncertainties requiring that we all regroup, rethink, and respond in new ways.

In the fall of 2019, a significant budget increase for CERRA had been approved by the CERRA Board of Directors, the Commission on Higher Education, and the Education Oversight Committee. The increase would have enabled CERRA to increase the number of Teaching Fellows awards each year from 200 to 250. It also would have allowed us to strengthen our programs and services, particularly in the recruitment area. Due to the COVID-19 pandemic, however, the completion of the state legislative budget process had to be delayed until the fall of 2020, leaving CERRA with uncertainties about the likelihood of the increase being approved and potential budget cuts.

On a positive note, CERRA's Fall 2019 Supply and Demand Survey Report revealed that enrollment in South Carolina's teacher education programs increased for the first time since 2014. Additionally, districts reported fewer teacher departures and teaching position vacancies. While the numbers indicate only small changes, this undoubtedly is a positive shift in the data.

With regard to the Teacher Loan Program (TLP), the Commission on Higher Education (CHE) continued working to implement the recommendations of the TLP Advisory Committee. These recommendations included an increase in the loan amount, greater loan forgiveness options, and revised eligibility criteria. For FY20, the loan amount for juniors, seniors, and graduate students was increased from \$5,000 to \$7,500 per year. During FY20, CHE approved revisions to the TLP regulations that would change the loan eligibility requirements to make the loan program available to a broader population of students. The regulation changes have not yet been taken up by the legislature.

When school closures and other restrictions were put in place across the state in mid-March 2020, CERRA staff began working remotely from home. Starting June 1, 2020, twelve-month staffers who are based out of the Winthrop University office returned to work in that office, with the safety restrictions required by Winthrop. Throughout this period, it has been necessary to shift most of CERRA's meetings, conferences, and activities to a virtual format. The challenges we have faced through the pandemic crisis will continue as we move forward into the 2020-21 school year. Thank you to the CERRA staff for their resilience and perseverance!



ProTeam Program

Overview

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

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. After waves of growth and recession, the Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the ProTeam curriculum, was revised in 2014 and is currently in its 8th edition. Revisions for the 9th edition began in March 2020, but were put on hold due to COVID-19 restrictions. The curriculum, which has been implemented in schools in seven other states, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of *Making Middle Grades Work*, an initiative of the Southern Regional Education Board. Since its inception in 1990, the Program has served more than 22,000 SC students.

Effectiveness

During 2019-20, 1,571 SC students completed the ProTeam Program. This number rose slightly from last year and has grown by nearly 950 students since 2014-15. The number of ProTeam sites also has increased during this time, doubling in size from 22 to 45 sites statewide. Thirty-seven percent of the 2019-20 students are non-white and 41% are male. Twenty-two of the 45 sites offered more than one class, resulting in 85 ProTeam classes. Fifteen of the 45 sites are located in a district identified as having excessive teacher turnover rates under the FY20 Rural Recruitment Initiative (RRI) Proviso.

Seven new sites and one re-established site have been added for 2020-21; of these schools, three are located in a district identified as having excessive teacher turnover rates under the FY21 RRI Proviso. CERRA's marketing efforts continue to focus on rural, underserved schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Sites in 2019-20

Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Bates Middle (Sumter), Belton Middle (Anderson 2), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington-Richland 5), Charleston Charter School for Math & Science (Charleston), Clinton Middle (Laurens 56), Dillon Christian School, Dutch Fork Middle (Lexington-Richland 5), Ebenezer Middle (Sumter), Ellore Middle (Orangeburg), Fairfield Middle (Fairfield), Gilbert Middle (Lexington 1), Gregg Middle (Dorchester 2), Guinyard-Butler Middle (Barnwell 45), H.E. McCracken Middle (Beaufort), Honea-Path Middle (Anderson 2), Horse Creek Academy (Aiken), Hughes Academy of Science & Technology (Greenville), Irmo Middle (Lexington-Richland 5), Jackson Middle (Aiken), Jerry Zucker Middle (Charleston), Kelly Mill Middle (Richland 2), Langley-Bath-Clearwater Middle (Aiken), Latta Middle (Dillon 3), Laurens Middle (Laurens 55), Lewisville Middle (Chester), Loris Middle (Horry), Merriwether Middle (Edgefield), North District Middle (Hampton 1), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Paul Knox Middle (Aiken), Pelion Middle (Lexington 1), Pleasant Hill Middle (Lexington 1), R.E. Davis College Preparatory Academy (Sumter), South Middle (Lancaster), St. George Middle (Dorchester 4), Starr-Iva Middle (Anderson 3), Tanglewood Middle (Greenville), Ten Oaks Middle (Horry), Thomas C. Cario Middle (Charleston), Williston-Elko Middle (Barnwell 29), and Wren Middle (Anderson 1)



Teacher Cadet Program

Overview

The Teacher Cadet Program encourages high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become civic advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets earn transferable college credit hours upon successful completion of the course.

History

In 1975, a teacher at Conway High School began working with students who had an interest in teaching. She and two fellow teachers later applied for a grant to expand their informal effort into a course available to outstanding students. Although the grant proposal was not funded, Winthrop University's then-dean of the College of Education established a task force to further explore the idea. Through this work, 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 additional high schools had agreed to begin the Program. In its 35-year history, the Teacher Cadet Program has served more than 74,500 SC students.

The 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. Each course has its own curriculum. *Experiencing Education* is in its 11th Edition and is updated every five years by a revision team consisting primarily of SC Teacher Cadet instructors. To date, schools in 40 other states have implemented the curriculum. *Educational Psychology* is in its 1st edition as 2019-20 was the first year the course was offered to Teacher Cadet students.

Teacher Cadet instructors and the 22 College Partners have access to the Interactive Technology Hub. It provides users with access to information and resources such as demonstration lessons, "how to" educational videos, efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

The Teacher Cadet National Honor Society inducted its fourth cohort of 47 members in March 2020, bringing the membership total to 348 students. Founded in 2016, this honor society recognizes the accomplishments of Cadets across SC, particularly their scholarship, character, leadership, and service. Membership selection and invitations for acceptance are conducted by a statewide teacher committee.

Effectiveness

During 2019-20, 2,998 SC students completed the Experiencing Education course and 182 students completed the Educational Psychology course. Ninety-two of these students completed both courses during this time. Twenty-two percent of Cadets are male and 33.5% are non-white students. The Program was offered in 75 of 79 traditional SC public school districts and both public charter school districts. Additionally, the Program was offered in three private schools for a total of 191 sites during the 2019-20 school year. Of these sites, 46 are located in a district identified as having excessive teacher turnover rates under the FY20 Rural Recruitment Initiative (RRI) Proviso. Four new sites and four re-established sites have been added for 2020-21. Overall, the Teacher Cadet Program has grown steadily since 2012-13, increasing by about 30 sites statewide and just over 600 students.

Additional effectiveness data are typically collected from Teacher Cadet students through end-of-course surveys. However, due to COVID-19 school closures in March 2020, most students were not able to submit a survey and, therefore, much of the annual data normally reported are not available this year.



Teacher Cadet College Partners and Affiliated High Schools

Anderson University

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

Charleston Southern University

Ashley Ridge^*
Berkeley^
Cane Bay^
Cross
Fort Dorchester
Goose Creek
Hanahan
North Charleston
Philip Simmons
Pinewood Prep
R.B. Stall
Stratford
Summerville
Timberland
Woodland^

Clafin University

Calhoun County
Cope Area Career Center
Lake Marion

Clemson University

D.W. Daniel^
Greenville Technical Charter
J.L. Mann
Southside

Coastal Carolina University

Academy for the Arts, Science, & Technology^
Andrews
Aynor
Carolina Forest
Carvers Bay
Conway^
Georgetown
Green Sea Floyds
Johnsonville
Loris
Myrtle Beach^
North Myrtle Beach Christian School
North Myrtle Beach^
Saint James
Socastee^
Waccamaw

Coker College

Lake View
Lee County Career & Technology Center

College of Charleston

Academic Magnet
Burke
Early College
Garrett Academy of Technology
Wando
West Ashley

Columbia College

Camden
Columbia
North Central
Pelion
River Bluff^
White Knoll

Erskine College

Belton-Honea Path^*
Dixie

Francis Marion University

C.E. Murray
Crestwood
Darlington
Dillon Christian School
Dillon
East Clarendon
Hannah-Pamplico
Hartsville
Kingstree
Lakewood
Lamar
Latta
Marion
Marlboro County
Mayo High School for Math, Science, & Technology
McBee
Mullins
Scott's Branch
South Florence
Sumter
Timmonsville
West Florence
Wilson

Lander University

Abbeville
Calhoun Falls Charter
G. Frank Russell Technology Center
Ninety Six
Ware Shoals

Limestone College

Blacksburg
Gaffney

Newberry College

Eau Claire
Lugoff-Elgin
Mid-Carolina
Newberry
W.J. Keenan

North Greenville University

Berea
Blue Ridge^
Eastside
Greer Middle College Charter
Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)

Presbyterian College

Clinton
Greenville
Greer^
Laurens District 55
NEXT

The Citadel

Berkeley*
Blacksburg*
Cane Bay*
Gaffney*
James F. Byrnes*
James Island Charter^*
Marlboro County*
Palmetto Scholars Academy
Spring Valley*
Stratford*
Summerville*
Wando*

USC Aiken

Aiken
Fox Creek*
Gilbert*
Midland Valley^
North Augusta
Ridge Spring-Monetta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Beaufort

Battery Creek
Beaufort
Bluffton^
Hilton Head Island^
May River^*
Ridgeland-Hardeeville
Royal Live Oaks Academy
Whale Branch Early College

USC Columbia

A.C. Flora
Airport
Blythewood^
Brookland-Cayce
Chapin
Dreher
Dutch Fork^
Gilbert^
Gray Collegiate Academy
Irmo
Lexington^
Lower Richland
Richland Northeast
Ridge View
Spring Hill
Spring Valley^
Swansea
Westwood

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Blackville-Hilda
Colleton County
Denmark-Olar
Estill
Wade Hampton

USC Upstate

Boiling Springs
Broome
Chapman
Chesnee
Dorman
James F. Byrnes
Spartanburg

Winthrop University

Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill^
Great Falls
Indian Land
Lancaster
Lewisville^
Nation Ford^
Northwestern
Rock Hill^
Union County
York Comprehensive
York Preparatory Academy

^Offers more than one section of Experiencing Education

*Offers an Educational Psychology course



Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit academically talented high school seniors into the teaching profession and to help them develop leadership qualities. Fellows receive a forgivable loan totaling up to \$24,000 over four years, while they attend an approved Teaching Fellows Institution (TFI). Each TFI has a unique program that provides professional development opportunities above and beyond its regular teacher education program. Critical to the success of each TFI's program is the Campus Director. This institution-appointed individual is responsible for recruiting potential Fellows to the TFI, monitoring student progress, and facilitating student seminars and enrichment experiences.

The selection process for Teaching Fellows is rigorous and occurs in two phases throughout the academic year. The first phase consists of an online application that focuses on academic achievement, school and community involvement, employment history, and leadership potential. Students also must submit contact information for two individuals who will serve as references. Students who are invited to the second phase of the identification process, the regional screening, will: be interviewed by a panel of three educators, prepare and deliver a short presentation on an assigned topic, and write an essay in response to a prompt.

Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness. These students are required to submit documentation to CERRA confirming their employment in a SC public school district each year until the loan is satisfied. Students who do not complete the Program or do not teach in a SC public school for the required number of years must repay the funds they received, plus interest.

History

The Teaching Fellows Program, established in 1999 by the SC General Assembly to attract more students into the teaching profession, provides fellowships for those who are working toward a degree leading to initial teacher certification. Twelve institutions of higher education hosted a Teaching Fellows program during the 2019-20 academic year. Clemson University will accepted its first cohort of Teaching Fellows in fall 2020, adding to the list of approved institutions.

Effectiveness

Seventy-eight percent (2,131) of Teaching Fellows from the 2000-2015 cohorts have graduated from a TFI and successfully completed the Program. Of these graduates, 71% (1,510) were employed in 70 of 79 traditional SC public school districts, both public charter school districts, and the Department of Juvenile Justice during the 2019-20 academic year. A total of 92.5% (1,971) Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Specifically, 58% (1,228) of graduates have satisfied their loan through teaching service; 8% (179) have satisfied their loan through repayment or a combination of repayment plus some teaching service; and 26.5% (564) are currently teaching for loan forgiveness in a SC public school. Of the Teaching Fellows who are loan-satisfied through teaching service, 76% (932) are still employed in a SC public school/district.

Site evaluations are conducted at each TFI on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assess a TFI's ability to meet CERRA's requirements and provide data to drive improvements in the overall quality of the statewide Teaching Fellows Program. In spring 2018, the evaluation process was revised based on consistent feedback from students and evaluation team members. Anderson University was the first TFI to be evaluated using the updated process. As intended, this evaluation took place on campus in November 2019. The next evaluation under the new system was scheduled for Francis Marion University in spring 2020. Rather than postponing the evaluation in response to COVID-19 restrictions, it was conducted virtually in April 2020.



Teaching Fellows Institutions



Notes:

- Newberry College and Columbia College are no longer accepting new students into their Teaching Fellows program.
- Clemson University will accept its first cohort of Teaching Fellows in fall 2020.

Induction and Mentoring

Overview

In SC, educators who wish to serve as mentors to beginning teachers must complete the two-day SC Mentor Training. This training can be hosted by CERRA, an individual school district, or other educational entities. Additionally, CERRA conducts the SC Mentor Trainer Certification for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Knowing the importance of school-level administrative support, CERRA also offers The Administrator's Role in Induction and Mentoring Training. This training addresses the various and necessary roles of administrators in their support of mentors and beginning teachers.

History

In 2006, the State Board of Education adopted State Induction and Mentoring Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result, a three-day Initial Mentor Training was developed and offered in the state. Nearly ten years later, the training was completely redesigned to better meet the needs of SC mentors and beginning teachers.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition, the SC Mentor Trainer Certification was developed and offered in December 2015. CERRA then created a two-hour training for school-level administrators that was first held in February 2018. Updates continue to be made to all training curricula as new information becomes available. During the 2020-21 academic year, CERRA will focus on making revisions to the administrator training. Specifically, feedback gathered from multiple teacher focus groups will be incorporated into the training to reemphasize the importance of principal-teacher relationships and their impact on staff retention.

CERRA, in collaboration with the SCDE, holds two meetings per year with district induction and mentoring coordinators to provide any necessary updates and to allow for cross-district collaboration. Due to COVID-19 restrictions, however, a spring meeting was not planned. CERRA also shares a monthly newsletter with coordinators that contains upcoming training dates, general reminders, and any information relevant to supporting beginning teachers.

Effectiveness

A total of 1,840 educators completed the SC Mentor Training between July 1, 2019 and June 30, 2020. During this time, 28 educators completed the SC Mentor Trainer Certification and 108 educators completed the Administrator's Role in Induction and Mentoring Training. Due to COVID-19 restrictions beginning in March 2020, in-person training sessions could no longer be held, therefore reducing the number of training completers during the 2019-20 academic year.

In an effort to further assess the effectiveness of the SC Mentor Training, a thematic analysis of more than 600 evaluation forms was conducted in August 2019. The forms were submitted by educators who completed a CERRA-hosted training session between March 2016 and July 2019. Based on results from the analysis, CERRA developed a plan to update the training curriculum in spring 2020. However, because of the pandemic, CERRA's priority was to instead create a virtual training to accommodate district needs. This training allowed districts to safely prepare mentors to support beginning teachers.

CERRA held one meeting for induction and mentoring coordinators during the 2019-20 academic year. Topics addressed included the SCDE's data management system (SCLead), recognition for mentors and first-year teachers, and mentor training evaluations. Coordinators also submitted questions deemed relevant to the group, and subsequently engaged in collaborative discussions around each question. Fifty-four stakeholders attended the meeting.



Teacher Forum

Overview

The SC Teacher Forum gives recognition to the State (STOY) and District (DTOY) Teachers of the Year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to advocate for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the SC Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the SC Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History

CERRA established the SC Teacher Forum in 1986, and it has since become a model for the National Teacher Forum. The SC Teacher Forum is structured in a way that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, communicate with legislative delegations, and sponsor teacher recognition and professional development activities. The SC Teacher Forum Conference and two SC Teacher Forum Professional Development Meetings are held annually for the DTOYs. Each year, the SC Teacher Forum focuses on teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues.

In addition to annual meetings and conferences, CERRA provides ongoing support for local forums. Assistance is available for developing or revising a forum's constitution and by-laws, strategic planning, facilitation of professional development activities, and keynotes or presentations. CERRA also offers a virtual book study for DTOYs and continues to revise an online toolkit with resources to assist districts in starting or sustaining teacher forums.

Effectiveness

The annual conference was held over three days in November 2019. It included speeches by the 2020 STOY Chanda Jefferson and State Superintendent of Education Molly Spearman. Leadership opportunities were provided for the Veteran STOYs, the 2019-20 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were tasked with creating presentations that address the goals of the SC Teacher Forum.

The conference also introduced the DTOYs to the Teacher Leadership Competencies, which offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs are encouraged to use the competencies to reflect and set personal goals. The conference also offered sessions on advocacy, district teacher forums, and other relevant topics.

A professional development meeting was held in March 2020. Presentations made during the meeting focused on topics such as teacher recruitment and retention, state legislation and the U.S. Census, and developing advocacy platforms. The second professional development meeting was held virtually in June 2020 due to COVID-19 restrictions. Invited guests included the 2019 National Teacher of the Year, Rodney Robinson, and a representative from the SC Education Oversight Committee. DTOYs learned more about chairing district teacher forums, leading through a pandemic, and celebrating diversity.



Rural Recruitment Initiative

Overview

Under FY20 Proviso 1A.54 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY20 met two criteria: 1) an average teacher turnover rate greater than 11%, as reported on the district's five most recent Report Cards and 2) not identified as one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Thirty-five districts were determined to be eligible to request incentive funds.

History

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY20 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, an FY20 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2020.

The legislature appropriated \$1,500,000 for implementation of the FY16 Rural Proviso and \$9,748,392 annually for the FY17, FY18, and FY19 Provisos. For the FY20 Proviso, the same amount was appropriated, but \$2,150,000 was diverted to programs at the University of South Carolina and State University leaving \$7,598,392 for Rural Recruitment Incentive funds. The Proviso authorizes funds to be carried forward from the prior fiscal year.

Effectiveness

Of the 35 eligible districts, all but one requested funds during FY20. A total of \$6,818,636 was disbursed to these districts and/or expended on the districts' behalf. An additional \$478,228 in loan forgiveness funds was disbursed directly to teachers. Effectiveness data for incentives used in the 35 districts in FY20 will not be available until after the Supply and Demand Survey data are collected and analyzed for the 2020-21 school year; however, results from FY19 are available through survey data obtained from districts at the beginning of the 2019-20 school year. During FY19, 36 districts were eligible to participate in the rural initiative and all requested Proviso funds to implement recruitment and/or retention incentives. Of the 36 districts that requested funds, 28 reported some improvements after using the incentives to implement various recruitment and/or retention strategies.

Specifically, 23 districts experienced fewer teacher departures overall and 17 districts had fewer first-year teachers leaving their position. In addition, 20 districts reported a smaller number of departures among early-career teachers with two to five years of experience. Seventeen districts indicated fewer teaching positions still vacant at the beginning of the 2019-20 school year, and ten districts reported no vacancies during this time. Finally, 12 districts had fewer teacher departures and vacancies this year, whereas only five districts were identified as such last year.

Eligible Districts in FY20

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, Williamsburg



CERRA Services

Overview

In addition to the programs already reviewed in this report, CERRA offers a number of services to school districts and higher education institutions that aid in its mission of recruiting, retaining, and advancing South Carolina educators. Among others, these services include the Online Educator Employment System, Teacher Expo, National Board Support, and Research.

Online Educator Employment System

The Online Educator Employment System provides a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application that can be submitted to these locations. The system also enables school districts/entities to post vacancies and search the database of applicants to fill teaching positions. Using feedback from SC district personnel administrators, CERRA launched a new, more intuitive system in July 2018. A total of 1,830 online applications were posted in the employment system from July 1, 2019 through June 30, 2020.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts/entities that choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts. The first Teacher Expo was held in 1988 and has been hosted annually since that time. Fifty-eight SC public school districts/entities participated in the 2020 Expo, which was held in February and attended by 139 candidates.

National Board Support

National Board Certification® (NBC), is a voluntary professional development opportunity available through the National Board for Professional Teaching Standards™ (NBPTS). The initial NBC process requires educators to successfully complete four components containing evidence of accomplished practice. Once certified, National Board Certified Teachers (NBCTs) may complete the NBPTS Renewal® process in order to maintain this certification. CERRA recognizes NBC as an effective professional growth experience, a teacher leadership opportunity, and a retention tool.

CERRA provides an infrastructure of support around awareness for NBC, the processes involved, and the retention of candidates. The infrastructure includes: NBC liaisons in school districts and special schools; NBC support through awareness sessions, virtual and in-person workshops, and an annual conference; and a toolkit to aid districts in providing uniform assistance to candidates. CERRA also offers guidance to the SC National Board Network (SCNBN), a membership organization that was created by a small group of NBCTs during the 2013-14 academic year. The SCNBN holds an annual Hill Day where NBCTs are recognized by the SC General Assembly and provided opportunities to speak with legislators.

During the 2019-20 academic year, more than 500 educators were recognized for achieving or renewing their NBC. In this same time period, CERRA facilitated approximately 20 events all focused on providing support to NBC candidates in the state. According to NBPTS, SC ranks fourth in the nation in the total number of NBCTs. Just over 4,900 NBCTs were employed in 82 SC school districts, special schools, and independent career and technology education centers in 2019-20.

In spring 2020, CERRA released a one-page report comparing turnover rates of all SC teachers and those of NBCTs in the state. The report, which was a follow-up to the original 2018 report, concluded that turnover rates of SC NBCTs remained significantly lower than those of all teachers in the state. For the 2018-19 school year, turnover for all SC teachers was 9% and only 3.6% for NBCTs in the state. These data provide evidence that confirm NBC's positive impact on teacher retention in South Carolina.



CERRA Services (continued)

Research

CERRA disseminates relevant education research at various times throughout the school year. Since 2001, CERRA has conducted an Annual Educator Supply and Demand Survey that collects data from each SC public school district. The survey, which is administered to district personnel directors at the beginning of each school year, is designed to gather information on teachers entering the profession, those leaving their classrooms, and vacant positions. Once responses are submitted, the data are analyzed and summarized in a comprehensive statewide report that is available in December each year.

Additionally, CERRA conducts a unique research study each year that results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. This year's study continued to focus on teacher departures, specifically the procedures used in districts to gather information on reasons teachers are leaving the classroom each year. A statewide survey was sent to districts in May 2019, followed by a series of follow-up telephone interviews with personnel directors that were carried out over the next year through March 2020. CERRA compiled a summary report of findings, which is available on the website.

CERRA plans to continue exploring the topic of teacher departures during the 2020-21 school year, particularly the reasons teachers are leaving the classroom. In March 2020, just before COVID-19 restrictions were in place, CERRA staff conducted multiple in-person focus groups with teachers from one SC school district. This endeavor allowed CERRA to speak confidentially with teachers who were planning to resign and uncover the true reasons leading to their decisions. Because these focus groups generated such valuable information, CERRA plans to conduct similar sessions in several districts eligible to participate in the Rural Recruitment Initiative. The hope is to gather even more relevant feedback from teachers so as to better understand why so many resignations are occurring each year. The format of these focus groups will obviously be determined by any state/local pandemic ordinances still in effect.

2019 - 2020 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	\$1,007,066
Travel	\$60,248
Office Support/Printing	\$72,139
Board of Directors	\$793
ProTeam	\$9,470
Teacher Cadet	\$73,450
Teaching Fellows	\$4,292,043
Teacher Expo	\$1,232
National Board Certification	\$47,385
Teacher Forum	\$41,750
Induction and Mentoring	\$26,791
Rural Recruitment	\$7,513,919
TOTAL	\$13,146,286

¹Funding sources include Education Improvement Act, Rural Recruitment Proviso, SC Department of Education, Teaching Fellows loan collections, and revenues and fees.

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