

CERRA **2022-2023** **ANNUAL REPORT**



**Center for Educator Recruitment,
Retention, & Advancement**

www.cerra.org

Overview

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 create 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 these programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Strategic Plan

In fall 2022, CERRA staff began a strategic planning process with its Board of Directors. After months of inquiry, reflection, and collaboration, the Board adopted a new strategic plan in May 2023. Specifically, a new mission, vision, and set of goals were approved to guide the organization's work over the next five years. A visual representation of CERRA's Strategic Plan Overview is on the next page of this report. The overview includes a new mission and vision statement, as well as four defined goals related to responsiveness, funding streams, marketing and awareness, and access to data. Also incorporated are two illustrations depicting CERRA's three pillars of service (recruitment, retention, and advancement), along with strategies that will be implemented to ultimately advance the education profession in South Carolina.

Strategic Plan Overview

CERRA's Mission: Advancing the education profession in South Carolina through teacher recruitment and retention efforts

CERRA's Vision: Teacher recruitment and retention needs of South Carolina public school districts will be met



To successfully advance the education profession in South Carolina, CERRA will implement appropriate strategies to achieve its defined goals and ultimately create the envisioned reality where recruitment and retention needs of public school districts are met.



CERRA's Goals:

1. Respond innovatively to existing/emerging teacher recruitment needs
2. Seek to diversify its funding streams
3. Develop and implement a comprehensive marketing and awareness campaign
4. Work to eliminate existing barriers that prevent access to critical data

ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary SC 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. Since its inception in 1990, the Program has served more than 25,000 students across the state.

Effectiveness

During 2022-23, the ProTeam Program served 1,048 SC students at 38 sites (61 classes) in 30 school districts across the state. Instructors reported 44% of students as male and 40% as non-white. Below is a table that includes programmatic data over five years. Although numbers are down from last year, CERRA continues to focus on attracting males and minorities into ProTeam. Seven new sites and three reestablished sites have been added for 2023-24.

ProTeam	FY19	FY20	FY21	FY22	FY23
Sites	50	45	30	40	38
Classes	87	85	60	87	61
Students Served	1,554	1,571	1,044	1,416	1,048
Male Students	617	646	491	624	461
Non-white students	561	581	526	674	424

Program Highlight

CERRA and a cohort of ProTeam instructors recently completed revisions for the 9th edition of the Program's curriculum. Once published, the curriculum will offer enhanced opportunities for students to explore character and leadership, as well as experience the act of teaching.

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages high-achieving SC 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. The Program now consists of two courses: Teacher Cadet-Experiencing Education and Teacher Cadet-Educational Psychology.

Participating schools are supported by a local teacher preparation institution, known as a College Partner, which offers enrichment experiences to Teacher Cadets. Each institution has an articulation agreement in place for Cadets to earn dual credit upon completion of the course. In its 38-year history, the Program has served over 81,500 SC students.

Effectiveness

During 2022-23, the Teacher Cadet Program served 2,528 SC students through the Experiencing Education course and 307 SC students through the Educational Psychology course. The Program was offered in 69 of the 76 public school districts across the state. With most sites offering more than one class, 175 high schools hosted 249 classes. Below is a table that includes programmatic data over five years. Compared to last year, the Program grew by four sites, 25 classes, and 130 students. Five new sites and seven reestablished sites have been added for 2023-24.

Teacher Cadet	FY19	FY20	FY21	FY22	FY23
Sites	188	191	169	171	175
Classes	233	246	224	224	249
Students served: Experiencing Education	2,991	2,998	2,309	2,398	2,528
Students served: Educational Psychology	n/a	182	161	230	307
Male Students	676	668	490	552	597
Non-white students	1,004	1,003	711	783	885
College Partners	22	22	22	24	25

Program Highlight

Teacher Cadet continues to expand its recruitment efforts for potential teachers through the Educational Psychology course. While Experiencing Education offers Cadets the opportunity to experience time in classrooms, Education Psychology provides them with a nine-week extended field experience to make connections between theory and practice.

Teaching Fellows Program

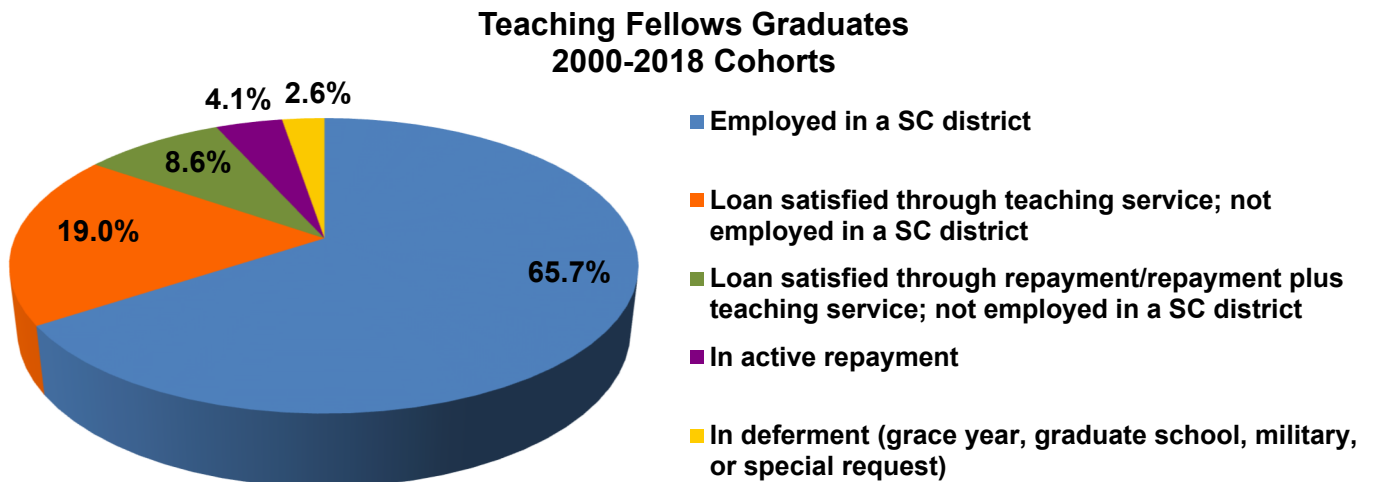
Overview

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.

The selection process for Teaching Fellows is rigorous and designed to identify future teachers who will positively impact education in SC. To qualify for loan forgiveness, students must complete the Program and teach in a SC public school one year for each year they receive funding. Students who do not complete the Program or do not teach for the required number of years must repay all funds received, plus interest. Eleven institutions of higher education hosted a Teaching Fellows program during the 2022-23 academic year, and more than 2,600 SC students have graduated as Fellows.

Effectiveness

Seventy-nine percent of Teaching Fellows from the 2000-2018 cohorts have graduated from a TFI and successfully completed the Program. In comparison, institutional graduation rates for all majors in TFIs are approximately 50%. A total of 93% of Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Of the Fellows who are loan-satisfied through teaching service, 69% are still employed in a SC public school/district. Below is a visual breakdown of all Teaching Fellows graduates and their status as of March 2023.



Program Highlight

Juniors from the 11 TFIs convened in Greenville for an annual conference. Breakout sessions focused on the core tenets of the Teaching Fellows Program, namely advocacy, diversity, leadership, and innovative teaching practices. A highlight of the event was Chris Singleton's emotional and thought-provoking keynote on forgiveness and acceptance.

Induction and Mentoring

Overview

In South Carolina, 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 training mentors in their own schools and districts. Finally, CERRA offers the Administrator's Role in Induction and Mentoring Training, which addresses the importance of school-level administrative support for mentors and beginning teachers.

Effectiveness

A total of 1,694 educators completed the SC Mentor Training between July 1, 2022 and June 30, 2023. During this time, 40 educators completed the SC Mentor Trainer Certification and 86 educators completed the Administrator's Role in Induction & Mentoring Training. Below is a table that includes programmatic data over five years. It should be noted that CERRA relies on districts and other entities to report their complete data. Also, during FY21, CERRA was not asked to provide district-level training sessions of the Administrator's Role in Induction & Mentoring.

Induction & Mentoring	FY19	FY20	FY21	FY22	FY23
Educators who completed the SC Mentor Training	2,156	1,840	1,946	1,885	1,694
Educators who completed the SC Mentor Trainer Certification	64	28	40	35	40
Educators who completed the Administrator's Role in Induction & Mentoring Training	150	108	0	64	86

Program Highlight

After hosting two focus groups of mentors from various SC school districts, much progress has been made developing the next advanced mentor trainings. These trainings will ultimately serve as professional development directly related to the specific skill sets needed to work with and support adult learners whose knowledge base and experiences are vastly diverse. These resources also will support the fundamental characteristics described in the Profile of a SC Graduate. As the work continues, more focus groups will be conducted this year to shape two additional professional development offerings in response to the frequently expressed need to have ready-made resources that support the work of mentors across the state.

Rural Recruitment Initiative (RRI)

Overview

Under FY23 Proviso 1A.54 — Rural Teacher Recruiting Incentive, CERRA continued the efforts begun under the initial proviso to develop incentives to recruit and retain classroom teachers in districts that have experienced excessive teacher turnover. Districts eligible to participate must meet 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. Per the legislation, CERRA also developed a loan forgiveness program for classroom-based teachers working in the identified rural districts.

Effectiveness

A total of \$6,712,180 was disbursed to 40 public school districts and/or expended on their behalf during FY23. An additional \$292,030 in loan forgiveness funds was disbursed directly to teachers. Effectiveness data for incentives used in FY23 will not be available until fall 2023 when districts submit their Supply and Demand surveys that contain teacher departure and vacancy information. Therefore, results from FY22 are included below.

During FY22, 42 of the 43 eligible districts requested funds to implement recruitment and/or retention incentives. Of these 42 districts, 20 reported some improvement after using the incentives to implement various strategies. Compared to the previous school year, these districts specifically had fewer teachers leaving, fewer positions that remained vacant, or both. Below is a table that includes RRI data over five years.

Rural Recruitment Initiative (RRI)	FY19	FY20	FY21	FY22	FY23
Public school districts eligible for RRI funds	36	35	43	43	40
Public school districts requesting funds	36	34	43	42	40
Public school districts reporting improvements	28	29	19	20	TBD

Note: The decrease in eligible districts for FY23 is attributable to consolidations rather than fewer districts.

Program Highlight

In FY23, CERRA implemented additional accountability strategies for the RRI districts. Before receiving any funds, district superintendents must sign a Funds Disbursement Agreement outlining CERRA's expectations for the responsible use of funds and required reporting procedures. Districts also are required to include the RRI funds in their annual audit and report any negative findings to CERRA. Districts must submit a year-end spending report accounting for the use of RRI funds to CERRA by September 15th.

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 advancing the education profession in South Carolina through teacher recruitment and retention efforts. These services include the Online Educator Employment System, Teacher Expo, National Board Support, Teacher Forum, and Research.

Online Educator Employment System

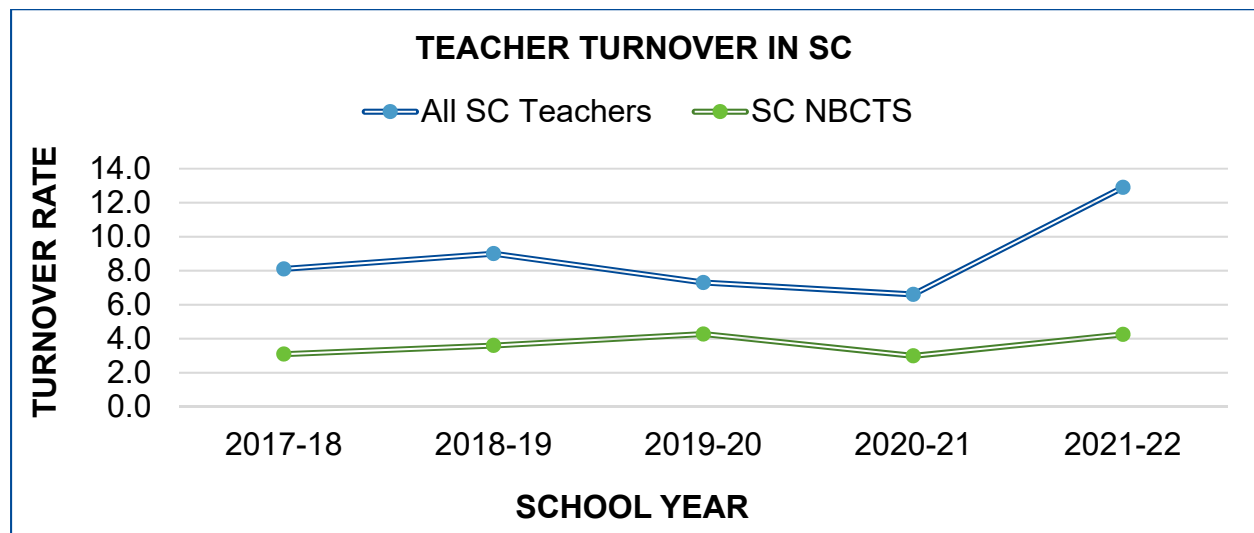
The Online Educator Employment System (OEES) provides a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application that can be submitted to these locations. The system also enables school districts/entities to post vacancies and search the database of applicants to fill teaching positions. CERRA's FY25 budget request includes one-time money to develop an updated OEES. If funded, CERRA will contract with a software company and launch an interoperable job bank and application system.

Teacher Expo

The Expo is an annual statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts that choose to send recruiters to the Expo. For FY23, CERRA contracted with a virtual career fair platform to host the Expo for 40 districts and 200 attendees.

National Board Support

CERRA provides an infrastructure of support around awareness for teachers pursuing National Board Certification® (NBC), a voluntary professional development opportunity for educators proven to have a positive impact on classroom retention. During FY23, just over 3,800 National Board Certified Teachers (NBCTs) were employed across the state. As shown in the graph below, NBCTs in SC have significantly lower turnover rates compared to all teachers in the state. Specifically looking at the 2021-22 school year, turnover for all SC teachers was 12.9% and only 4.2% for NBCTs.

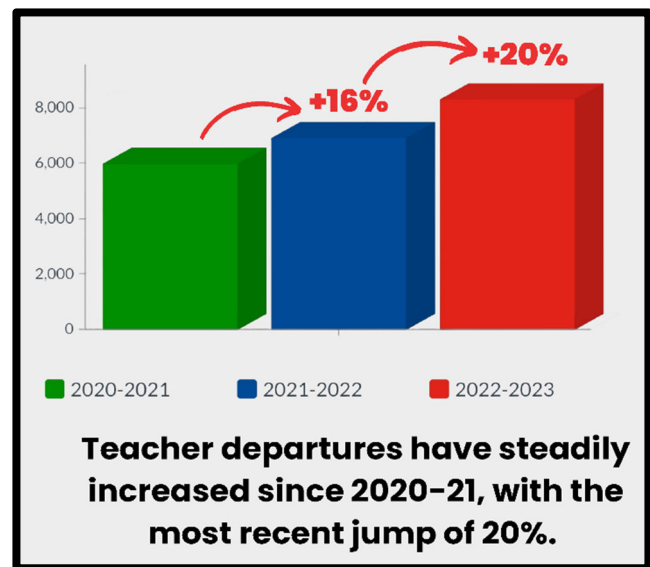
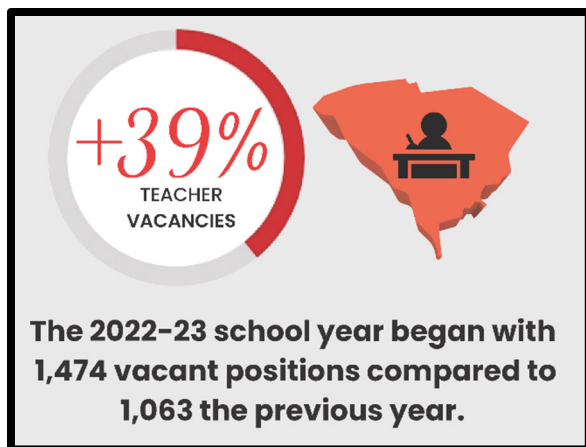


SC Teacher Forum

The Forum is comprised of the current District Teachers of the Year (DTOYs) and chaired by the SC Teacher of the Year, who serves as a Teacher-in-Residence at CERRA. The Forum provides formal recognition to the DTOYs and works to develop their leadership skills and encourage them to be advocates for their profession. In addition to annual meetings and conferences, CERRA provides ongoing support for local forums including assistance with constitution and by-laws, strategic planning, professional development activities, and keynotes or presentations.

Research

In addition to routinely collecting data specifically related to its programs, CERRA conducts an Annual Educator Supply and Demand Survey that requests data from each SC public school district. The survey is designed to gather information on teachers entering the profession, those leaving their positions, and vacancies. A comprehensive statewide report is available in November each year. Below are two graphics from the **2022-23 Supply and Demand Report**.



CERRA continues to offer its services of conducting teacher focus groups for selected RRI districts. The intended goal is to gather information about reasons teachers are leaving their school or district and subsequently share findings with representatives from participating districts. In addition to focus groups, CERRA has developed a statewide exit survey for RRI districts to use in place of their current data collection instrument. To date, four districts have implemented the survey. At the end of the 2022-23 school year, CERRA compiled survey results and provided each of these districts with a summary that included the number of respondents and schools represented, departure themes, and several considerations to potentially address identified issues. The exit survey will be available to more districts this fall.

2022 – 2023 EIA Funds Expended

CERRA Programs/Services	Expenditures
Salaries & Fringes	\$874,683
Office Support/Indirect Fees	\$197,033
Expo/Online Educator Employment System	\$84,304
Board of Directors	\$5,578
Staff Travel	\$91,181
Minority Recruitment	\$166,500
ProTeam	\$6,692
Teacher Cadet	\$54,327
College Partners	\$39,408
Teaching Fellows	\$4,327,628
Rural Recruitment Initiative	\$7,113,520
Total	\$12,960,854

Note: Revenues and fees are generated/collected to offset materials, trainings, and events related to Teacher Expo, Teacher Forum, and Induction and Mentoring. National Board support services are funded by the SCDE.

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