



CERRA

ANNUAL REPORT

2016-17

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 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.

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 of South Carolina. 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 Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) 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, Jane Turner

Thanks to the support of the CERRA Board of Directors and the hard work of the CERRA staff, 2016-17 was another year of significant accomplishments!

First, the CERRA Board of Directors completed a strategic planning process to guide CERRA's efforts over the next five years, from July 1, 2017 through June 30, 2022. As a result, the Board adopted a Vision Statement that reads: Teaching is a respected, influential profession, and every student in South Carolina is served by effective educators. The Board also revised CERRA's Mission Statement to read: Recruiting, Retaining, and Advancing South Carolina Educators, and the Board adopted four Focus Areas: Recruitment, Retention, Advancement, and Research. The senior staff then developed Goals for each of the Focus Areas, which were subsequently approved by the Board, as follows: 1) teacher supply needs of SC public school districts are met; 2) 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) every teacher has multiple opportunities to develop as a teacher leader and utilized as such; and 4) research efforts are expanded in both breadth and depth. Senior staff are currently completing strategies and timelines for the focus area goals.

While the strategic planning process was underway, CERRA staff continued to focus on the Rural Recruitment Initiative. The funds allocated for the Initiative for 2016-17 increased from 1.5 million to 9.7 million and the number of districts served increased from 20 to 28. Incentives were significantly expanded, to include up to \$5,000 in undergraduate loan forgiveness for teachers.

With regard to CERRA's continuum of programs and services, a team of Teacher Cadet Instructors developed the 11th edition of the Teacher Cadet Curriculum, *Experiencing Education*, and training under the new curriculum launched in July 2017. Training on the new Mentor Curriculum continued and an online update training for previously trained mentors was completed and made available. In collaboration with the SC Department of Education, new Induction and Mentoring Guidelines were drafted and are set to be submitted to the State Board of Education for approval within the near future.

New this spring, CERRA launched the Veterans to Teachers Initiative and welcomed Rick Wise as a part-time Veterans To Teachers Program Facilitator. Rick has been conducting information seminars at military installations for veterans transitioning from the military. Participants receive information on teacher certification pathways, incentives for veterans entering the teaching field, financial resources, and job search strategies. Participants are given individualized support and are encouraged to seek teaching positions in high need subject areas and in rural and underserved districts that experience high rates of teacher turnover.

South Carolina's teacher recruitment and retention needs are the focus of much attention and effort at the state level. I will be representing CERRA on two statewide committees appointed by Legislative Proviso, the Teacher Recruitment and Retention Study Committee and the Teacher Salary Structure Study Committee. CERRA also will continue to be involved in collaboration efforts with state educational entities on other statewide recruitment, retention, and advancement initiatives throughout the 2017-18 academic year.



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. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, was revised in 2014 and is currently in its 8th edition. It 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. The ProTeam Program has served more than 18,000 SC students since its inception in 1990.

Effectiveness

During 2016-17, 1,012 students completed the ProTeam Program. This number has increased by more than 60% since 2014-15. Forty percent of these students are non-white and 42% are males; both of these percentages rose from 36% and 37%, respectively, since last year. The Program was offered in 30 SC middle schools, compared to 26 last year. Of the 30 sites, seven are located in a district identified as having a high teacher turnover rate under the Rural Teacher Recruiting Incentive Proviso. Fourteen new sites and three reestablished sites have been added for 2017-18; of these schools, one is located in a district with high teacher turnover. Furthermore, the ProTeam curriculum has now been implemented in seven other states. 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 Schools

The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2016-17 school year: Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Allendale-Fairfax Middle (Allendale), Carver-Edisto Middle (Orangeburg 4), Chapin Middle (Lexington/Richland 5), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), Great Falls Middle (Chester), Green Sea Floyds Middle (Horry), H.E. McCracken Middle (Beaufort), Hardeeville-Ridgeland Middle (Jasper), Hughes Academy of Science and Technology (Greenville), Kelly Mill Middle (Richland 2), Langley Bath Clearwater Middle (Aiken), Latta Middle (Dillon 3), Lewisville Middle (Chester), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), R.H. Fuller Middle (Lexington 2), Riverside Middle (Greenville), Rosemary Middle (Georgetown), Schofield Middle (Aiken), South Middle (Lancaster), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), Whittemore Park Middle (Horry), Williams Middle (Florence 1), and Williston-Elko Middle (Barnwell 29).



Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school 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 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 may receive college IDs allowing access to campus services and activities, and earn transferable college credit hours upon successful completion of the course.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later 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 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. The 11th edition of the Program's curriculum, *Experiencing Education*, was recently developed by a team of Teacher Cadet instructors and will be available for the 2017-18 school year. In its 31-year history, more than 65,500 students have participated in the Teacher Cadet Program.

Effectiveness

During 2016-17, 2,909 SC students completed the Teacher Cadet Program. Thirty-five percent of these students are non-white and 23% are males. The Program was offered in 73% of all public high schools, in 76 of the 82 SC public school districts. Additionally, the Program was offered in five career and technology centers and one private high school for a total of 179 sites. Of the 179 sites, 34 are located in districts identified as having a high teacher turnover rate under the Rural Teacher Recruiting Incentive Proviso. Six new sites and nine reestablished sites have been added for 2017-18; of these schools, three are located in a district with high teacher turnover. After completing the Teacher Cadet course, 37% of Teacher Cadets chose teaching as the career they plan to pursue after college. Of these Cadets who now plan to teach, nearly one out of every four was undecided or had planned to pursue a different career before taking the course. Seventy-nine percent of the 944 students who applied for admission into the Teaching Fellows Program in 2016 were Teacher Cadets. Overall, compared to last year, there has been an increase in the number of Teacher Cadet sites, students (both males and non-white students), and districts that offer the Program.

Schools in 37 other states have implemented the Teacher Cadet curriculum. Also available to Teacher Cadet sites and the 21 institutions that serve as 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

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^
Fort Dorchester
Goose Creek
Hanahan
North Charleston
Pinewood Prep
R.B. Stall
St. John's
Stratford
Summerville

Clafin

Calhoun County
Cope Area Career Center
The Technology Center

Clemson University

D.W. Daniel
J.L. Mann

Coastal Carolina University

Academy for the Arts, Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Coastal Leadership Academy
Conway^
Georgetown
Myrtle Beach
North Myrtle Beach^
Socastee
St. James
Sumter
Waccamaw

Coker College

Darlington
Lake View
Lee County Career & Technology Center
McBee

College of Charleston

Academic Magnet
Baptist Hill
Burke
Charleston Charter School for Math & Science
Cross
Timberland
West Ashley^

Columbia College

C.A. Johnson
Camden
Dutch Fork^
North Central
River Bluff^
Spring Hill
Swansea
White Knoll

Erskine College

Belton-Honea Path^
Dixie

Francis Marion University

Aynor
Crestwood
Dillon
East Clarendon
Hannah-Pamplico
Hartsville
Kings tree
Lake City
Lakewood
Latta
Marion
Marlboro County
Mayo High School for Math, Science, & Technology
Mullins
Scott's Branch
South Florence
Timmonsville
West Florence
Wilson

Lander University

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

Limestone College

Blacksburg
Gaffney
Greer Middle College
Charter

Newberry College

Airport
Blythewood^
Brookland-Cayce^
Chapin^
Columbia
Eau Claire
Irmo
Lexington^
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley
W.J. Keenan
Westwood

North Greenville University

Berea
Eastside
Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)

Presbyterian College

Clinton
Greenville High Academy
Greer
Laurens District 55

The Citadel

Beaufort
James Island Charter%
Wando^

USC Aiken

Aiken
Batesburg-Leesville
Fox Creek
McCormick
Midland Valley
North Augusta^
Ridge Spring-Monetta
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia

Dreher
Gilbert
Lower Richland

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Denmark-Olar
Estill
Hilton Head Island^
May River^
Ridgeland-Hardeeville
Wade Hampton (Hampton 1)
Whale Branch Early College
Woodland

USC Upstate

Boiling Springs
Broome
Chapman
Chesnee
Dorman^
Greenville Technical Charter
James F. Byrnes
Landrum^
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%
South Pointe
Union County
York Comprehensive^
York Preparatory Academy

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

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

+ Denotes a school that offers four sections of Teacher Cadet.



Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to \$6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution 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, 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 provide three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned 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.

History

The Teaching Fellows Program, established in 1999, provides up to \$6,000 per year in fellowships for students who are working to complete a degree leading to teacher certification. As a result of significant cuts in education funding beginning 2008, it was not possible to fund the target of 200 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 been increased. For the 2016-17 academic year, 204 freshmen were awarded fellowships at the full \$6,000 level. Twelve institutions of higher education hosted Teaching Fellows programs during this time.

Effectiveness

Seventy-seven percent (1,651) of Teaching Fellows from the 2000-2012 cohorts graduated from the Program, and 70.5% (1,164) were employed in 73 SC public school districts during the 2016-17 academic year. Eighty-three percent (1,371) of Fellows graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school. Approximately 58% (950) of all Fellows graduates have satisfied their loan through teaching service, and 25.5% (421) of all Fellows graduates are currently teaching for loan forgiveness. Of the 950 Teaching Fellows who are loan-satisfied, 78% are still employed in a public school district in the state.

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 assure that all program requirements are being met and provide ongoing, relevant feedback to drive improvements in the overall quality of the program.



Teaching Fellows Institutions



Notes:

- As of fall 2016, Newberry College no longer accepts new students into their Teaching Fellows program.

Mentoring and Induction

Overview

CERRA conducts statewide and regional training for experienced teachers and administrators to become effective mentors to beginning teachers. CERRA also offers training for mentors who want to become mentor trainers.

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 of this charge, CERRA, in collaboration with the SCDE and the individual SC school districts, developed and offered a three-day Initial Mentor Training.

In 2013, CERRA began to collect feedback on the initial mentor training by administering surveys to mentors and beginning teachers in the state. A dissertation was then written about the impact of the training, which included in-depth interviews with numerous mentors. Data collected from these surveys and interviews, combined with an extensive literature review, expert feedback, and years of anecdotal evidence, resulted in the joint decision between CERRA and the SCDE to redesign the mentor training.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition to a redesigned mentor training, a Mentor Trainer Certification was developed and first offered in December 2015. Mentor Trainer Certification is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Several updates have been made to both trainings as newer, more relevant data were obtained and as the SCDE finalized decisions about the state's new teacher evaluation system. Revisions will continue each year as they become necessary. The training curriculum is available in printed handbooks as well as on CERRA's online Mentor Training Hub.

During the summer of 2016, CERRA and the SCDE began developing an online update training for mentors trained under the previous system. This training consists of a series of videos, online resources, and two assessments and was offered only from August 2016 through June 2017. In an effort to provide districts with consistent information related to changes in the state's mentoring and induction programs, CERRA and the SCDE also have revised the South Carolina Induction and Mentoring Guidelines over the course of the 2016-17 school year. The new guidelines are expected to be approved by the State Board of Education in the fall of 2017, after which CERRA and the SCDE will work with district mentoring and induction coordinators to assist in the implementation of the new guidelines.

Effectiveness

A total of 6,344 educators were trained as mentors from July 1, 2016 through June 30, 2017. Included in this number are 4,169 participants who completed the online update training and 2,175 participants who completed the two-day SC Mentor Training hosted either by CERRA or an individual school district. During this time, 80 educators completed the two-day SC Mentor Trainer Certification hosted by CERRA and SCDE staff members.



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 be advocates for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History

Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities. The State Teacher Forum Conference, as well as a State Teacher Forum Professional Development Meeting, are held each year for the DTOYs. In 2016-17, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues. The DTOYs, inspired by Jennifer Wise, 2017 STOY, were “catching fire” as they served as teacher leaders in their home districts.

Effectiveness

The State Teacher Forum Conference was held over three days in November 2016. It was attended by 81 DTOYs and included speeches by Jennifer Wise and State Superintendent of Education, Molly Spearman. Leadership opportunities were provided for the Veteran State Teachers of the Year, the 2016-17 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were asked to create presentations to address the established needs of the DTOYs.

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. Additionally, the conference offered sessions on advocacy, district teacher forums, Teach to Lead, and other topics. The DTOYs were asked to provide feedback on how to best redesign teacher preparation and on their perceptions of relevant issues in education.

The State Teacher Forum Professional Development Meeting was held in March 2017 and was attended by 78 DTOYs. Presentations made during the meeting included a session on a leadership micro-credential pilot from the SC Department of Education, information about the state’s new teacher evaluation system, as well as leadership and advocacy sessions.



National Board Certification®

Overview

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 recognizes NBC as both an individualized professional development and a teacher leadership opportunity.

History

From 2000 to 2010, CERRA was charged by the SC General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. For a short time NBPTS provided financial assistance for candidates, but these programs also have been discontinued. Candidates have since been solely responsible for financing the NBC process. The 2014 fiscal year was the final year that CERRA was responsible for tracking 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 most school districts and three special schools, as well as a Toolkit to assist in providing intense, uniform assistance to candidates. Beginning in 2014-15, NBPTS initiated a total revision of the certification process. This revision included a reorganization of the previous ten entries into four components. The 2016-17 academic year was the first time, since the start of the revision process, when all four components were available to candidates.

During the 2013-14 academic year, a small group of NBC teachers began working to create the SC National Board Network (SCNBN), which replaced the inactive National Board Certification Network of SC Educators. The SCNBN was incorporated and will eventually function separately from CERRA. In 2015-16, the SCNBN created a Board of Directors, established a web and social media presence, and began offering National Board Renewal® workshops. In 2016-17, the SCNBN continued to offer National Board Renewal® workshops, became a fund under the auspices of SC Future Minds, and developed a plan for membership. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness

In November 2016, 12 SC teachers achieved NBC and 428 teachers renewed their NBC. The number of new NBC teachers is significantly lower due to the revisions of the NBC process and the inability for initial candidates to certify under the new system until fall 2017. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,927 NBC teachers. During the 2016-17 academic year, 77 of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 5,695 NBC teachers. This total also includes NBC teachers employed in many career and technology centers in South Carolina.



Rural Recruitment Initiative

Overview

Under FY17 Proviso 1A.64 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the prior year Rural Proviso, FY16 Proviso 1A.73, to develop incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY17 were defined as those experiencing greater than eleven percent average annual teacher turnover, as reported on the district's five most recent State Report Cards. Twenty-eight districts were determined to be eligible.

History

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education (SCDE), the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For FY17, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY17 Proviso. Incentives included Teacher Cadet start-up funds; alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework/professional development costs; and undergraduate loan forgiveness. As required by the Proviso, an FY17 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2017.

The legislature appropriated \$1,500,000 for implementation of the FY16 Proviso and \$9,700,000 for the FY17 Proviso. The Rural Proviso authorizes funds to be carried forward from the prior fiscal year.

Effectiveness

Of the 28 eligible districts, 26 requested funds during FY17. A total of \$6,879,209 was disbursed to these districts and/or expended on the districts' behalf. \$3,000,000 was ear-marked for disbursement during July and August 2017 under the loan forgiveness incentive. For FY16, implementation and funds disbursement did not begin until the late spring of 2016. Thus, FY17 was the first full year of implementation and no actual effectiveness data are yet available.

Eligible Districts

Allendale County School District, Anderson County School District Four, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Beaufort County School District, Clarendon County School District 1, Clarendon County School District 2, Dillon County School District 4, Dorchester County School District 4, Edgefield County School District, Fairfield County School District, Florence County School District 2, Florence County School District 3, Florence County School District 4, Hampton County School District 2, Jasper County School District, Lee County School District, Lexington County School District 4, Marion County School District, Marlboro County School District, McCormick County School District, Orangeburg County School District 3, Orangeburg County School District 4, Orangeburg County School District Five, Saluda County School District, Sumter County School District, and Williamsburg County School District.

Veterans to Teachers Initiative

Overview

The Veterans to Teachers Initiative encourages Active Duty/Guard/Reserve Veterans and Spouses to consider teaching as a second career. These individuals bring a wealth of leadership and life experience into the academic environment that provides a world view and dynamic skill sets to interact with students at all levels. South Carolina has approximately 32,000 Active Duty Service Members serving at seven installations within the state, more than 18,400 Members of the Guard/Reserve, and over 400,000 veterans within the state. This rich pool of potential teachers, who come from backgrounds where training and instruction are daily functions, can readily transition into the classroom through the various alternative certification and traditional paths that lead to teacher certification.

History

The Veterans to Teachers Initiative was implemented in April 2017 as a measure to ensure that Veterans and Spouses in SC were receiving information about the various pathways to become teachers. Troops to Teachers offered the same type of service in the state from 1994 until all operations across the nation were discontinued in October 2016 in order to reorganize the program. CERRA was approached in March 2017 to maintain the recruitment of Veterans and Spouses as teachers until Troops to Teachers grants may become available in the future. More than 400 Veterans and Spouses were hired in roughly 70 SC public school districts over the past five years. At least 80% of these hires are males and more than 50% are minority teachers. CERRA instituted the same model to continue recruitment and assistance to Veterans and Spouses to sustain what was already an effective process to fill teacher vacancies statewide, particularly for rural and underserved schools.

Effectiveness

From April through June 30, 2017, 54 information sessions have been conducted through the Veterans to Teachers Initiative. These sessions reached 728 Veterans and Spouses, and of these individuals, 248 (34%) expressed interest in becoming a teacher in South Carolina. Recruitment builds the pipeline for participants to enter alternative and traditional certification programs, with many being prepared for employment within six to 18 months from initial contact based on their program of choice. Many of the individuals contacted since April 2017 will be eligible to teach by May 2018.



Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") consists of two interactive tools — the Job Bank and the Employment Application — that together provide a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also enables public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant teaching positions.

History

The Job Bank was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and remove vacancy listings, so as to increase the accuracy and completeness of the postings. The Employment Application was activated in October 1999. It was redesigned in March 2008, and a certification application piece was added for the benefit of those individuals who also needed to apply for SC certification. In 2012, this piece was eliminated after the SC Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they can access information from the Employment Application and interface it with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

From July 1, 2016 through June 30, 2017, 18,845 Employment Applications were created or modified; a total of 14,661 of these applicants are SC residents. During this time, school districts and special schools in the state accessed the database of applicants more than 39,000 times. In addition, SC public school districts and a number of special schools post vacancies on the Job Bank each year.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who 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.

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. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just the critical need subject areas, the Expos held in 2015, 2016, and 2017 were open to applicants seeking positions in any subject area. Fifty-three districts participated in the 2017 Expo, which was attended by 295 candidates.

Effectiveness

In the past 14 years, approximately 1,200 teachers, including roughly 380 males and 400 minorities, have been hired as a result of their participation in the Teacher Expo. Ninety-one attendees of the 2016 Expo were hired to fill existing vacancies in the state for the 2016-17 school year. This number more than doubled compared to the 44 teachers hired from the 2015 Expo. The number of teachers hired from the 2017 Expo will be available later in the fall of 2017.



Research

Supply and Demand Survey

CERRA's Supply and Demand Survey collects data from SC public school districts on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. In September/October 2016, districts reported approximately 6,935 full-time equivalencies (FTEs) filled by newly hired teachers for the 2016-17 school year. During the same time, districts reported 481 vacant teaching positions. In addition, 6,482 FTEs were held by teachers who did not return to the same teaching positions that year. Two-thirds of these teachers left for one of the following three reasons: teaching position in another SC district, personal choice (staying home with children, no reason given, etc.), or retirement. Finding new teachers can be difficult for many districts, particularly with the state's ongoing trend of more teachers leaving, more vacancies to fill, and fewer SC graduates eligible for teacher certification each year. According to the Commission on Higher Education, 1,898 students completed a SC teacher education program during the 2015-16 school year. Just three years ago in 2012-13, this number was 2,447. Also of concern are teachers who leave so early in their careers. Of the teachers who did not return to their positions in 2016-17, 38% left within the first five years and 12% left after just one year or less in the classroom. Previous reports are available on the CERRA website at <https://www.cerra.org/supply-and-demand.html>.

Research Page

The Coordinator of Research and Program Development serves as a liaison to various stakeholders for purposes of sharing pertinent data and research related to educator recruitment, retention, and advancement in South Carolina. The CERRA website has a research page that is dedicated to sharing information most commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from partnering agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in revisions that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are used to support its vision, mission, and programmatic goals. Additionally, CERRA normally publishes a special report each year that highlights a different program or service.

This year's special report was written after CERRA, in partnership with the SC Department of Education, developed and released the new two-day SC Mentor Training. The report, *A Redesign of the South Carolina Mentor Training*, was published in August 2016 and addresses the reasons for the redesign, the process in which the redesign occurred, and the components that now make up the new training. The report offers an explanation of the extensive research, data collection, and solid evidence that led to the decision to redesign the mentor training. The new training consists of seven modules containing detailed information about mentoring beginning teachers and activities that allow participants to apply new learning in preparation to serve as effective mentors. A new SC Mentor Trainer Certification also was developed and released for already-trained mentors who want to host mentor trainings in their schools and districts. The latest versions (2.0) of the mentor training and the mentor trainer certification curriculum are now available for district use.



Communications and Technology

Overview

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. The site averages over 1,000,000 page views and 100,000 visitors each year. These visitors come from all 50 states and the District of Columbia, as well as dozens of different countries/territories. The Teacher Cadet website, www.teachercadets.com, receives over 100,000 page views and close to 20,000 visitors each year.

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 Supply and Demand Survey Report and information regarding the state's teacher shortage receive significant media attention.

Social Media

CERRA continues to utilize free social media tools – Facebook, Twitter, and YouTube – to broadcast updates and information to individuals participating in its programs and members of the CERRA network. The three applications have a combined following of 9,500 people.

Podcast

CERRA releases a monthly podcast called *CenterPoint*. Each episode features an interview with an educational leader discussing current topics relevant to CERRA's mission. Recent interviews include CERRA's Assistant Director, Dr. Jenna Hallman, and the 2017 SC Teacher of the Year, Jennifer Wise. The podcasts can be found in iTunes and on the CERRA website at <https://www.cerra.org/centerpoint-podcast.html>.

E-blasts

CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, announce events and workshops, and communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter

This College Financial Newsletter provides extensive information to assist students in finding scholarship information for college. The Newsletter is made available to students, teachers, and school counselors throughout the state and can be found on the CERRA website at <https://www.cerra.org/college-financial-information.html>. In collaboration with the SC Student Loan Corporation, CERRA also distributes a comprehensive financial aid brochure, *Financially-Speaking: Becoming a South Carolina Teacher*, which provides information on specific scholarship and loan programs available to students who aspire to teach in a SC public school.

Career Fair Resources

CERRA assists public school districts by publicizing information about district career fairs on its website and through its social networks. This resource is intended to build interest and improve attendance in career fairs hosted by individual public school districts. CERRA also actively compiles information about career fairs hosted by colleges, universities, and consortia in South Carolina, the Southeast region, and across the nation. This resource is intended to assist districts in planning efforts to recruit quality teachers. Both resources can be accessed on the CERRA website at <https://www.cerra.org/career-fairs.html>.



2016 - 2017 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	1,096,479
Travel	82,807
Office Support/Printing	110,628
Board of Directors	5,897
ProTeam	9,813
Teacher Cadet	197,780
Teaching Fellows	4,145,556
Teacher Expo	10,373
National Board Certification	40,924
Teacher Forum	34,433
Mentoring and Induction	38,394
Rural Recruitment	6,999,403
TOTAL	12,772,487

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

Board of Directors

Jennifer Ainsworth
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Dr. Rechel Anderson
Marion County School District

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Midlands Technical College

Dr. Chris Burkett
Columbia College

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CERRA Staff

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Karen Pack

Program Facilitator for Pre-Collegiate Programs (part-time)

Arthur Pinckney

Program Facilitator for Pre-Collegiate Programs

Rick Wise

Program Facilitator for Veterans to Teachers Initiative (part-time)

Jennifer Wise

2017 State Teacher of the Year

Katie Gibson

Program Specialist for Collegiate Programs

Carrie Hamiter

Program Specialist for Pre-Collegiate Programs

Jan Patterson

Program Specialist for Service Programs

