



CERRA

ANNUAL REPORT

2017-18

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. For over 30 years, CERRA has worked to assure a strong pipeline of teachers to serve the public school students of South Carolina (SC).

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 SC educators.

Our Vision, Mission, and Strategic Goals

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 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 utilized as such.



From the Executive Director, Jane Turner

The 2017-18 school year brought continued attention to South Carolina's growing teacher shortage. As noted in CERRA's Fall 2017 Annual Educator Supply and Demand Survey Report, enrollment in teacher education programs at SC colleges and universities has decreased by 30% since the 2012-13 school year. Only 1,684 new teachers graduated from traditional SC teacher education programs in 2017, yet nearly 5,000 public school teachers left their positions at the end of the 2016-17 school year and are no longer teaching in a SC public school. Of those who left, 35% had five or fewer years of teaching experience and 12% had only one year of teaching experience. Moreover, of all the first year teachers hired by SC public school districts for the 2016-17 school year, 22% left their positions at the end of that year and are no longer teaching in a SC public school.

During the Fall of 2017, a legislatively created Recruitment and Retention Study Committee met to examine the state's teacher shortage and issue recommendations to address the situation. I had the opportunity to serve on that Committee. A Report detailing the work of the Committee and issuing 29 recommendations was released in December 2017. Regretfully, the only recommendations that were addressed directly by the legislature this year involved teacher pay. Specifically, the minimum starting salary for first-year teachers was raised to \$32,000 and all teachers received a 1% pay increase. Work is already underway to address several of the other recommendations, including enhancing the Teacher Loan Program which is overseen by the Commission on Higher Education (CHE). I serve as the Chair of the Teacher Loan Advisory Committee, which recommended to CHE that a number of changes be made to the Teacher Loan Program. These changes included an increase in the loan amount, greater loan forgiveness options, and revised eligibility criteria. CHE approved the changes and I drafted a proviso implementing the changes. CHE has committed to seeking legislative adoption on the proviso during the next legislative term.

CERRA staff also continued to focus on the Rural Recruitment Initiative (RRI), which provides funds to implement recruitment and retention incentives in districts with a five-year average teacher turnover rate of greater than 11%. The number of districts eligible to be served during the 2017-18 school year increased from 28 to 30. The undergraduate loan forgiveness incentive program, which awards up to \$5,000 to teachers in participating districts, was implemented for the first time. More than \$650,000 in loan forgiveness funds was disbursed to teachers who applied and met the eligibility criteria. Since the RRI was initiated in 2016, we are beginning to see signs that the incentives are working, as noted in CERRA's Fall 2017 Supply and Demand Report. CERRA also is pursuing a collaboration with other educational entities to seek funds to conduct a state-wide working conditions survey to better understand the retention issues and to fully examine how the RRI incentives are working.

As noted in this Report, CERRA's other programs continue to make great progress, as evidenced by the increase in the number of ProTeam and Teacher Cadet sites. Additionally, the new training programs for mentors, mentor trainers, and school-level administrators are all in full swing and continuing to receive positive reviews. Likewise, the new Induction and Mentoring Guidelines have been approved by the State Board of Education and districts are moving toward full implementation.

As we move forward through the 2018-19 school year, CERRA will focus specifically on the goals and strategies identified in CERRA's 2017 Strategic Plan. CERRA also will continue to collaborate with educational entities and institutions on state-wide recruitment, retention, and advancement initiatives. It will take a number of approaches and a number of players to effectively address the state's needs. Thank you for the many supportive roles you all play!



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 19,000 SC students since its inception in 1990.

Effectiveness

During 2017-18, 1,245 students completed the ProTeam Program. This number increased by 23% from last year and has nearly doubled since 2014-15. Thirty-six percent of these students are non-white and 39% are males. The Program was offered in 40 SC middle schools, compared to 30 last year and just 22 during the 2014-15 school year. Of the 40 sites, eight are located in a district identified as having excessive teacher turnover rates under the Rural Teacher Recruiting Incentive Proviso. Nineteen new sites and two reestablished sites have been added for 2018-19; of these schools, eight are located in a district with high teacher turnover rates. 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 2017-18 school year: Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Belton Middle (Anderson 2), Berkeley Middle (Berkeley), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Clinton Middle (Laurens 56), Conway Middle (Horry), Corbett Middle (Aiken), Dent Middle (Richland 2), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), H.E. McCracken Middle (Beaufort), Hardeeville-Ridgeland Middle (Jasper), Irmo Middle (Lexington/Richland 5), Jackson Middle (Aiken), Kelly Mill Middle (Richland 2), Langley Bath Clearwater Middle (Aiken), Latta Middle (Dillon 3), Lewisville Middle (Chester), Loris Middle (Horry), Muller Road Middle (Richland 2), New Ellenton Middle (Aiken), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Pleasant Hill Middle (Lexington 1), R.H. Fuller Middle (Lexington 2), Rosemary Middle (Georgetown), Schofield Middle (Aiken), Socastee Middle (Horry), South Middle (Lancaster), Ten Oaks Middle (Horry), Thomas C. Cario Middle (Charleston), Waccamaw Middle (Georgetown), Whale Branch Middle (Beaufort), 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 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. In its 32-year history, more than 68,500 students have participated in the Teacher Cadet Program.

The Teacher Cadet National Honor Society inducted its second cohort of 70 honor society members in March 2018. This pre-collegiate education honor society, founded in 2016, recognizes the stellar accomplishments of Teacher Cadets across SC and honors their scholarship, character, leadership, and service, the four pillars of the organization. Students must apply for membership, have a 3.5 unweighted GPA, and provide evidence that they excel in each of the four pillars. Membership selection and invitations for acceptance are conducted by a statewide teacher leadership committee.

Effectiveness

During 2017-18, 2,973 SC students completed the Teacher Cadet Program. This number increased by just 64 students from last year, but has grown nearly 25% since 2012-13. Thirty-five percent of these students are non-white and 23% are males. The Program was offered in 76% of all public high schools, in 78 of the 82 SC public school districts. Additionally, the Program was offered in five career and technology centers and four private high schools for a total of 188 Teacher Cadet sites during the 2017-18 school year. This number has steadily increased since 2010-11 when there were 157 SC sites. Of the 188 sites, 42 are located in districts identified as having excessive teacher turnover rates under the Rural Teacher Recruiting Incentive Proviso. Six new sites and six reestablished sites have been added for 2018-19; of these schools, three are located in a district with high teacher turnover rates.

After completing the Teacher Cadet course, 37% of 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. Eighty-two percent of the 827 students who submitted a complete application for admission into the Teaching Fellows Program in 2017 identified themselves as a former, current, or soon-to-be Teacher Cadet.

Schools in 37 other states have implemented the Teacher Cadet curriculum, which is now in its 11th Edition. Also available to Teacher Cadet sites and the 22 College Partners is 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.



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^
Stratford
Summerville
Timberland

Clafin

Calhoun County
Cope Area Career Center
Lake Marion
The Technology Center^

Clemson University

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

Coastal Carolina University

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

St. James
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
Garrett Academy of Technology
Timberland
Wando^
West Ashley^

Columbia College

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

Erskine College

Belton-Honea Path
Dixie

Francis Marion University

Crestwood
Dillon Christian School
Dillon
East Clarendon
Hannah-Pamplico
Hartsville
Kingstree
Lake City
Lakewood
Latta
Marion
Marlboro County
Mayo High School for Math, Science, & Technology
Mullins
Scott's Branch
South Florence
Sumter
The King's Academy
Timmonsville
West Florence
Wilson

Lander University

Abbeville
G. Frank Russell Technology Center

Ninety Six

Limestone College

Blacksburg
Gaffney

Newberry College

Airport
Brookland-Cayce^
Chapin
Columbia
Eau Claire
Lexington%
Lugoff-Elgin^
Mid-Carolina
Newberry
W.J. Keenan

North Greenville University

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

Presbyterian College

Clinton
Greenville High Academy
Greer
Laurens District 55

The Citadel

James Island Charter^
St. John's

USC Aiken

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

USC Beaufort

Beaufort
Bluffton
Hilton Head Island^
May River
Ridgeland-Hardeeville
Whale Branch Early College

USC Columbia

A.C. Flora^
Blythewood+
Dreher
Dutch Fork^
Gilbert^
Irmo
Lower Richland
Richland Northeast
Ridge View^
Spring Valley^
Swansea
Westwood^

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Blackville-Hilda
Colleton County
Denmark-Olar^
Estill
Woodland

USC Upstate

Boiling Springs
Broome
Chapman
Chesnee
Dorman
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

^ Offers two sections of Teacher Cadet
% Offers three sections of Teacher Cadet
+ Offers four sections of Teacher Cadet.



Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving, talented high school seniors into the teaching profession and to help them develop leadership qualities. Fellows are provided up to \$6,000 per year over four years, for a total of up to \$24,000, 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, with an emphasis on academic accomplishment, school and community involvement, and leadership skills. Students who wish to apply for the fellowship must complete an online application, which was recently redesigned to provide users with a more automated, mobile-responsive system and to eliminate the amount of paperwork processed by CERRA.

Students also must provide recommendations related to the skills and attributes required for Program success, 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. 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 2017-18 academic year. Each TFI has a Campus Director who is responsible for collaborating and communicating with CERRA and the home institution, completing the required CERRA paperwork, monitoring student progress, coordinating and facilitating campus and statewide activities, recruiting potential Teaching Fellows, and revising and improving their program.

One such improvement involves the leadership development component of the Teaching Fellows Program. In the fall of 2016, Campus Directors and selected CERRA staff participated in a two-day leadership training conducted by a representative from the Franklin Covey Institute. The training exposed participants to the *7 Habits of Highly Effective People*® and provided examples of activities designed to be used when introducing the 7 Habits to Teaching Fellows. The 7 Habits have been fully embedded into the Fellows programs and serve as the common language of leadership across all TFIs.

Effectiveness

Seventy-seven percent (1,794) of Teaching Fellows from the 2000-2013 cohorts have graduated from a TFI and successfully completed the Program; 71.3% (1,279) were employed in 73 of 82 SC public school districts during the 2017-18 academic year. Ninety-one percent (1,634) of Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Approximately 57% (1,028) of all Fellows graduates have satisfied their loan through teaching service; 7% (121) have satisfied their loan through repayment or a combination of repayment plus some teaching service; and 27% (485) are currently teaching for loan forgiveness. Of the Teaching Fellows who are loan-satisfied through teaching service, 76.7% 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 assure that all requirements are being met on each campus and provide ongoing, relevant feedback to drive improvements in the overall quality of the Program. In the spring of 2018, significant revisions were made to this evaluation process as CERRA reexamined the commitments required of each TFI. Because the updates will require some substantial programmatic changes, CERRA will provide additional support to Campus Directors during the 2018-19 academic year to ensure that they are able to meet the new requirements. The first TFI to be evaluated under this new system will be Anderson University in the fall of 2019.



Teaching Fellows Institutions



Notes:

- Newberry College and Columbia College are no longer accepting new students into their Teaching Fellows Program.

Induction and Mentoring

Overview

CERRA conducts the two-day SC Mentor Training for educators who wish to serve as mentors to beginning teachers. CERRA also offers the SC Mentor Trainer Certification for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts.

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. Nearly ten years later, after conducting extensive research and collecting multiple sources of data from stakeholders, the training was completely redesigned to better meet the needs of SC beginning teachers and provide more relevant, useful resources to mentors.

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. Several updates have been made to both trainings as newer, more relevant data were obtained and as the SCDE finalized a 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 assessments and was offered from August 2016 through June 2017 and again in August and September 2017.

In the fall of 2017, CERRA developed a two-hour training for school-level administrators that focuses on specific responsibilities they will assume within their district's induction and mentoring program. The first training was held in February 2018; in March 2018, an overview of the training was shared with induction and mentoring coordinators, enabling them to conduct the training in their own districts.

In an effort to provide districts with consistent information related to changes in the state's induction and mentoring programs, CERRA and the SCDE also have revised the SC Induction and Mentoring Guidelines over the course of the 2016-17 academic year. Once the new guidelines were approved by the State Board of Education in December 2017, CERRA and the SCDE began working with district induction and mentoring coordinators to assist in the implementation of the new guidelines. CERRA holds meetings with coordinators twice a year to discuss best practices in induction and mentoring and to allow for cross-district collaboration. At the request of the coordinators, CERRA began the development of a monthly newsletter that contains upcoming training dates, general reminders, and any information relevant to supporting beginning teachers.

Effectiveness

A total of 3,005 educators were trained as mentors from July 1, 2017 through June 30, 2018. Included in this number are 1,034 participants who completed the online update training and 1,971 participants who completed the two-day SC Mentor Training hosted either by CERRA or an individual school district. During this time, 70 educators completed the two-day SC Mentor Trainer Certification hosted by CERRA and SCDE staff members. Between February and April 2018, CERRA conducted seven administrator-specific mentor trainings.



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 SC 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 at least one State Teacher Forum Professional Development Meeting, are held each year for the DTOYs. In 2017-18, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues.

Effectiveness

The annual State Teacher Forum Conference was held over three days in November 2017. It was attended by 79 DTOYs and included speeches by the 2018 STOY Erin Fox, State Superintendent of Education Molly Spearman, and National Teacher of the Year Sydney Chaffee. Leadership opportunities were provided for the Veteran State Teachers of the Year, the 2017-18 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, and other topics. The DTOYs were able to share their perceptions of relevant issues in education.

The State Teacher Forum Professional Development Meeting was held in March 2018 and was attended by 81 DTOYs. Presentations made during the meeting included the topics of leadership micro-credentials, teacher recruitment and retention, and leadership and advocacy.

An additional meeting was held in June 2018 and was attended by 48 DTOYs. They received information about current issues in education from CERRA staff members and representatives from the SC State Department of Education and the SC School Boards Association. DTOYs then practiced taking part in critical conversations around these issues. Each participant had an opportunity to schedule an appointment to meet individually with a CERRA staff member to address concerns about their district forums.



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 several 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 (NBCTs) began working to create the SC National Board Network (SCNBN). 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. In 2017-18, the SCNBN began accepting membership and recruited 49 members. The first Hill Day was held in February 2018 to advocate for support of the National Board supplement. Overall network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Due to recent changes in SC legislation, candidates who apply for NBC after July 1, 2018 are not eligible for the state salary supplement for NBCTs. Districts have the option to offer local supplements to NBCTs.

Effectiveness

In November 2017, 91 SC teachers achieved NBC and 490 teachers renewed their NBC. The number of new NBCTs 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, SC ranks fourth in the nation with a total of 9,037 NBCTs. During the 2017-18 academic year, 76 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 5,424 NBCTs. This total also includes NBCTs employed in many career and technology centers in South Carolina.

In the spring of 2018, the SCNBN received a \$25,000 grant from the W.K. Kellogg Foundation and NBPTS. The grant's objective is to engage NBCTs as change agents, bringing their expertise to transform systems and solve pressing workforce challenges in partnership with school and system leaders. South Carolina's workforce challenge is the increasing rates of turnover among public school teachers. In a recent CERRA study, it was concluded that the turnover rates for classroom-based SC NBCTs are significantly lower than the turnover rates of all teachers in the state. Thus, the grant aims to use National Board's Body of Knowledge as a way to increase teacher retention in SC public schools.



Rural Recruitment Initiative

Overview

Under FY18 Proviso 1A.59 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial 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 FY18 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. Thirty 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 and FY18, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY18 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework/professional development costs; and undergraduate loan forgiveness. As required by the Proviso, an FY18 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2018.

The legislature appropriated \$1,500,000 for implementation of the FY16 Proviso, \$9,700,000 for the FY17 Proviso, and \$9,700,000 for the FY18 Proviso. The Rural Proviso authorizes funds to be carried forward from the prior fiscal year.

Effectiveness

Of the 30 eligible districts, all requested funds during FY18. A total of \$12,019,228 was disbursed to these districts and/or expended on the districts' behalf. Effectiveness data for incentives used in the 30 districts in FY18 will not be accessible until after the Supply and Demand Survey data are collected and analyzed for the 2018-19 school year; however, results from FY17 are available through survey data obtained at the beginning of the 2017-18 school year. During FY17, 28 districts were eligible to participate in the initiative and 26 requested Proviso funds to implement recruitment and/or retention incentives. Of the districts that requested funds: ten reported fewer teachers leaving their positions; five had fewer departures from early career teachers with no more than five years of classroom experience; nine had fewer teachers leave to teach in another SC district; 11 reported fewer vacant teaching positions; two reduced their vacant positions by nearly half, with one going from 44 to 24 vacancies and the other from 21 to 11 vacancies; and six reported no vacancies.

Eligible Districts

Allendale County School District, Anderson County School District 4, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, 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 3, Florence County School District 4, Hampton County School District 1, 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 5, Richland County School District 1, 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. SC has approximately 37,500 active duty service members, nearly 18,000 members of the guard/reserve, and more than 420,000 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 following the discontinuation of funding for the national Troops To Teachers (TTT) Program. TTT had operated in SC as an outreach program since 1994, working to assure that veterans and their spouses were receiving information about the various pathways to become teachers. On a temporary, part-time basis, 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. CERRA funds were limited, however, and the hope was that SC could apply to again host TTT in the near future.

In January 2018, the federal government issued a request for proposals to again fund the TTT veteran outreach program. The SC Commission on Higher Education, in collaboration with CERRA, submitted a grant proposal for SC but the proposal was not approved. Because CERRA did not have funds to continue the Veterans to Teachers Initiative beyond June 30, 2018, it was discontinued at that time.

Effectiveness

From July 1, 2017 through June 30, 2018, 140 information sessions were conducted through the Veterans to Teachers Initiative. These sessions reached 1,637 veterans and spouses, and of these individuals, 519 (32%) 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.



Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") consists of two separate, 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 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 and redesigned in March 2008 to include a certification piece 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 application procedures.

The System continued to be refined to further automate the application process. In 2017, using feedback from SC district personnel administrators, CERRA began the development of an entirely new system that combines the Job Bank and Employment Application. The new system, launched in July 2018, provides a modern, intuitive platform making it easier for job seekers to apply for positions and districts to post jobs and search for candidates. The "old" system remains open until October 2018.

Effectiveness

From July 1, 2017 through June 30, 2018, 12,905 Employment Applications were created or modified; a total of 10,463 of these applicants are SC residents. During this time, school districts and special schools in the state accessed the database of applicants nearly 35,500 times. In addition, SC public school districts and 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. 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 Expos held in 2011 through 2014 were limited to applicants seeking positions in critical need subject areas. Because vacancies began to occur in more than just the critical need areas, the Expos held since 2015 were open to applicants seeking positions in any subject area.

Effectiveness

Fifty-three districts and special schools participated in the 2018 Expo, which was attended by 233 candidates. In the past 15 years, approximately 1,300 teachers, including roughly 400 males and 430 minorities, have been hired as a result of their participation in the Expo. Eight-five attendees of the 2017 Expo were hired to fill existing vacancies in the state for the 2017-18 school year. In two years, this number nearly doubled compared to the 44 teachers hired from the 2015 Expo.



Research and Program Evaluation

Supply and Demand Survey

CERRA's Annual Educator 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 2017, districts reported approximately 7,311 full-time equivalencies (FTEs) filled by newly hired teachers for the 2017-18 school year. During the same time, there were 549.5 vacant teaching positions in SC school districts. In addition, 6,705 FTEs were held by teachers who left their positions during or at the end of the 2016-17 school year. With a growing number of teachers leaving, districts have more vacancies to fill each year. The recruitment process can be complicated even when the teacher supply pool is full of qualified candidates. However, when fewer educators are entering the profession each year, this process can be extremely challenging for districts. According to the SC Commission on Higher Education, 1,684 students completed a SC teacher education program during the 2016-17 school year, making them eligible for teacher certification. This number has dropped 30% since the 2012-13 school year. Also of concern are teachers who leave early in their careers. Of the teachers who did not return to their positions in 2017-18, 38% left within the first five years and 12% left after just one year or less in the classroom. Finally, 22% of first-year teachers hired for the 2016-17 school year left their positions during or at the end of that school year and are no longer teaching in any SC public school district. 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 Evaluation 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. South Carolina data that can be found on CERRA's research page include teacher turnover rates, average teacher salaries, teacher demographics, supply and demand reports, and any special reports published by CERRA in recent years.

Program Evaluation

CERRA aims to improve the quality 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 relevance and 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 reports and publications, which all can be found on the research page of CERRA's website. 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, or it addresses a highly debated public education issue in the state. The report topic is typically chosen by CERRA, but it also can be the result of a legislative request or proviso.

This year's special report was written in response to the impending elimination of the state supplement for National Board Certification® (NBC). The purpose of the study was to examine the impact of NBC on the retention of teachers in South Carolina. The state's teacher turnover rates were compared to those of SC National Board Certified Teachers (NBCTs). The turnover rate for all teachers in SC was 7.7% for the 2016-17 school year, yet only 1.9% for all NBCTs in the state during this time. Over a five-year period, there was a slight increase in SC teacher turnover rates and a significant decrease in turnover among NBCTs in the state.



Communications and Program Development

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, is managed by the Coordinator of Communications and Program Development and provides information regarding the Center's programs and services. From July 1, 2017 to June 30, 2018, the site had 79,209 visitors and 323,037 page views. These visitors come from all 50 states and the District of Columbia, as well as 136 different countries/territories. In the same time period, the Teacher Cadet website, www.teachercadets.com, received 81,946 page views from 18,314 visitors. These visitors came from all 50 states and 87 different countries/territories.

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 10,105 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 2018 SC Teacher of the Year, Erin Fox, and the 2018 SC Honor Roll Teachers. The podcasts can be found in iTunes and on the CERRA website at <https://www.cerra.org/centerpoint-podcast.html>.

Marketing the Profession

As part of its strategic planning process, CERRA has developed a marketing and awareness campaign focusing on teacher recruitment. One of the outcomes is a video highlighting South Carolina's teacher shortage and its potential impact on the state. The video will be released in September across diverse social media outlets and aired in middle and high schools across the state with directions to visit teachsc.org for additional information about becoming a SC public school teacher.

College Financial Newsletter

This College Financial Newsletter provides extensive information to assist students in finding scholarship information for college. It 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>. 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 for career fairs hosted by individual school districts. CERRA also compiles information about career fairs hosted by colleges, universities, and consortia in SC, 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>.



2017 - 2018 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	1,168,671
Travel	85,884
Office Support/Printing	102,710
Board of Directors	2,543
ProTeam	13,717
Teacher Cadet	125,093
Teaching Fellows	4,361,417
Teacher Expo	5,503
National Board Certification	42,502
Teacher Forum	38,062
Induction and Mentoring	25,849
Rural Recruitment	12,974,900
TOTAL	18,946,851

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
Socastee High School

Dr. Rechel Anderson
Florence County School District Four

Dr. Rebecca Battle-Bryant
United Infrastructure Group, Inc.

Ms. Sheryn Billue
Lexington High School

Dr. Chris Burkett
USC - Columbia

Rep. Neal Collins
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Dr. 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)

Erin Fox

2018 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

