



CERRA

ANNUAL REPORT

2020-21

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is one of the oldest and most established teacher recruitment programs in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center. For over 30 years, CERRA has worked to assure a strong pipeline of teachers to serve the public school students of South Carolina.

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

Our Vision, Mission, and Strategic Goals

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

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

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

CERRA's Strategic Goals:

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



From the Executive Director, Dr. Jenna Hallman

The 2020-21 academic year brought another round of unique challenges. Educators managed hybrid, virtual, and in-person instruction as the country persisted in battling the COVID pandemic. Concern about large group gatherings remained, forcing CERRA to continue to conduct meetings, conferences, and the SC Teacher Expo virtually. While the year was challenging, CERRA staff worked diligently to recruit, retain, and advance South Carolina's educators.

CERRA routinely collects effectiveness data on our programs and services. For 2020-21, although we saw a decrease in the number of program participants due to COVID, ProTeam data indicate a successful focus on recruiting males and minorities into the program. Of the 1,044 students who completed the ProTeam Program, 47% are male and 50% are non-white. Compared to the 2019-20 percentages of 41% and 37%, respectively, these data represent a significant increase. In terms of Teaching Fellows, CERRA began reporting new effectiveness data related to graduation rates. Using the Integrated Postsecondary Education Data System, graduation rates for SC Teaching Fellows were found to be significantly higher than comparable rates for students who attended SC public and independent institutions with approved teacher preparation programs.

There are also several programmatic updates worth noting. The 2020-21 school year provided the second opportunity for high school students to participate in the new Teacher Cadet-Educational Psychology course. This follow-up to the Teacher Cadet-Experiencing Education course was introduced in 2019-20 and offers students a nine-week field and clinical teaching experience. Our hope is that the additional time in classrooms will encourage Cadets to pursue a teaching degree. In the realm of service programs, CERRA partnered with the SC Department of Education and launched asynchronous advanced training for mentors serving cultural exchange teachers. This training was created to address an area of need as communicated by the state's Induction and Mentoring Coordinators.

On another positive note, CERRA's fall 2020 Supply and Demand Survey Report revealed a decrease from the previous year in the number of teachers who left their position. CERRA reported 6,650 teachers who left their position leading up to the 2019-20 school year and 5,996 going into 2020-21. Unfortunately, the number of teacher departures with five or fewer years of SC teaching experience increased. This trend demonstrates the need for ongoing work with both mentoring and district/school induction programs. For the first time, in addition to the full report, CERRA also released a Supply and Demand update in February 2021. This information, as well as all data related to CERRA's programs and services, can be found on our website at <https://www.cerra.org>.

In the fall of 2020, a significant budget increase for CERRA had been approved by the CERRA Board of Directors, the Commission on Higher Education, and the Education Oversight Committee. The General Assembly approved the increase in Spring 2021, allowing CERRA to increase the number of Teaching Fellows awards each year from 200 to 215, beginning with the 2022 cohort. The funding increase also will be used to further strengthen CERRA's pre-collegiate programs.

Finally, the conclusion of the 2020-21 academic year saw the end of an era. Jane Turner, CERRA's long-time Executive Director, stepped down from her position in March 2021. She stayed on staff at CERRA in a support capacity until her full retirement in August 2021. I began serving as Interim Executive Director on March 1, 2021, and as the Executive Director on July 1, 2021. Jane's tenure with CERRA was impressive. The staff and the CERRA Board of Directors want to thank Jane for her leadership and wish her the happiest retirement.



ProTeam Program

Overview

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

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. After waves of growth and recession, the Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). Revisions for the 9th edition of the ProTeam curriculum, *DreamQuest*, are currently underway. The curriculum, which has been implemented in schools in seven other states, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of *Making Middle Grades Work*, an initiative of the Southern Regional Education Board. Since its inception in 1990, the Program has served more than 23,000 SC students.

Effectiveness

During 2020-21, 1,044 SC students completed the ProTeam Program at 30 sites (60 classes) across the state. Although these numbers indicate fewer sites and students served compared to the 2019-20 school year, the proportion of males and non-white students increased significantly. Forty-seven percent of the students are male and 50% are non-white. As stated in last year's annual report, these percentages were 41% and 37%, respectively. Twelve of the 30 sites are located in a district identified as having excessive teacher turnover rates under the FY21 Rural Recruitment Initiative (RRI) Proviso.

Eight new sites and four re-established sites have been added for 2021-22; of these schools, five are located in a district identified as having excessive teacher turnover rates under the FY22 RRI Proviso. CERRA's recruitment efforts for the ProTeam Program continue to focus on rural, underserved schools, as well as attracting males and minorities into the Program and ultimately the education profession.

ProTeam Sites in 2020-21

A.L. Corbett (Aiken), Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Bates Middle (Sumter), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington-Richland 5), Deer Park Middle (Charleston), Dutch Fork Middle (Lexington-Richland 5), Ebenezer Middle (Sumter), Fairfield Middle (Fairfield), Gilbert Middle (Lexington 1), Guinyard-Butler Middle (Barnwell 45), H.E. McCracken Middle (Beaufort), Irmo Middle (Lexington-Richland 5), Jerry Zucker Middle (Charleston), Kelly Mill Middle (Richland 2), Langley-Bath-Clearwater Middle (Aiken), Laurens Middle (Laurens 55), Lewisville Middle (Chester), Loris Middle (Horry), North Central Middle (Kershaw), Northwoods Middle (Charleston), Palmetto Middle (Anderson 1), Paul Knox Middle (Aiken), R.E. Davis College Preparatory Academy (Sumter), South Middle (Lancaster), Spaulding Middle (Darlington), Starr-Iva Middle (Anderson 3), Tanglewood Middle (Greenville), and Wren Middle (Anderson 1)



Teacher Cadet Program

Overview

The Teacher Cadet Program encourages high-achieving SC juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become civic advocates for public education. 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. Each of these 22 institutions has articulation agreements in place for Cadets to earn transferable college credit hours upon successful completion of the course.

History

In 1975, a teacher at Conway High School began working with students who had an interest in teaching. She and two fellow teachers later applied for a grant to expand their informal effort into a course available to outstanding students. Although the grant proposal was not funded, Winthrop University's then-dean of the College of Education established a task force to further explore the idea. Through this work, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 additional high schools had agreed to begin the Program. In its 36-year history, the Teacher Cadet Program has served more than 76,800 SC students.

The Teacher Cadet Program now offers students two courses: Teacher Cadet-Experiencing Education and Teacher Cadet-Educational Psychology. After completing Experiencing Education, students may choose to enroll in Educational Psychology, a follow-up course that includes a nine-week field and clinical teaching experience. Each course has its own curriculum: *Experiencing Education* and *Educational Psychology: Applications for the Classroom*. To date, schools in 40 other states have implemented the *Experiencing Education* curriculum.

The Teacher Cadet National Honor Society inducted its fifth cohort of 23 members in March 2021, bringing the membership total to 371 students. Founded in 2016, this honor society recognizes the accomplishments of Cadets across SC, particularly their scholarship, character, leadership, and service. Membership selection and invitations for acceptance are conducted by a statewide teacher committee.

Effectiveness

During 2020-21, 2,309 SC students completed the Experiencing Education course and 161 students completed the Educational Psychology course. Twenty-one percent of Cadets are male and 31% are non-white students. The Program was available to students in 70 of 81 SC public school districts; 169 high schools a total of 224 Teacher Cadet classes, including 203 Experiencing Education classes and 21 Educational Psychology classes. Of these sites, 51 are located in a district identified as having excessive teacher turnover rates under the FY21 Rural Recruitment Initiative (RRI) Proviso. One new site and nine re-established sites have been added for 2021-22.

After completing the Experiencing Education course, one-third of Cadets (who submitted an end-of-course survey) identified teaching as the career they plan to pursue after college; of these Cadets, 23% were undecided or planned to pursue another career before taking the course. One-half of the Cadets who changed their minds after taking the course indicated that the field experience in SC classrooms encouraged their decision to want to become a teacher. Nearly every Cadet who participated in a field experience reported that it helped them understand the many factors that contribute to effective teaching. Furthermore, 99% of Cadets reported that the Program helped them formulate a positive perception of the education profession and that the coursework/activities increased their knowledge of the teaching profession and other careers in education.



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

Berkeley^
Cane Bay^
Goose Creek
Hanahan
Philip Simmons
Pinewood Prep
Stratford
Summerville
Timberland
Woodland^

Clafin University

Calhoun County
Cope Area Career Center
Lake Marion

Clemson University

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

Coastal Carolina University

Academy for the Arts, Science, & Technology
Aynor
Carolina Forest
Conway^
Georgetown
Johnsonville
Loris
Myrtle Beach^
Saint James
Socastee
Waccamaw

Coker College

Lee County Career & Technology Center

College of Charleston

Burke*
Charleston Charter School for Math & Science
Charleston County School of the Arts
Early College^*
Wando^
West Ashley

Columbia College

Camden
Columbia
North Central
Pelion
River Bluff^
White Knoll

Erskine College

Belton-Honea Path^
Dixie

Francis Marion University

C.E. Murray
Crestwood
Darlington
Dillon
East Clarendon
Hartsville Senior
Kingstree Senior
Lakewood
Lamar
Latta
Marion
Mayo High School for Math, Science, & Technology
McBee
Mullins
Pee Dee Academy
South Florence
Sumter
West Florence
Wilson

Lander University

Abbeville
G. Frank Russell Technology Center
Ninety Six
Ware Shoals

Limestone College

Blacksburg*
Gaffney Senior*

Newberry College

Eau Claire
Mid-Carolina
Newberry
W.J. Keenan

North Greenville University

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

Presbyterian College

Clinton
Greenville Senior
Greer
Laurens District 55*

The Citadel

Belton-Honea Path*
Berkeley*
Blythewood*
Cane Bay*
Central*
James Island Charter*
Palmetto Scholars Academy
Philip Simmons*
Spring Valley*
Timberland*
Wando*
Westwood*

USC Aiken

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

USC Beaufort

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

USC Columbia

A.C. Flora
Blythewood^
Brookland-Cayce
Chapin^
Dreher

Dutch Fork^
Gilbert^
Gray Collegiate Academy
Lexington^
Lower Richland
Lugoff-Elgin
Richland Northeast
Ridge View
Spring Hill
Spring Valley^
Swansea
Westwood

USC Salkehatchie

Bamberg-Ehrhardt
Barnwell
Blackville-Hilda
Denmark-Olar
Estill
Wade Hampton

USC Upstate

Broome
Chapman
Chesnee
Dorman
High Point Academy
James F. Byrnes
Spartanburg Senior

Winthrop University

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

^Offers more than one section of Experiencing Education
***Offers an Educational Psychology course**



Teaching Fellows Program

Overview

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

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

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

History

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

Effectiveness

Seventy-eight percent (2,298) of Teaching Fellows from the 2000-2016 cohorts have graduated from a TFI and successfully completed the Program. Of these graduates, 70% (1,602) were employed in 72 of 81 SC public school districts and the Department of Juvenile Justice during the 2020-21 academic year. A total of 93% (2,136) of Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Specifically, 59.5% (1,367) of graduates have satisfied their loan through teaching service; 8.7% (199) have satisfied their loan through repayment or a combination of repayment plus some teaching service; and 24.8% (570) are currently teaching for loan forgiveness in a SC public school. Of the Teaching Fellows who are loan-satisfied through teaching service, 74.3% (1,015) are still employed in a SC public school/district.

Site evaluations are conducted at each TFI on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assess a TFI's ability to meet CERRA's requirements and provide data to drive improvements in the overall quality of the statewide Teaching Fellows Program. During 2020-21, CERRA conducted four TFI evaluations using data collection techniques such as interviews, observations, and site visits. Three of the evaluations took place on-site and one was carried out in a virtual setting. Evaluations indicate that all four TFIs are meeting program requirements, and recommendations for continued improvement were shared with Campus Directors.



Teaching Fellows Institutions



Note: Columbia College is no longer accepting new students into their Teaching Fellows program.

Induction and Mentoring

Overview

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

History

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

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition, the SC Mentor Trainer Certification was developed and offered in December 2015. CERRA then created a two-hour training for school-level administrators that was first held in February 2018. Updates continue to be made to all training curricula as new information becomes available.

CERRA, in collaboration with the SCDE, holds two meetings per year with district induction and mentoring coordinators to provide any necessary updates and to allow for cross-district collaboration. CERRA also shares a monthly newsletter with coordinators that contains upcoming training dates, general reminders, and any information relevant to supporting beginning teachers.

Effectiveness

A total of 1,946 educators completed the SC Mentor Training between July 1, 2020 and June 30, 2021. During this time, 40 educators completed the SC Mentor Trainer Certification. The Administrator's Role in Induction & Mentoring Training was not offered in FY21, however, nor was CERRA asked to provide district-level training sessions.

CERRA held two meetings for induction and mentoring coordinators during the 2020-21 academic year. Feedback from these meetings resulted in the continued need to develop resources for mentors who serve alternatively prepared teachers. Eighty stakeholders attended the meetings.

Additionally, CERRA collaborated with the SCDE to create an online training for mentors who support cultural exchange teachers. CERRA also partnered with a university in Finland to survey SC induction and mentoring coordinators and mentors about their professional development needs. Results are being used in the development of advanced training modules that focus on specific skill sets such as communication, feedback, relationship building and reflection.

In 2019, CERRA began working with a SC teacher completing her dissertation on the effectiveness of the SC Mentor Training, specifically its impact on the self-efficacy of mentors. The dissertation was successfully defended in June 2021 and results/recommendations will be used moving forward with training updated and revisions. The dissertation concluded that the SC Mentor Training, including its tools and resources, is effective and the training has a positive impact on the self-efficacy of mentors.



Teacher Forum

Overview

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

History

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

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

Effectiveness

The SC Teacher Forum Conference is typically held over three days in November each year. Due to the risks associated with COVID-19, however, the 2020 conference was offered as a one-day virtual event. It included speeches by the 2021 STOY Sarah Gams and National Teacher of the Year, Tabatha Rosproy. Leadership opportunities were provided for the 2020-21 Honor Roll Teachers as these individuals were tasked with creating presentations that address the goals of the SC Teacher Forum.

The conference also introduced the DTOYs to the Teacher Leadership Competencies, which offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs are encouraged to use the competencies to reflect and set personal goals. The conference also offered sessions on advocacy, teacher leadership traits, and the state's Teacher of the Year application.

Five virtual professional development meetings were held in February and March of 2021. In order to ensure that the virtual platform allowed for active participation and engagement, the DTOYs were divided into five regional groups, and each group had its own meeting. Presentations made during the meetings focused on topics such as teacher recruitment and retention, developing advocacy platforms, the importance of a positive culture, supporting early service teachers, and social-emotional learning. Each of the 2021-21 Honor Roll Teachers provided a keynote at one or more of the meetings.

Because State Superintendent Molly Spearman was unable to attend the conference in November, arrangements were made for all of the DTOYs to participate in a virtual town hall with her in March 2021. Additionally, a statewide professional development meeting was held in person in June 2021. DTOYs learned more about chairing district teacher forums, leading through a pandemic, and different approaches to leadership. They were provided multiple opportunities to collaborate and plan for their district forum's year ahead.



Rural Recruitment Initiative

Overview

Under FY21 Proviso 1A.51 — Rural Teacher Recruiting Incentive, CERRA continued the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY21 met two criteria: 1) an average teacher turnover rate greater than 11%, as reported on the district's five most recent Report Cards and 2) not identified as one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Forty-three districts were determined to be eligible to request incentive funds.

History

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY21 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, a FY21 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2021.

The legislature appropriated \$1,500,000 for implementation of the FY16 Rural Proviso and \$9,748,392 annually for the FY17, FY18, and FY19 Provisos. For the FY20 and FY21 Provisos, the same amount was appropriated, but \$2,150,000 was diverted to programs at the University of South Carolina and SC State University leaving \$7,598,392 for Rural Recruitment Incentive funds. The Proviso authorizes funds to be carried forward from the prior fiscal year.

Effectiveness

Of the 43 eligible districts, all requested funds during FY21. A total of \$7,075,104 was disbursed to these districts and/or expended on the districts' behalf. An additional \$242,669 in loan forgiveness funds was disbursed directly to teachers. Effectiveness data for incentives used in the 43 districts in FY21 will not be available until after the Supply and Demand Survey data are collected and analyzed for the 2021-22 school year; however, results from FY20 are available through survey data obtained from districts at the beginning of the 2020-21 school year. During FY20, 35 districts were eligible to participate in the rural initiative and all but one requested Proviso funds to implement recruitment and/or retention incentives. Of the 34 districts that requested funds, 29 reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both.

Specifically, 27 districts experienced fewer teacher departures overall; of these, 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience and 17 districts reported a decrease in the number of first-year departures. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching positions still vacant at the beginning of the 2020-21 school year. Such a decline could be expected considering the statewide increase in vacancies reported in the fall of 2020.

Eligible Districts in FY21

Allendale, Anderson 2, Anderson 3, Anderson 4, Anderson 5, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Chester, Clarendon 1, Clarendon 2, Colleton, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Greenwood 50, Greenwood 51, Hampton 1, Hampton 2, Jasper, Laurens 55, Lee, Lexington 2, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Spartanburg 3, Spartanburg 7, Sumter, Union, Williamsburg, and York 1



CERRA Services

Overview

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

Online Educator Employment System

The Online Educator Employment System provides a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application that can be submitted to these locations. The system also enables school districts/entities to post vacancies and search the database of applicants to fill teaching positions. A total of 1,289 online applications were posted in the employment system from July 1, 2020 through June 30, 2021.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts/entities that choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts. The first Teacher Expo was held in 1988 and has been hosted annually since that time. Due to risks associated with COVID-19, however, the 2021 Expo was held virtually by an outside vendor whose platform could not track and provide usage data.

National Board Support

National Board Certification® (NBC) is a voluntary professional development opportunity available through the National Board for Professional Teaching Standards™. CERRA provides an infrastructure of support around awareness for NBC, the processes involved, and the retention of candidates. The infrastructure includes: NBC liaisons in school districts and special schools; NBC support through awareness sessions, virtual and in-person workshops, and an annual conference; and a toolkit to aid districts in providing uniform assistance to candidates.

During the 2020-21 academic year, CERRA facilitated 18 events all focused on providing support to NBC candidates in the state. Representatives from CERRA also participated in several nationwide NBC support sessions. Nearly 4,600 National Board Certified Teachers (NBCTs) were employed in 82 SC school districts, special schools, and independent career and technology centers in 2020-21.

Research

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

Additionally, CERRA conducts a unique research study each year that results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. This year's study is still ongoing as it was put on hold due to COVID-related precautions. CERRA's intent is to conduct focus groups with teachers in multiple districts to continue learning about departures and resignations. In particular, CERRA will focus on teachers from districts participating in the Rural Recruitment Initiative. CERRA will use the same protocols as those used in the teacher focus groups facilitated in March 2020.



2020 - 2021 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	\$964,279
Travel	\$28,523
Office Support/Printing	\$71,302
Board of Directors	\$0
ProTeam	\$12,250
Teacher Cadet	\$74,385
Teaching Fellows	\$4,265,215
Teacher Expo	\$0
National Board Certification	\$42,231
Teacher Forum	\$6,244
Induction and Mentoring	\$23,204
Rural Recruitment	\$7,540,254
TOTAL	\$13,027,887

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

CERRA Board of Directors

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