



CERRA

ANNUAL REPORT

2021-22

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.

Now that the 2022-23 school year is underway, CERRA and its Board of Directors are in the beginning stages of developing a new strategic plan.



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 24,000 SC students.

Effectiveness

During 2021-22, 1,416 SC students completed the ProTeam Program at 40 sites (87 classes) across the state. The number of students served does not include data from two sites as the instructors did not provide this information. Therefore, the actual number of ProTeam students is higher than what is being reported. Compared to last year, the Program grew by ten sites and nearly 400 students. Forty-four percent of ProTeam students are male and 48% are non-white. Although there was a slight decrease in these percentages, male and minority recruitment efforts remain productive as shown by student demographics each year. Seventeen of the 40 sites are located in a district identified as having excessive teacher turnover rates under the FY22 Rural Recruitment Initiative (RRI) Proviso.

Nine new sites and three reestablished sites have been added for 2022-23; of these schools, two are located in a district identified as having excessive teacher turnover rates under the FY23 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 2021-22

Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Bates Middle (Sumter), Carolina Voyager Charter (Charleston), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington-Richland 5), Clinton Middle (Laurens 56), Deer Park Middle (Charleston), Dubose Middle (Dorchester 2), Dutch Fork Middle (Lexington-Richland 5), Ebenezer Middle (Sumter), Estill Middle (Hampton), Fairfield Middle (Fairfield), Gilbert Middle (Lexington 1), Irmo Middle (Lexington-Richland 5), Jackson STEM Magnet Middle (Aiken), Jerry Zucker Middle (Charleston), Kelly Mill Med Pro Middle (Richland 2), Langley-Bath-Clearwater Middle (Aiken), Laurens Middle (Laurens 55), Lewisville Middle (Chester), Loris Middle (Horry), McCants Middle (Anderson 5), Merriwether Middle (Edgefield), North Central Middle (Kershaw), Palmetto Christian Academy of Gaffney (No District Affiliation), Palmetto Middle (Anderson 1), Palmetto Middle (Marion), Paul Knox Middle (Aiken), Pleasant Hill Middle (Lexington 1), R.E. Davis College Preparatory Academy (Sumter), Saluda Middle (Saluda), Sandy Run K8 (Calhoun), Seneca Middle (Oconee), Spaulding Middle (Darlington), St. George Middle (Dorchester 4), St. Matthews K8 (Calhoun), Starr-Iva Middle (Anderson 3), Tanglewood Middle (Greenville), and Williston-Elko Middle (Barnwell 29)



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 24 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 37-year history, the Teacher Cadet Program has served more than 79,000 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 sixth cohort of 39 members in March 2022, bringing the membership total to 410 students. Founded in 2016, this honor society recognizes the accomplishments of Cadets across SC, particularly their scholarship, character, leadership, and service, the organization's four pillars. Membership selection and invitations for acceptance are conducted by a statewide teacher leadership committee.

Effectiveness

During 2021-22, 2,398 SC students completed the Experiencing Education course and 230 students completed the Educational Psychology course. Twenty-three percent of Cadets are male and 33% are non-white students. The Program was available to students in 69 of 79 SC public school districts; 171 high schools offered a total of 224 Teacher Cadet classes, including 200 Experiencing Education classes and 24 Educational Psychology classes. Of the 171 sites, 50 are located in a district identified as having excessive teacher turnover rates under the FY22 RRI Proviso. Three new sites and eleven reestablished sites have been added for 2022-23.

After completing the Experiencing Education course, 36% 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. Two-thirds 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 submitted an end-of-course survey reported that the field experience helped them understand the many factors that contribute to effective teaching. Furthermore, 96% of Cadets reported that the Program helped them formulate a positive perception of the education profession and 99% indicated 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

Ashley Ridge
Berkeley
Cane Bay^
Dorchester Academy
Fort Dorchester
Hanahan
Philip Simmons
Pinewood Prep
R.B. Stall
Stratford
Summerville
Timberland
Woodland

Clafin University

Calhoun County
Cope Area Career Center
Lake Marion

Clemson University

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

Coastal Carolina University

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

Coker University

Lake View

Lee County Career & Technology Center
McBee^

College of Charleston

Burke
Early College^*
Wando^
West Ashley

Columbia College

Camden
Columbia
Eau Claire
Pelion
River Bluff^
W.J. Keenan

Erskine College

Belton-Honea Path^
Dixie

Francis Marion University

C.E. Murray
Darlington
Dillon Christian
Dillon
Hartsville
Kingstree
Lamar
Latta
Marion
Marlboro County
Mayo High School for Math, Science, & Technology
Mullins
Pee Dee Academy
South Florence
West Florence
Wilson

Lander University

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

Limestone College

Blacksburg*
Gaffney*

Newberry College

Mid-Carolina
Newberry

North Greenville University

Blue Ridge
Eastside
Greer Middle College Charter

Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)

Presbyterian College

Clinton*
Gilbert*
Greenville
Greer
Laurens District 55*

Southern Wesleyan

Legacy Early College Charter*

The Citadel

Belton-Honea Path*
Berkeley*
Blythewood*
Cane Bay*
Central*
James F. Byrnes*
James Island Charter*
Palmetto Scholars Academy
Philip Simmons*
Spring Valley*
Stratford*
Summerville*
Westwood*

U of SC Aiken

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

U of SC Beaufort

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

U of SC Columbia

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

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

U of SC Salkehatchie

Allendale-Fairfax^
Bamberg-Ehrhardt
Barnwell
Denmark-Olar
Wade Hampton

U of SC Sumter

Crestwood
Lakewood

U of SC Upstate

Boiling Springs
Broome
Chapman
Dorman
High Point Academy
James F. Byrnes
Spartanburg

Winthrop University

Andrew Jackson^
Buford
Catawba Ridge
Central
Cheraw
Chester
Clover^
Fairfield Central
Fort Mill^
Great Falls
Indian Land
Lewisville
Nation Ford^
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 invited to the second phase of the selection process are 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. Eleven institutions of higher education hosted a Teaching Fellows program during the 2021-22 academic year, and nearly 2,500 SC students have graduated as Fellows since the Program started.

Effectiveness

Seventy-nine percent (2,478) of Teaching Fellows from the 2000-2017 cohorts have graduated from a TFI and successfully completed the Program. Of these graduates, 68% (1,696) were employed in 72 of 79 SC public school districts during the 2021-22 academic year. A total of 93% (2,312) of Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Of the Fellows who are loan-satisfied through teaching service, 73% (1,078) are employed in a SC public school/district. Not only do most Teaching Fellows remain in the profession even after their loans are satisfied, they also graduate at significantly higher rates than all majors combined. Teaching Fellows Program graduation rates are roughly 80% while SC institutional rates are approximately 50%.

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 2021-22, CERRA conducted two TFI evaluations using data collection techniques such as interviews, observations, and site visits. Evaluations indicate that both TFIs are meeting program requirements, and recommendations for continued improvement were shared with Campus Directors.

Throughout the year, CERRA's executive committee of the Board of Directors engaged in discussions that resulted in a significant policy change regarding the Teaching Fellows minimum cohort requirement. Previously, TFIs that did not recruit eight students into its freshman cohort were placed on probation, and if this trend continued the following year, the TFI was removed from the Program. Going forward, TFIs must recruit four students into its freshman cohort or 16 students across all four cohorts. TFIs that are unable to meet this requirement will work closely with CERRA to enhance recruitment and develop plans for meeting program requirements. This policy change supports smaller TFIs and paves the way for other institutions to join the Program.



Teaching Fellows Institutions



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 relevant and available.

CERRA, in collaboration with the SCDE, holds two meetings per year with the district induction and mentoring coordinators to provide any necessary updates and to allow for cross-district collaboration. Last year the fall meeting was held in person, but the spring meeting was held in two separate virtual sessions to allow for greater participation among a smaller number of people. 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 1,885 educators completed the SC Mentor Training between July 1, 2021 and June 30, 2022. During this time, 35 educators completed the SC Mentor Trainer Certification and 64 educators completed the Administrator's Role in Induction & Mentoring Training.

CERRA held two meetings for induction and mentoring coordinators during the 2021-22 academic year. Feedback from these meetings resulted in the continued need to develop resources for mentors to aid in their continued professional development related to supporting early service teachers. There were 65 stakeholders present at the fall meeting and 59 in attendance during the two virtual sessions.

Additionally, CERRA collaborated with the SCDE to determine the next steps in identifying the professional development needs of induction and mentoring coordinators and mentors in the state. Feedback from these groups is being used in the development of advanced training modules that focus on specific skill sets needed to work with and support adult learners who possess a wide variety of knowledge and abilities largely determined by their pathway to the profession and past experiences.



Rural Recruitment Initiative

Overview

Under FY22 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 FY22 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 SCDE, 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 FY22 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; and others. Per the legislation, CERRA also developed a loan forgiveness program for classroom-based teachers working in the identified rural districts. As required by the Proviso, a FY22 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2022.

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, FY21, and FY22 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 but one requested funds during FY22. A total of \$7,344,976 was disbursed to these districts and/or expended on the districts' behalf. An additional \$292,708 in loan forgiveness funds was disbursed directly to teachers. Effectiveness data for incentives used in the 42 districts in FY22 will not be available until after the Supply and Demand Survey data are collected and analyzed for the 2022-23 school year; however, results from FY21 are available through survey data obtained from districts at the beginning of the 2021-22 school year.

During FY21, 43 districts were eligible to participate in the rural initiative and all requested Proviso funds to implement recruitment and/or retention incentives. Nineteen of these districts reported some improvement after using the incentives to implement various strategies. Compared to the previous school year, these districts specifically had fewer teachers leaving their position and/or fewer positions that remained vacant.

Eligible Districts in FY22

Allendale, Anderson 2, Anderson 3, Anderson 4, Anderson 5, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Chester, Clarendon 2, Clarendon 4, Colleton, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 1, Florence 2, Florence 3, Florence 4, Greenwood 50, Greenwood 51, Hampton, Jasper, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Spartanburg 3, Spartanburg 7, Sumter, Union, and Williamsburg.



CERRA Services

Overview

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

Online Educator Employment System

The Online Educator Employment System 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.

Teacher Expo

The Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts that choose to send recruiters to the Expo. The first Expo was held in 1988 and has been hosted annually since that time. Beginning in FY23, CERRA will no longer host a statewide Expo as most districts hold recruitment events locally and a large, in-person recruitment fair is no longer an effective way to recruit teachers. CERRA also will explore other options for recruitment.

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; NBC support through awareness sessions, workshops, and an annual conference; and a toolkit to aid districts in providing assistance to candidates.

Turnover rates for SC National Board Certified Teachers (3.0%) remained lower than those of all teachers in the state (6.6%) in 2020-21. During FY22, nearly 4,200 National Board Certified Teachers (NBCTs) were employed in 83 SC school districts, special schools/departments, and career and technical education (CTE) centers.

SC Teacher Forum

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

Research

In addition to routinely collecting data specifically related to its programs, CERRA conducts an Annual Educator Supply and Demand Survey that requests data from each SC public school district. The survey is designed to gather information on teachers entering the profession, those leaving their positions, and vacancies. A comprehensive statewide report is available in November each year. The following table provides a summary of supply and demand data collected from school districts over the last five years. Significant recruitment and retention challenges are evident when considering the number of teacher departures, the number of new hires necessary to fill vacancies, and the number of positions that remain vacant one to two months into each school year.



Supply & Demand Data (in FTEs)	2021-22	2020-21	2019-20	2018-19	2017-18
Positions (authorized FTEs, excluding vacancies)	56,166	54,961	52,525	51,995	52,596
Departures	6,927	5,996	6,650	7,339	6,705
Early-Career Departures (≤ 5 years teaching experience)	2,390	2,551	2,367	2,596	2,564
New Hires	7,014	6,308	6,709	7,600	7,311
Vacancies	1,063	699	556	621	550

In May 2022, CERRA conducted teacher focus groups with selected RRI districts to gather information about reasons teachers were leaving their school or district. Overall themes for departures included administration both at the school and district level, work environment, lack of consistency and accountability, and student discipline. CERRA has extended another opportunity to additional RRI districts that are interested in focus groups with their teachers. This process will be carried out during the 2022-23 school year.

In addition to focus groups, CERRA will develop a statewide exit survey to first be piloted in RRI districts that are willing to forego their current exit survey and use a more uniform data collection instrument. The survey will be implemented this fall. The number of districts that will participate is yet to be determined. Districts will not have access to individual surveys as teachers will submit them directly to CERRA throughout the year. CERRA will compile results and provide a mid-year and end-of-year summary to each district that participates in this process.

2021 – 2022 EIA Funds Expended

CERRA Programs/Services	EIA Expenditures
Salaries & Fringes	\$1,057,551
Office Support/Indirect Fee	\$188,490
Board of Directors	\$564
Staff Travel	\$62,219
ProTeam	\$21,446
Teacher Cadet	\$98,123
Teaching Fellows	\$4,299,223
Rural Recruitment Initiative	\$7,613,749
TOTAL	\$13,341,365

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

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