



CERRA

ANNUAL REPORT

2015-16

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

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

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

- 1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.
- 2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.
- 3) Use innovative communication tools to promote CERRA's mission and the education profession.
- 4) Be a visible, credible advocate for the education profession.

From the Executive Director, Jane Turner

The 2015-16 school year marked the thirtieth anniversary of CERRA. In those thirty years, CERRA has grown and evolved in many significant ways. I believe I can speak for current and past CERRA Board of Director and staff members when I say that we are honored and proud to have in some way played a role in helping CERRA's programs and services become what they are today. Visit www.cerra.org to review *CERRA Spotlights*, which feature many of these individuals and their contributions.

How wonderful to celebrate the beginning of CERRA's thirtieth anniversary year with the Fall 2015 announcement that CERRA's inaugural program, Teacher Cadet, was named the winner of the prestigious Dick and Tunky Riley *WhatWorksSC* award for innovation and effectiveness in education programs! CERRA now has two programs that have received this honor. The Teaching Fellows program won the *WhatWorksSC* award in 2011.

As CERRA's thirtieth year progressed, interest and concern continued to grow over the data collected in recent years through CERRA's annual Supply and Demand Surveys. The decrease in the number of students completing SC teacher education programs and the rise in the number of vacancies in teaching positions reflects an alarming negative trend. Moreover, all too many of these vacancies are created by teachers who leave the profession within the first few years of teaching. In view of these data, and in line with CERRA's mission to provide collaborative leadership in the recruitment, retention, and advancement of SC educators, CERRA focused its efforts this year on implementation of the Rural Recruiting Incentive Proviso, introduction of the new Mentor Training program, growth of the Teacher Cadet Program, and expansion of the Teacher Loan Program.

Rural recruitment incentives launched included salary supplements for critical need teachers and mentors, PACE fee reimbursements, and development/expansion of Teacher Cadet sites. Efforts also were undertaken to expand incentives for FY17. Mentor and Mentor Trainer trainings were held state-wide and development of an update training for previously trained mentors was undertaken. Plans also were established to develop trainings for school administrators and teacher educators and to revise the state's Mentoring and Induction Guidelines. Staff efforts with Teacher Cadet sites in the rural districts, as well as state-wide and nationally, have resulted in an increased number of sites for the 2016-17 school year – to the extent that an additional instructor training session had to be added. CERRA staff continued their efforts with the SC Teachers Loan Advisory Committee; the Committee approved a plan to initiate full loan forgiveness for all teachers in rural districts beginning in the fall of 2016, and to extend this expanded forgiveness statewide in subsequent years.

CERRA's thirtieth year also brought exciting updates to CERRA's logos, taglines, colors, and formats. This "rebranding" effort was a huge undertaking, which will culminate with a redesign of the website to be launched in the fall of 2016.

During the fall of 2016, the Board of Directors will participate in a strategic planning process intended to examine CERRA's goals and strategies and guide CERRA through the next five years. Here's to many more years of continued growth and success!

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, 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 8th edition of *DreamQuest* was launched during the 2014-15 school year. The ProTeam Program has served nearly 17,000 SC students since its inception in 1990.

Effectiveness

During the 2015-16 school year, 973 students completed the ProTeam Program. This number represents a 55% increase in student completions compared to last year. Thirty-six percent of these students are non-white and 37% are males. The Program was offered in 26 SC middle schools. Five new sites and two reestablished sites have been added for the 2016-17 school year; of these schools, one is located in a district identified as having a high teacher turnover rate under the Rural Recruiting Incentive Proviso. 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 2015-16 school year: Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Beck Academy Middle (Greenville), Black Water Middle (Horry), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), Great Falls Middle (Chester), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Hughes Academy of Science and Technology (Greenville), Kelly Mill Middle (Richland 2), Lewisville Middle (Chester), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Riverside Middle (Greenville), Rosemary Middle (Georgetown), South Middle (Lancaster), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), Whittemore Park Middle (Horry), and Williston-Elko Middle (Barnwell 29).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, and earn transferable college credit hours upon successful completion of the course.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. The Teacher Cadet curriculum is now in its Tenth Edition, and more than 62,650 students have participated in the Teacher Cadet Program in its 30-year history.

Effectiveness

During the 2015-16 school year, 2,652 SC students completed the Teacher Cadet Program. Thirty-two percent of these students are non-white and 22% are males. The Program was offered in 70% of all public high schools, in 68 of the 82 SC public school districts. Additionally, the Program was offered in three career centers and one private high school for a total of 169 sites. Three new sites and 19 reestablished sites have been added for the 2016-17 school year; of these schools, six are located in districts identified as having a high teacher turnover rate under the Rural Recruiting Incentive Proviso. After completing the Teacher Cadet course, 39.4%% of Teacher Cadets chose teaching as the career they plan to pursue after college. Of these Cadets who now plan to teach, one out of every four was undecided or had planned to pursue a different career before taking the course. Seventy-four percent of the 866 students who applied for admission into the Teaching Fellows Program in 2015 were Teacher Cadets.

Schools in 37 other states have implemented the Teacher Cadet curriculum. Also available to Teacher Cadet sites and the 21 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University

Crescent
Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University

Ashley Ridge
Berkeley^
Cane Bay^
Goose Creek
Hanahan
North Charleston
Pinewood Prep
R.B. Stall
Summerville

Claflin

Calhoun County
Cope Area Career Center
Orangeburg-Wilkinson^

Clemson University

Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University

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

Coker College

Darlington
Lake View
McBee

College of Charleston

Baptist Hill
Burke
Charleston Charter School
for Math & Science
Charleston County School of
the Arts
Cross
Garrett Academy of
Technology
Timberland
West Ashley^

Columbia College

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

Erskine College

Belton-Honea Path
Dixie
Woodmont

Francis Marion University

Crestwood
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro County
Mayo High School for Math,
Science, & Technology
Mullins
South Florence
Timmonsville
West Florence
Wilson

Lander University

Abbeville
Calhoun Falls
G. Frank Russell Career
Center
Ninety Six

Limestone College

Blacksburg
Gaffney
Greer Middle College

Newberry College

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

North Greenville University

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

Presbyterian College

Clinton
Greenville Senior High
Academy
Greer
Laurens District 55

The Citadel

Beaufort
James Island Charter^
Wando^

USC Aiken

Aiken
Fox Creek
Gilbert
Midland Valley
North Augusta^
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia

A.C. Flora
Dreher
Lower Richland
Richland One Middle College

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Denmark-Olar
Hilton Head Island^
Ridgeland-Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
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
Nations Ford^
Northwestern^
Rock Hill%
South Pointe
Union County
York Comprehensive^
York Prep Academy

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

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

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

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to \$6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to provide three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program, established in 1999, provides up to \$6,000 per year in fellowships for 200 students who are working to complete a degree leading to teacher certification. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it was not possible to fund 200 Teaching Fellows each year at the \$6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full \$6,000 level has been increased. For the 2015-16 academic year, 202 freshmen were awarded fellowships at the full \$6,000 level. Fourteen institutions of higher education hosted Teaching Fellows programs during the 2015-16 academic year.

Effectiveness

Seventy-seven percent (1,502) of Teaching Fellows from the 2000-2011 cohorts graduated from the Program, and 72% (1,079) were employed in 72 SC public school districts during the 2015-16 school year. Eighty-two percent (1,237) of Fellows graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school. More than half (790) of all Fellows graduates have satisfied their loan through teaching service, and 30% (447) of all Fellows graduates are currently teaching for loan forgiveness. Of the 790 Teaching Fellows who are loan-satisfied, 80% are still employed in a public school district in the state.

Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assure that all program requirements are being met and provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions



Notes:

- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and began accepting Fellows in fall 2015.
- The final cohort members at Furman University and SC State University graduated in spring 2016.

Mentoring and Induction

Overview

CERRA conducts statewide and regional training for experienced teachers and administrators to become effective mentors to beginning teachers. CERRA also offers training for mentors who want to become mentor trainers. CERRA and the Newberry College RETAIN Center of Excellence cohost the annual SC New Teacher Induction Symposium, a professional development conference for beginning teachers.

History

In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result of this charge, CERRA, in collaboration with the SCDE and the individual SC school districts, developed and offered a three-day Initial Mentor Training.

In April 2013, CERRA administered surveys to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training. A dissertation was then written about the impact of the training, which included in-depth interviews with numerous mentors. Data collected from these surveys and interviews, combined with an extensive literature review, expert feedback, and years of anecdotal evidence, resulted in the joint decision between CERRA and the SCDE to redesign the mentor training.

The SC Mentor Training is now a two-day training that consists of nine modules, each with one to four sections containing detailed information about mentoring beginning teachers and activities that allow participants to apply new learning in preparation to serve as effective mentors. Significant additions to the training include instruction on the four-step mentoring cycle, specific guidance on writing Student Learning Objectives (SLOs), and an introduction to the Coaching Dialogue Protocol. Also included in the training are instructions on how to align a mentor's role to the beginning teacher's needs, prepare for and conduct classroom observations, analyze observation data, and provide effective feedback.

In September, 2015, a new mentor training was offered to more than 50 participants. Multiple trainings have since been offered statewide and by individual districts. In addition to a redesigned mentor training, a Mentor Trainer Training was developed and first offered in December, 2015. This training is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. CERRA and the SCDE will continue to develop additional training opportunities for various groups of educators in South Carolina. It is anticipated that the following trainings will be developed during the 2016-17 school year: an online upgrade training for previously trained mentors; a training for school administrators; and a training for faculty who support pre-service teachers.

The SC New Teacher Induction Symposium is a two-day event designed to provide opportunities for beginning teachers to gather ideas and resources, network with other educators, and develop as teacher leaders. This year's event, held in June, 2016, marks the fourth annual Induction Symposium.

Effectiveness

Because a new mentor training was being developed during the 2015-16 school year, districts were encouraged not to hold any trainings during this time. Some districts did hold trainings out of necessity, but the numbers were inconsequential and not reported. Numbers reported from this point forward will include only those mentors and mentor trainers who completed new trainings. During the 2015-16 school year, 574 mentors were trained and 185 mentor trainers were trained under the new system.

Representatives from 41 school districts and educational institutions participated in the 2016 SC New Teacher Induction Symposium, which was attended by 109 novice teachers, district personnel, and presenters.



Teacher Forum

Overview

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

History

Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities. The State Teacher Forum Conference, as well as a State Teacher Forum Professional Development Meeting, are held each year for the DTOYs. In 2015-16, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues. Suzanne Koty, 2016 STOY, inspired the DTOYs to “shift the current” as they served as teacher leaders in their home districts.

Effectiveness

The State Teacher Forum Conference was held over three days in November, 2015. It was attended by 76 DTOYs and included speeches by Shanna Peebles, the 2015 National Teacher of the Year; Suzanne Koty; and State Superintendent of Education, Molly Spearman. Leadership opportunities were provided for the Veteran State Teachers of the Year, the 2015-16 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.

Additionally, the conference introduced the DTOYs to the Teacher Leadership Competencies. These competencies were published through a partnership with the National Board for Professional Teaching Standards™, the National Education Association, and the Center for Teaching Quality. They offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs were asked to self-assess their skills around the four pathways to leadership included in the competencies and establish specific goals for continued growth. The conference also offered sessions on advocacy, district teacher forums, Teach to Lead, and other topics.

The State Teacher Forum Professional Development Meeting was held in March, 2016. It was attended by 61 DTOYs, who were given an opportunity to provide feedback about the implementation of the Every Student Succeeds Act to a member of the US Department of Education (USDOE). Presentations made during the meeting included updates from the SC Department of Education, information about the Chinese Cultural and Education Exchange Program, a “listening session” with the USDOE, as well as leadership and advocacy sessions.

Overall, 81 DTOYs participated in the State Teacher Forum events held during the 2015-16 school year.

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

Starting in 2000, 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. CERRA was responsible for tracking loans as the candidates moved through the three-year National Board process. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. 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 2013-14 fiscal year was the final year that CERRA was responsible for tracking the state-funded loans received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts and three special schools, as well as a Toolkit to assist in providing intense, uniform assistance to candidates. Beginning in 2014-15, NBPTS initiated a total revision of the certification process. This revision included a reorganization of the previous ten entries into four components. Candidates were able to begin work on the first two components during 2014-15. Component 3 was released in late October 2015, and Component 4 will be available to candidates in 2016-17. These revisions necessitated an update to the Toolkit, the addition of a Frequently Asked Questions page on the website, and a restructure of the annual liaison meeting.

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

Effectiveness

In November 2015, 84 SC teachers achieved NBC and 341 teachers renewed their NBC. The number of new NBC teachers is significantly lower due to the revisions of the NBC process and the inability for initial candidates to certify under the new system until fall 2017. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,863 NBC teachers. During the 2015-16 school year, 77 of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,045 NBC teachers. This total also includes NBC teachers employed in many career and technology centers in South Carolina.

Rural Recruitment Initiative

Overview

Under FY16 Proviso 1A.73 – Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to develop a program to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate were defined as those experiencing greater than twelve percent average annual teacher turnover, as reported on the district's five most recent State Report Cards. Twenty districts were determined to be eligible.

History

In collaboration with the Governor's Office, the SC Department of Education (SCDE), and the Education Oversight Committee, and with input from various stakeholders, CERRA developed a list of recommended recruitment and retention incentives. Incentives included Teacher Cadet start-up funds; alternative certification costs for current employees; critical subject salary supplements; mentor supplements; and a subscription to a national educator database, application, screening, and tracking system. As required by the Proviso, an Implementation Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in January 2016.

The legislature appropriated \$1,500,000 for implementation of FY16 Proviso 1A.73. The funds were disbursed to the SCDE and subsequently released to CERRA on January 12, 2016. Proviso 1A.73 states that appropriated funds "may be carried forward from prior fiscal years and used for the same purpose."

Effectiveness

Fund disbursement began in the spring of 2016. Of the 20 eligible districts, 16 requested funds, primarily for critical need subject salary supplements, PACE fees, and Teacher Cadet funds. A total of \$914,535.48 was disbursed. As implementation and funds disbursement did not begin until the spring of 2016, no actual effectiveness data are yet available.

Eligible Districts

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

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

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

Effectiveness

From July 1, 2015 through June 30, 2016, 18,415 applications were created or modified. A total of 13,830 of these applicants are SC residents. SC public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2015-16 fiscal year, school districts and special schools in the state accessed the database of applicants more than 36,800 times.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just the critical need subject areas, the Expos held in May 2015 and 2016 were open to applicants seeking positions in any subject area. Fifty-one districts participated in the 2016 Expo, which was attended by 296 candidates.

Effectiveness

In the past 13 years, approximately 1,100 teachers, including roughly 350 males and 360 minorities, have been hired as a result of their participation in the Teacher Expo. Forty-four attendees of the 2015 Expo were hired to fill existing vacancies in the state during the 2015-16 school year. The number of teachers hired from the 2016 Expo will be available later in the fall of 2016.



Research

Supply and Demand Survey

CERRA's Supply and Demand Survey collects data from SC public school districts on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October, 2015, districts reported a total of 6,551.1 full-time equivalencies (FTEs) filled by newly hired teachers for the 2015-16 school year. During the same time, districts reported 449 vacant teaching positions. A total of 5,352.2 FTEs were held by teachers who did not return to their positions for the 2015-16 school year. Two-thirds of these teachers left for one of the following three reasons: teaching position in another SC district, personal choice (staying home with children, resignation, no reason given, etc.), or retirement. Of these teachers who left their positions, 39% did so in the first five years of their career and 14% did so after just one year or less in the classroom. Early departures continue to be an area of serious concern when compared to the declining number of students who complete a SC teacher education program each year. According to the Commission on Higher Education, 2,447 students graduated with a Bachelor's degree eligible for teacher certification in South Carolina during the 2012-13 school year. This number fell to 2,219 in 2013-14 and 1,954 in 2014-15. Previous reports are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from partnering agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

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

This year's special report was written in response to FY16 Proviso 1A.78 – Teacher Supply Study – which directed a study be conducted to project the number of additional teachers needed annually in SC public school classrooms for grades K5 through 12, for school years 2016-17 through 2027-28. In May, 2016, CERRA and the SC Commission on Higher Education released a report that summarizes the results of that study. Based on the number of teachers expected to be needed compared to the number expected to be available, seven core subject areas are projected to experience a teacher shortage: art, business/marketing/computer technology, mathematics, sciences, social studies, special education, and Spanish. The report also concluded that SC colleges and universities have the willingness and ability to accommodate more teacher candidates. According to the deans of the teacher education programs in these institutions, however, there is a lack of student interest in entering the teaching profession, particularly in the areas projected to have the most significant teacher shortages.

Communications and Technology

Overview

CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website

The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. From July 1, 2015 to June 30, 2016, the CERRA website received 1,127,715 page views from 121,740 visitors. These visitors came from all 50 states and the District of Columbia, as well as 163 different countries/territories. Approximately 70% of the site's visitors view the site via a desktop computer. Mobile device users account for the other 30%. The Teacher Cadet website, www.teachercadets.com, received 108,107 page views from 19,953 visitors in 48 states and the District of Columbia, as well as 107 different countries/territories. Approximately 72% of the site's visitors view the site via a desktop computer. Mobile device users make up the other 28%.

Media Relations

The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Supply and Demand Survey Report and information regarding the state's teacher shortage receive significant media attention.

Social Media

CERRA continues to utilize the 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 more than 8,700 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 National Teacher of the Year, Shanna Peeples, and CERRA's Board Chair, Dr. Scott Mercer. The podcasts can be found in iTunes and on our website.

E-blasts

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

College Financial Newsletter

The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and school counselors throughout South Carolina. It also is available on the CERRA website. This Newsletter provides extensive information to assist students in finding scholarship information for college. In collaboration with the SC Student Loan Corporation, CERRA 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 Resource Guide

The annual Education Career Fair Resource Guide provides information about career fairs hosted by colleges, universities, and consortia in South Carolina, the Southeast region, and across the nation. This guide is intended to assist districts in planning efforts to recruit quality teachers.



2015 - 2016 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	1,002,209
Travel	85,251
Office Support/Printing	91,725
Board of Directors	2,420
ProTeam	9,195
Teacher Cadet	173,662
Teaching Fellows	4,894,468
Teacher Expo	9,822
National Board Certification	17,848
Teacher Forum	35,871
Mentoring and Induction	45,465
Rural Recruitment	1,019,482
TOTAL	7,387,418

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

Board of Directors

Dr. Audrey Allan
Hunter Street Elementary School

Ms. Rechel Anderson
Palmetto Middle

Dr. Cliff Barrineau
Midlands Technical College

Dr. Virginia Brown
USC Upstate - Sumter Campus

Dr. Chris Burkett
Columbia College

Dr. Don Clerico
Charleston Southern University

Rep. Neal Collins
Pickens County

Ms. Amanda Finley
Newberry High

Mr. Tony Folk
Dorchester District Four

Dr. Connie Graham
Kershaw County

Ms. Bernadette Hampton
The SCEA

Dr. Susan Henderson
Coker College

Dr. Zona Jefferson
SCABSE

Mr. Rick Jiran
Duke Energy

Mr. Louie Jones
Colonial Life

Dr. John Lane
SC Commission on Higher Education

Sen. Gerald Malloy
Chesterfield County

Dr. Scott Mercer
Spartanburg District Two

Mr. Bill Millar
Clemson University

Ms. Buffy Murphy
Irmo Elementary School

Dr. Sheila Quinn
SC Department of Education

Dr. Jennie Rakestraw
Winthrop University

Dr. Cleo Richardson
McCormick County

Dr. Kathryn Richardson-Jones
The Citadel

Ms. Amy Simmons
Whale Branch Middle School

Ms. Darleen Sutton
Clover School District

Ms. Debra Templin
Prosperity-Rikard Elementary School

Dr. Lee Vartanian
Lander University

Ms. Steph Wallace
Berkeley Elementary

Dr. Ray Wilson, Jr.
Retired



CERRA Staff

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Executive Director

Jenna Hallman

Assistant Director and Program Director for
Collegiate and Service Programs

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Program Director for Pre-Collegiate Programs

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Coordinator of Research and Program
Development

Todd Scholl

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Program Facilitator for
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Program Facilitator for
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Program Facilitator for Pre-Collegiate Programs

Karen Pack

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

Arthur Pinckney

Program Facilitator for Pre-Collegiate
Programs

Michael Fleming

Program Facilitator for
Collegiate Programs (part-time)

Suzanne Koty

2016 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

