

add. III

**Center for Educator Recruitment, Retention, and Advancement
(CERRA)
Stewart House
Winthrop University**

The 1985-86 Appropriation Act contained a proviso directing the State Department of Education to transfer \$236,000 of unexpended Education Improvement Act funds to the Commission for the purpose of funding requests for proposals for the creation or implementation of teacher recruitment programs through agencies of state government or private industry. A proposal was submitted on behalf of the South Carolina Teacher Recruitment Task Force, with Winthrop University serving as fiscal agent and the Commission established, through this proposal, the Center for Teacher Recruitment on December 5, 1985. On July 1, 2003, the Center for Teacher Recruitment officially changed its name to the Center for Educator Recruitment, Retention, and Advancement to better reflect its mission and purpose.

CERRA's target groups are middle and high school students, college students and adults. CERRA has developed into a national model for teacher recruitment and retention and has been adopted by approximately one-fourth of all teacher recruitment programs in the country. The purpose of CERRA is to provide leadership in identifying, attracting placing and retaining well qualified individuals for the teaching profession. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in underserved geographical areas of South Carolina. In addition, the Center works cooperatively with other organizations to promote the teaching profession.

Recruitment

Pre-Collegiate Programs

ProTeam and Teacher Cadet Instructors serve approximately 2,800 students in 165 schools during 2003-2004. The two pre-collegiate recruitment programs continue to be the most recognized and significant recruitment tools for the Center's work in identifying and recruiting middle and high school students who are potential educators for South Carolina.

Diversity Recruitment

The overall percentage of minority teachers in the South Carolina workforce remains at slightly more than 17 percent. Activities undertaken by the Center to increase the number of candidates entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites, expanding the ProTeam Program, providing College HelpLine information, and targeting teachers of color to apply for National Board Certification.

Teaching Fellows

A cohort of 150 Fellows was selected from a pool of 702 applications. The Fellows Program has an almost 89% retention rate in its five years of supporting future SC teachers.

College Partners

The Uniform Grading Policy has significantly strengthened the role of College Partners. During 2003-2004, over 94 percent of all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships, an increase over the 75 percent who had the same opportunity last year.

Online Application

The online application is the initial point of contact for many candidates interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard-to-fill geographic and/or subject areas. Candidates are able to complete one application for teaching jobs in South Carolina. The applications are downloaded electronically to school district personnel administrators nightly. School districts accessed this service more than 38,000 times in FY 2003-2004 – an increase of 9,000 over last year.

EXPO

For the past 16 years, the Center has co-sponsored the annual teacher recruitment job fair. In 2004, over 900 teacher candidates registered from 35 states and two foreign countries. Fifty-four South Carolina school districts participated in the 2004 EXPO. Approximately 18 percent of teachers hired in South Carolina for the 2003-2004 school year came from other states. The Center's involvement with EXPO, personnel directors and other administrators makes the goal of placing teachers a strongly collaborative effort.

Retention and Advancement

Mentoring

This specialty area continues to make significant progress. CERRA conducted trainings serving more than 150 mentor teachers, district level staff members and higher education faculty representing 47 school districts and all five CERRA regions. In addition to these trainings, CERRA is continuing its work with the Division of Teacher Quality to lead a statewide mentoring committee charged with framing recommendations to the State Superintendent of Education for a stronger program of statewide support for beginning teachers.

Website/Communications

On July 1, 2003, the CERRA Website was unveiled following a complete redesign. The upgrade included incorporating the use of FLASH technology and the Center's newest logos. The expansion of the CERRA Website continues to be a strong tool for attracting potential teachers to South Carolina and continues to have the highest numbers of hits on all major search engines for "teacher recruitment." In addition, CERRA worked with the State Department of Education and Laine Communications to produce brochures and posters aimed at recruiting, retaining and advancing teachers.

Supply and Demand Research

For the third consecutive year, Supply and Demand data collection was strengthened by a 100 percent response rate, with all 85 districts reporting, in addition to the Department of Juvenile Justice and the School for the Deaf and Blind. The Center also conducted its second Spring Survey to capture a snapshot of the most critical hiring needs and concerns for the upcoming year.

Teachers in Residence Program

CERRA identifies outstanding teacher/professors and provides them with a fellowship to work for the Center in its programs while developing teacher leadership. During FY 2003-2004, six Teachers in Residence (TIRs), including the South Carolina Teacher of the Year, served in this capacity. The TIRs are primarily service brokers who offer on-site support of CERRA's programs and services.

Teacher Leaders

The merging of the Pre-Collegiate Advisory Board, the Teacher Forum Leadership Council and the Board Certification Network of SC Educators forms the newly-created Teacher Leaders Advisory Board. This group, representing the full continuum of CERRA's programs and services, now serves as a stronger collective teacher voice for teacher leadership.

National Board Certification Support

Collaboration established with national, regional and state offices relating to National Board support has allowed CERRA the opportunity to work with more than 5000 candidates and National Board Certified Teachers (NBCT) in FY 2003-2004. South Carolina ranks third in the number of NBCTs and second in the number of African American NBCTs. In 2003-2004, the number of National Board Certified Teachers in South Carolina increased from 2,358 to 3,226.

Summaries of the Major Programs of the Center of Teacher Recruitment, Retention and Advancement FY 2003-2004

ProTeam Middle School Program: Mission- To encourage exemplary students to attend college and consider education as a viable career option and to expand the pool of minority male teachers available to the public schools of South Carolina.

During the 2003-2004 academic year, 29 middle/junior high schools in 23 school districts offered the ProTeam course to 548 students. The total number of ProTeam classes was 42: eight schools offered a year-long program, 11 schools offered the course one semester, four schools had two classes for a single semester, five schools offered a first and second semester class, and one school offered four classes at different intervals during the year.

The curriculum, ProTeam *DreamQuest*, offers teacher-like duties, study skills strategies, communication skills activities and research opportunities. The curriculum is organized into seven modules and includes required and optional activities. Activities in all seven modules have been designed as required or optional for semester and year-long courses.

By the end of the 2003-2004 school year, almost 11,760 middle school students had indicated a greater interest in the teaching profession after participating in this hands-on, self exploratory course. Overall, approximately 60 percent of these students have been students of color.

Teacher Cadet Program: Mission - To encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates of education.

Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 136 high schools that serve 2,219 academically talented high school juniors and seniors in 2003-2004. Approximately 21 percent of the participants were male and 25 percent were minorities.

By the end of the 2003-2004 school year, more than 34,139 academically talented students had completed this introduction to teaching. Eligibility requirements include: 1) 3.0 GPA in a college preparatory curriculum; 2) written recommendations from five teachers; and 3) submission of an essay on why he/she wants to participate in the class.

The Teacher Cadet Program participants have consistently scored higher than their peers on the SAT. The average SAT score of the 2003-2004 Teacher Cadet Program

participants is 1070. The average SAT score for female participants is 1050. The average SAT score for male participants is 1060.

External evaluations of the Teacher Cadet Program have confirmed that the Program is an effective tool for recruiting students. Of the 2003-2004 Cadet class, 37 percent plan to enter teaching, according to the Programs post-course survey. Four percent of the 2003-2004 Cadets changed favorably toward teaching as a career during their participation in the Teacher Cadet Program. The responses on the post-course survey indicate that more than 650 Cadets in the 2003-2004 cohort plan to pursue teaching upon entering college.

Diversity Recruitment: Mission-To increase the number of diverse students entering college and choosing teaching as career. Although the national data indicates that approximately 14 percent of the nation's teachers are teachers of color, South Carolina's 17 percent is above the national average. However, the percentage of teachers of color in South Carolina has decreased from 32 percent in 1975 to 17 percent in 2003.

Males are also a population of concern in South Carolina as well as the nation. The most recent national figures indicate that 21 percent of the teachers across the nation are males, while South Carolina's data show that 17 percent its teachers are male. South Carolina has shown an overall 2.6 decrease in the number of males graduating from education programs.

Activities undertaken by CERRA to increase the number of ethnic minorities and males entering the teaching profession include establishing minority enrollment goals that reflect the population of the school as a priority for Teacher Cadets sites, expanding participation in the ProTeam Program, recruiting a more diverse population of National Board Certification candidates and working with the Division of Teacher Quality through the Program of Alternative Certification for Teachers (PACE).

Teaching Fellows: Mission – To recruit talented high school seniors into the teaching profession and to help them develop leadership qualities through the collaborative efforts of teacher educator, school district personnel, business leaders and other education stakeholders.

In 1999, the SC General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. Modeled after the highly successful North Carolina program, this program identifies gifted high school seniors who commit to the teaching profession in South Carolina. Each year, the program awards Fellowships to high school seniors (contingent upon funding) who will be entering school in the fall following their graduation. Over 853 Fellowships, out of a total of 2,784 applications, have been offered through the first five years of the program. The overall retention rate for the program is almost 89 percent. Applicants must demonstrate high academic achievement and school and community service, submit a written essay, participate in an interview and have an expressed desire to teach South Carolina's children.

During FY 2003-2004, CERRA recruited a cohort of 150 Teaching Fellows. In its efforts to increase diversity of applicants for the Teaching Fellows Program, CERRA will begin a targeted effort to invite students of color and males to apply for the program. Students will be approached on a one-on-one basis and invited by an educator to apply for the Teaching Fellowship.

College Partnerships: Mission- To create a structure for college faculty members to work in a collaborative relationship with Teacher Cadet Instructors to provide enrichment experiences for high school students as they explore the field of education.

During FY 2003-2004, twenty-two public and independent colleges in the state participated in CERRA's College Partnerships. Three institutions, (Anderson College, Charleston Southern University and USC-Columbia) hosted ProTeam College Days during the 2003-2004 school year. Approximately 308 students participated in the ProTeam College Days events. In addition, 16 higher education institutions hosted Teacher Cadet College Days during the 2003-2004 school year and 2,038 students participated in these events.

Teacher Database/Online Recruitment: Mission- To provide the public school districts of South Carolina with qualified teaching applicants, to facilitate teachers in their search for positions within the public school districts by completing one application one time and to help meet the need for teachers in South Carolina's critical need areas – both subject and geographic.

CERRA operates a 24 hour, seven days a week voice response system for teacher applicants to conveniently request information and be directed to the website for the online application. The Online Teacher Application Information Package is distributed by request and free of charge. The package includes information about South Carolina Teacher Certification, district contacts, geography of the state, critical need areas, current South Carolina teacher vacancies and instructions on how to access the Online application.

The CERRA Website (www.cerra.org) allows users to access the job vacancy information via the internet. CERRA also distributes the Teacher Database Manager's e-mail address to all South Carolina school personnel administrators to facilitate communication and to update information regarding job vacancies.

The online application was activated in October of FY 1999-200 and over 44,000 applications are now online (not all finalized) as of June 30, 2004. Nearly 600 teachers requested online application packages, vacancy lists and certification, critical needs, EXPO and other CERRA information via telephone and mail, with over 170,000 Website contacts. During the 2003-2004 school year, all 85 South Carolina school districts and several special and private schools utilized the online application system.

Target Recruitment

Given the growing demands for recruitment and retention of highly qualified teachers in South Carolina, the target recruitment efforts of CERRA have focused on enhancing awareness of its programs and services that are designed to address the needs of South Carolina's school districts. This includes "hard-to-staff" schools that are primarily located in small rural districts.

In order to provide recommendations to key district personnel in the areas of recruitment and retention, CERRA created a profile of each school district which included district teacher turnover rate, high schools with Teacher Cadet programs, number of Teaching Fellows applicants, district participation in EXPO, number of online applications, number of Cognitive Coaching trainees, Santa Cruz New Teacher Center trainees, and the number of NBCTs. Each district was rated and three districts – Clarendon 2, Orangeburg 2, and Orangeburg 3 - were chosen for target recruitment. CERRA provided direct recruitment and retention services to these districts and 51 visits were made to district personnel by CERRA's Teachers-In-Residence during 2003-2004.

EXPO: Mission – To match teachers seeking positions with school districts seeking teachers. The 15th annual job fair was held in Columbia, South Carolina, June 7, 2004. The EXPO was co-sponsored by CERRA, the South Carolina Association of School Administrators (SCASA) Personnel Division, the State Department of Education's Division of Teacher Quality and the State Department of Education's Office of Teacher Certification. CERRA assumed all responsibility for state and national publicity. Fifty-four South Carolina school districts participated in the event with more than 900 teachers registering online from 35 states and two foreign countries.

Mentoring:

CERRA continues to serve as a provider of one of the nation's effective mentor trainings, *Foundations in Mentoring: Professional Development for Those Who Work with Beginning Teachers* created by the New Teacher Center at the University of California – Santa Cruz. This program's major premise is that the practice of all teachers improves when beginning and experienced teachers operate in a culture that plans, teaches and reflects with one another on a regular basis.

At the end of June 2004, 150 educators completed the two day training, bringing CERRA's total of Santa Cruz trained teachers to 243. Participants in the training represent 47 of the 85 districts in South Carolina with Aiken, Marlboro and Richland 2 school districts leading the state in the number of trained educators.

Supply and Demand

The Supply and Demand Survey, administered by CERRA, provides information about the supply and demand factors that affect the teaching profession. This Survey is used to

provide information about the preparation of teachers in South Carolina, create policies based on the needs of the student population and designate the critical subject areas for both South Carolina and the Program of Alternative Certification for Educators (PACE).

The Supply and Demand Survey identified a decrease in the number of teachers hired over a two year period. In 2001, 6554 teachers were hired by South Carolina school districts. However, two years later, in 2003, 4,828 teachers were hired reflecting a 26 percent decrease. These decreases not only reflect overall fewer hires by the districts due to budget cuts, but also decisions made by individuals to postpone retirement or changing careers due to the state of the economy.

In addition, with the exception of the decrease from 2000 to 2001, the number of districts reporting teacher vacancies increased from 326 in 2001 to 383 in 2003, reflecting an 18 percent increase. According to the Survey, several rural districts throughout the state reported having great difficulty attracting and retaining teachers. Several districts reported greater than 40 percent of available teaching positions unfilled at the beginning of the 2003-2004 school year, with more districts reporting greater than 20 percent unfilled teaching positions at the beginning of the 2003-2004 school year.

The Fall Teacher and Supply Demand Survey also identified sources for new hires, including the number of teachers from in-state, out-of-state and out-of-country. New South Carolina graduates made up 31.8 percent of all new hires in 2003. During 2000-2003, out-of-state hires accounted for approximately 20 percent of all new hires.

Based on information provided by the Supply and Demand Survey, the State Board approved the following Critical Subject Areas for 2004 – 2005:

1. Art
2. Business Education
3. English Education
4. Family and Consumer Science
5. Foreign Languages (French, German, Latin and Spanish)
6. Guidance
7. Industrial Technology
8. Mathematics
9. Media Specialist
10. Science (all areas)
11. Special Education (all areas)
12. Theatre/Speech and Drama

Teacher Leaders

CERRA provides teacher forums and workshops to in order to professional development and opportunities for teacher leadership. Educational professionals and accomplished teachers share teaching strategies, mentoring practices, training and information about exemplary programs through Teacher Leaders. In June 2003, CERRA combined two

entities – the South Carolina Teacher Forum’s Planning Council and the Board Certification Network Policy Board. In light of the common goals of these teacher leader groups, CERRA created a new infrastructure for teacher leadership. The Teacher Leaders goals for 2003- 2004 included: 1) providing information to teachers and district personnel about establishing a Teacher Forum; 2) providing professional teacher development; 3) creating the state’s first Teacher Leaders Symposium; 4) providing research about teacher retention with schools and districts and sharing information about local, state and national level issues and initiatives.

National Board Certification

In 1999, the General Assembly approved a proviso that provided incentives for teachers who were interested in becoming National Board Certified (NBCT). Candidates who submit a portfolio (scored) are eligible for forgiveness of one half of the borrowed assessment fees (up to \$1,150). The other half of the borrowed assessment fees and interest may be forgiven if the candidate becomes National Board Certified within three years of receiving a loan. As administrator of the loan, CERRA received \$100,000 in FY 2003-2004 to oversee the Loan application process. In June 2003, the South Carolina General Assembly again approved assessment fee funding for NBCT candidates who teach in SC public classrooms. The 1999 legislation also provides a salary increase of \$7,500 annually for National Board Certified Teachers for the life of the National Board for Professional Teaching Standards Certificate (ten years). In addition, some districts offer incentives and support beyond the loan forgiveness and salary increase funded by the state (professional leave to work on portfolios, support seminars, workshops and graduate level courses designed to assist candidates with preparation of portfolios and assessment activities). The present legislation also allows waiving recertification requirements for South Carolina NBCTs and offers reciprocity for NBCTs moving into South Carolina from other states.

According to CERRA, this program is one of the nation’s most aggressive teacher improvement initiatives. Of the nation’s top ten NBCT states (December, 2003), North Carolina was ranked number one in the country (6,641 NBCTs), Florida was ranked number two (4,940 NBCTs) and South Carolina was ranked number three (3,225).

The FY 2003-2004 federal award was \$92,000, and 520 candidates representing 72 of the 85 school districts applied for retake funding. The entire amount was used to fund fees for retakes for NBCT candidates who received scores in November 2003 and who chose to retake entries not meeting the standards. CERRA, with permission from NBPTS, was able to provide federal funding for 306 retake candidates.

The main objectives and accomplishments for 2003-2004 were as follows:

1. Completed rewrite of the Ninth Edition of *Experiencing Education*, the Teacher Cadet curriculum and retrained Teacher Cadet Instructors in using the new material

2. In collaboration of with the Southeast Center for Teaching Quality and the State Department of Education's Division of Teacher Quality, helped to design and administer South Carolina's first statewide Working Condition Survey
3. Revived the *CenterPoint*, CERRA's newsletter, and published nine issues
4. Created new initiative area – Target Recruitment – and compiled data on all 85 districts to share with personnel as CERRA targets areas of the state to take advantage of recruitment and retention services
5. Merged the Pre-Collegiate Advisory Board, the Teacher Forum Leadership Council and the Board Certification Network of SC Educators to create the CERRA Teacher Leaders Advisory Board
6. Achieved 100 percent response rate from the 85 school districts (including the Department of Juvenile Justice and the School for the Deaf and Blind) for the Teacher Supply and Demand survey
7. In collaboration with 11 Teaching Fellows Institutions, recruited new cohort of Fellows for 2004-2005 and graduated first cohort of Fellows
8. Served as a conduit of information and support for one of the largest statewide groups of National Board candidates in the nation, making South Carolina's number of National Board Certified Teachers (NBCTs) the third largest in the nation – 3,226 NBCTs
9. In collaboration with the Division of Teacher Quality, the Division of Career and Technology and Laine Communications, produced six brochures and accompanying booklet to promote recruitment, retention and advancement in the education profession
10. Trained more than 150 mentor teachers, district level staff members and higher education faculty representing 47 school districts and all five CERRA Regions
11. Supported College Partners who held regional college days serving 308 ProTeam students and 2,038 Teacher Cadets (546 more students compared to last year)
12. Recruited four new Teacher Cadet high school sites and reestablished eight former sites; recruited five new ProTeam middle school sites

Attachment 1

CERRA
FY 2005-2006 Proposed Budget

Center for Educator Recruitment, Retention and Advancement	2004-2005 Budget	Change	2005-2006 PROPOSED Budget
Office Salaries & Fringes (12 employees)	\$551,825	\$16,555 ¹	\$568,380
Office Support	211,720		211,720
Policy Board/Task Force	5,750		5,750
Staff Travel (12 employees)	22,000		22,000
Teacher Leaders (Teacher Forum and National Board)	\$127,702		127,702
EXPO/Online Application	20,000		20,000
Teacher Cadet Program	99,351	15,000 ²	114,351
Teacher Educators	107,601	50,000 ³	157,601
ProTeam Program	62,351		62,351
College Helpline (includes Teaching Fellows)	3,861,101	40,000 ⁴	3,901,101
Minority Recruitment	166,302		166,302
Marketing/Publications	103,211		103,211
Retention/Mentoring	27,550	20,000 ⁵	47,550
Supply and Demand Research	10,000		10,000
Target Recruitment	27,550		27,550
TOTAL EXPENDITURES	\$5,404,014	\$141,555	\$5,545,569

1 = 3% Salary increase

2 = increase number of cadets sites

3 = grants to College Partners to track (and recruit into education) Teacher Cadets at institutions

4 = administrative expenses to track Status of Fellows (restore previous cut)

5 = continue mentor training for greatest need school districts

Appropriations Request for FY 2005 -2006

For FY 2005 – 2006, CERRA requests funding to enable College Partners to track and recruit Teacher Cadets. The Center will continue implementation of its Teaching Fellows Scholarship Program and requests restoration of previous budget cuts to track the status of Teaching Fellows. CERRA also requests funding to increase the number of Teacher Cadet sites (\$15,000) and continue services to school districts that have the greatest need (\$20,000). Finally, the Center requests a 3% salary increase for personnel, for a total appropriation of \$5,545,569 for FY 2005-2006.

The Commission staff recognizes that CERRA will continue to face new challenges as a leader in the State's efforts to determine the need for teachers across the state, increase the supply of underrepresented student populations who are in the "pipeline" to supply that need and provide on-going support and professional development for participating school personnel, school districts and institutions. In addition, a large portion of the CERRA budget (\$3,901,101) is dedicated to the Teaching Fellows Program and College Helpline. These activities are in keeping with, and necessary for, the legislative push to increase the quality of South Carolina's system of education, especially its teachers.

Recommendation

The Staff recommends approval of the appropriation request for \$5,545,569 for the Center for Educator Recruitment, Retention and Advancement for FY 2005-06.