

Att. I



**Commission on
Higher Education**

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Dr. Gail M. Morrison
Interim Executive Director

December 7, 2006

TO: Dr. Layton McCurdy and Members,
SC Commission on Higher Education

FROM: Ms. Cynthia Mosteller, Chairman
Access & Equity and Student Services Committee

**Consideration of FY 2005 - 2006 Program Summaries and Appropriation Requests
for FY 2007-2008 for EIA Funded Teacher Recruitment Projects**

Introduction

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by the Commission and has been funded annually since FY 1986-87.

In FY 1986-87, separate appropriations to SC State University were made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SC State University have been made, both through the EIA and General Fund. Beginning in FY 1990-91, appropriations for the SC Teacher Recruitment Center and the Program for the Recruitment and Retention of Minority Teachers at SC State University were made solely through EIA.

Beginning in FY 1988-89, the Commission on Higher Education was required, by a proviso in the General Appropriations Act, to "monitor the use" of these funds and to report on the "effectiveness of the programs" to the Senate and House Committee and to the EIA Select Committee. The Commission has done so since 1988-89.

The FY 1990-91 Appropriations Act included a more comprehensive proviso which instructed the Commission to "ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the ...teacher recruitment projects...review the use of funds and ...have prior program and budget approval."

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University are submitted by the Commission to the Senate and House Education Committees and to the Education Oversight Committee each December. In addition to the Annual Reports, historical and cumulative data since each program's inception were included at the request of the Access & Equity and Student Services Committee .

The SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT)

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is located at South Carolina State University and is structured under the aegis of the Division of Academic Affairs. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher aides, technical college transfer students and career path changers) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's School of Education, SC-PRRMT is authorized to establish and maintain Satellite Teacher Education Program sites in twenty-one geographic areas throughout the State. SC-PRRMT also administers a Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

SC-PRRMT reports annually to the SC Commission on Higher Education, through which the Program's EIA-based appropriations are approved. The Commission is authorized to review the Program's annual budget and monitor the effectiveness of SC-PRRMT. Budget review authority is also given to the General Assembly's Education Oversight Committee. At the request of the Access and Equity and Student Services Committee, SC-PRRMT provided annual program costs including the total amount of funds expended on the program, per participant/student teacher costs and administrative costs, and costs to graduate and place each student during FY 2000-01, FY 2001-02, FY 2002-03, FY 2003-04, FY 2004-2005 and FY 2005-2006 (Attachments I and II).

Since 1994, PRRMT has graduated 110 students. Among those graduates, 106 (96%) were placed as teachers -- 58 (55%) are employed in SC critical geographic schools and 17 (16%) are teaching in critical need subject areas. During FY 2005-2006, 52 students were awarded forgivable loans. The total loan amount disbursed during this period was \$200,000.

SC-PRRMT FY 2007-2008 Appropriations Request

	2006-2007 Budget	Change Budget	2007-2008 Proposed Budget
<u>Personnel Services</u>			
1. Salaries	\$167,745	6,709.80 ¹	\$174,454.80
2. Fringes	43,062	653 ¹	42,409.12
<u>OTHER EXPENDS.</u>			
Office Support	2,000		2,000
Postage	2,000		2,000
Telephone (WATS LINE)	2,000		2,000
Equipment & Maintenance	2,599		2,599
Printing (Newsletter/ Report and other documents)	5,094		5,094
Forgivable Loans	200,000		200,000
Promotional Service (TV Ad)	5,000	3000 ²	8,000
Summer Institute and Conferences/Workshops Travel	18,000	5056.92 ³	\$12,943.08
National/regional meetings Education Conferences/ Recruitment Visitations/ Exhibitions	10,500		10,500
External Evaluation (Outsource)	9,000	4000 ⁴	5,000
TOTAL EXPENDITURES	\$467,000	\$18,766.72	\$467,000

1 = Four percent (4%) salary increase for current employees and decrease in fringe benefits

2 = Increase promotional marketing in service area

3 = Decrease in Summer Institute/Conferences/Workshops

4 = Decrease in external evaluation

The budget proposal for FY 2007-2008 is at level funding (\$467,000). The budget has been adjusted to reflect a four percent (4%) inflationary salary increase and a small decrease in fringe due to adjustments. The additional budget changes includes expansion of promotional services in the target marketing areas (note 2), and decreases in funding for Summer Institute/Conferences/Workshops (notes 4, 5). SC-PRRMT will continue all of its proposed goals, including increasing recruitment/marketing strategies to encourage more nontraditional SC citizens to enter into the teaching profession.

Center for Educator Recruitment, Retention and Advancement (CERRA)

Established by the Commission on Higher Education in December 1985 out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, the purpose of CERRA is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. As a part of its mission, CERRA's responsibilities include adapting and responding "to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographic areas in South Carolina." CERRA directs a variety of pre-collegiate and college level programs in order to attract middle school, high school and college students (ProTeam, Teacher Cadet, College Partners, Teaching Fellows, Minority Recruitment) as well as mid-life career changers, such as military retirees and downsized workers to education careers. Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, Teacher in Residence Program, as well as National Board Candidates and National Board Certified Teachers. At the request of the Access and Equity and Student Services Committee, CERRA provided annual program costs including the total amount of funds expended on each program, per participant/student/teacher costs and administrative costs per program for FY 2000-01, FY 2001-02, FY 2002-03, FY 2003-04, FY 2004-2005 and FY 2005-2006 (**Attachment III, IV and V**).

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the SC Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

CERRA FY 2007-2008 Appropriations Request

	2006-2007 Budget	Change	2007-2008 Proposed Budget
Office Salaries & Fringes (9 full time positions)	\$557,489	\$141,100 ¹	\$698,589
Office Support	184,316		184,316
Board of Directors	5,250		5,250
Staff Travel (11 full time positions)	21,600		21,600
Teacher Leaders (Teacher Forum & Advisory Board)	95,785		95,785
Teacher Database	24,000		24,000
Teacher Cadet Program	89,596	15,000 ²	104,596
Teacher Educators	117,642	50,000 ³	167,642
ProTeam Program	50,643		50,643
Teaching Fellows	4,009,205	40,000 ⁴	4,049,205
Minority Recruitment	166,302	21,400 ⁵	187,702
Marketing/Publications	35,544	42,300 ⁶	77,844
Retention/Mentoring	23,321	45,000 ⁷	68,321
Target Recruitment	23,321		23,321
TOTAL EXPENDITURES	\$5,404,014	\$354,800	\$5,758,814

Budget Notes:

- 1 = Three (3) percent salary increase for current employees; and 1.5 additional FTE:
1.0 FTE Coordinator for Research and Program Development and .5 FTE administrative assistant to support targeted minority recruitment (note 5)
- 2 = Increase number of Teacher Cadet classes by 20; add 30 classes of *DreamQuest* at five (5) ninth-grade academy pilot sites; start-up fees for Future Educators of America as approved by the Board in March, 2006
- 3 = Grants to college partners to track and recruit Teacher Cadets into teaching; funding requested by Cadet institutions via RFP
- 4 = Winthrop/CERRA administrative expenses for tracking school, employment and loan status of an increasing number of Teaching Fellows and graduates; increase one .75 FTE part-time position to full time
- 5 = Systematic focus of CERRA's services for a pilot program to recruit African American males to the teaching profession
- 6 = Year two of on-going Web site development; add CERRA Portal Discussion Board, survey systems and Teaching Fellows electronic application and electronic forms
- 7 = Target mentoring support and services for greatest needs school districts as outlined in the CERRA mission statement and the Mentoring and Induction Guidelines—two (2) regional trainings in regions one, three and five; three (3) trainings in regions two and four (Savannah and Pee Dee Regions) for a total of 480 new mentors

The budget proposal for FY 2007-2008 reflects an increase of six and one half percent (6.5%) and has been approved by the CERRA Board of Directors. Of the 6.5 percent increase, 2.5 percent of that increase is a 3 percent inflationary salary increase for CERRA staff. The additional requests include 1.5 additional FTEs (note 1), programmatic expansion requirements (notes 2, 3, 5 and 7) and administrative expenses due to increased participation in CERRA programs (note 4). For FY 2007-08, CERRA revised budget includes a proposed plan to implement a pilot program to research minority recruitment strategies in an effort to enhance their teacher recruitment programs along the I-95 corridor to target the recruitment of African-American males into the teaching profession.

Recommendation

The Access & Equity and Student Services Committee recommends approval of the FY 2007-08 budgets in the amount of \$467,000. for the SC Program for the Recruitment and Retention of Minority Teachers and \$5,758,814. for the Center for Educator Recruitment, Retention and Advancement.

cc: Attachments I, II, III, IV, V

2005-2006 ANNUAL REPORT

of the



**South Carolina Program for the
Recruitment & Retention of Minority Teachers**

Lift a Life...Teach

Prepared for: The South Carolina Commission on Higher Education
Submitted by: Dr. Mary E. Cheeseboro, Director

**South Carolina State University
Orangeburg, South Carolina
September 15, 2006**

Dr. Andrew Hugine, Jr., President

***2005-2006 Annual Report of the
South Carolina Program for the Recruitment
and Retention of Minority Teachers***

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's School of Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

The Commission on Higher Education requested the following information regarding SC-PRRMT for FY 2005-2006:

EIA Forgivable Loan Program

- a) Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2000-01, FY 2001-02, FY 2002-03, FY 2003-04, FY 2004-2005 and FY 2005-2006.

Year	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost to Produce Each Teacher for the Specified Years
2000-2001	6	6	\$22,249.00	6	\$ 3,708.12
2001-2002	7	7	73,162.36	3	10,451.77
2002-2003	4	4	59,448.00	2	14,862.00
2003-2004	6	6	75,649.00	2	12,608.17
2004-2005	3	2	53,933.00	0	17,977.67
2005-2006	18	16	204,745.00	0	12,043.82
Total	44	41	\$489,186.36	13	N/A

b) Total number of awards per year, awardees by gender and race/ethnicity and annual expenditures.

**Distribution of Awards
By Ethnicity**

Years	BF	WF	His.F	BM	WM	His.M.	Number of Awards
2000-2001	27	3	1	1	1	0	33
2001-2002	31	11	1	2	1	0	46
2002-2003	24	6	1	3	0	0	34
2003-2004	24	4	1	4	0	0	33
2004-2005	24	4	1	7	1	0	37
2005-2006	40	7	0	3	2	0	52

Annual Expenditures for Specified Years

Year	No. Awards	Loan Amounts Disbursed	Loan % of Total Appropriation	Administrative, Program Support Activities & Personnel	Adm. & Other % of Total Appropriation
2000-2001	33	\$ 93,240.00	36%	\$167,760.00	64%
2001-2002	46	171,269.00	39%	265,275.00	61%
2002-2003	34	168,564.00	37%	283,027.00	63%
2003-2004	33	206,016.40	48%	225,908.00	52%
2004-2005	37	229,397.00	49%	237,603.00	51%
2005-2006	52	200,000.00	43%	267,000.00	57%

c) Total number of SC-PRRMT program graduates

1994-2006 N = 110

d) Number of SC-PRRMT graduates who were placed as SC teachers

N = 106/110 total graduates = 96%

Retention Rate of Graduates: Average for all teachers is 8.5 years

PROGRAM GRADUATES PLACEMENT

State-Declared Critical Need Subject Areas

Biology Ed.	2
Business Ed.	1
English Ed.	2
Family and Consumer Science	3
French	1
Industrial Technology Ed.	1
Math Ed.	3
Music Ed.	1
Special Ed.	2
Speech Pathology	1
TOTAL	17 (16%)

State-Declared Critical Need Schools

No. of Graduates Employed in Critical Geographic Schools	93 (88%)
No. of Critical Geographic Schools Where Graduates Were Placed	58 (55%)
No. of Critical Geographic School Districts Where Graduates Were Placed	29 (27%)

EIA BUDGET REQUEST 2007-2008

Budget Request \$467,000.00 (Level Funding)

Personnel Services

1. Salaries	\$ 174,454.80
2. Fringes	<u>42,409.12</u>
	\$216,863.92

OTHER EXPENDITURES

Office Support	\$ 2,000.00
Postage	2,000.00
Telephone (WATS LINE)	2,000.00
Equipment & Maintenance	2,599.00
Printing	5,094.00
Newsletter/Annual Reports And other documents	
Forgivable Loans	200,000.00
Promotional Services (TV Ad, Website, Promotional /Recruitment Materials)	8,000.00
Summer Institute and Conference/Workshops for Pre-service Teachers	12,943.08
Travel	10,500.00
National and regional meetings, Education Conferences and Recruitment Visitations and Exhibitions	
Forgivable Loan Review (Outsource)	5,000.00
TOTAL OTHER EXPENDITURES	\$250,136.08
TOTAL PROJECT EXPENDITURES	\$467,000.00
TOTAL PROJECT APPROPRIATIONS	\$467,000.00

***Summary of Program Initiatives
South Carolina Program for the Recruitment
and Retention of Minority Teachers***



The Program made excellent progress in achieving its goals. Accomplishments include:

- Program graduates/forgivable loan recipients are currently teaching in 71 schools, 32 districts, and in 21 counties of South Carolina.
- SC-PRRMT has graduated 110 teacher aides and technical college transfer students. One hundred six (96%) of these graduates have acquired teaching positions in South Carolina's public schools.
- Of the 106 placed teacher, 98 (92%) are currently teaching in South Carolina's public school classrooms.
- The teaching experiences for the placed graduates range from 1 to 12 years.
- Seventy-six (72%) of the placed graduates remain in South Carolina's public classrooms with a range of 1 to 8 years beyond the teaching debt requirement.
- Sixty-nine (65%), of the program's graduates have gained 5 to 12 years teaching experience, and the mean years for all graduates who are teaching is 7.45.
- During the 2005-2006 academic year, 52 students, representing 15 cities, 14 school districts, and six technical colleges, participated in the Program and received forgivable loans.
- During the 2005-2006 academic year, 48 (92%) of the 52 forgivable loan recipients attained grade point averages of 3.0 or better on a 4.0 scale. Distribution was as follows:

3.75 - 4.00	6
3.50 - 3.74	16
3.00 - 3.49	26

- During the 2005-2006 academic year, 16 (89%) of the Program's 18 graduates graduated with honors.
- Fifty-five percent (58) of the Program graduates are teaching in state-declared geographic schools.
- Sixteen percent (17) of the Program graduates are teaching in state-declared critical need subject areas.
- A total of 20 courses and 21 classes were available to program participants for AY 2005-2006 to include 3 classes in distance education.

**SUMMARY OF EIA
GRADUATES' EMPLOYMENT
1994-2006**

Districts/County School Systems	No. Teachers Placed	No. Teachers W/Teaching Debt Fulfilled	No. Teachers Still Teaching in S.C.
Anderson 5	1	0	1
Bamberg 2	1	1	0
Berkeley County Schools	10	10	9
Calhoun County Schools	3	1	3
Charleston St. Paul Constituent District	1	1	0
Clarendon 1	3	2	3
Clarendon 2	5	5	5
Darlington County Schools	1	1	1
Dillon 3	1	1	1
Dorchester 2	1	1	1
Dorchester 4	1	0	1
Fairfield County Schools	9	7	9
Florence 1	3	2	3
Florence 3	1	0	1
Florence 4	1	0	1
Horry County Schools	1	1	1
Lee County Schools	1	1	1
Lexington 5	1	0	1
Marion 1	4	4	4
Marion 2	6	6	5
Marion 7	4	4	4
Marlboro County Schools	2	2	2
Orangeburg 3	14	11	14
Orangeburg 4	3	0	3
Orangeburg 5	2	1	2
Palmetto Unified School District	1	1	1
Richland 1	9	3	6
Richland 2	5	2	5
Sumter 17	2	0	2
Union County Schools	1	1	0
Williamsburg County Schools	6	6	6
York 3	2	1	2
TOTAL 32	106	76 (72%)	98 (92%)

Revised August 2006

For additional information, write or call

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2005-2006 ANNUAL REPORT

of the

AFRICAN-AMERICAN TEACHER LOAN PROGRAM (PROJECT PRIDE)

**Prepared for: The South Carolina Commission on Higher Education
Submitted by: Dr. Mary E. Cheeseboro, Director**



**South Carolina State University
Orangeburg, South Carolina
September 15, 2006**

Dr. Andrew Hugine, Jr., President

2005-2006 Annual Report
African-American Teacher Loan Program (Project PRIDE)

Mission: The primary mission of the African-American Teacher Loan Program/the Program to Recruit and Inspire Diversity in Education (Project PRIDE) is to administer a forgivable loan program for the purpose of recruiting into the teaching profession underrepresented populations in South Carolina's teaching force. Currently, the underrepresented populations in the State are— male teachers, ethnic minority teachers (especially Black males), and state declared critical-need subject area teachers. Students who receive the loan must enter a contractual agreement to teach in South Carolina.

The Commission on Higher Education requested the following information regarding the African-American Teacher Loan Program for FY 2005-2006:

African-American Teacher Loan Program

a) Annual program costs for the African-American Program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2000-01, FY 2001-02, FY 2002-03, FY 2003-04, FY 2004-2005 and FY 2005-2006.

Year	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost to Produce Each Teacher for the Specified Years
2000-2001	14	11	\$202,202.00	6	\$16,850.17
2001-2002	8	7	143,268.00	2	17,908.50
2002-2003	13	13	194,117.75	5	14,932.13
2003-2004	5	5	63,327.00	0	12,665.40
2004-2005	9	9	123,428.80	3	13,714.31
2005-2006	14	13	156,029.80	0	12,002.29
Total	63	58	\$882,373.35	16	N/A

Each figure is a representative total of the total awarded disbursement for each student.

b) Total number of awards per year, awardees by gender and race/ethnicity and annual expenditures.

Distribution of Awards By Ethnicity					
	BF	BM	WF	WM	No. of Awards
2000-2001	21	27	0	0	48
2001-2002	17	18	0	0	35
2002-2003	19	18	0	0	37
2003-2004	14	11	0	0	25
2004-2005	14	7	0	0	21
2005-2006	11	35	1	1	48

Annual Expenditures for Years Specified

Year	Loan Amounts Disbursed	Loan % of Total Appropriation	Administrative, Program Support Activities & Personnel	Adm. & Other % of Total Appropriation
2000-2001	\$247,951.50	88.6%	\$32,048.00	11.4%
2001-2002	187,386.00	85.9%	30,881.00	14.1%
2002-2003	178,333.75	95.1%	91,282.50	4.9%
2003-2004	126,479.00	83.4%	25,164.00	16.6%
2004-2005	134,536.00	90%	14,949.00	10%
2005-2006	199,678.19	90%	22,806.81	10%

c) Total number of African-American Teacher Loan Program graduates
1994-2006 N = 107

d) Number of African-American Teacher Loan Program graduates who were placed as SC teachers

N = 97/107 total graduates = 91%

Program Graduates Placement

State-Declared Critical Need Subject Areas

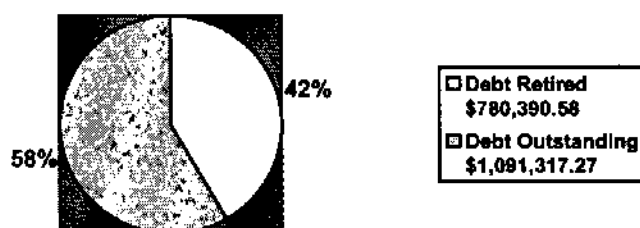
Biology Ed.	8
Business Ed.	3
English Ed.	9
Family and Consumer Science	4
French	1
Industrial Technology Ed.	3
Math Ed.	17
Music Ed.	10
Special Ed.	10
Speech Pathology	18
TOTAL	83 (86%)

State-Declared Critical Need Schools

No. of Graduates Employed in Critical Geographic Schools	63 (65%)
No. of Critical Geographic Schools Where Graduates Were Placed	44 (45%)
No. of Critical Geographic School Districts Where Graduates Were Placed	28 (29%)

c) Total number of African American Teacher Loans awarded and loan amounts disbursed per year

Year	Total Amount Disbursed	Average Award Per Student Per Year	Loan/Debt Amounts Retired	Debt Amounts Outstanding
1994-1995	\$130,000.00	\$5,000.00	0	\$130,000.00
1995-1996	121,702.00	4,680.85	0	251,702.00
1996-1997	126,652.00	4,085.55	13,100.00	365,254.00
1997-1998	167,674.00	5,239.81	29,330.00	529,995.00
1998-1999	198,816.00	4,970.40	65,294.00	663,517.00
1999-2000	244,430.50	5,200.65	72,720.00	835,227.50
2000-2001	202,202.00	4,212.54	102,083.00	935,346.50
2001-2002	143,268.00	4,093.37	128,878.18	949,736.32
2002-2003	194,117.75	5,248.05	85,418.00	1,058,496.07
2003-2004	63,327.00	2,533.08	112,565.45	1,009,257.62
2004-2005	123,428.80	5,877.56	113,669.95	1,019,016.47
2005-2006	156,029.80	3,250.00	83,729.00	1,091,317.27
Total	\$1,871,707.85	\$54,392.48	\$780,390.58	\$1,091,317.27



f) Total number of African American Teacher Loan Recipients who were placed as South Carolina teachers per year

Year	No. Graduates	No. Teachers SC
1994-1995	1	1
1995-1996	3	3
1996-1997	7	7
1997-1998	8	5
1998-1999	13	13
1999-2000	12	10
2000-2001	14	11
2001-2002	8	7
2002-2003	13	13
2003-2004	5	5
2004-2005	9	9
2005-2006	14	13
Total	107	97 (91%)

g) Total amount in African American Loans cancelled per year
See response to question “e).”

h) African American Teacher Loan debt balance and debt balance of students currently enrolled

See response to question “e)” for first part of question. The Debt Amounts Outstanding of students currently enrolled is \$285,403.97—15% of the Amount Disbursed. The Debt Amount Outstanding of graduates currently teaching is \$805,913.30 — 43% of the amount disbursed.

i) Total amount in collections and defaults

\$123,929.00 represents the total amount collected as of July 31, 2006.

**African-American Teacher Loan Program
Budget Request 2007-2008**

Budget Request \$222,485.00

	Budget 2005-2006	Budget 2006-2007	Budget Request 2007-2008
Program Support	\$22,249.00	\$14,949.00	\$22,249.00
Forgivable Loans	200,236.00	134,536.00	200,236.00
 TOTAL Project Appropriations	 \$ 222,485.00	 \$149,485.00	 \$222,485.00

JUSTIFICATION: The decrease in funds for the 2006-2007 academic year resulted in a decrease in awards for Program participants and nullified recruitment efforts, as the Program was only able to offer six initial awards for the current academic year. The Program anticipates that after graduation, twenty-three students will be left in the pipeline, so funds are needed to cover their costs of tuition, room and board, as well as to provide forgivable loans for new recruits into the field of teaching.

Summary of Program Initiatives
African-American Teacher Loan Program



The Program made excellent progress in achieving its goals.

Accomplishments include:

- Program graduates/forgivable loan recipients are currently teaching in 34 school districts and in 25 counties of South Carolina.
- The African-American Teacher Loan Program has graduated 107 students since its establishment in 1994 — 58 (54%) African-American males and 49 (46%) African-American females.
- Ninety-seven (91%) of these graduates have acquired teaching positions in South Carolina's public schools.
- Of the 97 placed teachers, 78 (80%) are currently teaching in South Carolina's public school classrooms.
- Thirty-nine (40%) of the placed graduates remain in South Carolina's public classrooms, with a range of 1 to 8 years beyond the teaching debt requirement.
- Forty-four (45%), of the program's placed graduates have gained 5 to 12 years teaching experience, and the mean years for all graduates who are teaching is 3.6.
- During the 2005-2006 academic year, 48 students received forgivable loans.
- During the 2005-2006 academic year, 42 (88%) of the 48 forgivable loan recipients attained grade point averages of 3.0 or better on a 4.0 scale. Distribution was as follows:

3.75 - 4.00	5
3.50 - 3.74	12
3.00 - 3.49	25
- During the 2005-2006 academic year, 10 (71%) of the Program's 14 graduates graduated with honors.
- Sixty-three (65%) of the Program graduates are teaching in state-declared geographic schools.
- Eighty-six percent (83%) of the Program graduates are teaching in state-declared critical need subject areas

**SUMMARY OF AFRICAN-AMERICAN TEACHER LOAN PROGRAM
GRADUATES' EMPLOYMENT
1994-2006**

Placement	No. Teachers Placed	No. Teachers W/Teaching Debt Fulfilled	No. Teachers Still Teaching S.C.
Aiken County Schools Area #1	1	0	1
Aiken County Schools Area #2	1	0	1
Aiken County Schools Area #4	1	1	1
Aiken County Schools Area #5	2	0	2
Berkeley County Schools	3	1	1
Calhoun County Schools	2	2	1
Charleston County Schools	2	1	2
Charleston St. Paul Constituent Dist.	1	0	0
Cherokee County Schools	2	1	2
Clarendon District #1	1	0	1
Clarendon District #2	1	0	1
Darlington County Schools	3	1	2
Dillon District #2	1	1	1
Dorchester District #2	1	1	1
Dorchester District #4	1	1	0
Fairfield County Schools	2	0	1
Florence District #1	3	2	3
Greenville County Schools	2	1	2
Horry County Schools	1	0	1
Kershaw County Schools	2	1	2
Lancaster County Schools	1	1	1
Laurens District #56	1	0	0
Lexington District #5	1	0	1
Marion District #1	1	1	1
Orangeburg District #3	2	1	2
Orangeburg District #4	2	1	1
Orangeburg District #5	20	7	17
Orangeburg District #52	1	0	0
Richland District #1	19	5	15
Richland District #2	5	2	5
Rock Hill District #3	4	3	3
Sumter District #2	2	0	1
Sumter District #17	1	0	1
Williamsburg County Schools	4	4	4
TOTAL	97	39(40%)	78(80%)

Revised August 2006

For additional information, write or call

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CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, AND ADVANCEMENT

ANNUAL REPORT

2005-2006



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Staff 2005-2006

Executive Director

P. Ann Byrd

Program Directors

Amanda Graham, Pre-Collegiate Recruitment

Jane Hardin, Collegiate Recruitment

Kathy Schwalbe, Retention and Advancement

Public Information Coordinator

Rico Reed

Teachers in Residence

Pamela Hawkins, Region Two – Savannah River

Cyndi Pride, Region Five – Lowcountry

Jerry Robertson, Region One – Upstate

Rose Etta Schumacher, Region Three – Midlands

Stephanie Seay, 2006 SC Teacher of the Year

Shelby Wiley, Region Four – Pee Dee

Support Staff

Phyllis Archie, Teacher Database Manager

Michelle Began, Administrative Assistant

Martha Kennedy, Administrative Assistant

Jessica Parsons, Administrative Assistant

Kimberly Pittman, Business/Office Manager

Iris Williams, Administrative Assistant

From the Executive Director

Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights.

~Pauline R. Kezer

One of the many characteristics I have enjoyed about working at CERRA is its pace of work and the ongoing changes staff members consider when thinking through doing things differently, doing them better the next time. And one of the gifts we have as educators is getting a fresh beginning for those cycles of change as each new academic year rolls around. I have been part of ten of those beginning-of-the-year reflective conversations at CERRA, and I was privileged to lead six of them as the Executive Director.

Picture this: six of South Carolina's most talented classroom teachers and 11 very talented full time staff members putting their best thinking into how to recruit and retain caring, competent, and qualified teachers for South Carolina's public school classrooms – and how to advance those teachers in their thinking and skills so that they then can continue to grow as leaders in their schools and districts. I will be the first to admit that it is not an easy task – nor will it ever be.

But here is what helps make the task both doable and enjoyable: Belief in CERRA's mission by all who serve to see that it is fulfilled – the staff, the Board of Directors, the Advisory Board, the network of instructors, the teachers of the year, the partnering agencies and organizations both within South Carolina and throughout the nation, and, most importantly perhaps, the participating students who give us the best gift possible when they become certified and join our profession. These accomplished educators are the continuity of CERRA's work, the roots that ground its success.

And as the work continues in 2006-07, CERRA will be afforded an even bigger and better opportunity to change – to stretch and grow – with new leadership. Dr. Gayle Sawyer has been named as CERRA's new Executive Director, and I pass along my congratulations and best wishes to her as she now begins to lead those reflective conversations of change. I have no doubt that CERRA's work will reach new heights, especially with the staff that Gayle will have with her to think through how to ensure that the organization continues to change as needed.

When I first began teaching (a long time ago), I truly envisioned myself retiring from the classroom. Little did I know that I would one day leave the school building and work at a place like CERRA for ten years, to be followed next by leaving the state I love so much to land at the Center for Teaching Quality (CTQ) in North Carolina. But CTQ is very CERRA-like in its mission. CTQ frames its purpose as the place "where teachers are central to improving schools." So while I am some 160 miles away from CERRA, the missions of the two Centers are not far apart at all. I welcome this change, both for myself and for CERRA. I anticipate that the decision will prove beneficial for all.

Although I can never adequately acknowledge all who have supported me, I end with a "thank you" for the gifts of collegiality and friendship and for all I have learned from you. I look forward to watching CERRA grow with the changes that are in its future. And CERRA will always be a significant part of my past.

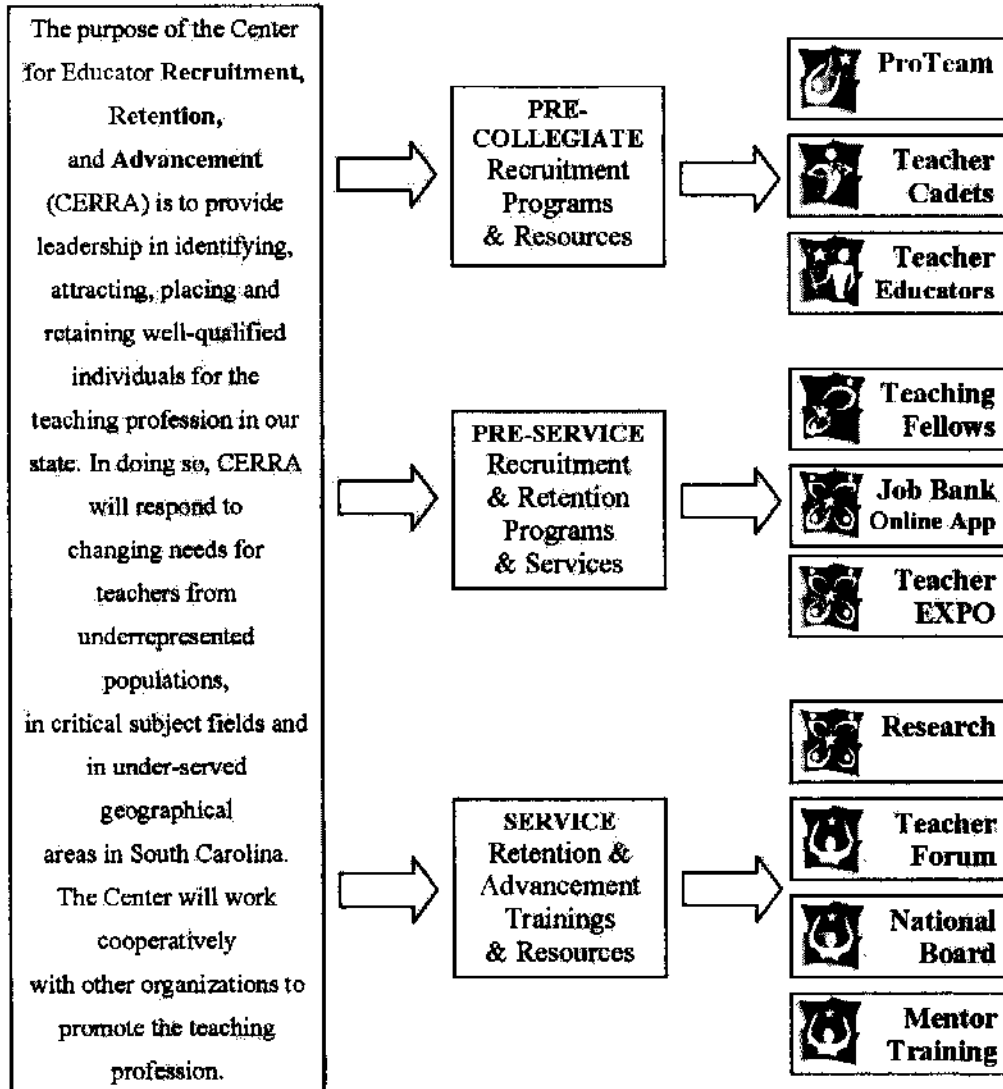


P. Ann Byrd

Executive Director, June 2006

Continuum of CERRA Programs and Services

Center for Educator Recruitment, Retention and Advancement Continuum of Programs and Services



TEACHERS MAKE A DIFFERENCE EVERY DAY



Top Accomplishments

Among CERRA's many accomplishments in the past year, the following statements represent CERRA's most outstanding achievements and contributions to education in South Carolina. During the 2005-2006 year, CERRA

- collaborated with the State Department of Education in the revision of the State Induction and Mentoring guidelines, refining the state mentor training and mentoring tools for all districts
- became the South Carolina contact for the Future Educators Association to further diverse teacher recruitment in secondary schools
- created, in consultation with the New Teacher Center and the State Department of Education, the South Carolina Continuum of Teacher Development, focusing on the skills and behaviors of effective teachers and how those teachers influence increased student learning
- continued the established goal of 100 percent of Teacher Cadet sites partnering with institutions that offer college credit.
- produced a DVD video showcasing CERRA programs and services
- completed year two of the five-year Diverse Pathways Teacher Quality Grant; hosted first professional development workshop for the Pathways learning community
- registered 1,300 teachers, over 400 of which were out-of-state teachers, for the 18th Annual Teacher Recruitment EXPO and recorded more than 7,480 hits on the Teacher EXPO page of the CERRA Web site
- initiated a plan to promote the ProTeam curriculum (DreamQuest) in five statewide pilot sites in ninth grade academies
- included on the revised CERRA Advisory Board teacher leaders currently serving as classroom teachers who have experienced one of CERRA's Pre-Collegiate and/or Pre-Service programs
- unveiled the revamped CERRA Web site with an emphasis on readability and ease of use
- sent 8,000 College Financial Newsletters to public and private high school guidance counselors, Teacher Cadet instructors and individuals
- continued 100 percent participation on the 2005 Supply and Demand Survey with all 85 school districts, the South Carolina School for the Deaf and Blind and the Department of Juvenile Justice completing the survey
- contributed to the planning of South Carolina's first National Board Certified Teacher Policy Summit on supporting and staffing high need schools
- redesigned the *CenterPoint* newsletter so that it is geared toward electronic distribution
- increased recruitment of Teaching Fellows in regions four and five in greatest needs school districts and recognized nearly 70 graduating Teaching Fellows in the House and Senate

Mission

*The purpose of the Center for Educator **Recruitment, Retention, and Advancement** (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.*

Recruitment

Pre-Collegiate Programs: ProTeam and Teacher Cadet instructors served approximately 2,800 students in 159 schools during 2005-2006. 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 is approximately 17.5 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 Financial Newsletter information and targeting candidates of color to apply for Teaching Fellows and for National Board Certification®.

Teaching Fellows: A cohort of 164 Fellows was selected from a pool of more than 700 applications. The Fellows Program has an almost 90 percent retention rate in its six years of supporting future South Carolina educators.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2005-2006, all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships, an achievement of CERRA's continuing goal to see that 100 percent of the sites worked with partners who offered college credit.

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. Applicants created or modified 21,641 South Carolina Online Applications in 2005-2006. As evidence of the strength of CERRA's continuum of services, more than 3,753 applicants have indicated they are former Teacher Cadets and 444 indicate that they are South Carolina Teaching Fellows.

EXPO: For the past 18 years, CERRA has co-sponsored the annual teacher recruitment job fair. In 2006, more than 1,300 teacher candidates registered from 39 states. Of South Carolina's 85 school districts, 59 participated in the 2006 EXPO. At least 124 applicants who attended EXPO in 2005 were

hired to teach in South Carolina for 2005-2006. The Center's involvement with EXPO, personnel directors and other administrators makes the goal of placing teachers a successful collaborative effort.

Retention & Advancement

Mentoring: CERRA conducted trainings serving 365 mentor teachers, district-level staff members and higher education faculty representing 13 school districts and three institutions of higher education. In addition to these trainings, CERRA continued its work with the Division of Educator Quality and Leadership to implement (on a voluntary basis pending funding) South Carolina's Mentoring and Induction Program Guidelines, approved by the State Board of Education as of July 2005.

Supply and Demand Research: Supply and Demand data collection was strengthened this year by a 100 percent response rate, with 85 districts reporting, in addition to the Department of Juvenile Justice and the School for the Deaf and the Blind.

Teacher in Residence Program: CERRA identifies outstanding teachers/professors and provides them with fellowships to work for the Center in its programs while developing teacher leadership. During 2005-2006, 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 for the full continuum of CERRA's programs and services.

Teacher Leaders: The Board Certification Network of South Carolina Educators, the Pre-Collegiate Advisory Board, and the Teacher Forum Leadership Council form the CERRA Advisory Board. Last year membership criteria were revised to include former ProTeam and Teacher Cadet students and Teaching Fellows who are now in classrooms. Meeting as a broader representative Board during 2005-2006, this group of teacher leaders, representing the full continuum of CERRA's regions, programs and services, serves as a stronger collective teacher voice for teacher leadership and efficacy.

National Board Certification® Support: Collaboration established with national, regional and state offices relating to National Board Certification support allowed CERRA to work with more than 4,000 candidates and National Board Certified Teachers in 2005-2006. South Carolina ranks third in the number of National Board Certified Teachers (NBCTs) in the United States and second in the number of African-American NBCTs. In 2005-2006, the number of National Board Certified Teachers in our State increased from 3,866 to 4,445.

Conclusion

The work of CERRA outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2005-2006. The staff's focus on key work reflected in our name and mission ensures that the programs and services we administer help us realize the far-sighted vision of the charge of CERRA. The roles we play as an agency support educators through our efforts to provide leadership in the recruitment, retention, and advancement of well-qualified individuals for the teaching profession in our state.

ProTeam

Mission

The mission of ProTeam, a middle-school recruitment program, is to encourage exemplary students to attend college and consider education as a viable career option and to expand the pool of minority and male teachers available to the public schools of South Carolina.

Where We've Been

ProTeam is a challenging course designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. The program is aimed at seventh and eighth graders in the top 40 percent of their class. Students must receive recommendations from three teachers and exhibit the potential for successful completion of high school and college. Positive learning experiences and role models have been essential to ProTeam's success since 1990.

What We've Done

During the 2005-2006 academic year, 19 middle/junior high schools in 14 school districts offered the ProTeam course to 431 students. The total number of ProTeam classes was 32: seven schools offered a year-long program, seven schools offered the course one semester, three schools had two classes for a single semester, six schools offered a first and second semester class, and one school had four classes offered at different intervals during the year.

The University of South Carolina Columbia and USC Upstate hosted ProTeam College Visitation Days. These experiences allowed 184 ProTeam students from seven schools to tour a college campus and interact with other ProTeam students as well as campus residents and professors.

By the end of the 2005-2006 school year, 12,191 middle school students had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately 41 percent of these students are students of color.

Goals

- Investigated ProTeam's viability as a middle school program
- Chose five pilot sites for a ninth grade model for the 2006-2007 school year

Other Accomplishments

- Supporting the Instructor

Educators from CERRA's College Partner, ProTeam and Teacher Cadet sites gathered in Myrtle Beach for a two and one-half day professional development workshop in October of 2005. The theme of the workshop was "The Spyglass" and included concurrent sessions, roundtable sessions, networking opportunities, new curriculum ideas and guest speakers. The workshop provided teachers the opportunity to collaborate with one another, share ideas from their programs, gain information about middle school certification and give input for the curriculum revision. The timing of the October

workshop provided a mentoring opportunity for newly-trained teachers early in the academic year.

ProTeam instructors in 2005-2006 indicated that the site grant resources were the CERRA service that they most enjoyed. They also enjoyed the opportunity to attend College Day opportunities with their students. Suggestions include having more site grant funds.

Where We're Going

Of the 2,341 Teacher Cadets in 2005-2006, 42 said that they had been ProTeam students while in middle school. With declining enrollment and lack of interest in the eighth-grade model, ProTeam has re-invented itself to serve the needs of ninth grade academies in South Carolina. Beginning in the summer of 2006, the *DreamQuest* curriculum will be available to South Carolina's ninth grade academies in a pilot model with five schools. Faculty at these five pilot sites will become part of the curriculum revision team that will create the changes that will make the *DreamQuest* curriculum guide a useful tool for ninth graders beginning in 2007.

ProTeam Data

ProTeam Sites 2005-2006	
School	District
Alice Drive Middle	Sumter 17
Bates Middle	Sumter 17
Calhoun Falls High	Abbeville
College Park Middle	Berkeley County
Cross High	Berkeley County
D.R. Hill Middle	Spartanburg Five
Gilbert Middle	Lexington One
Hartsville Junior High	Darlington
Hemingway High	Williamsburg County
Kingstree Jr. High	Williamsburg County
Long Middle	Chesterfield County
Palmetto Middle	Anderson One
Robert E. Howard Middle	Orangeburg Five
Sanders Middle	Laurens 55
Sedgefield Middle	Berkeley County
Starr-Iva Middle	Anderson Three
Sullivan Middle	Rock Hill (York 3)
Ware Shoals Jr. High	Greenwood 51
William J. Clark Middle	Orangeburg Five

ProTeam College Days	
College Partner – Site of Event	In Attendance
USC Columbia	93
USC Upstate	91
Total number of ProTeam students	184

Teacher Cadet

Mission

The primary goal of the Teacher Cadet program is 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.

Where We've Been

The Teacher Cadet program is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to education taught as a high school class. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

Piloted in four high schools in 1985-1986, the Teacher Cadet program has grown to include 155 high schools that served 2,341 high school juniors and seniors in 2005-2006. Approximately 18 percent of the participants were male and 29 percent were students of color.

What We've Done

By the end of the 2005-2006 school year, more than 36,480 academically talented students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 2005-2006 Teacher Cadet Program participants was 1127. The average SAT score for female Teacher Cadets was 1113. The average SAT score for male Teacher Cadets was 1145. The average SAT score for Teacher Cadets who plan to teach was 1033.

At the end of the course, 39 percent of the 2005-2006 cadre indicated that they planned to enter the teaching profession. More than 900 cadets indicated plans to teach after completing the course.

Those who plan to teach said that they want to become a teacher in order to be able to influence the future and work with young people.

Ninety-two percent of all 2005-2006 Cadets indicated that their experience in the course had helped them formulate a positive perception of the teaching profession.

Those who do not plan to teach indicated an interest in another profession.

When asked what motivated them to take the Teacher Cadet class, 39 percent indicated the reputation of the class and 41 percent noted the dual credit as motivating factors.

When asked how they learned about the opportunity to take the Teacher Cadet class, 51 percent indicated that the direct contact of a student or instructor was the inspiration.

Goals

- Recruited two new Teacher Cadet sites and re-established 16 former sites
- Trained 35 new instructors in South Carolina
- Conducted out-of-state trainings for 89 instructors in Arizona, Arkansas, Colorado, Florida, Hawaii and Virginia

Other Accomplishments

- This year was the 18th in which Teacher Cadet instructors have been invited to participate in an annual professional development workshop. The Fall Recruitment Workshop was held October 10-12, 2005, at the Springmaid Beach Conference Center in Myrtle Beach. The theme for the workshop was based on *The Spyglass: You Have Seen What Might Be*. The programs of the workshop focused on the mission statement and initiatives of CERRA as well as a focus on the importance of recruiting for community colleges in South Carolina.
- The workshop provided College Partners and Teacher Cadet instructors an opportunity for collaborative planning time. Additionally, the workshop granted time for networking and professional development for all participants. This workshop was the largest to date for Teacher Cadet instructors, with more than 180 participants from across South Carolina as well as participants from Virginia and Florida.

Curriculum Instruction and Instructor Support

During the summer of 2006, curriculum training sessions were held in Rock Hill for 21 of South Carolina's newest instructors. In addition, 110 instructors were trained nationwide.

Teacher Cadets and their instructors participated in activities and workshops sponsored by College Partners. Twenty-three colleges provided opportunities for the Cadets to learn about life on a college campus and experience networking activities with other Cadets from their partnership.

The Teacher Cadet College Days included keynote speakers, concurrent sessions, and opportunities to share ideas, projects and activities with other Cadets in the colleges' cohort. Several Teacher Cadet classes traveled to another school to meet and to sponsor collaborative projects to benefit children in their areas.

A major accomplishment in working with college sites this year was having all Teacher Cadet sites partnering with institutions that offer college credit.

Instructors (2005-2006) indicated that they were most satisfied with the CERRA staff and Teacher in Residence support. Suggestions for improvement include more regional workshops and additional videotapes and DVDs that can be loaned to them.

Where We're Going

In 2006-2007, CERRA will serve as the South Carolina hub for the Future Educators Association (FEA), an affiliation of Phi Delta Kappa, International. The South Carolina Teacher Cadet program will be enhanced by the collaboration as students are recruited through this popular extracurricular activity. As the hub for the FEA, CERRA will serve as the connecting agency for all FEA chapters, and the CERRA staff will maintain the database of all FEA members.

Teacher Cadet Data

Teacher Cadets Sites 2005-2006			
Abbeville High	Colleton County High	Lake Marion High	Ridge View High
Aiken High	Conway High	Lake View High	Riverside High
Airport High	Crescent High	Lakewood High	Rock Hill High
Allendale-Fairfax High	Crestwood High	Lamar High	Saint James High
Andrew Jackson High	Cross High	Lancaster High	Saluda High
Andrews High	D.W. Daniel High	Landrum High	Seneca High
Aynor High	Darlington High	Laurens District 55 High	Silver Bluff High
Baptist Hill High	Dillon High	Lee Central High	Socastee High
Barnwell High	Dorman High	Lewisville High	South Aiken High
Batesburg-Leesville High	Dutch Fork High	Lexington High	South Florence High
Battery Creek High	Easley High	Liberty High	Spartanburg Senior High
Beaufort High	East Clarendon High	Lincoln High	Spring Valley High
Belton-Honea Path High	Eastside High	Lower Richland High	Stratford High
Berkeley High	Emerald High	Lugoff-Elgin High	Strom Thurmond High
Blacksburg High	Estill High	Manning High	Summerville High
Blackville Hilda High	Fairfield Central High	Marion High	Sumter High
Blue Ridge High	Fort Dorchester High	Marlboro County High	Timberland High
Boiling Springs High	Fort Mill High	Mauldin High	T.L. Hannah High
Brookland Cayce High	Gaffney Senior High	Mayo High School for Math, Science, & Technology	Travelers Rest High
Broome High	Georgetown High	McBee High	Union High
Buford High	Gilbert High	McCormick High	Waccamaw High
Burke High	Goose Creek High	Mid-Carolina High	Wade Hampton, Hampton
(James F.) Byrnes High	Governor's School for the Arts and Humanities	Midland Valley High	Wade Hampton, Greenville
Calhoun County High	Great Falls High	Mullins High	Walhalla Senior High
Calhoun Falls High	Greenville High	Myrtle Beach High	Wando High
Carolina Academy	Greenwood High	Newberry High	Ware Shoals High
Carolina Forest High	Hanahan High	Ninety Six High	West Ashley High
Carver's Bay High	Hannah-Pamplico High	North Augusta Senior High	West Florence High
C.E. Murray High	Hartsville Senior High	North Charleston High	West Oak Senior High
Central High	Hillcrest High	North Myrtle Beach High	Westside High
Chapin High	Hilton Head High	Northwestern High	White Knoll High
Chapman High	Indian Land High	Orangeburg-Wilkinson High	Whitmore Community School
Charleston School for the Arts	Imo High	Palmetto High	Williston-Elko High
Cheraw High	J.L. Mann High	Pelion High	Wilson High
Chesnee High	James Island Charter High	Pendleton High	Woodland High
Chester High	Jasper County High	Pickens High	Woodmont High
Chesterfield High	Keenan High	R.B. Stall High	Wren High
Clinton High	Kingstree High	Richland Northeast High	York Comprehensive High
Clover High	Lake City High	Ridge Spring-Monetta High	

Teacher Cadet Curriculum Trainings in South Carolina, Summer 2006			
Date	Location	Participant State(s)	Number in Attendance
June 14-16	Rock Hill, SC	South Carolina	6
July 10-12	Rock Hill, SC	South Carolina	15
July 17-19	Rock Hill, SC	Kansas, Michigan, New Mexico, Virginia	13

Teacher Cadet Curriculum Trainings Held in Other States Fall 2005 - Summer 2006		
Date	Location	Number in Attendance
December 2005	Arizona	9
June 2006		9
June 2006	Arkansas	13
July 2006	Colorado	8
June 2006	Florida	15
December 2005	Hawaii	5
June 2006		11
August 2005	Virginia	40
September 2005		
	TOTAL	110

Teacher Cadet Average SAT Test Scores					
Year	# of Cadets	SAT avg. of Cadets	Nat'l SAT avg.	SC SAT avg.	Nat'l Educ. Major SAT avg.
2005-2006*	2,341	1127	1021	985	964
2004-2005	2,242	1075	1028	993	974
2003-2004	2,219	1070	1026	986	965
2002-2003	2,302	1075	1026	989	965
2001-2002	2,278	1056	1020	981	961
2000-2001	2,230	1066	1020	974	940
1999-2000	2,430	1066	1019	966	923
1998-1999	2,532	1064	1016	954	925
1997-1998	2,695	1061	1017	951	963
1996-1997	2,451	1048	1016	953	920
1995-1996*	2,354	1056	1013	954	927
1994-1995	2,297	978	910	844	817
1993-1994	2,168	969	902	838	817
1992-1993	1,928	982	902	838	814
1991-1992	1,814	NA	899	831	808
1990-1991	1,654	1012	896	832	812
1989-1990	1,472	1015	900	834	815
1988-1989	1,46	1009	903	838	809
1987-1988	720	941	904	832	808
1986-1987	404	955	906	826	792

*First year baseline scores on redesigned SAT for 2005-2006 do not provide an equitable comparison to previous years.

*SAT scores were re-centered in 1996.

College Partnerships

Mission

The purpose of the College Partnerships is to provide 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.

Where We've Been

Each college partnership reflects a certain degree of uniqueness based on specific needs of the high schools being served and the resources and expertise available at the cooperating college. Ideally, the College Partners bring a wealth of knowledge about education to the course, and in turn, the experience of working in high schools is valuable to College Partners.

Teacher Cadet sites benefit by having the opportunity to showcase their College Partners. Colleges and universities benefit by having the opportunity to showcase their campuses and programs to bright young people; and, most importantly, students benefit by having the opportunity to study with both high school and college educators. After working with the College Partner, visiting and taking part in special activities on campus during the year, many Teacher Cadets choose the partner institution to attend after high school.

What We've Done

ProTeam College Days

College Partners hosted ProTeam College Days during the 2005-2006 school year.

Teacher Cadet College Days

Many College Partner sites hosted Teacher Cadet College Days during the 2005-2006 school year.

On these Cadet College Days, College Partnership coordinators hosted each of the Cadet sites on their campus. Orientation sessions, class visits, special speakers and events were held.

Most of the South Carolina Teaching Fellows institutions provided student escorts for the day. Included in the College Partner data is the number of Teacher Cadets attending each event.

Goal

- Sustained the alignment of all Teacher Cadet sites with a credit-bearing higher education institution

Other Accomplishments

- In an intentional effort to work with schools in the greatest needs districts, Coker College, Francis Marion University and USC Salkehatchie, served the partnership needs of schools in Allendale, Marion 1, Jasper, Lee, and Hampton 2.

Where We're Going

CERRA works collaboratively with the Diverse Pathways Teacher Quality grant. The primary goal of the grant is to support the development of a highly qualified teaching force in South Carolina that reflects the diversity of the state's population through recruitment from the two-year college level. College Partnerships will adapt and change to establish connections to community and technical colleges. In the next three years, CERRA will intentionally promote ways that rural students and students from the districts with greatest needs will be able to become certified teachers through the diverse pathways of community colleges that lead to four-year programs in teacher education.

Beginning in 2006-2007, the College of Charleston, Midlands Technical College, Orangeburg-Calhoun Technical College, Trident Technical College and USC Columbia will have college chapters of Future Educators Association in direct consultation with the CERRA hub for Phi Delta Kappa International. As we look toward the future, this model will have implications for sustaining an on-campus presence for former Teacher Cadets.

College Partner Data

College Partner/ Site of Event	# of Cadets
Anderson University	265
Charleston Southern University	125
The Citadel	100
Clemson University	62
Coastal Carolina University	163
Coker College	43
Francis Marion University	294
Limestone College	45
North Greenville University	110
Presbyterian College	30
USC Beaufort	78
USC Salkehatchie	60
Winthrop University	385
TOTAL Teacher Cadets served	1,805

College Partner Credit

COLLEGE/UNIVERSITY	CREDIT AWARDED?	CREDIT ACCEPTED?	COMMENTS ABOUT CREDIT
Anderson University	YES	YES	Tuition \$100
Charleston Southern Univ.	YES	YES	\$50 processing
The Citadel	YES	YES	EDUC 101
Clemson University	YES	YES	Credit for Ed 100 or transfer elective
Coastal Carolina University	YES	NO	\$60 fee
Coker College	YES	NO	Only with Coker admission
College of Charleston	YES	YES	
Francis Marion University	YES	YES	
Greenville Tech College	YES	YES	
Lander University	YES	YES	Tuition \$50, EDUC 101
Limestone College	YES	NO	Only with Limestone admission
North Greenville College	YES	YES	Tuition \$100
Presbyterian College	YES	YES	
SC State University	YES	YES	Only with SCSU admission
USC Aiken	YES	YES	\$25 application
USC Beaufort	YES	YES	\$25 application, BED C310
USC Columbia	YES	YES	\$80/credit hour
USC Salkehatchie	YES	YES	Application fee
USC Upstate	YES	NO	Only with USC Upstate admission
Winthrop University	YES	YES	ED 176

College Partner Sites and Schools	
College Partner	Teacher Cadet Sites in Partnership
Anderson University	Crescent, Easley, Hillcrest, Mauldin, Palmetto, Pendleton, Pickens, Seneca, T.L. Hannah, Walhalla, West-Oak, Westside, Wren
Charleston Southern University	Berkeley, Fort Dorchester, Goose Creek, Hanahan, Lake Marion, Lincoln, North Charleston, R.B. Stall, Stratford, Summerville
The Citadel	James Island Charter, Wando, West Ashley
Clemson University	D.W. Daniel, Greenville, Liberty, J.L. Mann, Woodmont
Coastal Carolina	Andrews, Carolina Forest, Carver's Bay, Conway, Georgetown, Myrtle Beach, North Myrtle Beach, Socastee, St. James, Sumter, Waccamaw
Coker College	Lake View, Lee Central, McBee
College of Charleston	Baptist Hill, Burke, Charleston School for the Arts, Cross, Timberland
Francis Marion University	Aynor, C.E. Murray, Crestwood, Darlington, Dillon, E. Clarendon, Hannah-Pamplico, Hartsville, Kingstree, Lake City, Lakewood, Lamar, Manning, Marion, Marlboro County, Mayo MST, Mullins, South Florence, West Florence, Wilson
Greenville Tech	Governor's School for the Arts & Humanities
Lander University	Abbeville, Belton-Honea Path, Calhoun Falls, Emerald, Greenwood, Ninety Six, Ware Shoals
Limestone College	Blacksburg, Gaffney
Newberry College	Mid-Carolina, Newberry, Whitmire
North Greenville University	Blue Ridge, Carolina, Eastside, Riverside, Travelers Rest, Wade Hampton (Greenville)
Presbyterian College	Clinton, Laurens 55
SC State University	Orangeburg-Wilkinson, Calhoun County
USC Aiken	Aiken, Batesburg-Leesville, Brookland-Cayce, Gilbert, McCormick, Midland Valley, North Augusta, Pelion, Ridge Spring-Monetta, Saluda, Silver Bluff, South Aiken, Strom Thurmond, Williston-Elko
USC Beaufort	Battery Creek, Beaufort, Hilton Head
USC Columbia	Airport, Chapin, Dutch Fork, Irmo, Keenan, Lexington, Lower Richland, Lugoff-Elgin, Richland Northeast, Ridge View, Spring Valley, White Knoll
USC Salkehatchie	Allendale-Fairfax, Barnwell, Blackville-Hilda, Colleton County, Estill, Jasper County, Wade Hampton (Hampton), Woodland
USC Upstate	Bolling Springs, (James F.) Byrnes, Broome, Chapman, Chesnee, Dorman, Landrum, Spartanburg
Winthrop University	Andrew Jackson, Buford, Central, Cheraw, Chester, Chesterfield, Clover, Fairfield Central, Fort Mill, Great Falls, Indian Land, Lancaster, Lewisville, Northwestern, Rock Hill, Union, York Comprehensive

College Financial Newsletter

Mission

The primary purpose of the College Helpline program is to work with students in the Teacher Cadet Program as well as others, who need help getting into college. Priority is given to students of color, first generation college-bound students and those students planning to teach. The two basic goals of the program are to assist students with the college admission process and to provide them with information on financial aid.

Where We've Been

For 17 years the College Helpline Program has provided financial aid information to students through the use of a bi-annual newsletter, classroom and school visits by Teachers in Residence and CERRA representation at career fairs across the state. The role of the College Helpline has evolved over the years as the information provided by guidance counselors, college financial aid offices, the South Carolina Student Loan Corporation and the Commission on Higher Education has improved to meet the needs of an increasing number of students interested in postsecondary education. The newsletter offers comprehensive information and current Web site links for obtaining financial assistance for college. The newsletter is also available for downloading on the CERRA Web site.

What We've Done

The College Helpline, renamed the College Financial Newsletter (CFN), published bi-annually by CERRA, continues to be a very important source of information for high school guidance counselors across the state. Each August, thousands of copies of the CFN are mailed to public and private high schools across the state and continues to be used as the focal point for financial aid nights hosted at many high schools during the year and in all Teacher Cadet classrooms. The mainstay of all first visits to Teacher Cadet classes by the Teacher in Residence (TIRs) has been the College Financial Newsletter information. Cadet students are introduced to the information on financing a college education and the teaching profession using a standardized program which includes the College Financial Newsletter.

Financial aid information for the CFN was analyzed and updated in 2005-2006 with more information about South Carolina state-level scholarships, the South Carolina Teachers Loan, the South Carolina Teaching Fellows Program and the Ken Bower Teacher Cadet Scholarship.

Groups who most often requested the College Financial Newsletter for 2005-2006 include guidance counselors, individuals looking to enter the teaching profession from other careers and parents seeking funds for their child's college education.

Goals

- Developed a more effective outlet for disseminating financial aid information to future South Carolina educators
- Developed a new look for the newsletter
- Analyzed the information contained in the newsletter

Other Accomplishments

- The College Financial Newsletter was renamed.
- Financial aid data was researched and Web site links were updated.
- The Program Director determined that contact with guidance counselors was essential to developing a deeper awareness of CERRA's College Financial Newsletter and that plans to be present at the Fall 2006 South Carolina Regional Counselor Meetings were vital.
- CERRA sent approximately 8,000 College Financial Newsletters to public and private high school guidance counselors, Teacher Cadet Instructors, Teacher Cadets and individuals.

Where We're Going

Students who do not have access to the Teacher Cadet program in their high schools or are not able to participate in the program are an ongoing point of concern to CERRA. Educating high school guidance counselors of the services provided by CERRA through the College Financial Newsletter is key if we are to expand the influence of the program to all high school students. Increased attendance at career fairs sponsored by local high schools and civic groups by Teachers in Residence as well as other available CERRA staff is vital to insuring that the public, beyond the education community, is made aware of the potential of CERRA's services available through this program.

Teaching Fellows

Mission

The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities through the collaborative efforts of teacher educators, school district personnel, business leaders and other education stakeholders.

Where We've Been

The Teaching Fellows Program came into existence in 1999 when the South Carolina General Assembly, recognizing the shortage of teachers in our State, funded the Teaching Fellows Program in South Carolina for the first time. Each year the program identifies talented high school seniors to receive the scholarship. To date, 1,199 Fellowships have been awarded out of a total of almost 4,200 applications. The \$6,000 annual scholarships provide students with up to \$5,700 toward the cost of attending the teacher education programs and up to \$300 for enrichment programs each year. Students agree to teach in South Carolina public schools for each year they receive funding.

The Teaching Fellows selection process identified students capable of the rigor and passion for teaching required to sustain the momentum toward the goal of teacher licensure. The overall retention rate for the program during the first six years of the program is 88 percent. While this number is not inconsequential for a program in similar stages of development, CERRA's determined belief in a diverse teaching force requires us to examine ways to recruit students from diverse ethnic and socioeconomic backgrounds.

What We've Done

The 11 Teaching Fellow institutions provided students with unique opportunities. Each institution's program is guided by a campus director who is directly involved in the day-to-day program management, as well as offering guidance and advisement to Fellows as they work toward teacher licensure. Campus directors work closely with CERRA to maintain the integrity of the Fellows Program.

We continued our audit review of the Teaching Fellows Program. Each of the 11 institutions has been through the process of reviewing academic and financial aid records to ensure that the program guidelines are being followed and that funds are being administered efficiently. Campus directors and financial aid officers at each institution were responsible for providing the auditors with the required information.

In 2006, CERRA again solicited the support of the South Carolina Alliance of Black School Educators (SCABSE) in recruiting students with ethnically diverse backgrounds. More than 1,200 members of SCABSE, largely comprised of individuals of color, were mailed Teaching Fellow applications and encouraged to share the application with high school seniors in their communities. In addition, we also employed CERRA's database in identifying the state's National Board Certified Teachers of color to solicit assistance in our recruiting efforts. These focused recruitment efforts resulted in an increase in Fellows of color. The awareness campaign resulted in a slight increase in the percentage (an increase of one percent to 13 percent) of the Fellows of color in the newly named cohort when compared to the previous year's value of 12 percent.

Goals

- Completed development of an evaluation instrument for Teaching Fellows institutions
- Worked closely with the Teaching Fellow Campus Directors to ensure that the intent and expected quality of the program was maintained

Other Accomplishments

- Recruitment of Teaching Fellows in regions four and five of the state, home to many of our greatest needs school districts, increased in 2006 to 17 percent of our Fellows coming from region four and 17 percent coming from region five. The previous year's numbers were 7 percent and 16 percent respectively.
- CERRA provided clearer language to areas of the Teaching Fellows Policy Manual that will ensure campus directors and Fellows understand the intent of the policy.
- 327 high school students were interviewed for the scholarship by teams of diverse education stakeholders, which included former Teaching Fellows now in the teaching force.
- CERRA recognized nearly 70 graduating Teaching Fellows on April 25 on the floors of the Statehouse (House and Senate) with the assistance of the Palmetto State Teachers Association.
- The Program Director completed first drafts of an evaluation instrument designed to assess the strengths and needs of the Teaching Fellow institutions and their programs.

Where We're Going

The success of the Teaching Fellows Program lies in the quality of the programs entrusted to the 11 Teaching Fellow institutions as well as our ability to recruit truly talented and ethnically diverse students into the teaching profession. Such a task requires a focused long-range plan that incorporates increased ownership of the program by the institutions as well as a heightened awareness of the need to aggressively recruit students for fellowships. Some items already in development include an evaluation instrument that will assess the effectiveness of our Teaching Fellows institutions as they recruit and retain Fellows cohorts. The evaluation instrument will also assess the effectiveness of the programs the institutions have developed to produce educators capable of meeting the needs of South Carolina's citizens. In addition, the data from the instrument will be used to promote the program in order to increase funding and to expand the program for more Fellowships, which will most likely lead to more institutions being given an opportunity to participate in the program.

Teaching Fellows Data

Current Cohort Review and Retention

Teaching Fellow Institutions	Maximum allotted fellowships	FY02	FY03	FY04	FY05	FY06
Fellowships awarded						
Anderson University	10	10	14	8	10	42
Charleston Southern University	20	15	11		11	34
College of Charleston	30	26	21	20	29	96
Columbia College						
Furman University	12	10	7	7	12	45
Landis University						
Newberry College	22	10	8	3	6	27
SC State University						
USC Columbia	35	32	36	31	36	135
Winthrop University	25	24	28	23	27	102
TOTAL		177	162	125	175	537
Retention		89%	81%	80%	98%	88%

Fellows Employed by Region FY05-06

Employment	Number employed	Percent of Fellows reporting to
Region One Upstate	51	27%
Region Two Savannah River	32	19%
Region Three Midlands	57	30%
Region Four Coastal	34	18%
Region Five Lowcountry	34	18%

Note: Data is based on senior surveys received from 2000, 2001 and 2002 cohorts

Teaching Fellows Data

2006 Fellowship Assignments

Teaching Fellow Institution	Number of Fellows	Percent of Award
Anderson University	12	7%
Charleston Southern University	5	4%
College of Charleston	32	19%
Columbia College	10	6%
Furman University	6	4%
Lander University	10	6%
Newberry College	3	2%
SC State University	1	1%
USC Columbia	37	23%
USC Upstate	15	11%
Winthrop University	27	16%
Total Fellows	164	

Ethnicity and Gender of Fellow Award Recipients

Ethnicity/Gender	FY 02	FY 03	FY 04	FY 05	FY 06
Students of Color	8%	9%	10%	12%	13%
Male	10%	15%	16%	17%	18%
Females	90%	85%	84%	83%	80%

Teaching Fellowships Awarded by Region

Region of State	FY 02	FY 03	FY 04	FY 05	FY 06
Region One: Upstate	21%	23%	26%	22%	24%
Region Two: Savannah River	15%	17%	14%	22%	19%
Region Three: Midlands	34%	35%	29%	33%	30%
Region Four: Blue Ridge	15%	8%	14%	15%	17%
Region Five: Lowcountry	13%	16%	17%	16%	17%

Targeted Recruitment for Diverse Pathways to Certification and Advancement

Mission

Targeted recruitment illuminates CERRA's mission by assisting the under-served geographical areas in South Carolina in designing a strong continuum for teacher recruitment and retention.

Where We've Been

CERRA's efforts of targeted teacher recruitment of students of color and males has led to a more cohesive model of district support, particularly in the areas of greatest need. Teachers in Residence have met with district superintendents and/or their district liaisons in each of South Carolina's 85 schools districts.

What We've Done

Pre-collegiate Recruitment

CERRA staff, through targeted materials and direct instruction, has addressed, intentionally, the need for more Teacher Cadets and Teaching Fellows of color. A recruitment protocol and system was established for all Teacher Cadet classes. Guidance counselors were directly solicited to seek candidates for the Teaching Fellows applications that represent the student populations of our state.

In collaboration with South Carolina's Alliance of Black School Educators (SCABSE), CERRA staff manned a resource booth at the SCABSE state conference in January. In March, CERRA promoted the SCABSE scholarship, disseminated more than 1,000 applications and created the system that scored the applications that were returned.

CERRA achieved success with Year Two of the Diverse Pathways in Teacher Preparation project, a five-year grant in cooperation with USC Columbia and seven other partners. Goals were determined in advance through the collaborative work plan and met through CERRA staff effort. Specifically, CERRA sponsored the first Annual "Teacher Quality Conference" developed and held for 75 percent of students transferring from 2-year colleges in all phases of the orientation program, presented reports of work to South Carolina teacher education organizations and agencies, and focused recruitment of Teacher Cadet sites in Diverse Pathways Grant feeder districts.

Pre-Service Recruitment

Advertising for EXPO, CERRA's job fair, targeted potential teachers and teacher candidates of color. In addition to advertising in newspapers in rural and urban communities, CERRA also reached out to specific populations through an advertising partnership with Teachers-Teachers.com.

Teaching Fellows partnered with the South Carolina Alliance of Black School Educators (SCABSE) and targeted South Carolina National Board Teachers of color to identify and recruit future teachers of color. Over 1,000 Teaching Fellows applications were sent to members of these groups. A slight increase (13 percent up one percent from 2005) in the students of color for the 2006 Freshman cohort resulted.

An effort was made to identify school districts that had not yet produced a Teaching Fellow candidate and/or award recipient. Teachers in Residence, having this information, made a concerted effort to increase the number of Fellow applicants from their regions. As a result, regions one, four and five increased the number of applicants by two, ten and one percent respectively.

Service Recruitment and Advancement

CERRA systematically established a targeted campaign and promoted a capacity-building culture for diverse candidates for National Board Certification by reaching greatest needs districts and establishing an advisement protocol for district liaisons.

District liaisons in greatest needs populations were targeted for participation in Cognitive Coaching Foundations SeminarsSM and the at-large Foundations in Mentoring trainings.

Goals

- Increased district participation in CERRA's programs and services (as outlined in strategic profiles and plans by region)
- Completed recruitment and professional development activities outlined in the work plan for the Diverse Pathways Grant Project
- Strengthened NBC[®] candidate recruitment and support

Where We're Going

CERRA will continue to promote sustainable protocols for recruitment, retention and advancement of teacher candidates and current practitioners in under-represented populations.

In years three through five of the Diverse Pathways Project, all partners in collaboration with the State Department of Education and the Commission on Higher Education will disseminate the program to other teacher education institutions and two-year colleges.

Teacher Database, Online Application and Teacher Recruitment EXPO

Mission

The mission of the online teacher application is to provide the public school districts of South Carolina with qualified teacher applicants and to assist candidates in their search for positions within the public school districts by completing one application. The online application helps meet the need for teachers in South Carolina's critical need areas – both subject and geographic – by allowing districts timely access to applicants.

The purpose of the South Carolina Teacher Recruitment EXPO is to match teachers seeking positions with public school districts seeking teachers.

Where We've Been

The Teacher Database, Online Application and the Teacher Recruitment EXPO were each designed to assist South Carolina in meeting statewide educator recruitment needs. Working in partnership with the Personnel Division of the South Carolina Association of School Administrators (SCASA), the State Department of Education's Teacher Certification Office and the Information Technology Department at Winthrop University, CERRA has developed a system for identifying teacher candidates and assisting school districts in recruiting teachers.

The online application was activated in October of the 1999-2000 academic year. More than 69,400 applications have been submitted online as of June 30, 2006. In 2005-2006, 21,641 online applications were created or modified. All 85 school districts and several special and private schools have utilized the online application system. The online teacher application is available to help all districts by providing them access to the many teacher candidates who have applied online. Private schools may advertise and have access to the online applications for an annual fee of \$250. Many teachers attending the Teacher Recruitment EXPO, which began 18 years ago, complete the online application. The efforts of both the Teacher Database/Online Application and the Teacher Recruitment EXPO have increased the in-state and out-of-state listings in both critical and non-critical subject areas.

What We've Done

CERRA advertised in three national newspapers every other Sunday, inviting teachers to apply online. The partnership with the State Department of Education's Teacher Certification Division provided that all individuals seeking initial certification in South Carolina are notified of the online service and provided an invitation to register for the Teacher Recruitment EXPO held in June of each year. Online Teacher Application Information Packages were distributed by request and without charge. The package included information on South Carolina teacher certification, district contacts, geography of the state, critical need areas, current South Carolina teacher vacancies and instructions for the Online Application. The Teacher Vacancy List was published on the 1st and 15th of each month and is available on the CERRA Web Site, which is updated daily as districts inform CERRA of changes.

Goals

- Updated Online Teacher Application Database to reflect the current applicants, purging the system of applicants currently employed
- Analyzed effectiveness of Teacher Recruitment EXPO as a recruitment tool

Other Accomplishments

- More than 21,600 online applications were created or modified during 2005-2006.
- The South Carolina Online Application was a resource used by all 85 districts.
- Since its inception in October, 1999, more than 3,700 applicants indicated they were former Teacher Cadets and 400 indicated they were South Carolina Teaching Fellows.
- 16,444 current educators were identified in the analysis and updating process as having used the online application.
- 59 school districts representing 70 percent of all South Carolina school districts participated in the 2006 Teacher Recruitment EXPO.
- Of the nearly 1,300 teachers who registered for the 18th Annual Teacher Recruitment EXPO held in Columbia on June 12, 2006, more than 400 were out of state candidates.
- The top five states in terms of responses to advertising for the Teacher Recruitment EXPO: South Carolina, North Carolina, Florida, Ohio, and Georgia.
- From February through June of 2006, the Teacher EXPO page of the CERRA Web site was viewed 7,480 times. During that five month span, the EXPO page averaged 1,496 hits each month to access information about the event.

Where We're Going

The online application has become increasingly important as CERRA staff assist former ProTeam students, Teacher Cadets and Teaching Fellows in locating teaching positions in the state. The data retrieved from the online application provides insight into educational recruitment challenges to which CERRA must be ever ready to analyze and respond. The Teacher Recruitment EXPO provides an opportunity for CERRA to strengthen important partnerships in meeting the demands of filling teacher vacancies with qualified educators. As we strive to provide the best educators for our state's future citizens, understanding the complexities and challenges of recruiting educators that more closely reflect the student population of South Carolina's public schools remains our greatest challenge.

Teacher Database and Online Application Data

Job Bank Inquiries and Online Applications

Applicant Inquiry Data	FY00	FY01	FY02	FY03	FY04
Job Bank Inquiries regarding employment	2,662	2,473	786	2,796	2,641
Online Applications	23,100	38,000	44,000	54,000	59,000

*The online application system dates back to FY00. Numbers in this row represent the cumulative number of online applications housed in the system since that year.

Number of School Districts Participating in EXPO

School District Participation	FY00	FY01	FY02	FY03	FY04
Number of School Districts	64	27	54	65	59

Number of Vacancies of Participating School Districts by Region for 2006 EXPO

School District Vacancies	Number and Percent of Districts Participating	Number and Percent of Critical Needs Districts Participating
Region One (Upstate)	5 (29%)	NA
Region Two (Savannah River)	12 (57%)	
Region Three (Midlands)	16 (89%)	1 (100%)
Region Four (Pee Dee)		
Region Five (Lowcountry)	6 (67%)	3 (80%)

CERRA Advisory Board

Mission

In addition to serving as an advisory body, the educators comprising the CERRA Advisory Board (CAB) serve as positive voices for education reform and professional growth for all teachers. More importantly, they work to continue the all-important conversation about student achievement in South Carolina schools.

Where We've Been

CERRA celebrates one year of work led by the new CERRA Advisory Board, a collection of teacher leaders representing classrooms in each region of our State and each of CERRA's programs. Aligned with the restructured CERRA Board of Directors, this group of accomplished teachers brings experience and expertise as District Teachers of the Year, Pre-Collegiate instructors, college faculty and National Board Certified Teachers® (NBCTs). CERRA recognizes the many paths that teachers might take to lead from the classroom, and this work is an important recognition of the very teachers we want to retain in classrooms as models for those just beginning. One of the paths that lead to CAB membership is a leadership role in Teacher Forum. Some districts utilize their Teachers of the Year as local advisors in groups or Teacher Forums.

What We've Done

In an effort to reach out to more accomplished teachers and to include their voices at CERRA meetings, workshops and committees, CERRA Advisory Board Bylaws were amended to include former ProTeam students, Teacher Cadets and Teaching Fellows who are teaching in South Carolina classrooms by designating seats on the Board for 2006 elections. As a result, four classroom teachers who are products of the CERRA continuum will join the veteran teacher leaders serving on the Board. In addition, two seats are designated for a College Partner representative and a Teaching Fellows campus director. This effort underscores the value CERRA places on our pre-collegiate and pre-service programs and the teacher leaders that emerge from those programs.

Goals

- Created core propositions as a first step in the development of program standards for CERRA programs
- Raised level of knowledge about CERRA's programs and services
- Provided leadership opportunities at workshops, meetings, and committees

Other Accomplishments

- NBCTs serving on the Advisory Board collaborated with staff to begin revisions of the CERRA National Board Recruitment and Retention Toolkit. This toolkit is being used to provide candidate support in targeted underrepresented and underserved districts. Working closely with National Board District liaisons, CERRA staff and Board Certification Network members are working to build capacity in these districts in order to increase knowledge of and participation in advanced professional development while building local professional learning communities.

- In order to meet the needs of District Teachers of the Year during the fall gasoline crisis, State Teacher of the Year Stephanie Seay coordinated regional District Teacher of the Year meetings in lieu of the statewide Fall Teacher Forum Workshop. This afforded Seay and the Teachers in Residence for each of those regions an opportunity to tailor activities designed to activate and engage these teacher leaders on the regional level.
- The five Board Certification Network Region leaders who serve on the CERRA Advisory Board met with a National Board for Professional Teaching Standards® lobbyist to learn more about the legislative process and the concerns of policymakers. These teachers held local and regional workshops for National Board candidates and NBCTs while reaching out to their policymakers with information about the National Board Certification process and its impact on teaching and learning.
- Sixty-seven districts voluntarily contributed funds to support the District Teacher of the Year's membership in the South Carolina Teacher Forum.

Where We're Going

CERRA staff will welcome 14 new Advisory Board members for 2006 – 2007. These Board members will collaborate with Teachers in Residence and Program Directors to develop professional standards for CERRA programs. This process will generate expectations and norms for participants in the programs which will improve the effectiveness of the programs and increase the collection of data and evidence to support accountability and reform.

CERRA Advisory Board Data

SEAT ROTATION FOR CERRA ADVISORY BOARD		
The educators listed below represent all geographic regions of our State as well as CERRA's programs designed to improve teacher recruitment, retention and advancement in South Carolina.		
Seat expires July 1, 2007	Seat expires July 1, 2008	Seat expires July 1, 2009
Seat 6: At Large TOY/NBCT/Region 1 Carol Hill	Seat 11: NBCT/Region 1 Ed Epps	Seat 1: TOY/Region 1 Amy Kinard
Seat 7: At Large TOY/NBCT/Region 2 Deborah Minick	Seat 12: NBCT/Region 2 Leslie Sanford	Seat 2: TOY/Region 2 Eugenia McDill
Seat 8: At Large TOY/NBCT/Region 3 Angela Cooper	Seat 13: NBCT/Region 3 Malia Dunn	Seat 3: TOY/Region 3 Cliff Barrineau
Seat 9: At Large TOY/NBCT/Region 4 Ruth Taylor	Seat 14: NBCT/Region 4 JoAnn Sherbine	Seat 4: TOY/Region 4 Mary Frances McMillan
Seat 10: At Large TOY/NBCT/Region 5 Laurie David	Seat 15: NBCT/Region 5 Anna Dassing	Seat 5: TOY/Region 5 Sandra Moore
Seat 21: Teacher Cadet/Region 1 Thiela Schnauffer	Seat 26: Teacher Cadet/Region 1 Pam Flynn	Seat 16: Former PreC/Region 1 Carol Davis
Seat 22: Teacher Cadet/Region 2 Open	Seat 27: Teacher Cadet/Region 2 Phyllis Gantt	Seat 17: Former PreC/Region 2 Josh Trahan
Seat 23: Teacher Cadet/Region 3 Mary Beth Bussell	Seat 28: Teacher Cadet/Region 3 Debbie Debenport	Seat 18: Former PreC/Region 3 Margaret Matheny
Seat 24: Teacher Cadet/Region 4 Beth Hinson	Seat 29: Teacher Cadet/Region 4 Jane Sligh	Seat 19: Former PreC/Region 4 Jennifer Blankenship
Seat 25: Teacher Cadet/Region 5 Debi Kidd	Seat 30: Teacher Cadet/Region 5 Sally Nesmith	Seat 20: Former PreC/Region 5 Melba McDonald
APPOINTED SEATS (At large):	Seat 32: BCNSCE Chair Cyndi Pride	Seat 34: TF Campus Director Latanza Garvin
Seat 31: SC TOY (expires 6/30/07) Buffy Murphy	Seat 33: Pre-Collegiate Chair Tria Grant	Seat 35: College Partner Bill Miller

School Districts Supporting South Carolina Teacher Forum (2005 – 2006) <i>These districts contributed funding to sponsor District Teachers of the Year as members of the State Forum. This funding helped to defray the costs of workshops held to recognize the accomplishments of these teachers while providing information, networking, and leadership opportunities.</i>		
Aiken	Edgefield	Marlboro
Allendale	Fairfield	McCormick
Anderson 1	Florence 1	Newberry
Anderson 2	Florence 2	Orangeburg 3
Anderson 3	Florence 4	Orangeburg 4
Anderson 4	Florence 5	Orangeburg 5
Anderson 5	Georgetown	Pickens
Barnwell 19	Greenville	Richland 2
Barnwell 29	Greenwood 50	Spartanburg 1
Berkeley	Greenwood 52	Spartanburg 2
Charleston	Horry	Spartanburg 5
Cherokee	Jasper	Spartanburg 6
Chester	Kershaw	Spartanburg 7
Chesterfield	Lancaster	Sumter 2
Clarendon 1	Laurens 55	Sumter 17
Clarendon 2	Laurens 56	Union
Colleton	Lexington 1	Williamsburg
Darlington	Lexington 3	York 1
Dept. of Juvenile Justice	Lexington 4	York 2
Dillon 1	Marion 1	York 3
Dorchester 2	Marion 2	York 4
Dorchester 4		

National Board Certification®

Mission

The National Board for Professional Teaching Standards® (NBPTS) is a national effort to develop professional standards for teaching. It is a voluntary process developed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice.

Where We've Been

Since 2000, CERRA has been charged by the South Carolina General Assembly to administer the South Carolina National Board Certification (NBC) Loan Program for teachers choosing to pursue NBPTS certification. Since its inception, the NBPTS has certified more than 4,440 National Board Certified Teachers® (NBCTs) in our State. South Carolina is third in the nation in its number of NBCTs with more than 7.5 percent of the teaching force holding this advanced certification.

What We've Done

CERRA continued to provide an infrastructure of support for not only high levels of awareness for this initiative, but also for the retention of candidates once they identified themselves as accomplished teachers who desired support in achieving National Board Certification®. This infrastructure included three levels: a district liaison in each of the 85 school districts; the Board Certification Network of South Carolina Educators comprised of NBCTs who choose to stay involved in teacher advancement efforts; and high levels of collaboration with other state agencies, including the State Department of Education, involved in this work.

Goals

- Revised CERRA's NBC Candidate Awareness and Retention Toolkit for liaisons and candidate support providers
- Enhanced information on CERRA's Web site
- Strengthened efforts to recruit and retain a diverse population of candidates
- Offered more support to underserved/underrepresented districts
- Monitored growth in the number of candidates and NBCTs in targeted districts
- Continued to improve collaboration with state and district agencies and NBPTS

Other Accomplishments

- CERRA received a \$15,000 State Farm Insurance Companies grant in 2005 to support the efforts to provide National Board Certification candidate support.
- Underserved/underrepresented districts were invited to an awareness meeting to discuss use of the State Farm Insurance Companies grant for increase in numbers of candidates and NBCTs in those districts.

- NBCTs in high need schools were invited to participate in the Policy Summit designed to explore ways to increase the numbers of NBCTs in high need schools. Planning for the Policy Summit, which is to be held at the start of the 2006-2007 school year was the result of collaboration of several organizations including CERRA, Center for Teaching Quality, Hodges Consulting Group, National Board for Professional Teaching Standards®, National Education Association, South Carolina Department of Education and The South Carolina Education Association.
- Regular liaison meetings were held for the dissemination of loan program information and sharing of data and research related to National Board Certification and teaching in South Carolina. Collaborative efforts with NBPTS and the State Department of Education's Office of Finance have been highlighted by including these organizations on the agenda for each meeting.
- Requests for data related to South Carolina NBCTs and South Carolina candidates were addressed with Senate and House education committee staff members, policymakers, the State Department of Education, school districts, colleges and universities.

Where We're Going

Face-to-face workshops, seminars and trainings are in the planning stages with three underserved/underrepresented districts through the work of CERRA Program Directors, district liaisons and NBCTs. Teachers in these districts will receive focused support throughout the certification process, and candidate support providers will have the opportunity to receive advanced training in the use of the toolkit and in Cognitive CoachingSM. This approach to district support will begin in August 2006.

NBCTs in South Carolina by Certificate Areas

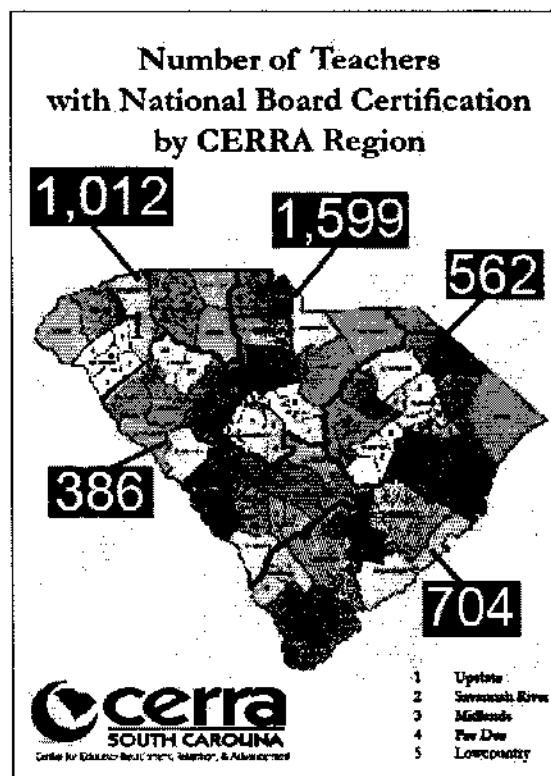
NBPTS Certificate Area	Number of SC NBCTs
Early Childhood Generalist	932
Middle Childhood Generalist	686
Early Adolescence Generalist	38
Early & Middle Childhood Art	58
Early Adolescence through Young Adulthood Art	61
Early Adolescence through Young Adulthood Career & Technology	208
Early Adolescence English Language Arts	286
Adolescence and Young Adulthood English Language Arts	302
Early & Middle Childhood English As A New Language	6
Early Adolescence Through Young Adulthood English As A New Language	4
Early Childhood Through Young Adulthood Exceptional Needs Specialist	423
Early Childhood Through Young Adulthood Library Media	151
Early Adolescence Math	168
Adolescence and Young Adulthood Math	178
Early & Middle Childhood Music	60
Early Adolescence Through Young Adulthood Music	54
Early & Middle Childhood Physical Education	69
Early Adolescence Through Young Adulthood Physical Education	55
Early Adolescence Science	152
Adolescence Through Young Adulthood Science	154
Early Adolescence Social Studies History	89
Adolescence Through Young Adulthood Social Studies History	132
Early & Middle Childhood World Languages Other Than English	6
Early Adolescence Through Young Adulthood World Languages Other Than English	37
Early and Middle Childhood Literacy-Reading Language Arts	53
Early Childhood Through Young Adulthood School Counseling	82
TOTALS	4,444

Source: NBPTS & CERRA

Top Twelve States by New NBCTs (2005) (As of November 29, 2005)			
Ranking	State	New NBCTs 2005	Overall State Total
1	North Carolina	1535	9817
2	Florida	1382	7732
3	South Carolina	574	4443
4	Georgia	328	2119
5	Illinois	315	1555
6	Washington	314	897
7	California	298	3379
8	Mississippi	268	2379
9	Louisiana	250	826
10	Oklahoma	212	1289
11	Virginia	173	904
12	Kentucky	166	899

Please note that the totals in this chart are as of November 29, 2005. As NBCTs change schools and addresses, state totals may change.

Source: NBPTS



Teacher Retention

Mission

CERRA's role in teacher retention is to increase the number of beginning teachers focused upon the practice of teaching and the achievement of students. With effective mentoring and support, beginning teachers can thrive in their development as leaders in and beyond the classroom.

Where We've Been

CERRA's work with mentoring and coaching spans years of intentionality, effort and the dedication of funding toward the collaboration with other state and national agencies. These partnerships have created state guidelines supporting the work of well-trained and well-supported mentors for beginning teachers. CERRA's role in the professional development of mentors has kept the focus on mentoring as a non-negotiable, necessary service we provide for those joining our profession. Likewise, the development of effective mentors fortifies true teacher leadership and fosters agents of change in South Carolina schools.

What We've Done

CERRA was invited to partner with the State Department of Education to assist in raising the level of awareness of the new State Mentoring and Induction Guidelines (adopted July 2005). Presentations and a promotional flyer were created for staff members as they facilitated conference presentations, workshops, trainings and visited with superintendents, administrators, teachers and college/university faculty.

Goals

- Established implementation and training plan for CERRA's role as outlined in the State Mentoring and Induction Guidelines
- Collaborated with the New Teacher Center at University of California-Santa Cruz and the State Department of Education to create program standards and guidelines for district leaders and mentoring coordinators
- Developed a cadre of trainers for the three-day state mentor training
- Developed a cadre of Cognitive CoachingSM Training Associates

Other Accomplishments

- The total number of mentors trained by CERRA is 999. Twenty-six districts have been served with district trainings since CERRA began offering the Foundations in Mentoring training.
- Two Cognitive Coaching Foundation Seminars were conducted – one for the State Department of Education's Math and Science Centers and one for the school and district administrators in Darlington County. These trainings allowed three CERRA staff members to attain status as Agency Trainers endorsed by the Center for Cognitive CoachingSM in Highlands Ranch, Colorado.

- Job specific workshops were held for district and school level mentor coordinators and administrators for the purpose of raising their levels of consciousness about teacher turnover and teacher working conditions that have an impact on attrition.

Where We're Going

CERRA will focus upon underserved/underrepresented districts that continue to have high teacher turnover rates by making contact with superintendents, mentor coordinators, ADEPT coordinators and teacher leaders already connected to CERRA programs and services. A list of high-need districts identified by the South Carolina Department of Education, based on teacher turnover, is found on page 41 of this report. CERRA staff members will work collaboratively with the stakeholders to provide information and resources for implementation of the Mentoring and Induction Guidelines and conduct training for mentors and administrators. Sustained support will include follow-up workshops and seminars for trained mentors.

Teacher Retention Data

Mentoring and Cognitive CoachingSM Training Sites Activity in SC Districts					
School District	Mentoring Foundations	Coaching Foundations	School District/ Institution	Mentoring Foundations	Coaching Foundations
Aiken	42	12	Lander University	1	0
Allendale	0	2	Laurens 55	1	6
Anderson 1	2	1	Laurens 56	0	3
Anderson 4	18	1	Lee	5	0
Anderson 5	29	4	Lexington 1	25	1
Bamberg 2	11	1	Lexington 2	47	8
Barnwell 19	5	2	Lexington 3	1	0
Barnwell 29	18	0	Lexington 4	0	7
Barnwell 45	1	0	Lexington 5	0	3
Beaufort	40	8	Marion 1	8	1
Berkeley	16	6	Marion 7	0	2
Calhoun	0	1	Marlboro	62	0
CERRA Staff	11	16	Newberry College	1	0
Charleston	2	4	Newberry	38	1
Cherokee	1	0	Oconee	1	2
Chester	52	4	Orangeburg 3	3	3
Clarendon 1	1	1	Orangeburg 5	0	2
Clarendon 2	1	2	Pickens	2	2
Clover (York 2)	1	1	PSTA	2	0
Colleton	13	4	Richland 1	1	2
Darlington	113	42	Richland 2	30	32
Dillon 2	31	1	Rock Hill (York 3)	8	3
Dorchester 2	10	2	Saluda	2	0
Dorchester 4	12	1	SDE	3	64
Fairfield	1	1	Southern Wesleyan	2	0
Florence 1	0	1	Spartanburg 1	1	3
Florence 2	0	1	Spartanburg 2	46	2
Florence 3	38	1	Spartanburg 3	1	2
Florence 4	1	2	Spartanburg 5	0	1
Fort Mill (York 4)	3	0	Spartanburg 6	13	4
Furman University	2	1	Spartanburg 7	0	1
Georgetown	0	1	Sumter 2	4	2
Greenville	87	13	Sumter 17	6	1
Greenwood 50	0	4	Union	1	2
Greenwood 51	1	1	USC-Columbia	0	1
Hampton 1	1	0	USC-Beaufort	3	0
Hampton 2	21	1	USC-Aiken	1	0
Horry	47	2	USC-Spartanburg	1	0
Jasper	25	2	Williamsburg	1	0
Kershaw	2	3	Winthrop University	3	0
Lancaster	16	5	TOTALS:	999	316

**Top 15 Districts with Highest Teacher Turnover
(approved for 2006-07)**

This list includes the fifteen districts with the highest average teacher turnover rate over the past three years and includes ALL four districts receiving an unsatisfactory rating on the District Report Card. Also included are four districts (of 15 statewide) receiving a below average rating on the District Report Card.

Average teacher turnover rates for 2001-02, 2002-03, and 2003-04 are as follows:

Three-Year Average Teacher					
Rank	District	2001-02	2002-03	2003-04	Average
1	Allendale (U)	25.4	33.3	21.6	26.77
2	Marion 1	31.2	20.8	15.4	22.47
3	Florence 4 (U)	26.1	19.4	20.6	22.00
4	Saluda	22.5	19.1	16.5	19.37
5	Jasper (BA)	20.8	19.7	17.6	19.37
6	Lee (U)	24.4	19.5	12.1	18.67
7	Bamberg 2 (BA)	26.3	20.5	7.5	18.10
8	Fairfield (BA)	16.9	20.7	15.3	17.63
9	Lexington 4	20.5	15.1	14.5	16.70
10	Barnwell 19	17.1	14.5	17.7	16.43
11	Richland 1	19.0	16.7	12.9	16.20
12	McCormick (BA)	12.8	13.3	20.8	15.63
13	Anderson 3	24.8	9.8	11.2	15.27
14	Hampton 2 (U)	12.9	21.6	11.1	15.20
15	Charleston	16.0	14.8	13.9	14.90

1) Added to list for 2006-07

Charleston
Barnwell 19

2) Eliminated from previous list

Calhoun
Dorchester 4
Laurens 55
Williamsburg

Supply and Demand

Mission

The Supply and Demand Survey provides CERRA with data to support education stakeholders in decisions they make with regard to providing the best possible education for the citizens of South Carolina.

Where We've Been

The Supply and Demand Survey is issued annually to each of the 85 school districts in South Carolina. This annual collection of supply and demand data is critical to a better understanding of the specific needs of districts across our state. The data provides information for making determinations such as the critical subject areas for the South Carolina Teacher Loan Program and the Program for Alternative Certification of Educators (PACE). The data has also been used to determine the need for adding or eliminating certain certification area programs at South Carolina colleges and universities and for writing state and federal grants.

What We've Done

The survey was again administered in the fall of 2005. All 85 of the state's school districts, the South Carolina School for the Deaf and Blind and the Department of Juvenile Justice participated in the survey. Survey analysis produced several important findings:

There were 7,444.8 teachers hired in South Carolina prior to September 30, 2005. This number is up from the previous year by nearly 9 percent. At the time the survey was administered, districts reported teacher vacancies down slightly in 2005 to 548.5 compared to the 576.3 teacher vacancies reported in 2004, *the highest year of teacher vacancies in the history of the survey.*

2,235 new teacher education graduates from within the state were hired. South Carolina produced 30 percent of its own teachers for the 2005-2006 school year, an increase of nearly 4 percent from 2004.

428 administrators were hired at the school building level. The number of assistant principals hired at the high school level nearly doubled, rising from 54 in 2004 to 102 in 2005. The number of unfilled administrative positions at any entry point in the state more than tripled from 22 in 2004 to 69 in 2005.

PACE teacher retention rates continue to decline. In 2004, 337 PACE teachers were in their first year of teaching. At the same time in 2005, 292 PACE teachers were in their second year of teaching.

Minorities made up 19.9 percent of the newly hired teachers for 2005, nearly the same as reported for 2004 at 19.6 percent. The number of males hired rose from 19.3 percent in 2004 to 20.9 percent in 2005.

The critical need subject areas grew in number as a result of the 2005 Supply and Demand Survey. Areas added to the critical needs list include: all middle school level subjects, dance, music, speech and language therapists. Guidance was dropped from list as a critical need area

Goals

- Determined survey items that will address the awareness and implementation of newly-adopted state guidelines for induction and mentoring within new teacher induction communities and begin collecting data on the effectiveness of mentoring and induction programs (Note: The guidelines have not been funded at this writing; however, CERRA continues to support implementation with trainings with districts that voluntarily self-assess their programs and initiate this reform.)
- Analyzed administrative vacancy/new hire data
- Analyzed survey items to clearly determine turnover rates for classroom teachers and administrators in greatest needs areas

Other Accomplishments

- Supply and demand information was shared with participants in the South Carolina mentor training in order to raise consciousness about the "revolving door" of educators in all of our districts. Subsequently, this information is used by supporters of the mentor programs to bring attention to individual district needs.
- Supply and demand data was shared with education stakeholders to assist in the critical decisions they must make in critical needs content and geographic areas.
- All 85 school districts, the South Carolina School for the Deaf and Blind and the Department of Juvenile Justice completed the survey..

Where We're Going

The challenge we face, providing the teachers we need in areas where they are needed, continues to be defined in large part by the Supply and Demand Survey results. In order to continue providing the best possible information, we must continue to analyze the survey questions, making sure to add data points for new state programs such as mentoring that could ultimately change the face of teacher retention in the State. In addition, the data reflecting administrative vacancies challenges us to analyze the cause of vacancies and work to create awareness for possible changes in the ways these school leaders are utilized.

Supply and Demand Data

Teachers Hired: 2001-2005

Year	Teachers Hired	Teachers of Color Hired	Male Teachers Hired	New SC Graduates Hired
2005	7,444.8	1,480.5 (19.9% of new hires)	1,552.5 (20.9% of new hires)	2,235 (30% of new hires)
2004	6,486.75	1,270.5 (19.6% of new hires)	1,253 (19.3% of new hires)	1,700 (26.2% of new hires)
2003	4,828.75	896 (18.6% of new hires)	976.5 (20.2% of new hires)	1,536 (27.5% of new hires)
2002	5,581.70	1,160 (20.8% of new hires)	1,148 (20.5% of new hires)	1,651 (27.5% of new hires)
2001	6,553.5	1,421 (21.5% of new hires)	1,336 (20.4% of new hires)	1,988 (30.3% of new hires)

Number of New Teacher Hires and Percentages of Hires by Source: 2001-2005

Year	New SC Grads	New Out- of-State Grads	Returning Teachers	Retired Returning to Teaching	From Another District	Out of State Born	Other	Not Reported
2005	2,235 (30%)	561 (7.5%)	520 (7%)	652.5 (8.8%)	1,688.3 (22.6%)	908 (12.2%)	492 (6.6%)	388 (5.2%)
2004	1,700 (26.2%)	450 (6.9%)	371 (5.7%)	602.5 (9.0%)	1,582 (24.4%)	831 (12.7%)	345 (5.2%)	918.25 (14.1%)
2003	1,536 (27.5%)	450 (9.3%)	288 (5.9%)	516 (10.6%)	976.5 (20.2%)	441.4 (9.1%)	214.5 (4.4%)	408.5 (8.5%)
2002	1,651 (27.5%)	457 (8.0%)	435 (7.6%)	577.9 (10.3%)	1,148 (20.5%)	650 (11.6%)	263 (4.7%)	267 (4.8%)
2001	1,988 (30.3%)	641 (9.8%)	335.5 (5.1%)	644.5 (9.8%)	1,710.5 (26.1%)	696 (10.6%)	326 (4.9%)	212 (3.2%)

Teacher Vacancies: 2001-2005

Year	Teacher Vacancies as of Survey Completion	Teachers Leaving	Teachers Hired
2005	548.5	5,574	7,444.8
2004	578.5	5,188	6,166.5
2003	382.75	4,807	4,826.75
2002	334.9	5,425	5,581.7
2001	325.5	5,049.5	6,553.5

Reasons Given for Leaving District: 2001-2005

Year	Retired	Left the Profession	Another Teaching Position In-State	Another Teaching Position Out of State	New Position in Administration	Termination	Not Reported/Unknown/Other
2005	1,193	262	1,419	388	152	134	2,026
2004	1,119	203	1,338	359	139	50	1,547
2003	913.5	296	725.5	317	89	246	1,390
2002	724	177	724	241	80	10	1,246
2001	1,168	435	1,308	409	193	288	1,254

Communications

Mission

The mission of CERRA communications is to recognize outstanding programs and individuals within the CERRA network, while informing readers about the programs and issues relevant to CERRA.

Where We've Been

Public Relations Society of America

CERRA has been actively involved in the Public Relations Society of America in South Carolina. The workshop and experiences provided by PRSA help provide creative ways to spread the message of CERRA.

South Carolina Alliance of Black School Educators

In January of 2006, CERRA participated in the winter conference of the South Carolina Alliance of Black School Educators. As a vendor at the event, CERRA was able to share important work about the work of CERRA to a diverse audience.

South Carolina Association of School Administrators

In June of 2006, CERRA presented a workshop titled *What Can CERRA Do For You?* at the Summer School Leadership Institute. By sharing the services and resources of CERRA with administrators, the opportunities for CERRA involvement in South Carolina school districts will be increased.

State Public Information Officers

Throughout 2005-2006 CERRA has been represented at the informational gatherings of the State Public Information Officers. The meetings provided CERRA with valuable networking opportunities and with contact information in each school district.

What We've Done

CenterPoint Newsletter

In 2005-2006, two *CenterPoint* newsletters were produced and distributed to the CERRA network. The newsletter was completely redesigned from an 11x17 tabloid form to an 8.5x11 letter format. The redesign was geared toward distributing the newsletter exclusively electronically. Each issue of the newsletter still consists of signature columns and feature articles produced by CERRA staff, with the newsletter available as a Portable Document Format (PDF) on the CERRA Web site.

CenterPoint articles serve a variety of purposes:

- To announce (upcoming events, winners of awards)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)

- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condense content from articles, productions, conferences)
- To persuade (evidence that a technique is worthy of support)
- To request (information or suggestions pertaining to CERRA activities)

Recipients of the newsletter are encouraged to share the document electronically or post each issue to benefit fellow faculty members and administrators within schools and colleges, legislators and other education stakeholders. The *CenterPoint* newsletter is electronically mailed to CERRA network teachers, Board of Directors members and other interested education professionals in South Carolina and out of state. A printed version of the newsletter is available upon request.

CERRA Annual Report

The 2005-2006 CERRA Annual Report was printed in September, 2006. The comprehensive report detailed the Center's teacher recruitment, retention and advancement programs and research results for 2005-2006.

CERRA Web Site

In the spring of 2005 Graysail, LLC of Columbia was chosen to oversee the development of CERRA's new Web site. A project to revamp the CERRA Web site was started shortly thereafter. Utilizing feedback from those within and outside the CERRA network, a plan for redesigning the CERRA Web site was crafted. In a project that took more than a year to complete, the CERRA Intranet and Internet systems were completely revamped and redesigned. The new site was launched in October 2005 and has continued to undergo advancements each month.

The use of this technology enables the Center to reach more people who are seeking South Carolina teacher recruitment and retention information. The site has information about all the Center's programs including ProTeam, Teacher Cadet, Teaching Fellows, Teacher Leaders, Teacher Educators, Recruitment Partnerships and Job Bank. A link to the South Carolina Online Teaching Application (www.winthrop.edu/scteach) provides easy access for any interested teacher candidates. With the assistance of Adobe Acrobat Reader, the latest *CenterPoint* newsletter and other archived reports and publications are accessible on the Web site.

College Financial Newsletter

In the fall of 2005, the College Helpline Newsletter was revised and renamed the College Financial Newsletter. The goal was to update information and provide a more reader-friendly format for this resource. The newsletter was mailed to all high schools and distributed widely through the visits of Teachers in Residence to Teacher Cadet classes across the state. A PDF of the newsletter was also available to the public on CERRA's Web site.

Media Relations

In 2005-2006, CERRA distributed news releases to the press for various events of notice throughout the year. These events included the distribution of Teaching Fellows Scholarships, the awarding of the Ken Bower Scholarship, and the recognition of educators working with CERRA. These releases help news outlets develop stories about the work of CERRA and thus increase the visibility of the Center's programs. CERRA also maintained relations with media outlets seeking data and information regarding the education profession in South Carolina.

Multimedia Project

In 2005-2006, CERRA worked with South Carolina Education Television to develop a DVD-based video presentation about CERRA Programs. After shooting footage in the early part of the year, CERRA staff worked throughout the year to develop and edit the materials for the video. In June of 2006, production of the DVD was completed. The video will be used to introduce and promote CERRA to audiences and to distribute to various organizations seeking information about CERRA.

Teaching Fellows Poster

In August 2005, a Teaching Fellows recruitment poster was updated to highlight the locations of the 11 Teaching Fellows Institutions, the deadline for application, and contact information. Multiple copies of the poster were distributed to every high school in South Carolina.

Goals

- Increased accessibility and ease of use of CERRA Web site
- Produced DVD for promotion of CERRA

Other Accomplishments

- The look and scope of *CenterPoint* was retooled.

Where We're Going

The CERRA Web site is the medium of the future for not only publicizing CERRA but also bringing together the CERRA community. As the Web site continues to develop, so will the strength of the bond of CERRA's network.

The work of getting the name and mission of CERRA out to the public is ongoing. Goals have already been set for the upcoming year that will address specific ways to promote the work of CERRA.

2007-2008 Budget

Center for Educator Recruitment, Retention, and Advancement	2006-2007 Budget	Change	2007-2008 PROPOSED Budget
Office Salaries & Fringes (9 full time positions)	\$557,489	\$116,100 ¹	\$673,541
Office Support	\$184,316		\$184,316
Board of Directors	\$5,250		\$5,250
Staff Travel (11 full time positions)	\$21,600		\$21,600
Teacher Leaders (Teacher Forum & Advisory Bd)	\$95,785		\$95,785
Teacher Database	\$24,000		\$24,000
Teacher Cadet Program	\$90,143	\$15,000 ²	\$105,143
Teacher Educators	\$117,642	\$50,000 ³	\$167,643
ProTeam Program	\$50,643		\$50,643
Teaching Fellows	\$4,009,205	\$40,000 ⁴	\$4,049,205
Minority Recruitment	\$166,302		\$166,302
Marketing/Publications	\$35,544	\$42,300 ⁵	\$77,844
Retention/Mentoring	\$23,321	\$45,000 ⁶	\$68,321
Target Recruitment	\$23,321		\$23,321
TOTAL EXPENDITURES	\$5,404,014	\$308,400	\$5,712,414

Notes:

- 1 = Three (3) percent salary increase for current employees; add one position, Coordinator for Research and Program Development.
- 2 = Increase number of Teacher Cadet classes by 20; add 30 classes of *DreamQuest* at five (5) ninth-grade academy pilot sites; start-up fees for Future Educators of America as approved by the Board in March, 2006
- 3 = Grants to college partners to track and recruit Teacher Cadets into teaching; funding requested by Cadet institutions via RFP
- 4 = Winthrop/CERRA administrative expenses for tracking school, employment and loan status of an increasing number of Teaching Fellows and graduates; increase one ¾ part-time position to full time
- 5 = Year two (2) of on-going Web site development; add CERRA Portal Discussion Board, survey systems and Teaching Fellows electronic application and electronic forms
- 6 = Target mentoring support and services for greatest need school districts as outlined in the CERRA mission statement and the Mentoring and Induction Guidelines—two (2) regional trainings in regions one, three and five; three (3) regional trainings in regions two and four (Savannah and Pee Dee Regions) for a total of 480 new mentors.

Budget Category Descriptors

- **Office Salaries & Fringes** (9 full time positions) – permanent positions for CERRA office support (equivalent of 2 additional positions funded via SDE)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, Web management, office supplies
- **BOD** – meeting expenses, including travel, meals, supplies
- **Staff travel** – mileage, lodging, meals, registration fees....
- **Teacher Leaders** – CAB meetings, supplies, printing, 20% of TIR travel, phone, salary & fringes
- **Teacher Database** – Online application, EXPO – SCASA support, advertising, printing
- **Teacher Cadet Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teacher Educators** – site grants, meeting, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **ProTeam Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teaching Fellows** – funds up to 700 scholarships, collections, regional screening, meetings, supplies, printing, 10% of TIR travel, phone, salary & fringes (other \$177,000 funds salaries, Winthrop indirect costs, travel, marketing & publications – including Web site, EXPO, online app, facilities rental, postage, office supplies)
- **Minority Recruitment** – printing, supplies, meetings, 30% TIR travel, phone, salary & fringes
- **Marketing/Publications** – multi media development, consultants, printing, promotional
- **Retention/Mentoring** – printing, office supplies, 5% TIR travel, phone, salary & fringes
- **Target Recruitment** – printing, office supplies, 5% TIR travel, phone, salary & fringes

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Center for Educator Recruitment, Retention, and Advancement	2006-2007 Budget	Change	2007-2008 PROPOSED Budget
Office Salaries & Fringes (9 full time positions)	\$557,489	\$141,100 ¹	\$698,589
Office Support	\$184,316		\$184,316
Board of Directors	\$5,250		\$5,250
Staff Travel (11 full time positions)	\$21,600		\$21,600
Teacher Leaders (Teacher Forum & Advisory Bd)	\$95,785		\$95,785
Teacher Database	\$24,000		\$24,000
Teacher Cadet Program	\$89,596	\$15,000 ²	\$104,596
Teacher Educators	\$117,642	\$50,000 ³	\$167,642
ProTeam Program	\$50,643		\$50,643
Teaching Fellows	\$4,009,205	\$40,000 ⁴	\$4,049,205
Minority Recruitment	\$166,302	\$21,400 ⁵	\$187,702
Marketing/Publications	\$35,544	\$42,300 ⁶	\$77,844
Retention/Mentoring	\$23,321	\$45,000 ⁷	\$68,321
Target Recruitment	\$23,321		\$23,321
TOTAL EXPENDITURES	\$5,404,014	\$354,800	\$5,758,814

Notes: The FY 2005-2006 budget remained at the same level as the FY 2004-2005 budget. This budget proposal for FY 2007-2008 reflects an increase of 6.5 percent and has been approved by the CERRA Board of Directors. Of the 6.5 percent increase, 2.5 percent of that increase is a 3 percent inflationary salary increase for CERRA staff. The additional requests include 1.5 additional FTEs (note 1), programmatic expansion requirements (notes 2, 3, 5 and 7) and administrative expenses due to increased participation in CERRA programs (note 4).

- 1 = Three (3) percent salary increase for current employees; and 1.5 additional FTE: 1.0 FTE Coordinator for Research and Program Development and .5 FTE administrative assistant to support targeted minority recruitment (note 5)
- 2 = Increase number of Teacher Cadet classes by 20; add 30 classes of *DreamQuest* at five (5) ninth-grade academy pilot sites; start-up fees for Future Educators of America as approved by the Board in March, 2006
- 3 = Grants to college partners to track and recruit Teacher Cadets into teaching; funding requested by Cadet institutions via RFP
- 4 = Winthrop/CERRA administrative expenses for tracking school, employment and loan status of an increasing number of Teaching Fellows and graduates; increase one .75 FTE part-time position to full time
- 5 = Systematic focus of CERRA's services for a pilot program to recruit African American males to the teaching profession
- 6 = Year two of on-going Web site development; add CERRA Portal Discussion Board, survey systems and Teaching Fellows electronic application and electronic forms
- 7 = Target mentoring support and services for greatest needs school districts as outlined in the CERRA mission statement and the Mentoring and Induction Guidelines—two (2) regional trainings in regions one, three and five; three (3) trainings in regions two and four (Savannah and Pee Dee Regions) for a total of 480 new mentors

Budget Category Descriptors

- **Office Salaries & Fringes** (9 full time positions) – permanent positions for CERRA office support (equivalent of 2 additional positions funded via SDE)
- **Office Support** – phone, postage, copying, furniture, equipment, temp salaries, Web management, office supplies
- **BOD** – meeting expenses, including travel, meals, supplies
- **Staff travel** – mileage, lodging, meals, registration fees....
- **Teacher Leaders** – CAB meetings, supplies, printing, 20% of TIR travel, phone, salary & fringes
- **Teacher Database** – Online application, EXPO – SCASA support, advertising, printing
- **Teacher Cadet Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teacher Educators** – site grants, meeting, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **ProTeam Program** – site grants, supplies, printing, 10% of TIR travel, phone, salary & fringes
- **Teaching Fellows** – funds up to 700 scholarships, collections, regional screening, meetings, supplies, printing, 10% of TIR travel, phone, salary & fringes (other \$177,000 funds salaries, Winthrop indirect costs, travel, marketing & publications – including Web site, EXPO, online app, facilities rental, postage, office supplies)
- **Minority Recruitment** – printing, supplies, meetings, 30% TIR travel, phone, salary & fringes
- **Marketing/Publications** – multi media development, consultants, printing, promotional
- **Retention/Mentoring** – printing, office supplies, 5% TIR travel, phone, salary & fringes
- **Target Recruitment** – printing, office supplies, 5% TIR travel, phone, salary & fringes

TEACHERS MAKE A DIFFERENCE EVERY DAY



October 5, 2006

Dr. Karen Woodfaulk
Director of Student Services
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, South Carolina 29201

Dear Dr. Woodfaulk:

As we discussed earlier this week on the phone, CERRA submitted a revised budget to the Education Oversight Committee after we sent our reports to the Commission on Higher Education. Attached is the new budget for the CHE report; it replaces pages 10 through 12.

CERRA has added to its goals a pilot plan to research minority recruitment strategies in an effort to enhance our programs along the I-95 corridor to target the recruitment of African-American males into the teaching profession. We have increased the budget in the amount \$46,400 for clerical assistance, mentoring stipends, supplies, technology, travel and professional development for teachers and mentors.

Please let me know if I may answer any questions about the revised budget or the report. My office phone number is 803.323.4032 x6411.

Sincerely,
Gayle Sawyer

Attachment: Revised budget pages (2)