

**R. Wes Hayes, Jr.**  
*Chairman*

**Rusty L. Monhollon, Ph.D.**  
*President & Executive Director*



## MEMORANDUM

**To:** Chair Dr. Betty Rose Horne, and Members, Committee on Academic Affairs and Licensing

**From:** Mr. Georges Tippens, Deputy Director and General Counsel

**Date:** August 24, 2023

### **Consideration of FY 2024-25 Appropriation Request and FY 2022-23 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)**

#### Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) 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 consisting of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY 1986-87. Beginning in FY 1990-91, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY 1988-89, the General Assembly required CHE to “monitor the use” of these funds and to report on the “effectiveness of the programs” to certain legislative committees. The FY 1990-91 Appropriations Act included a more comprehensive proviso, which instructed the CHE 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.”

#### Center for Educator Recruitment, Retention and Advancement (CERRA)

A Board of Directors provides governance over CERRA, including its budget and operations. The Board of Directors consists of representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the CHE, through which the Center’s EIA-based appropriations flow. The CHE is responsible for monitoring the effectiveness of CERRA and is authorized to review its budget. Budget review authority is also given to the Education Oversight Committee.

During FY 2022-23, CERRA established a new strategic plan, containing an updated mission, vision, and goals. To successfully advance the education profession in South Carolina, CERRA plans to implement



803-737-2260

1122 Lady St, Ste 400  
Columbia, SC 29201

[www.che.sc.gov](http://www.che.sc.gov)



appropriate strategies to achieve its defined goals and ultimately create an environment where recruitment and retention needs of public-school districts are met. CERRA's four specific goals are

1. Respond innovatively to existing/emerging teacher recruitment needs
2. Seek to diversify its funding streams
3. Develop and implement comprehensive marketing
4. Work to eliminate existing barriers that prevent access to critical data

To execute its strategic plan, CERRA is using a variety of pre-collegiate and college programs in order to attract middle school, high school, and college students (Pro Team, Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees, to education careers. Along with its recruiting efforts, CERRA is focusing 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, mentor training for experienced teachers, as well as National Board candidates and National Board-Certified Teachers.

Each September, after receiving CHE approval, the agency submits CERRA's annual reports to the Senate and House Education Committees and Education Oversight Committee, which are enclosed for reference. In addition to the annual reports, staff have provided historical and cumulative data (see Attachments).

### **Budget**

In FY 2023-24, Proviso 1A.6 (SDE-EIA: CHE/Teacher Recruitment) of the General Appropriations Act: directs that of the \$4,243,527 appropriated for teacher recruitment programs:

the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent (\$3,904,045)<sup>1</sup> to the Center For Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent (\$339,482)<sup>1</sup> to South Carolina State University to be used for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs.

<sup>1</sup>Amount inserted for reference.

In addition, last year, the CHE approved CERRA's budget request for an additional \$1.0 million in recurring funds. Ultimately, the General Assembly appropriated \$500,000. CERRA primarily budgeted those additional funds to teaching fellows awards and operational expenses. CERRA is not requesting any additional recurring funds for FY 2024-25.

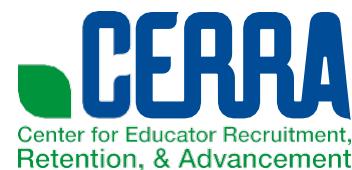
### **One-time Funding Request**

However, for FY 2024-25, CERRA is requesting nonrecurring funding of \$200,000 to upgrade its Online Educator Employment System. CERRA determined this amount following conversations with a potential vendor and researching the costs for a similar system recently implemented in North Carolina.

## Request

Staff requests the Committee on Academic Affairs and Licensing review and vote on CERRA's FY 2023-24 appropriations request.

Enclosures: Attachment 1: 2022-2023 Program Reports  
ProTeam  
Teacher Cadet  
Teaching Fellows  
Induction & Mentoring  
Rural Recruitment Initiative  
Additional Services  
Attachment 2: Teaching Fellows Program Data from 2022-2018 (March 2023)  
Attachment 3: Updated: Retaining SC Teachers through National Board Certification  
Attachment 4: Key Teacher Data  
Attachment 5: 2024-25 Budget  
Attachment 6: CERRA's Responses to the CHE Staff Questions



August 14, 2023

Sent Via Electronic Mail

Dr. Lishu Yin,  
Program Manager of Educator Quality, Retention, and Recruitment South Carolina  
Commission on Higher Education  
[LYin@che.sc.gov](mailto:LYin@che.sc.gov)

Dear Dr. Yin:

Attached, please find CERRA's Program Report for the 2022-23 fiscal year. Also included in the pdf file are Teaching Fellows data sheets, a white paper on the retention of National Board Certified Teachers, and a table of key Supply and Demand Survey results. CERRA's EIA Budget Proposal and a letter from the Chair of CERRA's Board of Directors (BOD) are attached as a separate pdf file, as well as a graphic representation of CERRA's new strategic plan. While our annual budget request is for level funding, we have asked for one-time money to improve the Online Educator Employment System. Once CERRA's BOD approves the 2022-23 CERRA Annual Report, I will also provide you with a copy of that Report.

I will be present for the Committee on Academic Affairs and Licensing meeting scheduled for August 24, 2023. I look forward to answering questions and providing additional information about CERRA's programs.

Sincerely,

A handwritten signature in black ink that reads "Jenna Hallman". The signature is written in a cursive, flowing style.

Jenna Hallman, PhD, NBCT  
Executive Director

Attachments



# **CERRA's Program Report Fiscal Year 2023**

**ProTeam**

**Teacher Cadet**

**Teaching Fellows**

**Induction & Mentoring**

**Rural Recruitment Initiative**

**Additional Services**



## ProTeam

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
Sites <sup>1</sup>	50	45	30	40	38
Students served	1,554	1,571	1,044	1,416	1,048
Male students	617	646	491	624	461
Non-white students	561	581	526	674	424
Funds expended	\$103,203	\$108,076	\$105,300	\$118,516	\$128,584
Funds expended per student	\$66	\$69	\$101	\$84	\$123

<sup>1</sup>Some sites offer more than one ProTeam class. There were 61 classes in FY23.



## Teacher Cadet<sup>1</sup>

	FY19	FY20	FY21	FY22	FY23
Sites <sup>2</sup>	188	191	169	171	175
Students served – Experiencing Education	2,991	2,998	2,309	2,398	2,528
Students served – Educational Psychology		182	161	230	307
Male students	676	668	490	552	597
Non-white students	1,004	1,003	711	783	885
College Partner institutions <sup>3</sup>	22	22	22	24	25
Funds expended	\$496,776	\$488,290	\$475,571	\$526,778	\$596,606
Funds expended per student	\$166	\$163	\$206	\$220	\$236

<sup>1</sup>The Teacher Cadet Program consists of two courses – Teacher Cadet Experiencing Education and Teacher Cadet Educational Psychology. After completing Experiencing Education, students may choose to enroll in Educational Psychology, a follow-up course first offered in FY20.

<sup>2</sup>Some sites offer more than one Teacher Cadet class. There were 249 classes in FY23, including 34 Educational Psychology classes.

<sup>3</sup>College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course(s).



## Teaching Fellows

	FY19	FY20	FY21	FY22	FY23
Fellows who received funds <sup>1</sup>	752	738	764	740	777
Fellows who graduated from the program <sup>2</sup>	170	150	183	155	179
Fellows teaching to fulfill service requirement	521	564	570	600	587
Fellows who have fulfilled service requirement and are employed in a SC public school/district	861	932	1,015	1,078	1,126
Funds expended	\$4,714,801	\$4,596,086	\$4,562,654	\$4,517,653	\$4,626,838

<sup>1</sup>Fellows are allowed to receive funds for a period of up to four years.

<sup>2</sup>78.8% of Fellows from the 2000-2018 cohorts graduated from the program; 93.3% of graduates either have satisfied their loan or are currently teaching for loan forgiveness in a SC public school.

SC Teaching Fellows Institution	Number of Teaching Fellows Enrolled in FY23
Anderson University	100
Charleston Southern University	49
Clemson University	75
Coastal Carolina University	51
College of Charleston	73
Francis Marion University	31
Lander University	65
USC – Aiken	34
USC – Columbia	138
USC – Upstate	32
Winthrop University	127
Total	775





## Induction & Mentoring

	FY19	FY20	FY21	FY22	FY23
Educators who completed the SC Mentor Training <sup>1</sup>	2,156	1,840	1,946	1,885	882
Educators who completed the SC Mentor Trainer Certification	64	28	40	35	40
Educators who completed the Administrator's Role in Induction & Mentoring Training	150	108	0 <sup>2</sup>	64	86
Funds expended	\$199,934	\$207,121	\$217,716	\$203,218	\$297,026

<sup>1</sup>The SC Mentor Training can be hosted by CERRA, an individual school district, or other educational entities. CERRA relies on districts and other entities to report their complete data.

<sup>2</sup>During FY21, the Administrator's Role in Induction & Mentoring Training was not offered through ILA, nor was CERRA asked to provide district-level training sessions.



## Rural Recruitment Initiative FY23 Proviso 1A.54

	FY19	FY20	FY21	FY22	FY23
Legislative allocation	\$9,748,392	\$7,598,392	\$7,598,392	\$7,598,392	\$7,598,392
Public school districts eligible for rural funds	36	35	43	43	40 <sup>1</sup>
Public school districts requesting funds	36	34	43	42	40
Funds disbursed to public school districts	\$8,559,254	\$6,776,427	\$7,059,836	\$7,321,041	\$6,689,794
Funds expended on behalf of public school districts	\$44,649	\$42,209	\$15,268	\$23,935	\$22,386
Undergraduate loan repayment funds disbursed to teachers	\$367,462	\$478,228	\$242,669	\$292,708	\$292,030
Administrative costs <sup>2</sup>	\$366,539	\$217,056	\$222,481	\$207,855	\$223,286
Carryover funds (into next fiscal year)	\$410,489	\$618,702	\$676,840	\$429,757	\$800,654

<sup>1</sup>Under FY23 Proviso 1A.54, eligibility was based on a five-year average teacher turnover rate of greater than 11%. Eligible districts also may not be one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Eligible districts include: Allendale, Anderson 2, Anderson 3, Anderson 4, Anderson 5, Bamberg, Barnwell, Barnwell 45, Chester, Clarendon, Colleton, Darlington, Dillon 3, Dorchester 4, Edgefield, Fairfield, Florence 1, Florence 3, Greenwood 50, Greenwood 51, Greenwood 52, Hampton, Jasper, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 3, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Spartanburg 3, Spartanburg 7, Sumter, Union, and Williamsburg.

<sup>2</sup>Includes a portion of 13 employee's salary, fringes, and travel, as well as 1.5% indirect costs to Winthrop University.



## Additional Services

Online Educator Employment System: This online system provides a centralized process for individuals to locate job vacancies in SC public school districts and to complete a standard employment application that can be submitted to these locations. It also enables districts to post vacancies and search the database of applicants to fill teaching positions.

Teacher Expo: The Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts that choose to send recruiters to the Expo. For FY23, CERRA contracted with a virtual career fair platform to host the Expo for 40 districts and 200 attendees.

- FY23 funds expended for the Online Educator Employment System and the Teacher Expo = \$84,304

National Board Certification Support: CERRA provides an infrastructure of support for teachers pursuing National Board Certification® (NBC), a voluntary professional development opportunity for educators proven to have a positive impact on classroom retention. Turnover rates for SC National Board Certified Teachers (4.2%) remained significantly lower than those of all teachers in the state (12.9%) in 2021-22.

- NBC support services are funded through the SC Department of Education.

South Carolina Teacher Forum: The Forum is comprised of the current District Teachers of the Year (DTOYs) and chaired by the SC Teacher of the Year, who serves as a Teacher-in-Residence at CERRA. The Forum provides formal recognition to the DTOYs and works to develop their leadership skills and encourage them to be advocates for their profession.

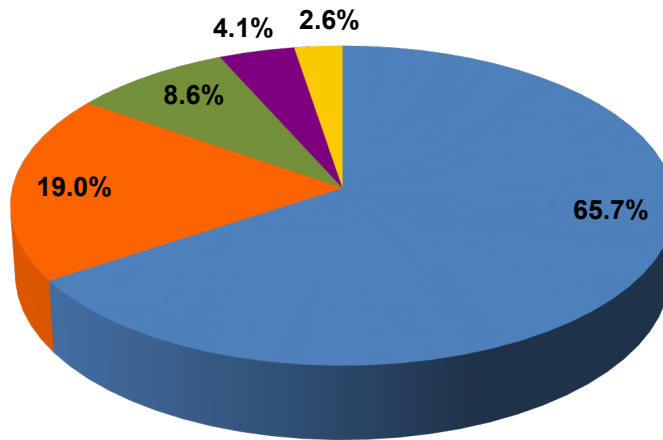
- CERRA invoices SC districts for their DTOYs participation in the Forum.



**Teaching Fellows Program  
Data from the 2000-2018 Cohorts  
(March 2023)**

- 2,643 Fellows graduates / 3,355 awards = 78.8% graduation rate
- 65.7% of graduates (1,736 Fellows) are currently employed in 72 of 76 SC public school districts, as well as the SC Department of Juvenile Justice and SC Governor’s School for Agriculture
- 93.3% of graduates (2,465 Fellows) have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school
  - 61.6% of graduates (1,629 Fellows) have satisfied their loan through teaching service; of these loan-satisfied Fellows, 69.1% (1,126) are employed in a SC public school/district
  - 9.4% of graduates (249 Fellows) have satisfied their loan through repayment or a combination of repayment plus some teaching service
  - 22.2% of graduates (587 Fellows) are currently teaching for loan forgiveness in a SC public school

**Teaching Fellows Graduates  
2000-2018 Cohorts**



- Employed in a SC district
- Loan satisfied through teaching service; not employed in a SC district
- Loan satisfied through repayment/repayment plus teaching service; not employed in a SC district
- In active repayment
- In deferment (grace year, graduate school, military, or special request)



## Graduation Rates – South Carolina Teaching Fellows Institutions and Teaching Fellows Program

The following table compares two sets of graduation rates for completers of Bachelor's degrees in South Carolina. The first row of data includes graduation rates for Teaching Fellows Institutions (TFIs). TFIs are colleges and universities with approved educator preparation programs that also have a designated Teaching Fellows program.

The second row of data includes graduation rates for Teaching Fellows from the 2015 cohort. This particular cohort is comprised of Teaching Fellows whose first year of college began in fall 2015. It should be noted that most Teaching Fellows graduate from a TFI within four years. Five- and six-year rates were calculated for comparison purposes.

Click [here](#) for more information about the South Carolina Teaching Fellows Program.

<b>2015 Freshmen Cohort Graduation Rates</b>	<b>In 4 years or less</b>	<b>In 5 years</b>	<b>In 6 years</b>
South Carolina Teaching Fellows Institutions	49.8%	60.0%	62.4%
South Carolina Teaching Fellows Program	80.6%	82.5%	82.5%

Source: Integrated Postsecondary Education Data System (IPEDS); CERRA

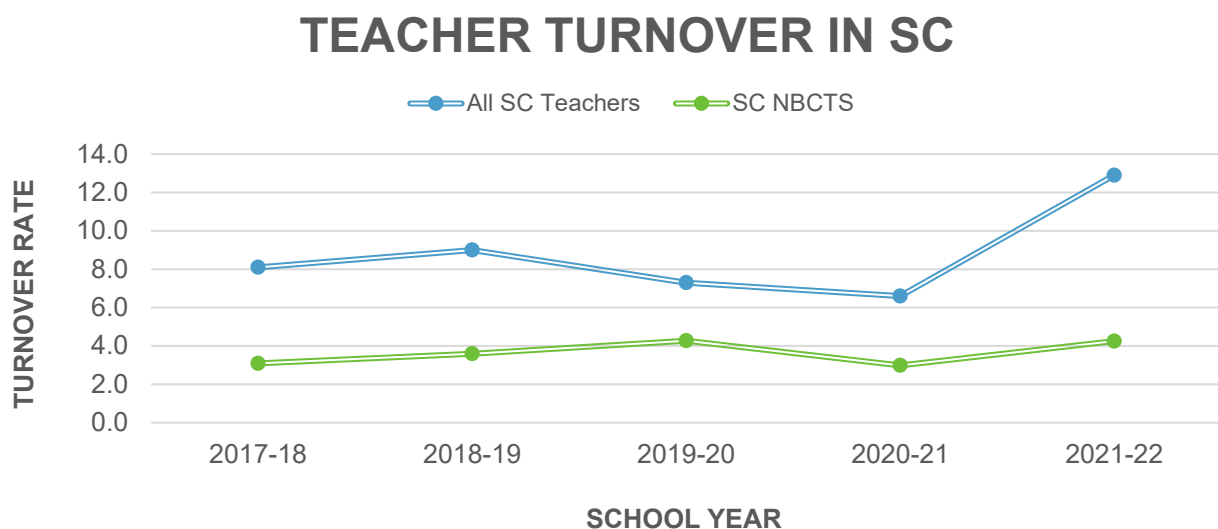
Note: During the 2015-16 academic year, there were 14 TFIs in the state.



March 2023

### Updated: Retaining SC Teachers through National Board Certification

Over a five-year period, CERRA has released multiple reports indicating significantly lower turnover rates among National Board Certified Teachers (NBCTs) in SC compared to all teachers in the state. The table below, which has been updated with the most recent data available, displays turnover rates for these two groups of teachers. Specifically looking at the 2021-22 school year, turnover for all SC teachers was 12.9% and only 4.2% for NBCTs in the state. Additionally, from 2020-21 to 2021-22, the turnover rate for NBCTs slightly increased while turnover for all teachers nearly doubled during this time.



Statewide turnover rates were provided by the SC Department of Education, whereas NBCT rates were produced by CERRA. To maintain consistency, both sets of turnover rates were calculated using the same formula. Turnover among all SC teachers includes those who leave the state for any reason or move into a non-teaching position within the state (i.e., assistant principal, district coordinator, etc.). Similarly, turnover rates among NBCTs include teachers who leave the state or move into a non-teaching position that is not eligible for the National Board state supplement.

National Board Certification (NBC) is a voluntary professional development opportunity proven to keep accomplished teachers in the classroom. Teachers who achieve NBC are known to possess leadership skills and, therefore, may seek non-teaching positions that allow them a greater impact on students and colleagues. However, many NBCTs report that the state supplement makes it financially possible to stay in the classroom. Without it, they are more likely to pursue higher-paying positions both within and outside of the education field. Additional information about NBC can be found by clicking [here](#).



### Key Data from CERRA's South Carolina Annual Educator Supply & Demand Reports

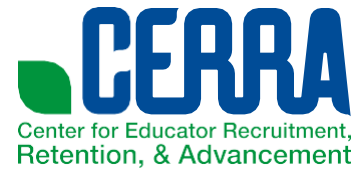
School year	Graduates of a SC Bachelor's or Master's level initial educator preparation program <sup>1</sup>	Teacher Departures	Early-career departures ( $\leq 5$ years of experience)	Departures, transferred to another SC public school district	Departures, Retirements	Positions vacant after the start of each school year
2018-2019	2,170	7,339.3	2,596.1	1,998.0	1,937.3	621.3
2019-2020	2,067	6,649.8	2,367.4	1,670.2	1,190.0	555.5
2020-2021	2,226	5,995.7	2,551.0	1,345.6	1,104.7	698.9
2021-2022	2,123	6,927.1	2,389.6	1,568.6	1,278.4	1,062.8
<b>2022-2023</b>	<b>Not yet available</b>	<b>8,320.9</b>	<b>3,014.9</b>	<b>2,187.0</b>	<b>1,443.7</b>	<b>1,473.6</b>

Notes: Teacher departures refer to certified SC educators who left the position they held the previous school year. For example, data in the 2022-2023 row include educators from 2021-22 who did not return to a teaching/service position in the same district for the 2022-23 school year. Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, and speech language pathologists). Departure and vacancy data are collected from SC school district representatives and presented in full-time equivalents (FTEs).

<sup>1</sup>Data obtained from the SC Commission on Higher Education. Includes students who graduated from a SC public or private institution with a Bachelor's degree eligible for teacher certification and students who graduated from a SC public institution with a Master's degree eligible for teacher certification. Master's level data are not available for private institutions.

Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.





Dr. Beth Greene Costner  
 Chair, CERRA Board of Directors  
 106 Withers / W.T.S. Building  
 Rock Hill, SC 29733

August 14, 2023

SC CHE Board of Commissioners  
 Committee on Academic Affairs and Licensing  
 1122 Lady Street, Suite 400  
 Columbia, SC 29201

RE: CERRA Budget Request

Committee on Academic Affairs and Licensing:

The Executive Committee (Committee) of the CERRA Board of Directors serves as a special advisory group to the Executive Director and/or the Board and have the authority to act on behalf of the Board on matters of budget, policy, special appeals/requests, and other matters as determined by the Chairperson. The Committee reviewed CERRA's budget needs for FY25 on July 20<sup>th</sup>, with further discussion via email on August 9<sup>th</sup>. The Committee supports CERRA's request for level annual funding totaling \$ 13,534,117. Funding is divided between three lines in the state budget as follows:

- Center Educ Recruit, Reten & Adv (sic) (H470) - \$2,031,680
- Teacher Recruit (sic) Program (H030) - \$3,904,045
- Rural Teacher Recruitment - \$7,598,392

The Committee recognizes the need for CERRA to upgrade the Online Educator Employment System and has authorized Dr. Jenna Hallman to request \$200,000 in one-time funding. This amount was determined following conversations with a potential vendor and based on costs for a similar system recently implemented in North Carolina. CERRA will follow all state procurement guidelines for collecting bids and contracting with a vendor if the funds are approved.

Please feel free to contact Dr. Jenna Hallman or me with any questions or concerns. Thank you for your continued support of CERRA.

Sincerely,

*Beth J Costner*

Beth Greene Costner, PhD  
 Chair, CERRA Board of Directors





Funding Source	Amount	Notes
Teacher Recruit Program (H030)	$\$4,243,527 - \$339,482.16 =$ <b><math>\\$3,904,044.84</math></b> At least 78% must be used for Teaching Fellows <b><math>(\\$3,045,154.98)</math></b>	8% to SC State (1A.6) $\$339,482.16$ "... shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs..."
Center for Educator Recruitment, Retention, and Advancement (CERRA) (H470)	<b><math>\\$2,031,680</math></b>	
Rural Teacher Recruitment	$\$9,748,392 - \$2,150,000 =$ <b><math>\\$7,598,392</math></b>	<p>"...\$750,000 of the funds appropriated in this act to the Department of Education for Rural Teacher Recruitment shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ)."</p> <p>"...\$1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession..."</p>

<b>FY24 Executive Budget Reference Sheet Line</b>	<b>Description</b>	<b>FY25 Request</b>
F.18	Teacher Recruit Program (H030)	\$3,904,045
F.26	Center for Educator Recruitment, Retention, and Advancement (CERRA) (H470)	\$2,031,680
C.1.5	Rural Teacher Recruitment <sup>1</sup>	\$7,598,392
	One-Time Request for Funds <sup>2</sup>	\$200,000
	<b>Total Budget<sup>3</sup></b>	<b>\$13,734,117</b>

<sup>1</sup>Rural Teacher Recruitment funds requested by CHE but flow through SCDE; CERRA reports to Governor, SCDE, President of the Senate, and Speaker of the House

<sup>2</sup>One-time fund request - Fees to build State/National Job Board/No indirect fees

<sup>3</sup>Includes \$157,191 in indirect fees to Winthrop University

Note: Funds for CERRA (H470) include the additional \$500,000 funded by the General Assembly. CERRA budgeted \$134,995 for Teaching Fellows awards, \$15,000 for indirect costs to Winthrop University, \$104,506 for salaries & fringes, and the remaining funds for the other CERRA programs (ProTeam, Teacher Cadet, and College Partners) and initiatives.

<b>Legislated Categories</b>	<b>Fund Balance as of June 30, 2022</b>	<b>2022-23 EIA Appropriations</b>	<b>Fund Balance as of June 30, 2023</b>	<b>2023-24 EIA Appropriations</b>	<b>2024-25 Proposed Legislative Ask</b>
Rural Teacher Recruitment	\$429,757	\$7,598,392	\$800,654	\$7,598,392	\$7,598,392
CERRA Agency Expenses/Teacher Recruitment	\$0	\$1,405,730	\$0	\$1,473,102	\$1,753,798
Teaching Fellows Awards	\$5,255,239 <sup>1</sup>	\$4,029,995	5,537,990.66 <sup>1</sup>	\$4,462,623	\$4,381,927
<b>Total</b>	<b>\$5,684,996</b>	<b>\$13,034,117</b>	<b>\$6,338,645</b>	<b>\$13,534,117</b>	<b>\$13,734,117</b>

<sup>1</sup>These funds are collected per the Promissory Note from the students who do not complete a Teaching Fellows Program or do not complete their required teaching service. CERRA is allowed to use some of these funds for additional Teaching Fellows awards and to pay salaries and fees for the collection process. CERRA has been instructed to retain a minimum of one year of fellowship award funds in reserve.

<b>Available Funds (including Rural Recruitment carryover and Teaching Fellows collections)</b>	<b>13,602,616</b>	<b>19,872,762</b>	
<b>CERRA Programs/Services</b>	<b>2022-23 Expenditures</b>	<b>2023-24 Budget</b>	<b>2024-25 Proposed Budget</b>
Rural Recruitment Initiative (RRI)	7,113,520	7,484,416	7,484,416
Salaries & Fringes	874,683	979,189	979,189
Office Support	39,842	25,356	25,356
Expo/OEES	84,304	64,484	356,180 <sup>1</sup>
Board of Directors	5,578	2,750	2,750
Staff Travel	91,181	56,608	56,608
Minority Recruitment	166,500	166,500	166,500
ProTeam	6,692	10,000	9,000
Teacher Cadet	54,327	75,000	65,000
College Partners	39,408	50,000	50,000
Teaching Fellows	4,327,628	4,462,623	4,381,927
WU Indirect Fees from all funding lines	157,191	157,191	157,191 <sup>2</sup>
<b>Total</b>	<b>12,960,854</b>	<b>13,534,117</b>	<b>13,734,117</b>

<sup>1</sup>Estimated Annual Subscription for State/National Job Board and One-time fees to build State/National Job Board

<sup>2</sup>No indirect fees on one-time money (\$200,000)

**The Rural Recruitment Initiative included the carryforward fund. Thank you! Can you please include the information of the carryover funds for other programs: ProTeam, Teaching Cadets, Teaching Fellows, etc. ?**

We do not have carryover funds for ProTeam, Teacher Cadet, and Teaching Fellows, as we spend the funds we are allocated each year. We have a collections account for Teaching Fellows. These funds are collected per the Promissory Note from the students who do not complete a Teaching Fellows Program or do not complete their required teaching service. We are allowed to use some of these funds for additional Teaching Fellows awards and to pay the salary of CERRA's account analyst (the staff member who facilitates the repayment process). We have also been told to try to keep as close to one year of fellowship award funds in reserve as possible. The dollar amount beside Teaching Fellows in the "Expenditures from Other Sources" is the amount we anticipate having to use from this account to fully fund the Teaching Fellows Program each year.

**Because last year \$1 million was requested, \$500,000 was approved by the GA. Please provide the detailed fund allocation to the programs of the \$500,000 for FY24. We need to include that information in the memo.**

I added a column titled, "Amount of FY 24 additional funding used" to the 2024-25 EIA Budget Proposal worksheet. I originally thought you only wanted me to be prepared to discuss this with the committee. As further information, when I asked for the additional funds, I stated that the majority of the funds would be used to:

- Continue to expand the Teaching Fellows Program – hence the additional funds on this line
- Offset the COLA adjustments, anticipated raises for state employees, and the increase in employer contributions to insurance – CERRA does not automatically receive additional funds for these costs – hence the additional funds on the salary line
- Offset an increase in indirect costs charged by Winthrop University (WU) – We had some issues with WU and the services they provide to CERRA. They also moved our offices from a stand-alone building into the College of Education (Thanks, Dean Costner!), thus reducing our financial footprint at the university. As a result of these unexpected changes, I was able to renegotiate our indirect costs and use the new money for marketing/communications (per our strategic plan), to offset travel costs (especially Teaching Fellows-related travel), and allow for updates to the Online Educator Employment System (OEEs) or to fund an extra statewide Expo – hence the funds on these lines

**In the last year's budget request for FY23-24: [EIA Budget.pdf \(sc.gov\)](#), the total for FY24 was \$14,034,117. This amount included the projected increase of \$1 million. Because only \$500,000 was approved, this amount for FY24 on FY25 Budget Proposal should be \$14,034,117-500,000 = 13,534,117. I might have interpreted wrong, any clarifications will be helpful. The amount of \$13,534,117 in the board chair letter is correct, but the number in the FY25 Budget Proposal doesn't match.**

I apologize for the confusion. In the past, we included any Teaching Fellows collection funds in our totals. I have removed these funds, so that the totals match the allocation for FY24 and the requested funds for FY25.

**In the FY25 Proposed Budget sheet, the \$200,000 budget increase request is not reflected. Again, I might have interpreted wrong. Please clarify this.**

Again, I apologize for the confusion. Since this is a request for one-time funds, I wanted to keep it separate. I have now added the \$200,000 I requested to our total (\$13,734,117) for FY25.

**Regarding the \$200,000 budget request for the one-time funding to upgrade the Online Educator Employment System, can you please provide supporting information about this request?**

- 1. The background of this System, e.g. when was it launched? When was the system upgraded last time?** CERRA's current Online Educator Employment System (OEES) is antiquated and has not been overhauled in the last eight - ten years. We have been in communication with the SCDE and know that our current system also does not meet ADA requirements. Furthermore, we likely cannot completely correct the ADA issues using the current system. Regardless of what happens with the request for funds, we will likely need to rebuild the OEES.
- 2. Which area(s) of the system that needs to be updated most? What is the level of urgency?** In my opinion, the ADA issues make this an urgent need. Sean Osborne, Web Developer, Digital Accessibility Manager in the Office of Total Quality Management at the SCDE, is going to provide me with a report on the ADA issues. I am not sure he will have this ready by the 24<sup>th</sup> as he is also auditing numerous district websites.

The other issue with the OEES is that it lacks the features available through systems like Frontline and PowerSchool. As a result, more affluent districts can purchase these systems and have all the "bells and whistles" while they are trying to recruit, and the less affluent districts can't compete. When I spoke with Representative Mark Smith about this idea last year, he felt it would "level the playing field." I will be prepared to provide more information about this idea when I make my presentation.

Finally, the process of securing a teaching job in SC is currently disjointed and frustrating. In fact, we make it extremely difficult for a teacher to get hired. At this time, an educator interested in teaching in SC would complete a CERRA application for some districts while also searching websites for other districts. This educator might complete five or more different applications to secure a position. The envisioned system would make this process easier. Candidates would begin the state application with CERRA, and if they indicated they were interested in a district, the system would populate any specific question included on that district's application. Again, I'll be prepared to talk more about this when I present on the 24<sup>th</sup>.

- 3. How many users each year?** The simple answer is not enough. We can try to pull some data on the number of applications in the system, but the issue stems from the fact that districts that can afford other systems don't always post their positions through CERRA. The envisioned new system would allow CERRA to recruit nationwide to one system, which increases the likelihood that we have a pool of qualified educators available for districts to review.
- 4. How many applicants secured teaching or administration positions each year by using the system?** This is hard to answer because the districts don't report the number of candidates they hire directly from the OEES.

5. **What is the similar system implemented in North Carolina?** North Carolina recently implemented a statewide job board through School Spring/PowerSchool. I became aware of this partnership through TeachSC. North Carolina's GA funded the cost of building the system and provides the funding for the annual fees. According to PowerSchool, NC, GA, FL, and AL currently use their system. PowerSchool's system is also connected with a national database of candidates and recruits through LinkedIn and other professional networks.
6. **How many potential vendors have you consulted with about this project?** I met with the TeachNC representatives, attended a webinar sponsored by TeachNC, and spoke with representatives from PowerSchool. They provided the estimates. Of course, we would have to follow state procurement rules to identify a vendor.
7. **In the GA Appropriation [2023-2024 Bill H. 4300, Budget for FY 2023-2024 - Part IA - Ratified Version - South Carolina Legislature Online \(scstatehouse.gov\)](#), and [tap1a.pdf \(scstatehouse.gov\)](#), \$9,748,392 has been appropriated for Rural Teacher Recruitment. But on your FY25 Budget Request, \$7,598,392 was specified in the letter from Dr. Costner to the CHE Board, while in the Budget Table, the FY25 proposed budget for RRI is 7,300,000.**

CERRA's portion of the RRI allocation is only \$7,598,392. Per the Proviso, "...\$750,000 of the funds appropriated in this act to the Department of Education for Rural Teacher Recruitment shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ)." "...\$1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession..."

The RRI line on the budget represents flow-through funds requested by/or to be requested by districts as well as funds for the loan forgiveness program. Portions of the RRI allocation are included in the salary line or program lines (site grants).

I hope this helps!

**From:** [Jenna Hallman](#)  
**To:** [Yin, Lishu](#)  
**Cc:** [Tippens, Georges](#)  
**Subject:** [External] Re: FW: CAAL Members  
**Date:** Thursday, August 17, 2023 2:33:25 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[CERRA FY25 EIA Budget and BOD Letter.pdf](#)

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Lishu,

Thank you for providing the names of the CAAL members. This information will help me contextualize my presentation.

Here is the information you requested for the memo:

In addition, CERRA's budget increase request for \$1.0 million for FY2023-24, the General Assembly approved \$500,000. Of the increased amount, CERRA budgeted \$134,995 for Teaching Fellows awards, \$15,000 for indirect costs to Winthrop University, \$104,506 for salaries & fringes, and the remaining funds for the other CERRA programs (ProTeam, Teacher Cadet, and College Partners) and initiatives.

I also added this note to the attached document. I'll see you next week.

On Thu, Aug 17, 2023 at 11:43 AM Yin, Lishu <[LYin@che.sc.gov](mailto:LYin@che.sc.gov)> wrote:

Jenna,

Please see the CAAL Committee member list in the forwarded email.

Can you please fill in the \$ amount in the following paragraph for the memo?

In addition, CERRA's budget increase request for \$1.0 million for FY2023-24, the General Assembly approved \$500,000. Of the increased amount, CERRA budgeted \$\_\_\_\_\_ for the Teaching Fellows Program, \$ for the Winthrop University indirect cost, \$ for salaries & Fringes, and the remaining funds for the Pro Team, Teacher Cadet, and College Partners.

Thanks,

Lishu

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**From:** Tippens, Georges <[GTippens@che.sc.gov](mailto:GTippens@che.sc.gov)>  
**Sent:** Thursday, August 17, 2023 11:27 AM  
**To:** Yin, Lishu <[LYin@che.sc.gov](mailto:LYin@che.sc.gov)>  
**Subject:** CAAL Members

<b>Academic Affairs and Licensing</b> Jenni Bryson Eddie Dyer Gene Fant Bettie Rose Horne Terrye Seckinger Doug Snyder
--

**Georges Tippens**

Deputy Director and General Counsel

South Carolina Commission on Higher Education