

AGENDA

EIA and Improvement Mechanisms Subcommittee

**Monday, May 16, 2016
10:00 a.m.
433 Blatt Building**

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| I. | Welcome and Introductions | Dr. Couch |
| III. | Approval of the March 21, 2016 Meeting Minutes | Dr. Couch |
| III. | Report on the Teacher Loan Program | Bunnie Ward |
| IV. | Educator Recruitment and Retention | Jane Turner Executive Director CERRA |
| V. | Update: 2016-17 Budget | Bunnie Ward Melanie Barton |
| VI. | Update: Community Block Grants | Bunnie Ward |

Subcommittee Members:

Dr. Bob Couch, Chair
April Allen
Rep. Dwight Loftis
Rep. Joe Neal
Ellen Weaver

Neil C. Robinson, Jr.
CHAIR

Daniel B. Merok
VICE CHAIR

April Allen

Anne H. Bull

Bob Couch

Mike Fair

Raye Felder

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Joseph H. Neal

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Patti J. Tate

Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

EIA and Improvement Mechanisms Subcommittee

March 21, 2016

Meeting Minutes

Members in Attendance: Dr. Bob Couch (Chair), Rep. Dwight Loftis, Rep. Joe Neal, Ms. Ellen Weaver

EOC Staff in Attendance: Dr. Kevin Andrews, Ms. Melanie Barton, Ms. Bunnie Ward

Dr. Couch opened the meeting by welcoming Ellen Weaver, a newly-appointed member to the Education Oversight Committee. Minutes from the November 16, 2015 meeting were approved as distributed.

Bunnie Ward provided an overview of the report on the progress of military-connected students. Ms. Ward noted that the report is in response to Act 289, the Military Quality of Life Enhancement Act, which was enacted in 2014. The law requires the EOC to develop an annual report on the educational performance of military-connected students. As a state, South Carolina continues to underreport the number of military-connected students. National data shows there were 12,335 students with a least one active duty parents in November 2015. SCDE January 2016 data indicated there were 7,763 students. Military-connected students in South Carolina continue to outperform their peers on state-administered tests. Ms. Ward also noted that the new federal Every Student Succeeds Act (ESSA) requires state identification of military-connected students with a unique military student identifier and subsequent reporting on the number of military-connected students.

Kevin Andrews reported on the results of the 2015 Parent Survey. Section 59-28-190 of the Parent Involvement in Their Children's Education Act requires the EOC to survey parents to determine if state and local efforts are effective in increasing parental involvement. Since 2002, SCDE administers the survey annually and the EOC provides an annual review of the parent survey and compares the results on key issues with the 2015 administration of the teacher survey. Between 32.3 and 38.3 percent of all eligible parents responded to the 2015 parent survey. Parent satisfaction levels were consistent with prior years' results. Parents who responded to the 2015 annual survey reported levels of parental involvement comparable to previous years and identified work schedules as their greatest obstacle to involvement. For the first time questions about bullying were included in the parent survey. Approximately 19 percent of parents reported that their child had been bullied with most reporting that the bullying occurred in the classroom or some other location in the school. In analyzing the responses by teachers to questions concerning bullying, the subcommittee asked that the staff review the data again to verify the information regarding teachers who had been bullied by a student at school.

Dr. Couch provided background information on the EIA Subcommittee's efforts regarding the 2016-17 state budget process. The subcommittee met several times to hear presentations from various EIA programs and develop EIA funding recommendations which were approved by the full Committee of the EOC in February. The subcommittee identified two primary objectives related to EIA budget recommendations: (1) Support educators for 21st century learning and (2) improve students' college and career readiness. At the last subcommittee meeting in November, the subcommittee finalized five recommendations and a total EIA budget of \$751,585,000 in recurring dollars and an additional \$12,146,750 in non-recurring EIA funds for instructional materials. The EIA Subcommittee's recommendations were:

1. Engage an outside expert to develop a teacher salary schedule that would attract and retain high quality teachers, with a focus on developing a structure with competitive salaries for new teachers in their first five years.
2. Expand initiatives to recruit and train leaders for schools and districts and develop innovative and alternative certification paths for leaders.
3. Fund dual enrollment courses and its definition of a dual enrollment course through a new EFA weighting of .15.
4. Adopt benchmarks as college readiness indicators with at least one of the indicators being college readiness assessment that all 11th graders in SC take. Students scoring at or above the scores indicated would not be required to take remedial courses in ELA or math and would be allowed to enter college with credit-bearing coursework.
5. Implement a public-private partnership to establish rigorous computer science standards, modeled after the Computer Science Teachers Association's K-12 Computer Science Standards. Consider what PD teachers would receive, if computer science could be counted toward math or science credit. Determine a timeline for phasing in computer science in high schools.

Since that time, the K-12 Education Budget has been approved by House Ways and Means Committee and was being debated by the full House during the week of March 21. The Committee endorsed most of the Committee's recommendations. Chairman Robinson and Melanie Barton presented the EOC's budget and proviso recommendations to the K-12 Subcommittee of the Senate Finance Committee on Wednesday, March 16. They reiterated the importance of funding the increased request for High Schools that Work of \$1.3 million and \$350,000 for S²TEM Centers SC to recruit math and science teachers to rural districts in South Carolina.

Ms. Ward concluded the meeting with an update on the four-year-old kindergarten block grants. She reported eight districts were awarded grants. All districts will implement a measure of teacher-child interaction and participate in a common evaluation that will report any outcomes achieved as a result of the grant. A final report will be available in 2017.

There being no further business, the subcommittee adjourned.

MEMORANDUM

TO: Members, EIA and Improvement Mechanisms Subcommittee

FROM: Melanie Barton *Melanie D. Barton*
Bunnie Ward *Bunnie Ward*

DATE: May 2, 2016

IN RE: Fiscal Year 2016-17 Budget Update

On April 27, 2016 the Senate Finance Committee reported out H.5001, the 2016-17 General Appropriation Bill. The full Senate will now begin floor deliberations beginning this week.

The following is a summary of the Senate Finance Committee budget and proviso recommendations for Fiscal Year 2016-17 related directly to public education. Comparisons to the House-passed version of the bill are included as well.

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**Senate Finance Committee Recommended Increases/Decreases for FY2016-17
General Fund, Lottery, Non-Recurring and EIA Revenues**

Recurring General Funds

Education Finance Act – Increased base student cost from \$2,220 to \$2,350 and added a weight for dual enrollment of 0.2. The EFA appropriation was increased by \$217.6 million.

Virtual SC – Increase of \$1.2 million for 18 additional teachers for online courses.

Education and Economic Development Act (EEDA) - \$10.0 million increase for guidance counselors, etc.

Transportation Increases for:

Bus Driver Salary \$19.2 million
Hazardous Transportation \$3.5 million
School Bus Lease/Purchase \$17.2 million

Other New Funding for:

Education Outreach/State Museum (SCDE) \$275,000
Coding Curriculum (SCDE) - \$300,000

Allocations Targeted to Abbeville Equity Lawsuit:

Technology Technical Assistance (SCDE) \$16.8 million - Funds are to increase the capacity of trial and plaintiff school districts in the Abbeville lawsuit. Funds are to be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity to offer online testing and increased access.

Teacher Recruitment and Retention for Plaintiff Districts and Districts with a Poverty Index of Eighty Percent or Higher and funds of \$9.1 million

Studies - \$3.1 million for SCDE to conduct efficiency studies that include infrastructure

School Facilities Study of \$1.5 million to determine infrastructure and technology needs

College & Career Readiness - \$3.0 million – These funds are to increase the capacity of districts in the Abbeville lawsuit. Funds are to be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development,

standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the Profile of the South Carolina Graduate.

World Class Scholars/Abbeville School Districts - \$200,000 for an online exchange program with students from other countries.

STEM Labs in middle schools - \$300,000

Profession Development Funds per proviso 1A.25. that are retained by the Department of Education for professional development services must be targeted to districts who are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the capacity of educators and leaders in those districts.

Lottery Revenues - Allocated through SCDE

- K-12 Technology Initiative - \$29.3 million. This is the same level of funding as in the prior two fiscal years.
- Dynamic Report Card System (EAA) - \$1,695,000 (Plus an additional \$1,952,000 in non-recurring EIA revenues for PowerSchool)
- Reading Partners of \$400,000
- Mobile Device Access & Management \$3.0 million– Funds will be used to procure high-speed mobile internet service for students that do not have such internet service at home and are participating in a course of study that requires such access.

EIA – Increase of \$54.1 million in recurring and \$12.1 million in non-recurring EIA revenues allocated to:

- Teacher Pay - \$23.2 million for 2% teacher salary increase and for increasing the statewide minimum teacher salary schedule from 22 to 23 years.
- SC Public Charter School District \$12.1 million
- Rural Teacher Initiative \$8.2 million (Governor's Initiative)
- Technical Assistance – Increase of \$4.0 million for AdvancedEd and assistance to underperforming districts
- Teacher Supply - \$750,000 (Plus an additional \$600,000 in general funds)
- Read to Succeed Office (SCDE) \$257,400
- Early Childhood (SCDE) \$343,200
- Office of First Steps:
 - BabyNet - \$2.0 million (plus an additional \$1.2 million in non-recurring general funds and \$750,000 in recurring general funds)
 - Family Connection - \$300,000
 - Additional Staff (4.0 FTEs) \$398,504
 - First Steps County Partnerships \$1.7 million

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|--|--|---|
| 1A.68 | 4K Early Literacy Competencies Assessments | AMENDED - To delete the directive that SCDE select up to three formative assessments and instead directs SCDE to manage the administration of the assessments as done in the prior fiscal year. Directs that accommodation that do not invalidate assessment results must be provided in the manner set for by the student's IEP or 504. Deletes the requirement that districts and private providers be allocated \$15 per child to cover the cost of the assessment and for them to report electronically to SCDE the results of each individual assessment. SCDE was to sue the same assessments until the KEA work on numeracy in NC is completed. | Adopt. |
| 1.95 | Abbeville Equity Districts Comprehensive Report | | Added. Of the appropriations and provision of services that are provided in the current fiscal year's budget for Abbeville districts, SCDE must submit a report to General Assembly by January 1, 2017 on current allocation of funds to Abbeville districts and the provision of services. |
| 1A.21 | Accountability Program Implementation | Amend. For current fiscal year, EOC may carry forward prior year EIA block grant funds not awarded by the grant committee. Funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the state's investment. | Adopt. |
| 1A.27 | Adult Education | AMENDED - To allow up to \$300,000 to be used to establish an initiative for qualifying adult ed students to qualify for a free high school equivalency test and direct SCDE to establish guidelines for this initiative. | Adopt. |
| 1A.2 | African-American History | AMENDED - To direct that funds currently a salary line item be reallocated for development of instructional materials and programs and implementation of professional learning opportunities that promote African American history and culture. Amend the direct that SCDE expend 70% through a competitive bids process and that they be expended through a competitive grants process. | Amended. Funds that are currently a salary line item will be reallocated for the development of instructional materials and programs and the implementation of professional learning opportunities that promote AA history and culture. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|----------------|--------------------------------------|---|---|
| 1A.26 | Assessments G&T, AP, IB | AMENDED - To increase from \$46.5 million to \$5.4 million allocation of funds for AP and IB testing due to increased participation. | Adopt. |
| 1A.41. | Assessments Projection | DELETED - To require SCDE to institute a plan for reviewing SAT, ACT, WorkKeys and other high school exams to determine student strengths and weaknesses and to provide guidance to school districts | Adopt deletion. |
| 1.93 and 1A.84 | Assistance Funding | | Added. Funds appropriated to SCDE to assist districts that are or were Abbeville plaintiffs and funding appropriated to SCDE to provide technical assistance to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried forward and expended for the same purposes. |
| 1A.60 | BabyNet Autism Therapy | AMENDED - To increase increasing BabyNet provider rate to \$13.58/hour or current Medicaid rate, whichever is higher. | Adopt. |
| 1.3 | Base Student Cost | AMENDED - To Increase base student cost from \$2,220 to \$2,350 and add .15 pupil weighting for dual credit enrollment. Direct students in poverty be identified using USDA community eligibility criteria and include students eligible for Medicaid, children classified as transient and/or homeless. (Increase in EFA of \$217.6 million) | SCDE will work with districts to determine students eligible for poverty add-on using the data elements used to determined USDA community eligibility to be used in future years. SCDE will use counts from prior school year to determine poverty funding for the add-on weighting. |
| 1A.34 | Career Cluster Industry Partnerships | | Amend. Recipient industry organization must include in their grant request how money will be spent in direct support of students. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|----------------|--|--|--|
| 1A.74 | CATE Equipment | ADDED - Funds shall be distributed to districts and career centers based on prior year actual student enrollment in CATE courses with no district or center receiving less than \$50,000. Funds may be expended to purchase equipment, to up fit facilities and to purchase consumables. District must include info on current CATE equipment, alignment of equipment to job needs in District plan. Plans must include charter schools in district offering at least one CATE completer program. Districts and centers may carry forward funds to be used for same intended purposes. | Adopt. |
| 1.79 and 1A.71 | CDEPP Unexpended Funds | AMENDED - To permit First Steps to retain the first \$2 million in unexpended prior year CDEP funds. If by August 15, school districts eligible to participate in full-day 4K opt not to participate, SCDE may utilize available funds to increase participation on a per pupil basis for districts eligible to participate and who have a documented weighting list. Delete requirements that First Steps allocated \$4.25 million for CDEP to SCDE and \$2 million for Community Block Grants to EOC. | Amend. First Steps to retain the first \$1 million in unexpended funds. By August 1, First Steps must allocate \$1 million to EOC for the community blocks grants program. If carry forward funds are less than the amounts appropriated, funding for the items shall be reduced on a pro rata basis. SCDE may also use unexpended funds for professional development and quality evaluations of programs. |
| 1A.20 | Certified Staff Technology Proficiency | Amend proviso to delete preferred method for demonstrating technology proficiency and instead direct that district adopted technology proficiency standards and plan should be at a minimum aligned to ISTE teacher standards. | Adopt. |
| 1A.28 | Clemson Agriculture Education Teachers | AMENDED - To authorize funds to be used for a Regional Coordinator if there are sufficient funds. (An additional \$100,000 allocated to Clemson PSA for this initiative) | Adopt. |
| 1A.72 | College and Career Readiness | ADDED - Funds appropriated to SCDE for college and career readiness assistance must first be used to improve educational outcomes of students residing in Abbeville districts. SCDE shall use funds to provide districts assistance with using educators with effectiveness in instructional leadership. Equip educators with tools to provide students with high quality, personalized learning that supports Profile of SC Graduate. | Adopt. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|-------------------------------|---|---|
| 1A.80 | College Readiness Assessments | | SCDE directed to manage administration of the same college readiness assessment that was administered in the prior fiscal year to students in Grade 11. Assessment must be administered to all Grade 11 students. Valid accommodations must be provided according to the student's IEP/504 plan. If student chooses to use assessment results for post-secondary admission the student must indicate that choice in compliance with vendor's deadline to ensure student may receive allowable accommodations consistent with IEP or 504 plan. |
| 1A.75 | Digital Learning | ADDED - \$1.9 million of surplus EIA funds allocated to EOC for Partnerships for Innovation will be utilized for one-year agreements with public and private entities to pilot computer science initiatives in schools. Initiatives must focus on improving the digital literacy skills of students and teachers, expanding opportunities for students to learn coding, or providing computer science curriculum. \$1.5 million must be authorized for schools or districts with 80% or greater poverty indices or are an Abbeville district. The EOC will pilot the program. | Amend for appropriation to be \$1.6 million. At least \$1.3 million to be authorized for schools and district with poverty indices of 80% or greater based on poverty index used prior fiscal year. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|---|--|--|
| 1.86 | Educational Credits Exceptional Needs Children | AMENDED - To require eligible schools to have graduation certificate requirements for special needs children and "offer a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities." Allows participating schools to notify EOC of continuing participation by December 30. Any school that did not participate in the program in the prior fiscal year may apply for participation in the program at any time in the fiscal year. EOC must publish the approved list on its website by September 1 and shall update the list upon approval of additional eligible schools. | Amend. Further defines a "nonprofit scholarship funding organization" as a charitable organization that allocates at least 97% of its funds to grants - removes the allowance that allocates the funds "after its first year of operation." Tax credits cannot exceed \$12 million. Total amount that may be contributed to a nonprofit scholarship funding organization cannot exceed \$8 million. Total amount that may be funded as a refundable tax credit against income taxes cannot exceed \$4 million. |
| 1A.81 | EOC Military Connected Children | | EOC directed to expend \$100,00 to initiate a pilot program in high-density military districts to provide training, services and resources to increase educational quality and support for military-connected children. |
| 1A.77 | Family Connection (EIA) | ADDED - Funds appropriated (\$300,000) to be transferred in quarterly installments from SCDE to Family Connection. Funds shall be used to provide support to families of children with disabilities and shall include home visits, transition assistance, education assistance, parent support and parent training. Family Connection to provide planning documents to SCDE no later than July 15 and quarterly reporting thereafter. | Adopt. |
| 1.74 | First Steps 4K Technology | AMENDED - To delete reference to "early literacy and language development" and instead reference "required school readiness" assessments. Broadens the definition of assessment to consistent with upcoming planned changes. Still provides \$75,000 in 4K carry forward to fund electronic devices. | Adopt. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|-------------------|---------------------------------------|---|---|
| 1.82 | First Steps Accountability | Based on needs for stated intervention by USDE in implementing IDEA, First Steps must meet federal compliance for Part C program. First Steps shall report to legislature and Governor specific steps, timeline and progress made in improving compliance standards. Report must be submitted no later than December 31, 2016. | Adopt. |
| 1.62 and 1A.30 | Full Day 4K | AMENDED - To Increase per student reimbursement from \$4,218 to \$4,323, to increase transportation reimbursement for private providers from \$550 to \$562. | Amend to maintain transportation reimbursement at \$550. |
| 1.53 and 1.83 | Health Education | AMENDED - To require each district to publish on its website the title and publisher of all health ed materials it used in the classroom. Deletes the requirement that a district's base student cost be reduced by 1% if a complaint is determined to be founded and corrective action is not taken and instead establish a 30 day process for corrective action to be taken. If SCDE determines corrective action not taken 1% of districts SHFA funds shall be withheld until district is in compliance. (Proviso 1.83 DELETED and merged with 1.53) | Amend to allow for 1% of district funds to be withheld if district is noncompliant with mandated health ed or if district fails to publish the title and publisher of materials. Extends corrective action process from 30 days to 60 days. |
| 1.90 | Highly Qualified Teachers | | Added. For current fiscal year, teacher certification requirements for highly qualified educators aligned to NCLB shall be suspended. SCDE shall report to General Assembly by Feb. 1 on the updated federal requirements under ESSA. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|-----------------------|--------------------------------------|---|---|
| 1A.33 | IDEA Maintenance of Effort | | Amend - SCDE will direct funds appropriated in Aid to Districts to meet estimated maintenance of effort for IDEA or to resolve pending litigation concerning the IDEA maintenance of effort. Funds provided for these purposes may not be transferred to any other purpose and are not subject to flexibility. SCDE shall distribute these funds using 135 day count or as directed in any litigation settlement agreement. |
| 1A.73 | Industry Certifications/ Credentials | ADDED - Funds appropriated (\$3.0 million) for national industry exams to be allocated to districts based on number of national industry exams administered in prior school year. SCDE to work with other agencies to ensure students are award of industry required credentials for current job availability. | Adopt |
| 1.39 | Instructional Materials Fees | AMENDED - To replace word "textbook" with "instructional materials." | Adopt. |
| 1.66 and 1A.66 in EIA | Literacy Coaches | AMENDED - To change "reading coaches" to "literacy coaches" and "not met" to "below proficient." Clarify the duties associated with literacy coaches. Direct that unspent or unallocated literacy coach funds be used to fund summer reading camps and require SCDE report the amount of funds used for this purpose. | Amend terminology to "reading/literacy coaches." Deleted detail related to reading/literacy coaches' duties. Schools and districts accepting funding to support a coaching position agree coach cannot serve as an administrators. If funds are being used for administrative costs remaining balance of funds will be withheld. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|---|---|--|
| 1A.55 | Low Achieving Schools (EIA) | ADDED - Of the funds allocated to EOC for Partnerships for Innovation, \$500,000 to be allocated to parent support initiatives and afterschool programs in historically underachieving communities. | Amend. Of funds allocated to EOC \$500,000 must be allocated to support up to three low achieving in schools for recruiting and retaining highly effective teachers and on increasing time on task, instructional quality and student engagement. EOC to evaluate effectiveness of the initiative. |
| 1.87 | Moving Cost Study | ADDED - To direct SCDE to submit a report on the costs associated with moving SCDE from Rutledge Building to legislature by September 1, 2016. | Adopt. |
| 1A.25 | Professional Development | 25% of funds must target Abbeville districts. SCDE authorized to carry forward and expend any funds for the same purpose. | Adopt. |
| 1.94 | Reporting and Procurement | | Added. Any state agency or school for the SCDE acts as the fiscal agent must comply with any state and federal reporting requirements using agency procedures and shall follow all state procurement laws. |
| 1.42 | Residential Treatment Facilities | AMENDED - Limits reimbursement rate for residential treatment facilities daily reimbursement to \$45 for education services. School districts are eligible to receive a base student cost weighted funding of 2.10 provided the student remains enrolled in the school district. Outlines process for dispute resolution. | Adopt. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|--|--|---|
| 1A.64 | Rural Teacher Recruiting Initiative | AMENDED - To direct CERRA to "publish" rather than "develop" eligibility requirements. Direct CERRA to include incentives for subsidized tuition and instructional materials; for enhanced student loan forgiveness or repayment; for establishment and maintenance of a teaching mentorship program and for technical support and recruiting incentives. Direct CERRA to also develop a process for recovering an amount equal to the incentive given to a participant who does not meet the obligations associated with the incentive. | Amend. CERRA to develop a set of incentives including loan forgiveness. Also provide incentive options for individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for America and CATE Work Base Certification. One incentive should include forgiveness of undergraduate student loans not to exceed \$5,000 per year for up to 7 years for teacher participating in an alternative certification program or have a loan for an institution other than SC Student Loan Corporation or SC Teachers Loans Program. Teaching mentor salary supplement not to exceed \$2,500 per year. |
| 1A.76 | SC IT Academy | ADDED - To direct SCDE to procure an IT Academy for public schools statewide and direct the academy offer certification opportunities for educators to receive Teacher Certification Exams and for middle school students to receive certification in an office suite of products and for high school students to receive programming credentials. | Adopt. |
| 1A.54 | SC Public Charter School District Funding | AMENDED - To extend the timelines for ruling on charter school application FY 2016-17 by 60 days if the Public Charter School district determines an applicant should be allowed to amend its application to meet the requirements based on their proposal to address an existing achievement gap in an underserved area of the state including, but not limited to, Abbeville districts. Direct the EOC to report at the end of the application cycle on the outcome of extending the hearing time. | Amend reporting requirements. Report to Senate Finance and House Ways and Means. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|---|--|--|
| 1.28 | School Districts and Special Schools Flexibility | AMENDED - At least 75% of district's per pupil expenditures must be utilized with InSite categories of instruction, instructional support, and only transportation, food service and safety within non-instruction pupil services. | Adopt. |
| 1A.70. | Statewide Assessment Procurement | DELETED - Proviso required SCDE to procure 11th grade college readiness assessment and grades 3-8 ELA and math assessment | Adopt deletion. |
| 1A.82 | STEM Labs | | EOC will work with SCDE to solicit middle school from Abbeville districts to participate in implementing STEM based curriculum for 6th to 8th grades. Teachers will receiving ongoing professional development aligned to state standards. |
| 1.50 | Student Health and Fitness | AMENDED - To allow funds for school nurses to be distributed to school districts directly rather than through a grant process. | Adopt. |
| 1A.24. | Students at Risk of School Failure | AMENDED - To change definition of poverty index to "students identified using USDA Community Eligibility guidelines and students in Medicaid, students identified as Migrant and students identified as homeless." | Adopt. |
| 1.63 | Summer Reading Camps | AMENDED - To designate \$700,000 to SC Afterschool Alliance. Requires SLED background check for all volunteers, mentors, tutors. No more than 10% may be retained by Alliance for administration and planning document must be submitted to SCDE by September 15. | Amend to designate \$700,000 to SCDE. Eligible schools have a poverty index of 40% or greater based on the free/reduced lunch or Medicaid. |
| 1A.52 | Surplus (EIA) | AMENDED - To require EIA surplus funds from prior fiscal year be allocated accordingly: \$2.8 million to EOC for Partnerships for Innovation; Allendale District \$150,000; Vocational Equipment Modernization \$1,501,307; Industry Certification \$3 million; Adult Ed \$1.5 million; Power School/Data Collection \$1.952 million; IT Academy \$750,000, Instructional Development and Digital Content Curation \$493,443 | Amend. \$3.1 million to EOC for Partnerships; Adult Ed \$1 million; Instructional Development and Digital Content Curation \$393,443; EOC customized STEM labs for grades 6-8 in Abbeville districts \$300,000 |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|-------------------------------------|--|---|
| 1.91 | Teacher Salaries (EIA) | ADDED - SCDE directed to increase the statewide salary schedule by 2%. Local districts must provide all certified paid teachers increase. Districts shall use the additional funds made available from Education Finance Act appropriation to fund a 1% increase. District must increase salary compensation for all eligible certified teachers by an amount equal to a step on the salary schedule for any teacher entering the 23rd year if district's salary schedule does not go beyond 22 years. District may apply to SCDE for a waiver if it believes it will be unable to provide the additional step without incurring a deficit. Teachers are defined by SCDE Professional Certified Staff System. (An additional \$23.2 million plus carry forward funds of \$10.0 million used to pay for the increase, along with increase in EFA) | Amend. Use district salary schedule from prior fiscal year as base for increase. |
| 1A.38 | Teacher Salaries/ Southeast Average | AMENDED - To update projections for Southeastern average teacher salary from \$49,975 to \$51,495. | Amend. Included the 2% required increase in the statewide minimum teacher salary schedule. |
| 1A.4 | Teacher Salaries/State Agencies | AMENDED - To direct that affected agencies receive increases for teacher salaries as recommended by the EOC rather than an allocation from the specific line item. Deletes the requirement that the Executive Budget Office distribute the line item funds and instead direct that teacher salary increases recommend by the EOC and funding in this act be incorporated into each agencies EIA appropriations. | Amend. Teacher salaries will be appropriated as recommended by the EOC and funded by the General Assembly. |
| 1.75 | Teacher Salary Schedule Study | AMENDED - To direct SCDE to include salary needs information from Abbeville districts. Allows work to continue by deleting the deadline for submission of recommendations. | Adopt. |
| 1A.9 | Teacher Supplies | AMENDED - To add on certified public school teachers and career specialist to those individuals eligible to receive the reimbursement and to also allow those eligible individuals employed by a publically funded full day 4K classroom. | Amend. Added non certified teachers identified in PCS, lead teachers employed in publically funded full day 4K approved by First Steps. Any person receiving the reimbursement is ineligible to take the income tax credit allowed by this proviso. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|---------|--|--|--|
| 1A.12 | Technical Assistance (EIA) | AMENDED - To provide intensive support to schools and districts with the lowest percentages of students meeting state standards on state assessments on the most recent state assessments or with the lowest high school graduation rates or with an absolute rating of below average or at risk on school report card. SCDE will create a system of tiers on TA and low performing schools and districts shall be placed within the tiered framework no later than December 15. Low performing schools shall receive a diagnostic review through SCDE and new identified schools and districts must be reviewed by an External Review Team in the year of designation and every third year after. Schools and districts shall submit an updated school renewal or district strategic plan; plans shall address specific strategies designed to increase student achievements and must include measures to evaluation success. TA experts shall assist schools and districts in designing and implementing the strategies and measurements identified. SCDE must monitor plan progress on implementation and report findings to local legislative delegation and Governor. SCDE Superintendent may declare a state of emergency in a school if the accreditation status is probation or denied or if the school fails to show improvement on the state accountability system. SCDE Superintendent may take over management of the school district. | Amend. Low performing schools will receive a diagnostic review through SCDE. Reports shall be available on SCDE website. Funds are not subject to agency flexibility provisions. |
| 1A.63. | Technology and Device Pilot Project | DELETED - SCDE to use surplus funds to pilot devices or digital content in up to six school districts | Adopt deletion. |
| 1.88 | Technology Technical Assistance | ADDED - To direct funds appropriated by SCDE for technology technical assistance to be used to increase capacity of Abbeville districts. SCDE shall use funds to assist districts in procuring appropriate technology to include devices and infrastructure. | Amend. For current fiscal year, districts may request a waiver from the requirement that all assessments be administered online. |
| 1.73 | Transition Funds to Districts | DELETED - Proviso had allocated funds to districts that were negatively impacted by changes in EFA weightings in prior years and in realignment of EIA and lottery appropriations. | Adopt. |
| 1.78 | Transition Funds to Districts | DELETED - Proviso had allocated funds to districts that were negatively impacted by changes in EFA weightings in prior years and in realignment of EIA and lottery appropriations. | Adopt. |

FY2016-17 Education Proviso Summary

| Proviso | Title | Description | Senate Finance |
|----------------|--------------|--------------------|-----------------------|
|----------------|--------------|--------------------|-----------------------|

NOTE: Excluded from the list above are any proviso changes that update fiscal year or date references.

SOURCE: Senate Finance Committee, through April 29, 2016.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 16, 2016

ACTION:

Annual Report on the South Carolina Teacher Loan Program, 2014-15

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee "shall review the [SC Teacher] loan program annually and report to the General Assembly (Section 59-26-20 (j), SC Code of Laws of 1976, as amended.) This report is the annual report on the SC Teacher Loan Program covering the year 2014-15.

CRITICAL FACTS

This report provides updated data for 2014-15 and also addresses educator recruitment and retention.

TIMELINE/REVIEW PROCESS

Study began in February 2016 and completed in April 2016 with data collection beginning in February 2016.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

2014–2015

SC TEACHER LOAN PROGRAM

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Annual Report on the South Carolina Teacher Loan Program

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2014-15 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

May 5, 2016

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Matt Smith and Andy Baxter at the Southern Regional Education Board

Jane Turner and Jennifer Garrett of the Center for Educator Recruitment, Retention, and Advancement at Winthrop University

Tomiko Smalls and Dr. Sean Alford of Aiken County School District

I. Summary of Findings and Recommendations

Historical data on the Teacher Loan Program can be found on the EOC website at www.eoc.sc.gov.

New Findings and Recommendations

Finding 1: The gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program is growing. This state trend is occurring nationally as well. In 2015-16, 1,954 individuals graduated from a South Carolina teacher education program, representing a 12 percent decrease from the previous year. Over 4,000 teachers also left their classrooms.

Finding 2: In 2014-15, state teacher education programs provided 32 percent of the new teacher hires, a three percent decrease from the previous year. About 27 percent of the hires came from another state, were new graduates from teacher education programs in other states, or through alternative certification programs.

Finding 3: The number of applications to the Teacher Loan Program continues to decrease but the number of approved loans increased. There were 1,462 applications in 2013-14 and 1,448 applications in 2014-15. In 2013-14, the number of approved loans was 1,109 and in 2014-15 the number increased to 1,130 approved loans.

Finding 4: For the second consecutive year since 1986-87, no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. However, the balance decreased by approximately 27 percent from \$241,926 in 2013-14 to \$177,667 in 2014-15. The Revolving Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. At the end of Fiscal Year 2014-15, the balance in the Revolving Loan Fund was \$16,544,364. The total amount of monies loaned in 2014-15 was \$4,594,799, representing a modest two percent increase from 2013-14.

Finding 5: Critical need subject areas remain unchanged from 2013-14 to 2014-15. Vacancies in middle level areas, secondary science and math and special education continue to be a challenge.

II. Status of Educator Pipeline

Teachers are the most critical component to the success of students. After studying student achievement on various standardized assessments, the Rand Corporation concluded that an effective teacher greatly impacts student achievement:

- Teachers matter more to student achievement than any other aspect of schooling,
- Nonschool factors influence student achievement, but they are largely outside a school's control,
- Effective teachers are best identified by their performance, not by their background or experience, and
- Effective teachers tend to stay effective even when they change schools.¹

Across the Nation

Nationally, states struggle with teacher recruitment and retention. There are growing teacher shortages in key subjects across the nation, including Arizona, California, Indiana, Kansas, Ohio, Nevada and Oklahoma. Commonly cited causes of this shortage include under-resourced schools, teacher evaluation methods, increase in mandated standardized testing and loss of professional autonomy.² The Southern Regional Education Board (SREB) provided additional detail about other states' approaches. See Appendix A for additional detail.

- [Florida House Bill 189](#) creates a new certificate for teachers that (1) hold an advanced college degree in a STEM field, (2) teach a high school course in the same subject, (3) achieve a passing score on the professional competency exam, and (4) rate as highly effective as determined by the teacher's performance evaluation.
- [Maryland Senate Bill 493](#) increases the salary supplement for National Board Certified teachers from \$2,000 to \$5,000. The act requires districts to allow first-year teachers at least 20% more time during the week to be spent on mentoring, peer observation, and planning assistance. The bill would appropriate \$7,000,000 for this induction pilot program.
- [Oklahoma House Bill 3114](#) would allow districts to apply to their state education agencies to implement a career path and compensation framework. The bill specifies the five career rungs and the requirements to advance up the ladder. The bill would require coaching and PD for novice and career teachers.

Some states, such as Georgia, have created career bands through tiered certification, rather than compensation. These systems allow educators to move up a career ladder based on several factors, including advanced degrees, demonstration of instructional leadership, and/or willingness to mentor fellow teachers.

¹ Rand Corporation (2014). http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html#relatedProducts.

² Valerie Strauss (August 24, 2015). "The real reasons behind the U.S. teacher shortage." Washington Post.

SREB also noted that increasingly, states are establishing policies that require or strongly recommend districts to adopt induction programs. In some instances, participation in these programs can be financially enriching for novice and mentor teachers, since each receive a salary supplement.

Aiken County School District

Aiken County School District is geographically challenged because it is adjacent to school districts in Georgia that have more competitive teacher salaries. Over the past fifteen years, Aiken County School District has developed and implemented a multi-pronged teacher recruitment and retention strategy. District leadership, including the superintendent, district directors and assistant superintendents, are also committed and actively engaged. Around 2001, the district implemented a higher entry teacher salary due to more competitive teacher salaries in neighboring school districts in Georgia. The district's school board approved a district salary schedule so teachers in the first four years of their teaching career are paid an entry salary based on a third year teacher's salary. At \$37,178 the district has the highest entry teacher salary in the state.

In the past, the district also offered \$1,500 signing bonuses for teachers in high need content areas, such as special education. Teachers received half of the bonus at the beginning of the school year and the remainder at the end of the school year. While this signing bonus was effective in recruiting teachers, the district was unable to sustain this practice during the recent economic recession and the signing bonus is no longer offered.

Aiken proactively recruits and supports new teachers. On March 12, 2016 over 200 candidates attended the educator recruitment fair. About 160 applicants were interviewed by teams of three staff. Every school in the district participated in the fair by staffing a table so candidates could interact directly with school staff. Some schools also engaged students so they could also talk about their experiences and greet and direct candidates as needed. The district offered 32 contracts on site and secured additional candidates for district vacancies.

The district has also committed significant staff resources to teacher recruitment and retention with two full-time staff – a Recruitment Coordinator and a Coordinator of Induction, Mentoring and Accreditation. During the 2015-16 school year, the Recruitment Coordinator position was created to focus on the recruitment of qualified, highly effective certified and classified staff. The Recruitment Coordinator works directly with school leadership and district financial staff to identify specific school staffing needs and ensure there is adequate funding. The Recruitment Coordinator has participated in networking and recruitment events in Texas, South Carolina, Pennsylvania, North Carolina and Georgia to recruit teacher candidates. In addition to working with South Carolina teacher education programs, the Recruitment Coordinator has contacted higher education departments directly for high need content areas, such as science, math and foreign languages.

The Recruitment Coordinator also works with the Induction and Mentoring Coordinator to actively recruit teacher education students for student intern placements. The two are currently involved with a more comprehensive approach to placing student interns with highly

effective teachers and developing a monitoring/support process to assess their growth as teacher candidates. There are also Teacher Cadet programs at five of the district's high schools. Due to demand and student interest, one high school has two Teacher Cadet classes. The district is committed to a rigorous program with high expectations, and high achieving students are actively recruited for the Teacher Cadet program.

For retention purposes, other efforts are also underway to ensure teachers' needs are being met holistically, including emotional, mental, physical and social supports. The ICARE (I Care About Retaining Educators) program provides mentoring, induction support and is managed by the Induction and Mentoring Coordinator. ICARE is a volunteer program and is implemented in addition to the district's Induction & Mentoring Program. ICARE will expand and support third year teachers during the 2016-17 school year, with plans to eventually include all teachers through the first five years. ICARE also provides opportunities for veteran teachers to pursue leadership roles while still remaining in the classroom. The Teacher Forum is also engaged to support second and third year teachers.

In partnership with the district's technology staff, the Induction and Mentoring Coordinator is developing orientation webinars for teacher mentors and mentees to ensure clear communication of roles and responsibilities. Veteran educators who serve as induction teacher mentors receive up to \$400 stipend. The district also utilizes school level and content area mentors to provide teacher support. The district also provides an annual First Year Teacher of the Year.

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

At the state level, Proviso 1A.73 in the 2015-16 General Appropriation Act created the Rural Teacher Recruiting Incentive within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. CERRA is in the process of establishing the program.

Since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted an annual Teacher/Administrator Supply and Demand Survey. CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. While state teacher education programs provided 29 percent of the new teacher hires in 2014-15, approximately 27 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs (Table 1).

Table 1
Sources of New Teacher Hires

| | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|---------|
| New Graduates from Teacher Education Programs in SC | 29% | 32% | 36% |
| Transferred from one district in SC to another district | 31% | 27% | 28% |
| Hired from another state | 15% | 15% | 14% |
| New Graduates from Teacher Education Programs in Other States | 7% | 8% | 9% |
| Alternative Certification Programs | 5% | 6% | 5% |
| Inactive Teachers who Returned to Teaching | 3% | 4% | 4% |
| From Outside US | 3% | 2% | 2% |
| Other Teachers | 2% | 6% | 2% |

Source: CERRA, 2014, 2015, 2016 Supply and Demand Survey Reports.

Table 2 summarizes the results of the most recent supply and demand reports released by CERRA. The number of graduates coming out from our state’s colleges and universities is nearly half the number of new teacher hires each year. For 2014-15, there were 2,219 individuals who graduated from a South Carolina teacher education program but there were over 4,000 teachers who left their classrooms. Graph 1 provides historical detail about the number of teachers who did not return to the classroom. In 2013-14, 3,880 teachers did not return and in 2014-15 the number increased to 4,108 teachers who did not return. In 2015-16, the number decreased by less than one percent.

Table 2
Key Data from CERRA’s Supply and Demand Reports
School Years 2012 through 2016

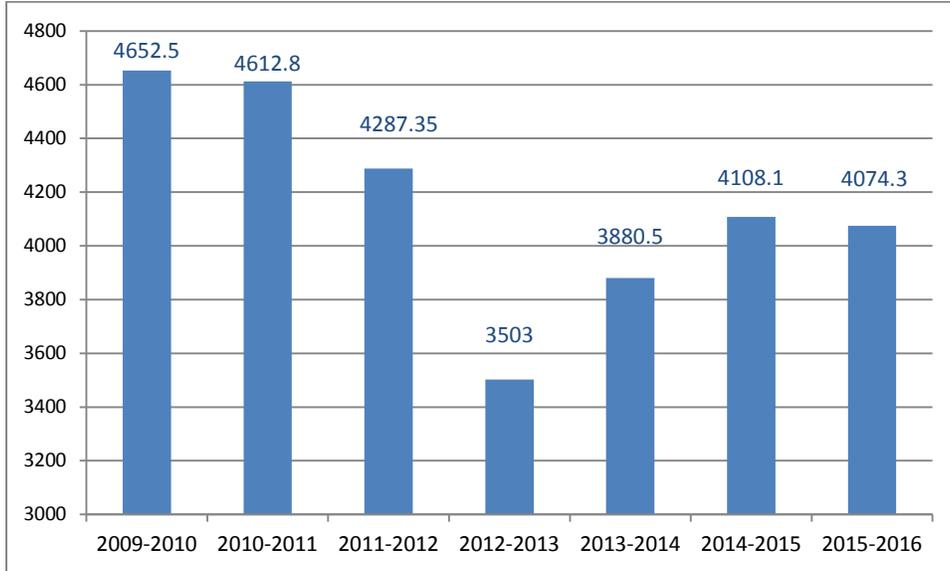
| School year | Number of newly hired certified teachers | Number of certified teachers who did not return to their teaching positions* | Number of graduates who completed a SC teacher education program (data obtained from CHE) | Number of certified teachers who did not return after five or fewer years of classroom experience* | Number of certified teachers who did not return after one year or less of classroom experience* |
|-------------|--|--|---|--|---|
| 2012-2013 | 5,739.5 | 3,503 | 2,050 (2011-12) | 1,186.8 | 403.4 |
| 2013-2014 | 5,797.7 | 3,880.5 | 2,447 (2012-13) | 1,154.5 | 438 |
| 2014-2015 | 6,217.9 ³ | 4,108.1 | 2,219 (2013-14) | 1,309 | 529.7 |
| 2015-2016 | 6,555.1 | 4,074.3 | 1,954 (2014-15) | 1,506.5 | 579.6 |

Source: Center for Educator Recruitment Retention and Advancement

³ Information from the Public Charter School District (678.2 FTEs) were included in the 2014 Supply and Demand Survey for the 2014-15 School Year. Source: A Report on the Fall 2014 Supply and Demand Survey, CERRA, p. 2. Full reports can be accessed at <http://cerra.org/research/supplyanddemand/overview.aspx>.

*These data exclude teachers who left to teach in another South Carolina public school district or special school.

Graph 1
Number of Teachers Who Did Not Return to Teaching (by School Year)



III. Overview of the South Carolina Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program; see Appendix B for further detail.

Funding of the Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the Teacher Loan Program. Table 3 documents the amounts appropriated and expended over the past five fiscal years. In 2014-15, 6.2 percent of all funds expended for the program were spent on administration. Almost \$4.6 million was loaned, representing a modest two percent increase from the prior year. The increase is consistent with the increase in approved loans from the 2013-14. Table 7 indicates there was a two percent increase in loans approved from the prior year.

For the first time since 1986-87 no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In 2013-14 the Teacher Loan Program had a balance, which totaled \$241,926 at the end of the fiscal year. The balance continued in 2014-15, but decreased slightly to \$177,667 at the end of the fiscal year. The total amount of monies loaned in 2014-15 was \$4,594,799. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past two years, funds in the Revolving Loan Fund have not been expended. At the end of Fiscal Year 2013-14, the balance in the Revolving Loan Fund was \$13,878,579. The balance increased to \$16,544,364 at the end of Fiscal Year 2014-15, representing a 19 percent increase from the prior year.

Table 3
SC Teacher Loan Program: Revenues and Loans from 2009-2015

| Year | EIA Appropriation | Legislatively Mandated Transfers or Reductions | Revolving Funds from Repayments | Total Dollars Available | Administrative Costs | Percent of Total Dollars Spent on Administration | Amount Loaned |
|----------------|--------------------|--|---------------------------------|-------------------------|----------------------|--|--------------------|
| 2009-10 | \$4,000,722 | 0 | \$3,000,000 | \$7,000,722 | \$360,619 | 5.2 | \$6,640,103 |
| 2010-11 | \$4,000,722 | 0 | \$1,000,000 | \$5,000,722 | \$345,757 | 6.9 | \$4,654,965 |
| 2011-12 | \$4,000,722 | 0 | \$1,000,000 | \$5,000,722 | \$359,201 | 7.2 | \$4,641,521 |
| 2012-13 | \$4,000,722 | 0 | \$1,000,000 | \$5,000,722 | \$351,958 | 7.0 | \$5,648,764 |
| 2013-14 | \$5,089,881 | 0 | \$0 | \$5,089,881 | \$329,971 | 6.2 | \$4,517,984 |
| 2014-15 | \$5,089,881 | 0 | \$0 | \$5,089,881 | \$317,145 | 6.2 | \$4,594,799 |

Source: South Carolina Student Loan Corporation

Critical Need Identification

The South Carolina Teacher Loan Program allows borrower to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The statute assigns the responsibility of defining the critical need areas to the State Board of Education (SBE): “Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education.” Beginning in the fall of 1984, the SBE has defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas – mathematics and science - were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions, teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). SCDE then determines the number of teaching positions available in the school year that were vacant or filled with candidates not fully certified in the particular subject area. Table 4 shows the critical need subject areas since 2011-12 as approved by the State Board of Education. Critical need subject areas remain unchanged from 2013-14. Vacancies in secondary mathematics, science, English and Special Education continue to exist.

Table 4
Critical Need Subject Areas⁴

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----|--|--|--|--|
| 1 | Agriculture | Business Education | Business Education | Business Education |
| 2 | Media Specialist | Family/Consumer Science | Theatre | Theatre |
| 3 | Business Education | Science (Biology, Chemistry, Physics, and Science) | Industrial Technology Education | Industrial Technology Education |
| 4 | Dance | Media Specialist | Foreign Languages | Foreign Languages |
| 5 | Health | Theater | Media Specialist | Media Specialist |
| 6 | Family/Consumer Science | Agriculture | Middle-Level areas (language arts, mathematics, science, social studies) | Middle-Level areas (language arts, mathematics, science, social studies) |
| 7 | Science (Biology, Chemistry, Physics, and Science) | Secondary Mathematics | Science (Biology, Chemistry, Physics, and Science) | Science (Biology, Chemistry, Physics, and Science) |
| 8 | Drama and Theatre | Secondary English | Family/Consumer Science | Family/Consumer Science |
| 9 | Middle-Level areas (language arts, mathematics, science, social studies) | Art | Agriculture | Agriculture |
| 10 | English | Foreign Languages (French, Spanish, Latin, and German) | Music | Music |
| 11 | Industrial Technology | Health | English as a Second Language | English as a Second Language |
| 12 | Special Education- All Areas | Special Education – All areas | Secondary English | Secondary English |
| 13 | Mathematics | Middle-Level areas (language arts, mathematics, science, social studies) | Secondary Mathematics | Secondary Mathematics |
| 14 | Foreign Language (Spanish, French, Latin, and German) | | Special Education All Areas | Special Education All Areas |
| 15 | Speech Language Therapist | | Computer Programming | Computer Programming |

Source: SC Department of Education and the Center for Educator Recruitment Retention and Advancement

⁴ Ranked in Order of Greatest Number of Positions Vacant or Filled by not Fully Certified Candidates

The criteria used in designating critical geographic schools have evolved over time. The State Board of Education (SBE) has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the Federal free and reduced price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 5 documents the number of geographic critical need schools in South Carolina since 2009-10.

Table 5
Critical Geographic Need Schools

| Year | Total Number of Schools | Type of School | | | | | Qualification | | |
|----------------|-------------------------|----------------|-----------|------------|------------|------------|-----------------|------------------|---------------|
| | | Career Centers | Primary | Elementary | Middle | High | Absolute Rating | Teacher Turnover | Poverty Index |
| 2009-10 | 785 | 3 | 29 | 420 | 209 | 106 | 476 | 286 | 669 |
| 2010-11 | 751 | 6 | 30 | 429 | 184 | 102 | 255 | 284 | 684 |
| 2011-12 | 742 | 2 | 34 | 455 | 204 | 103 | 174 | 218 | 706 |
| 2012-13 | 810 | 7 | 35 | 445 | 203 | 114 | 192 | 187 | 765 |
| 2013-14 | 850 | 3 | 37 | 463 | 214 | 133 | 147 | 200 | 803 |
| 2014-15 | 868 | 3 | 37 | 471 | 217 | 140 | 147 | 204 | 803 |

Source: South Carolina Department of Education

Note: Some schools may be designated in more than one category (i.e., middle and high).

In 2014-15 there were 868 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2014-15 there were 1,296 schools in the state.⁵ Therefore, 67 percent of all schools were critical geographic need schools. It should be further noted that the state poverty index in 2014-15 was approximately 74.5 percent. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase.

⁵ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

IV. Applications to the Teacher Loan Program

As in the prior fiscal year, applications to the Teacher Loan Program continued to decline from 1,462 in 2013-14 to 1,448 in 2014-15. Of the 1,448 applications, 1,130 were approved (Table 6). Of the 252 applications that were denied, the overriding reason for denial was due to the failure of the applicant to meet the academic grade point criteria.

**Table 6
Status of Applicants**

| Year | Total Applied* | Approved | Cancelled | Denied | Reason for Denial | | | | |
|----------------|----------------|--------------|-----------|------------|-------------------|----------------|------------------|---------------|-----------|
| | | | | | Academic Reason | Credit Problem | Inadequate Funds | No EEE Praxis | Other** |
| 2009-10 | 2,228 | 1,555 | 92 | 581 | 147 | 13 | 300 | 75 | 46 |
| 2010-11 | 1,717 | 1,114 | 97 | 506 | 89 | 4 | 308 | 72 | 33 |
| 2011-12 | 1,471 | 1,086 | 81 | 304 | 116 | 1 | 80 | 62 | 45 |
| 2012-13 | 1,472 | 1,112 | 85 | 275 | 134 | 1 | 37 | 64 | 39 |
| 2013-14 | 1,462 | 1,109 | 73 | 280 | 143 | 0 | 0 | 74 | 54 |
| 2014-15 | 1,448 | 1,130 | 66 | 252 | 144 | 1 | 3 | 67 | 37 |

Source: South Carolina Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

**"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2014-15 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes "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 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.”⁶ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁷

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SCSL, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

Historically, applicants for the program have been overwhelmingly white and/or female (Tables 7 and 8). This trend continued in 2014-15 with almost 80 percent of all applicants female and 79 percent, white. In 2013-14, the number of African Americans who applied for the loan increased to 248. However, in 2014-15 the number of African American loan applicants decreased to 234. Historically, about 79 percent of all public school teachers in the state are white and 79 percent are female. Only 12 percent of all teachers are African American males.

Table 7
Distribution of Applicants to the Teacher Loan Program by Gender

| Year | # Applications | Male | % | Female | % | Unknown | % |
|----------------|----------------|------------|--------------|--------------|--------------|-----------|-------------|
| 2009-10 | 2,228 | 418 | 18.8% | 1,763 | 79.1% | 47 | 2.1% |
| 2010-11 | 1,717 | 316 | 18.4% | 1,324 | 77.1% | 77 | 4.5% |
| 2011-12 | 1,471 | 281 | 19.1% | 1,122 | 76.3% | 68 | 4.6% |
| 2012-13 | 1,472 | 244 | 16.6% | 1,168 | 79.3% | 60 | 4.1% |
| 2013-14 | 1,462 | 248 | 17.0% | 1,177 | 80.6% | 35 | 2.4% |
| 2014-15 | 1,448 | 262 | 18.1% | 1,155 | 79.8% | 31 | 2.1% |

Source: SC Commission on Higher Education

⁶ 2012-13 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2012.

<<http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx>>.

⁷ Ibid.

Table 8
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

| Year | Number of Applications | Ethnicity | | | | | | | |
|----------------|------------------------|------------------|-----------|-----------|----------|--------------|-----------|-----------|----------|
| | | African American | | Other | | White | | Unknown | |
| | | # | % | # | % | # | % | # | % |
| 2009-10 | 2,228 | 317 | 14 | 38 | 2 | 1,802 | 81 | 71 | 3 |
| 2010-11 | 1,717 | 228 | 13 | 35 | 2 | 1,373 | 80 | 81 | 5 |
| 2011-12 | 1,471 | 215 | 15 | 20 | 1 | 1,171 | 80 | 65 | 4 |
| 2012-13 | 1,472 | 242 | 16 | 23 | 2 | 1,149 | 78 | 58 | 4 |
| 2013-14 | 1,462 | 248 | 17 | 20 | 1 | 1,147 | 79 | 47 | 3 |
| 2014-15 | 1,448 | 234 | 16 | 24 | 2 | 1,149 | 79 | 41 | 3 |

Source: South Carolina Commission on Higher Education

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission 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 develop future community leaders who will become civic advocates of public education."⁸ Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. In 2014-15, 43 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program (Table 9).

Table 9
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

| Year | Number Applications | Teacher Cadets | % | Not Teacher Cadets | % | Unknown | % |
|----------------|---------------------|----------------|-----------|--------------------|-----------|-----------|----------|
| 2009-10 | 2,228 | 811 | 36 | 1,352 | 61 | 65 | 3 |
| 2010-11 | 1,717 | 662 | 39 | 1,024 | 60 | 31 | 2 |
| 2011-12 | 1,471 | 601 | 41 | 830 | 56 | 40 | 3 |
| 2012-13 | 1,472 | 556 | 38 | 871 | 59 | 45 | 3 |
| 2013-14 | 1,462 | 597 | 41 | 843 | 58 | 22 | 2 |
| 2014-15 | 1,448 | 615 | 43 | 808 | 56 | 25 | 2 |

Source: South Carolina Commission on Higher Education

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 10 showcases the number of applicants by academic level. Historically, only 18 percent of program applicants are freshmen. However, since 2009-10, more than 60 percent are continuing

⁸ CERRA Website, March 2016. Accessed at: <http://teachercadets.com/overview.aspx>.

undergraduates. In 2014-15 two-thirds of all applicants were continuing undergraduates. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 10
Distribution of Applicants to the Teacher Loan Program by Academic Level

| Year | Number Applied | Academic Level Status | | | | | | | | | |
|----------------|----------------|-----------------------|-----------|----------------------|-----------|-----------------------------------|----------|---------------------|----------|-----------|----------|
| | | Freshman | | Continuing Undergrad | | 1 st Semester Graduate | | Continuing Graduate | | Unknown | |
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 2009-10 | 2,228 | 404 | 18 | 1,370 | 61 | 204 | 9 | 207 | 9 | 43 | 2 |
| 2010-11 | 1,717 | 230 | 13 | 1,136 | 66 | 140 | 8 | 195 | 11 | 16 | 1 |
| 2011-12 | 1,471 | 246 | 17 | 961 | 65 | 112 | 8 | 140 | 10 | 12 | 1 |
| 2012-13 | 1,472 | 230 | 16 | 992 | 67 | 98 | 7 | 131 | 9 | 21 | 1 |
| 2013-14 | 1,462 | 263 | 18 | 974 | 67 | 96 | 7 | 113 | 8 | 16 | 1 |
| 2014-15 | 1,448 | 271 | 19 | 949 | 66 | 101 | 7 | 108 | 8 | 19 | 1 |

Source: South Carolina Commission on Higher Education

V. Recipients of a South Carolina Teacher Loan

Table 6 indicated that of the 1,448 applications received in 2014-15, 1,130, or 78 percent, received a Teacher Loan. Table 11 details the distribution of loan recipients over time by academic level. A significant majority, 87 percent, of the loan recipients were undergraduate students. Looking at the undergraduate recipients, almost two-thirds were juniors or seniors, the same levels as in the prior year. Across the past five years, the data shows that there is an annual decline in loan recipients between freshman and sophomore years. There are several possible reasons for the decline: (1) individuals may decide that they do not want to become teachers; (2) some students may leave college after freshman year; and (3) some individuals may no longer meet the qualifications to receive the loans. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional TLP loans until the Praxis I was passed.

Table 11
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

| | Freshmen | Sophomores | Juniors | Seniors | 5 th Year Undergrads | 1 st year Graduates | 2 nd Year Graduates | 3+ Year Graduates |
|----------------|------------|------------|------------|------------|---------------------------------|--------------------------------|--------------------------------|-------------------|
| 2009-10 | 286 | 165 | 362 | 452 | 48 | 157 | 76 | 9 |
| 2010-11 | 126 | 120 | 254 | 379 | 43 | 107 | 62 | 23 |
| 2011-12 | 191 | 109 | 292 | 312 | 22 | 122 | 37 | 1 |
| 2012-13 | 173 | 138 | 270 | 345 | 22 | 118 | 43 | 3 |
| 2013-14 | 191 | 138 | 279 | 341 | 17 | 111 | 30 | 2 |
| 2014-15 | 199 | 134 | 256 | 373 | 17 | 117 | 31 | 3 |

Source: South Carolina Commission on Higher Education

Table 12 compares the academic status of applicants to actual recipients in 2014-15. In general, the percentage of applicants who are undergraduates reflects the percentage of recipients who were undergraduates.

Table 12
Comparisons by Academic Level of Applicants and Recipients, 2014-15

| | Undergraduate | | Graduate | | Unknown | | Total | |
|------------|---------------|------|----------|------|---------|-----|-------|------|
| | # | % | # | % | # | % | # | % |
| Applicants | 1,220 | 84.3 | 209 | 14.4 | 19 | 1.3 | 1,443 | 56.0 |
| Recipients | 979 | 86.6 | 151 | 13.4 | 0 | 0 | 1,130 | 48.8 |

Source: SC Commission on Higher Education

Teacher Loan recipients attended forty universities and colleges in 2013-14 of which twenty-seven or two-thirds were South Carolina institutions with a physical campus. For comparison

purposes, the Commission on Higher Education reports that there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.⁹ Table 13 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

Table 13
Teacher Loan Recipients by Institution of Higher Education, 2014-15

| Institution | Number of Recipients | Institution | Number of Recipients |
|-----------------------------------|----------------------|--------------------------------------|----------------------|
| Anderson University | 82 | Newberry College | 18 |
| Arkansas State University | 1 | North Carolina A&T State University | 1 |
| Ashland University | 1 | North Greenville University | 24 |
| Charleston Southern University | 18 | PACE Loan | 11 |
| The Citadel | 15 | Presbyterian College | 11 |
| Clemson University | 83 | SC State University | 7 |
| Coastal Carolina University | 33 | Southern Wesleyan University | 16 |
| Coker College | 30 | Strayer University | 1 |
| College of Charleston | 105 | University of South Carolina Upstate | 55 |
| Columbia College | 21 | University of West Alabama | 3 |
| Columbia International University | 2 | University of West Georgia | 1 |
| Concordia University | 2 | Walden University | 2 |
| Converse College | 40 | Western Governors University | 4 |
| Emory & Henry College | 1 | Wingate University | 1 |
| Erskine College | 10 | Winthrop University | 145 |
| Fort Hays State College | 1 | Wofford College | 2 |
| Francis Marion University | 46 | Grand Total | 1,130 |
| Furman University | 19 | | |
| Grand Canyon University | 4 | | |
| Lander University | 50 | | |
| Liberty University | 2 | | |
| Limestone College | 11 | | |
| Mars Hill University | 1 | | |

Source: South Carolina Commission on Higher Education

The number of loan recipients at historically African American institutions remains significantly low. According to the Commission on Higher Education and SC Student Loan Corporation, in 2014-15 there were a total of seven teacher loans given to students attending South Carolina State University (Table 14).

⁹ Commission on Higher Education
<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

Table 14
Teacher Loans to Historically African American Institutions

| Institution | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | 2009-10 |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Benedict College | 0 | 0 | 0 | 0 | 0 | 2 |
| Claflin University | 0 | 0 | 0 | 1 | 0 | 1 |
| Morris College | 0 | 0 | 0 | 0 | 0 | 0 |
| S.C. State University | 7 | 14 | 11 | 11 | 9 | 9 |
| TOTAL: | 7 | 14 | 11 | 12 | 9 | 12 |

Source: South Carolina Commission on Higher Education

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the Hope Scholarships. The Palmetto Fellows Program, LIFE Scholarships, and Hope award scholarships to students based on academic achievement, but are not directed to teacher recruitment.

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.

Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly. A Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.¹⁰

¹⁰ For more information, go to <http://cerra.org/teachingfellows/programoverview.aspx>.

Working with the Commission on Higher Education, the South Carolina Student Loan, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 15 shows over the last five years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 3,377 2014-15 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina, representing a seven percent increase from 2013-14. Since Fiscal Year 2009-10 the number has increased by 37 percent.

Table 15
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and Hope Scholarships

| Fiscal Year | LIFE | Palmetto Fellows | Hope | Total |
|------------------|--------------|------------------|------------|--------------|
| 2009-2010 | 1,932 | 116 | 67 | 2,115 |
| 2010-2011 | 2,097 | 145 | 93 | 2,335 |
| 2011-2012 | 2,331 | 171 | 110 | 2,612 |
| 2012-2013 | 2,582 | 188 | 125 | 2,895 |
| 2013-2014 | 2,796 | 211 | 147 | 3,154 |
| 2014-2015 | 2,980 | 232 | 165 | 3,377 |

Source: SC Commission on Higher Education

Policymakers also questioned how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 16 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 16
Total Number of Scholarship Recipients for the Fall Terms

| Year | LIFE | Palmetto Fellows | Hope |
|-------------|---------------|------------------|--------------|
| 2009 | 31,607 | 5,894 | 2,716 |
| 2010 | 32,125 | 6,122 | 2,844 |
| 2011 | 32,600 | 6,410 | 2,853 |
| 2012 | 33,580 | 6,666 | 2,925 |
| 2013 | 34,378 | 6,818 | 3,185 |
| 2014 | 35,349 | 6,974 | 3,302 |

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2014, 9 percent of scholarship recipients had declared education as their intended major (Tables 17 and 18). In the past there has been a downward trend in the percentage of these talented students initially declaring education as a major. However, this percentage did not continue to decrease in 2014; it remains relatively

unchanged from 2013. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 17
Comparison of Scholarship Recipients and Education Majors, Fall 2014

| Scholarship | # of Education Majors | # of Scholarships | Percent |
|------------------|-----------------------|-------------------|------------|
| Hope | 367 | 3,302 | 11.1 |
| LIFE | 3,298 | 35,349 | 93. |
| Palmetto Fellows | 400 | 6,974 | 5.7 |
| Total | 4,065 | 45,625 | 8.9 |

Source: SC Commission on Higher Education

Table 18
Student Percentage Receiving Scholarships for each Fall Term and Declaring Education Major

| Fall | LIFE | Palmetto Fellows | Hope | Total |
|-------------|------------|------------------|-------------|------------|
| 2009 | 11.1 | 6.5 | 14.4 | 10.6 |
| 2010 | 11.0 | 6.7 | 12.7 | 10.5 |
| 2011 | 10.2 | 6.3 | 9.9 | 9.6 |
| 2012 | 9.6 | 6.0 | 13.2 | 9.3 |
| 2013 | 9.3 | 5.9 | 12.5 | 9.0 |
| 2014 | 9.3 | 5.7 | 11.1 | 8.9 |

Source: SC Commission on Higher Education

Finally, over time, average SAT scores of loan recipients have increased. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 19). If a student took the test more than once, the most recent score is used. In 2013-14, the average SAT score of 1,220.4 was well above the South Carolina average of 971 and the national 2013 SAT average of 1,010 in critical reading and mathematics.

Table 19
Mean SAT Scores¹¹

| Year | Teacher Loan Program Recipients | South Carolina |
|-------------|---------------------------------|----------------|
| 2009 | 1,091.4 | 982 |
| 2010 | 1,107.0 | 979 |
| 2011 | 1,153.8 | 972 |
| 2012 | 1,181.4 | 969 |
| 2013 | 1,220.4 | 971 |
| 2014 | 1,245.5 | 978 |

Source: South Carolina Commission on Higher Education

¹¹ The composite score is the sum of the Critical Reading score average and the Mathematics score average (2006-2014).

Repayment or Cancellation Status

South Carolina Student Loan (SCSL) reports that as of June 30, 2015, 17,856 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 20
Borrowers as of June 30, 2015

| Status | Number of Borrowers | Percent of Borrowers |
|--|---------------------|----------------------|
| Never eligible for cancellation and are repaying loan | 2,510 | 14 |
| Previously taught but not currently teaching | 403 | 2 |
| Teaching and having loans cancelled | 1,287 | 7 |
| Have loans paid out through monthly payments, loan consolidation or partial cancellation | 7,538 | 42 |
| Loan discharged due to death, disability or bankruptcy | 114 | 1 |
| In Default | 86 | 1 |
| Loans cancelled 100% by fulfilling teaching requirement | 5,918 | 33 |
| TOTAL | 17,856 | |

Source: South Carolina Student Loan Corporation, 2015

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education (SCDE) were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. There were 7,723 Teacher Loan recipients employed by public schools in 2014-15, an increase of 273 or 4 percent over the prior year. Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly Caucasian and female (Table 21). These 7,723 individuals served in a variety of positions in 2014-15 (Table 22).

Table 21
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2014-15

| Gender | Number | Percent |
|--------------|--------------|---------|
| Male | 1,003 | 13.0 |
| Female | 6,772 | 86.4 |
| Unknown | 48 | .6 |
| Total | 7,723 | |

| Ethnicity | Number | Percent |
|------------------|--------------|---------|
| African American | 1,006 | 13.0 |
| Caucasian | 6,510 | 84.3 |
| Asian | 21 | .3 |
| Hispanic | 45 | .6 |
| American Indian | 6 | .1 |
| Unknown | 135 | 1.7 |
| Total | 7,723 | |

Source: SC Commission on Higher Education

Table 22
Loan Recipients Employed in SC Public Schools as of 2014-15 by Position

| Position Code | Description | Number | Position Code | Description | Number |
|---------------|---|--------|---------------|--|--------|
| 1 | Principal | 145 | 44 | Teacher Specialist | 8 |
| 2 | Assistant Principal, Co-principal | 225 | 47 | Director, Athletics | 1 |
| 3 | Special Education (Itinerant) | 19 | 48 | Assistant Superintendent, Noninstructional | 3 |
| 4 | Prekindergarten (Child Development) | 162 | 49 | Assistant Superintendent, Instruction | 2 |
| 5 | Kindergarten | 341 | 50 | District Superintendent | 2 |
| 6 | Special Education (Self-Contained) | 390 | 53 | Director, Instruction | 6 |
| 7 | Special Education (Resource) | 467 | 55 | Supervisor, Secondary Education | 2 |
| 8 | Classroom Teacher | 4,850 | 57 | Director, Career and Technology Education | 1 |
| 9 | Retired Teachers | 12 | 58 | Director, Special Services | 12 |
| 10 | Library Media Specialist | 296 | 62 | Coordinator, Fine Arts | 1 |
| 11 | Guidance Counselor | 170 | 65 | Coordinator, English | 5 |
| 12 | Other Professional Instruction-Oriented | 119 | 67 | Coordinator, Foreign Language | 1 |
| 13 | Director, Career & Technology Education Ctr. | 2 | 72 | Coordinator, Mathematics | 3 |
| 14 | Assistant Director, Career & Technology Education | 2 | 74 | Coordinator, Science | 1 |
| 15 | Coordinator, Job Placement | 3 | 75 | Educational Evaluator | 3 |
| 16 | Director, Adult Education | 5 | 78 | Coordinator, Special Education | 13 |
| 17 | Speech Therapist | 160 | 83 | Coordinator, Parenting/Family Literacy | 1 |
| 19 | Temporary Instruction-Oriented Personnel | 8 | 84 | Coordinator, Elementary Education | 2 |
| 23 | Career Specialist | 5 | 85 | Psychologist | 12 |

| Position Code | Description | Number | Position Code | Description | Number |
|--------------------|---|--------|---------------|--|--------------|
| 27 | Technology/IT Personnel | 9 | 86 | Support Personnel | 5 |
| 28 | Director, Personnel | 6 | 87 | Reading Coach | 81 |
| 29 | Other Personnel Positions | 2 | 89 | Title I Instructional Paraprofessional | 5 |
| 31 | Director, Alternative Program/School | 1 | 90 | Library Aide | 2 |
| 33 | Director, Technology | 3 | 91 | Child Development Aide | 1 |
| 35 | Coordinator, Federal Projects | 6 | 92 | Kindergarten Aide | 4 |
| 37 | Occupational/Physical Therapist | 2 | 93 | Special Education Aide | 12 |
| 38 | Orientation/Mobility Instructor | 1 | 94 | Instructional Aide | 9 |
| 40 | Social Worker | 1 | 97 | Instructional Coach | 52 |
| 41 | Director, Student Services | 2 | 98 | Adult Education Teacher | 6 |
| 43 | Other Professional Noninstructional Staff | 19 | 99 | Other District Office Staff | 34 |
| Grand Total | | | | | 7,723 |

Source: SC Commission on Higher Education

In summary, approximately two-thirds of the recipient graduates were employed in public schools as regular classroom teachers; another 11 percent was working in special education classrooms, and another seven percent in four-year-old child development and kindergarten classes (Table 23). Approximately nine percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 23
Loan Recipients Employed in Public Schools by Positions, 2014-15

| Position Code | Description | # Positions | Percent |
|---------------|---|--------------|---------|
| 04 | Prekindergarten | 162 | 2.1 |
| 05 | Kindergarten | 341 | 4.4 |
| 03, 06, 07 | Special Education | 876 | 11.3 |
| 08 | Classroom Teachers | 4,850 | 62.8 |
| 10 | Library Media Specialist | 296 | 3.8 |
| 11 | Guidance Counselor | 170 | 2.2 |
| 17 | Speech Therapist | 160 | 2.1 |
| All Others | Principals, Assistant Principals, Directors, Coordinators, etc. | 868 | 11.2 |
| Total | | 7,723 | |

Table 24 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2014-15.

Table 24
Loan Recipients Employed in SC Public Schools in 2014-15 by Primary Certification Area

| Code | Certification Subject | Number Certified Teachers | Code | Certification Subject | Number Certified Teachers |
|------|---|---------------------------|------|---|---------------------------|
| 1 | Elementary | 3,286 | 80 | Reading Teacher* | 5 |
| 2 | Special Education-Generic Special Education* | 125 | 84 | School Psychologist II | 4 |
| 3 | Speech-Language Therapist | 154 | 85 | Early Childhood | 994 |
| 4 | English | 407 | 86 | Guidance Elementary | 54 |
| 5 | French | 33 | 89 | Guidance Secondary | 9 |
| 6 | Latin | 1 | | Unknown/Not Reported | 20 |
| 7 | Spanish | 80 | 1A | Middle School Language Arts* | 3 |
| 8 | German | 2 | 1B | Middle School Mathematics* | 2 |
| 10 | Mathematics | 484 | 1C | Middle School Science* | 2 |
| 11 | General Mathematics* | 4 | 1D | Middle School Social Studies* | 5 |
| 12 | Science | 160 | 1E | Middle-Level Language Arts | 120 |
| 13 | General Science* | 13 | 1F | Middle-Level Mathematics | 120 |
| 14 | Biology | 48 | 1G | Middle-Level Science | 33 |
| 15 | Chemistry | 12 | 1H | Middle-Level Social Studies | 111 |
| 16 | Physics | 2 | 2A | Special Education-Educable Mentally Disabled* | 86 |
| 20 | Social Studies | 158 | 2B | Special Education-Education of the Blind and Visually Impaired | 4 |
| 21 | History | 8 | 2C | Special Education-Trainable Mentally Disabled* | 4 |
| 26 | Psychology | 2 | 2D | Special Education-Education of Deaf and Hard of Hearing | 5 |
| 29 | Industrial Technology Education | 7 | 2E | Special Education-Emotional Disabilities | 111 |
| 30 | Agriculture | 7 | 2G | Special Education-Learning Disabilities | 200 |
| 32 | Distributive Education* | 1 | 2H | Special Education-Mental Disabilities | 33 |
| 35 | Family and Consumer Science (Home Economics) | 15 | 2I | Special Education-Multicategorical | 103 |
| 40 | Commerce* | 1 | 2J | Special Education-Severe Disabilities | 3 |
| 47 | Business Education* | 42 | 2K | Special Education-Early Childhood Ed. | 4 |

| Code | Certification Subject | Number Certified Teachers | Code | Certification Subject | Number Certified Teachers |
|--------------------|------------------------------|---------------------------|------|--|---------------------------|
| 49 | Advanced Fine Arts | 1 | 4B | Business and Marketing Technology | 26 |
| 50 | Art | 151 | 4C | Online Teaching | 4 |
| 51 | Music Education Choral | 58 | 5A | English for Speakers of Other Languages (new name) | 5 |
| 53 | Music Education Voice | 3 | 5C | Theater | 9 |
| 54 | Music Education Instrumental | 83 | 5E | Literacy Coach | 1 |
| 57 | Speech and Drama | 2 | 5G | Literacy Teacher | 10 |
| 58 | Dance | 13 | 7B | Elementary Principal Tier I | 29 |
| 60 | Media Specialist | 97 | 7C | Secondary Principal Tier I | 2 |
| 63 | Driver Training | 7 | AC | Health Science Technology (new name) | 2 |
| 67 | Physical Education | 98 | AV | Electricity | 2 |
| 70 | Superintendent | 2 | BF | Small Engine Repair | 1 |
| 71 | Elementary Principal* | 23 | DB | Protective Services | 1 |
| 72 | Secondary Principal* | 4 | DC | Media Technology | 1 |
| 78 | School Psychologist III | 1 | | | |
| Grand Total | | | | | 7,723 |

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). Proviso 1A.7 of the 2015-16 General Appropriations Act has maintained the Committee. See Appendix C for Proviso 1A.7 language. The Committee is charged with: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.¹²

The Committee was formed in the fall of 2013. Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development. Serving on the Committee between the fall of 2013 and April 2016 are the following individuals and the institution they represent:

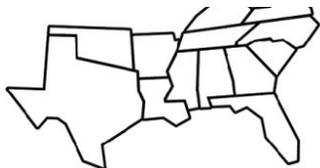
- Roy Jones – Clemson University
- Zona Jefferson – South Carolina Alliance of Black School Educators
- David Mathis – Saluda County School District
- Dr. Karen Woodfaulk – Commission on Higher Education
- Dr. David Blackmon – State Board of Education
- Patti Tate – Education Oversight Committee and Educator from York 3
- Jane Turner – CERRA
- Chuck Sanders – SC Student Loan Corporation
- Dr. Ed Miller – University of South Carolina, representing the SC Association of Student Financial Aid Administrators
- Gwendolyn Connor of Lancaster County School District, representing the SC Association of School Personnel Administrators
- Dr. Ed Jadallah of Coastal Carolina University, representing a public higher education institution with an approved teacher education program
- Dr. Valerie Harrison of Claflin University, representing a private higher education institution with an approved teacher education program and
- Dr. Sharon Wall – State Board of Education (served during 2013-14).

The Committee meets three times a year. Since January 2014 the Committee addressed the following Teacher Loan Program challenges and policy issues:

- Communication strategies to enhance awareness of the Teacher Loan Program. CERRA staff integrated Teacher Loan Program information into its current communication activities, including the College Financial Newsletter.
- Development of a Teacher Loan Program brochure in 2015. The Committee discussed translating the brochure into Spanish and the possible creation of a web-based application for the brochure.

¹² Proviso 1A.9. of the 2013-14 General Appropriation Act.

- Pending legislation and budget provisos impacting Teacher Loan Program, such as recruitment and retention of teachers in rural schools with higher turnover rates.
- Loan eligibility for graduate students and conflicting school schedules that impact students' ability to apply for the loan.
- A tiered loan forgiveness approach so all teachers in rural districts would be able to obtain loan forgiveness but critical need subject and geographic area teachers would receive forgiveness at a faster rate.
- The criteria used by South Carolina Department of Education to determine critical need geographic schools. Since nearly two-thirds of all schools make the list each year, Committee members decided to recommend raising the poverty index to 80 percent or more.
- The current South Carolina Department of Education formula used to determine critical need subject areas. The Committee was concerned it may not be an appropriate reflection of the areas that should be eligible for loan forgiveness. PACE teacher hires should not be considered 'irregular' and removed from the formula.
- New partnerships with other education organizations, such as the South Carolina Alliance of Black School Educators, Call Me Mister Program and a superintendent from a rural school district. In the near future, a high school guidance counselor from a rural school district.



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STATE RECRUITMENT AND RETENTION STRATEGIES

The SREB Educator Effectiveness team has collected examples of recruitment and retention strategies developed by legislators and state department leaders.

Recruitment

Alternative Certification Pathway Programs

Arkansas Professional Pathway to Educator Licensure ([Link](#))

- Two-year track includes mentoring and on-the-job mentoring

Maryland Approved Alternative Preparation Program ([Link](#))

Program of Alternative Certification for Educators [SC] ([Link](#))

Teach Mississippi Institute ([Link](#))

Transition to Teaching West Virginia ([Link](#))

- Places and certifies teacher candidates
- Provides mentoring, support until teachers receive full certification

Cadet Programs

Arkansas Teacher Cadets Program ([Link](#))

- Offers dual enrollment college course for high school students that aspire to be public school teachers

Other SREB Examples: NC Teacher Cadet Program ([Link](#)); Teacher Cadets South Carolina ([Link](#))

College Scholarships & Loans

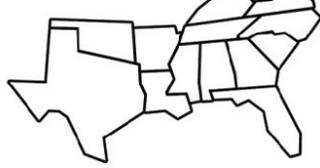
Mississippi Excellence in Teaching Program ([Link](#))

- Provides scholarships to aspiring ELA and mathematics teachers. Each fellow makes a five-year commitment to teach at a Mississippi public school after graduation.

Virginia Teaching Scholarship Loan Program ([Link](#))

- Provides financial support to candidates preparing to teach in a critical teacher shortage area.

Other SREB Examples: KY Teacher Scholarship Program ([Link](#)); OK Future Teachers Scholarship ([Link](#))



MASTER AND MENTOR TEACHER POLICIES IN SELECTED STATES

Background

The featured state strategies differ in the criteria used to designate educators as master or mentor teachers. The following characteristics were most common:

1. Demonstration of teacher leadership and willingness to take on leadership roles (TL)
2. Receipt of National Board Certification (NBC)
3. Proof of instructional effectiveness (IE), usually through a formal evaluation
4. Acquisition of advanced licensure offered by states (LIC)

Constituent Request

Will you conduct a policy scan to show the criteria that SREB states use to designate educators as master or mentor teachers?

Master and Mentor Teacher Strategies in Selected States

| State | Summary | TL? | NBC? | IE? | LIC? |
|-----------------|--|-----|------|-----|------|
| Arkansas | Mentors of novice teachers must have three years of classroom experience, receive a recommendation from an administrator, and rate as proficient using the state evaluation model. Mentors receive \$1,200/year. | ✓ | X | ✓ | X |
| Delaware | 14 DE Reg. 1503 defines the duties and responsibilities for mentors. Mentors receive a salary supplement after documenting satisfactory completion of duties. 14 DE Reg. 1512 authorizes the Professional Standards Board to award advanced licensure to educators who acquire National Board Certification. | ✓ | ✓ | X | ✓ |
| Georgia | Educators can apply for Advanced and Lead Professional Certificates . Advanced licensees demonstrate exemplary instructional effectiveness and attain advanced training. Lead Professional licensees are teacher leaders that have demonstrated the same competence as Advanced licensees but have received additional training in coaching, mentoring, or teaching support. The state disbanded the Master Teacher Certification in May 2014, opting for a tiered certification model. | ✓ | ✓ | ✓ | ✓ |

Appendix B: Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total

principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory;

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

1A.7. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent 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 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. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

A REPORT ON THE FALL 2015
SUPPLY AND DEMAND SURVEY

JANUARY 2016

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Supply and Demand Survey to South Carolina's public school districts. Once the information is submitted, CERRA compiles a statewide report summarizing data on certified teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

Certified Teaching Positions

Districts were asked to provide the number of allocated teaching positions for the 2015-16 school year.¹ For the current school year, districts reported a total of 52,344.82 full-time and part-time certified teaching positions, an increase of 1,268.2 FTEs from last year. Most of this increase can be explained by newly created teaching positions in several certification areas, including early childhood/elementary, special education, and speech language therapy. Other areas of increase that are noteworthy include business and marketing technology, middle and secondary level music, and literacy positions in elementary and middle schools.

Overall statewide, there was an increase in the number of FTEs at all school levels and among many certification areas. Despite this overall growth, districts reported a decrease in more than one-third of all areas. The most significant decrease occurred in art across all school levels, but predominantly in middle schools. Decreases in English/language arts positions were reported at the middle and secondary levels, as well as a decline in gifted and talented positions in elementary and middle schools. Last year, an increase in the number of teaching positions occurred in all three of these certification areas.

Since the 2009-10 school year when districts were first asked to submit this kind of information, the same certification areas have consistently represented the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%). Another 15% of all reported positions are made up of guidance counselors; physical education, music, and art teachers; and media specialists.

The proportions of positions reported at each school level also have remained steady over time. Similar to last year, primary/elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 21% and 28% of the total.

¹ With the exception of Dillon 3, Spartanburg 4, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. Information from these 79 districts is included in all data tables throughout the report.

Certified Teachers Hired

The total number of FTEs filled by newly hired certified teachers in school districts this year was 6,555.1, an increase of 337.2 FTEs from last year. Much of this increase is due to the 180.86 FTEs filled by newly hired high school teachers, specifically those who teach special education, English, social studies, career and technology subjects, sciences, and art. Last year, the largest increase in the number of teachers hired occurred in primary and/or elementary schools, mainly attributable to teachers with an early childhood/elementary certification, and those teaching art, literacy, and physical education. This year, the number of art and literacy teachers newly hired in primary and/or elementary schools actually decreased and the number of physical education teachers hired in these schools remained about the same.

Similar to last year's report, primary/elementary school teachers hired for the 2015-16 school year represented 47% of the total number of FTEs filled in the state. Teachers hired in middle and high schools accounted for 24% and 29% of the total, respectively. The majority of newly hired teachers were concentrated in the same certification areas as those reported in the previous section as making up the largest portion of allocated teaching positions. These include early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Following these larger categories of teachers are guidance counselors and those hired to teach physical education and music at all school levels.

This year, 28.8% (1,883.7) of the FTEs filled by newly hired teachers were graduates from a South Carolina teacher education program, and 6.8% (446.2) were filled by graduates from teacher education programs in other states. The in-state graduate numbers are down 3.3%, while the out-of-state graduate numbers are up nearly 14%. These statistics suggest that districts are beginning to increase, whether by necessity or not, their candidate pool by searching outside the state to fill vacant teaching positions. Teachers who transferred directly from another South Carolina school district made up 30.7% of all FTEs filled this year. Although these teachers are still employed in the state, their departures leave vacancies for many districts. About 15% of the newly hired teachers transferred from a teaching position in another state. This percentage declined from approximately 17% last year.

Just over 7% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts at the beginning of the school year, the number of FTEs filled by first-year PACE teachers was 303.2. However, in November 2015, CERRA obtained updated data from the South Carolina Department of Education (SCDE) that included second-semester participants. This addition brought the total number of first-year PACE teachers to 356 for the 2015-16 school year. This total signifies an increase of 31 PACE participants compared to the 325 reported by the SCDE last year. Substantial increases occurred this year mostly in the number of PACE teachers becoming certified in secondary areas, including business/marketing/computer technology, biology, social studies (significant increase in middle level as well), and English. Small declines of newly hired PACE teachers occurred in several certification areas, but secondary science saw the most considerable decrease.

In November 2015, the SCDE also provided data on the number of teachers hired through two other alternative certification programs, Teacher For America (TFA) and the American Board for

Certification of Teacher Excellence (ABCTE). An additional 113 teachers were hired this year through these two programs – 62 through TFA and 51 through ABCTE.

Approximately 20% of the teachers hired this year are male. While this percentage has remained consistent over the years, the percentage of minority teachers hired decreased from 20% last year to 17% this year. According to the South Carolina Department of Education, 18.8% of the state's 2014-15 public school teachers were identified as male and 17.2% as a non-white race.

Vacant Teaching Positions

Districts reported 448.97 vacant teaching positions at the beginning of the 2015-16 school year. This figure indicates a 33% increase in vacancies compared to last year and a 66% increase compared to the 2013-14 school year. Most of this increase is a result of more vacant positions being reported in primary and/or elementary schools, particularly among positions that require early childhood/elementary certification. Other areas of substantial increase in primary/elementary school vacancies include special education, literacy, and music. Districts also reported more vacancies in middle level mathematics, middle level and secondary social studies, and English. Across all school levels, the total number of vacancies in speech language therapy more than doubled this year. Despite the overall increase, considerably fewer vacancies were reported this year in two high school certification areas: career and technology subjects, as well as business/marketing/computer technology. In middle schools, fewer vacancies were reported in gifted and talented positions. Last year, however, districts reported an increase in vacancies among all three of these certification areas.

This year, nearly 20% of all vacant teaching positions were those that require early childhood/elementary certification. This certification area constituted the largest portion of all unfilled FTEs in the state. Compared to last year, only 14% of statewide vacancies fell in this category. Special education vacancies in all school levels made up the second largest share (18.6%) of unfilled teaching positions in the state. These areas, in conjunction with middle level and secondary mathematics and sciences, consistently represent about half (53.5% in this case) of all vacant teaching positions in South Carolina.

Certain geographic areas of South Carolina are known for having schools with high teacher turnover rates, elevated levels of poverty, low student performance, and sometimes all of the above. Large concentrations of these types of schools are located in regions of the state known as the Pee Dee, Savannah River, and Lowcountry. Combined, the vacancies reported in these three regions make up nearly two-thirds of all vacant teaching positions in the state, yet they account for less than half of all teaching positions in the state. It should be noted that several large school districts are located in these regions, and they often are responsible for high numbers of vacancies merely because of their size. More often than not, however, a number of districts in these regions that report a significant number of vacancies also have high levels of poverty and teacher turnover.

To assist in the recruitment and retention of teachers in school districts like the ones described above, a Rural Teacher Recruiting Incentive has been initiated in South Carolina. Twenty rural, underserved districts that have experienced excessive turnover of teachers are now part of this incentive program and will be the focus of targeted recruitment and retention efforts. With the exception of two districts located in the Midlands region, the districts identified are positioned in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having

disproportionate rates of teacher turnover, each of the 20 districts also have some of the highest poverty levels in the state. The average poverty index for these school districts is 90%, whereas the average of all South Carolina districts is 74.5%. Although other districts in the state often struggle with some of the same issues, the state's focus on these 20 districts is vital for students.

Teachers Leaving

A total of 5,352.2 FTEs were held by certified teachers who did not return to their teaching positions for the current school year. Compared to last year's report, this figure represents an increase of only 1.4% (or 74.5 FTEs), but the numbers have been on a constant rise since 2012. Based on the number of allocated positions reported for the 2014-15 school year, 10.5% of those FTEs were held by teachers who did not return to their teaching positions this year.

The proportions of teachers who fell into each "reason for leaving" category were very similar to what districts reported last year. Nearly one-quarter of these teachers took a teaching position in another South Carolina public school district or special school. For the state, this may not be considered turnover, but for those districts who are constantly losing teachers to bordering and/or preferred districts, the impact can be detrimental. According to districts, 23% of teachers who left did so because of "personal choice." This category includes staying home with children, resignation, no reason given, etc. The third category reported most frequently was retirement. Twenty percent of teachers who left their positions either retired for the first time, their TERI period ended, or they were retirees not rehired by the district.

Each year, these three categories (teaching position in another South Carolina district or special school, personal choice, and retirement) make up about two-thirds of all teachers who leave their teaching positions. Eleven percent of these teachers who left last year did so because of a spouse relocation, military reassignment, or some other reason that caused them to move out of the area. Just over 4% were terminated or their contracts/letters of agreement were not renewed (for cause), and 3.5% took a teaching position in another state or country. These smaller statistics are identical to what districts reported last year.

Sixty-one percent of the teachers who did not return to their teaching positions this year had more than five years of teaching experience. Therefore, the remaining 39% of teachers who left did so during the first five years of their careers. This statistic rose from 34% last year. Fourteen percent of all departures occurred during or at the end of the teachers' first year in the classroom, mostly due to personal choice, teaching position in another South Carolina district or special school, termination or contract/letter of agreement non-renewal (for cause), or relocation. A similar trend occurred last year, with 13% of departures happening after only one year or less of teaching experience. Among these exiting teachers are those with an alternative teaching certificate. This group with alternative certification accounted for 3.5% of all teachers who did not return to their teaching positions this year and can be categorized as follows: 21% left due to personal choice; 16.7% took a teaching position in another South Carolina district or special school; 12.4% moved out of the area; and 11.3% changed professions. A total of 14% (26 teachers) left after only two years in the classroom because they were affiliated with Teach For America.

Certified Administrators

At the beginning of the 2015-16 school year, districts reported a total of 341.8 FTEs that were filled by newly hired administrators. In this section, the term “administrator” refers to all employees in certified, non-teaching positions. Last year, more than 450 FTEs were filled by newly hired administrators, indicating a 25% decrease in hires for the current school year. Much of this decline can be explained by substantially fewer (-106) “other school-level administrators” being hired. This category includes positions such as instructional coaches and technology specialists. Districts also reported fewer principals hired at all school levels. In terms of vacancies, 34.5 vacant administrator positions were reported, which is a reduction of 10.5 compared to last year.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts’ need and ability to take part in the event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Districts were asked to report the number of teachers hired as a result of the 2015 Teacher Expo. A total of 44 teachers who attended the Expo were hired for the 2015-16 school year; 11 of these hires are males and 19 are minority teachers. In the past 13 years, more than 1,100 teachers, including approximately 350 males and 360 minority teachers, have been hired as a result of their participation in the Expo.

Conclusion

According to the results from this year’s survey, the gap between teacher supply and teacher demand continues to widen. More teachers are leaving, causing more vacancies and more new hires to fill those positions. This cycle negatively impacts our state in numerous ways. If teachers are constantly leaving their positions, regardless of the reason, districts will be forced to continually use dwindling resources (time and money) to ensure that every vacancy is filled with an appropriately prepared and inducted teacher. Additionally, teacher morale and instructional consistency are impacted when there is little or no stability among school personnel. Students also are affected as they often form relationships with teachers that are crucial to their academic and personal growth.

The growing number of teachers leaving their schools and districts is a major concern in South Carolina. This number continues to rise each year, as does the percentage of teachers leaving early in their careers. More than 5,300 teachers did not return to their teaching positions this year. This total includes approximately 1,280 FTEs held by teachers who went to teach in another district or special school in the state and a little more than 1,060 who retired from the profession. Departures are problematic on their own, but this issue is exacerbated when compared to the number of graduates eligible for teacher certification. Over the last five years, on average, 2,180 graduates

completed a South Carolina teacher education program. Adding to this dilemma is the escalating number of teachers who leave their positions so early into their careers. Of the teachers who did not return at the beginning of the 2015-16 school year, 39% left in the first five years and 14% left after just one year or less in the classroom. This occurrence has, unfortunately, become a trend as these figures rose from 34% and 13% last year and grew even more from two years ago.

Statewide, districts reported a 33% increase in the number of vacant teaching positions compared to last year and a 66% increase compared to the 2013-14 school year. Many South Carolina districts continue to have difficulty filling vacancies in special education at all school levels, and mathematics and sciences in middle and high schools. This year, more vacancies occurred in social studies and English as well. Additionally, districts are citing a growing number of vacancies in primary and/or elementary schools. One explanation for this is the fact that positions requiring early childhood/elementary certification account for 35% of all teaching positions in the state. This percentage is, by far, the single largest among all certification areas. Another related basis for this trend is the total number of primary/elementary teaching positions. This category represents over half of all teaching positions in the state. Based on numbers alone, it is understandable that a sizeable amount of vacancies exist in our primary and/or elementary schools.

Some districts, regardless of certification area, struggle to hire and retain teachers due to their geographic location in the state. As discussed in a previous section, these districts are predominantly located in three regions of the state: Pee Dee, Savannah River, and Lowcountry. Also located in these regions are most of the 20 districts that have been identified through the Rural Teacher Recruiting Incentive as having excessive teacher turnover. This initiative will offer incentives to recruit into the profession, incentives to recruit into South Carolina vacancies, and teacher retention incentives. One possible incentive is tuition reimbursement for certain certified teachers to either add on a critical need subject area (i.e., special education, math, science, etc.) or pursue graduate coursework in understanding children in poverty. Teachers who add on a critical need subject area will help address the ongoing challenges to fill vacancies in these areas. Teachers who pursue graduate coursework in poverty will learn tools and strategies to more effectively relate to and provide instruction to the students in their classes. In either case, teachers are more likely to have a greater degree of job satisfaction and remain in their positions for a longer period of time.

It is anticipated that a combination of efforts like tuition reimbursements, as well as several others proposed in the incentive program, will improve teacher recruitment and retention in these underserved schools that so often have the most challenging circumstances. Focusing on these specific districts is one promising way to enhance some of the schools in our state. With so much attention on these areas, and for good reasons, it also should be mentioned that there are many other schools with similar issues that are not located in one of the identified districts. If South Carolina continues to see similar supply and demand trends among teachers (in a nutshell: fewer teachers graduating and more teachers leaving), it is possible that a statewide teacher shortage is on the horizon.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2015-16 school year.

| Table 1A Subject Area Taught | Number of Certified Teaching Positions | | | |
|--|--|-----------------|------------------|------------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 5.75 | 102.25 | 108.0 |
| Art | 604.5 | 263.11 | 317.13 | 1,184.74 |
| Business/Marketing/Computer Technology | | 249.89 | 581.39 | 831.28 |
| Career & Technology (all Work-Based Certification areas) | | 103.5 | 859.75 | 963.25 |
| Computer Programming | | 31.25 | 43.25 | 74.5 |
| Dance | 32.3 | 39.8 | 38.5 | 110.6 |
| Driver's Education | | | 67.39 | 67.39 |
| Early Childhood/Elementary (any or all core subjects) | 18,333.47 | | | 18,333.47 |
| Engineering | | 6.25 | 34.75 | 41.0 |
| English for Speakers of Other Languages (ESOL) | 349.2 | 117.62 | 100.47 | 567.29 |
| English/Language Arts | | 1,737.42 | 1,919.65 | 3,657.07 |
| Family & Consumer Sciences | | 29.0 | 109.9 | 138.9 |
| Gifted & Talented | 404.97 | 167.71 | 93.78 | 666.46 |
| Guidance | 739.75 | 501.96 | 755.01 | 1,996.72 |
| Health | 33.25 | 65.05 | 103.52 | 201.82 |
| Industrial Technology | | 26.0 | 57.5 | 83.5 |
| Literacy | 650.07 | 105.25 | 37.0 | 792.32 |
| Mathematics | | 1,690.19 | 1,908.65 | 3,598.84 |
| Media Specialist | 618.19 | 234.96 | 243.0 | 1,096.15 |
| Music | 650.72 | 493.99 | 447.12 | 1,591.83 |
| Physical Education | 742.26 | 455.18 | 617.31 | 1,814.75 |
| School Psychologist (includes contracted FTEs) | 292.12 | 104.73 | 101.2 | 498.05 |
| Sciences | | 1,426.85 | 1,643.13 | 3,069.98 |
| Social Studies | | 1,420.65 | 1,696.4 | 3,117.05 |
| Special Education | 2,404.9 | 1,339.99 | 1,542.4 | 5,287.29 |
| Speech Language Therapist (includes contracted FTEs) | 725.78 | 136.72 | 85.74 | 948.24 |
| Theater | 22.5 | 49.58 | 80.75 | 152.83 |
| World Languages | | | | |
| American Sign Language (ASL) | 5.0 | 4.0 | 3.0 | 12.0 |
| Chinese | 28.17 | 7.75 | 9.58 | 45.5 |
| French | 14.8 | 43.5 | 128.82 | 187.12 |
| German | 6.0 | 9.75 | 36.25 | 52.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 9.0 | 22.45 | 31.45 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 100.2 | 155.2 | 557.23 | 812.63 |
| Other | 0.0 | 148.3 | 62.5 | 210.8 |
| TOTAL | 26,758.15 | 11,179.9 | 14,406.77 | 52,344.82 |

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2015-16 school year.

| Table 2A | Number of FTEs Filled by Newly Hired Certified Teachers | | | |
|---|--|-----------------|-----------------|----------------|
| Subject Area Taught | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 1.0 | 10.0 | 11.0 |
| Art | 66.0 | 30.75 | 42.25 | 139.0 |
| Business/Marketing/Computer Technology | | 43.0 | 70.5 | 113.5 |
| Career & Technology (all Work-Based Certification areas) | | 4.5 | 109.5 | 114.0 |
| Computer Programming | | 0.0 | 2.0 | 2.0 |
| Dance | 6.0 | 9.5 | 5.5 | 21.0 |
| Driver's Education | | | 1.95 | 1.95 |
| Early Childhood/Elementary (any or all core subjects) | 2,140.3 | | | 2,140.3 |
| Engineering | | 0.0 | 3.0 | 3.0 |
| English for Speakers of Other Languages (ESOL) | 33.8 | 19.5 | 13.5 | 66.8 |
| English/Language Arts | | 278.8 | 255.0 | 533.8 |
| Family & Consumer Sciences | | 2.0 | 13.0 | 15.0 |
| Gifted & Talented | 14.55 | 2.75 | 0.0 | 17.3 |
| Guidance | 77.67 | 52.97 | 81.39 | 212.03 |
| Health | 1.0 | 6.3 | 11.0 | 18.3 |
| Industrial Technology | | 1.0 | 2.0 | 3.0 |
| Literacy | 31.5 | 2.0 | 0.0 | 33.5 |
| Mathematics | | 251.0 | 291.8 | 542.8 |
| Media Specialist (includes contracted FTEs) | 48.0 | 17.0 | 10.5 | 75.5 |
| Music | 72.85 | 78.8 | 48.67 | 200.32 |
| Physical Education | 72.85 | 73.0 | 71.85 | 217.7 |
| School Psychologist | 49.5 | 12.6 | 19.05 | 81.15 |
| Sciences | | 220.0 | 235.5 | 455.5 |
| Social Studies | | 186.0 | 226.5 | 412.5 |
| Special Education | 336.25 | 211.5 | 230.25 | 778.0 |
| Speech Language Therapist (includes contracted FTEs) | 90.9 | 12.75 | 12.25 | 115.9 |
| Theater | 3.5 | 4.5 | 13.0 | 21.0 |
| World Languages | | | | |
| American Sign Language (ASL) | 0.0 | 1.0 | 0.0 | 1.0 |
| Chinese | 4.0 | 4.0 | 1.0 | 9.0 |
| French | 2.0 | 5.5 | 9.5 | 17.0 |
| German | 1.0 | 2.0 | 4.0 | 7.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 1.0 | 2.0 | 3.0 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 20.5 | 38.25 | 101.0 | 159.75 |
| Other | 0.0 | 5.5 | 7.0 | 12.5 |
| TOTAL | 3,072.17 | 1,578.47 | 1,904.46 | 6,555.1 |

Table 2B includes the source of the new hires reported in 2A.

| Table 2B | Number of FTEs Filled by Newly Hired Certified Teachers |
|---|--|
| Source | |
| Teacher Education Program Graduate – In State | 1,883.7 |
| Teacher Education Program Graduate – Out of State | 446.2 |
| PACE | 303.2 |
| ABCTE | 32.0 |
| Teach For America | 63.0 |
| Adjunct Teaching Certificate | 3.0 |
| Newly Certified Career and Technology Teacher | 70.0 |
| Inactive South Carolina Teacher, Returned to Teaching | 220.62 |
| Teacher Coming Directly from Another South Carolina School District | 2,012.97 |
| Teacher from a College/University or Private School in South Carolina | 199.0 |
| Teacher from Another State | 977.6 |
| Teacher from Outside the United States | 186.0 |
| Other | 154.8 |
| TOTAL | 6,552.09 |

Note: The totals in Tables 2A and 2B should match; however, three districts reported numbers that were not equal. Consequently, there is a discrepancy of 3.01 FTEs.

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2015-16 school year.

| Table 2C | Number of FTEs Filled by Newly Hired Certified Teachers |
|-------------------|--|
| Male Teachers | 1,321.0 |
| Minority Teachers | 1,132.32 |

Table 3A includes the number of first-year PACE participants hired for the 2015-16 school year. This information was obtained from the South Carolina Department of Education.

| Table 3A | Number of First-Year PACE Participants | | | |
|---|---|--------------------------------|---------------|-------------|
| | Certification Area | Primary/ Elementary | Middle | High |
| Agriculture | 0 | 0 | 1 | 1 |
| Art | 12 | 2 | 4 | 18 |
| Biology | 0 | 0 | 9 | 9 |
| Business/Marketing/Computer Technology | 0 | 28 | 49 | 77 |
| Chemistry | 0 | 0 | 2 | 2 |
| Chinese | 3 | 0 | 1 | 4 |
| Dance | 1 | 3 | 1 | 5 |
| English | 0 | 0 | 14 | 14 |
| Family & Consumer Science | 0 | 2 | 1 | 3 |
| French | 1 | 1 | 0 | 2 |
| German | 1 | 0 | 1 | 2 |
| Health | 0 | 1 | 1 | 2 |
| History | 0 | 0 | 4 | 4 |
| Latin | 0 | 0 | 2 | 2 |
| Mathematics | 0 | 0 | 8 | 8 |
| Media Specialist | 5 | 0 | 1 | 6 |
| Middle Level Language Arts | 0 | 23 | 0 | 23 |
| Middle Level Mathematics | 0 | 9 | 0 | 9 |
| Middle Level Science | 0 | 24 | 0 | 24 |
| Middle Level Social Studies | 0 | 28 | 0 | 28 |
| Music Education - Choral | 2 | 2 | 1 | 5 |
| Music Education - Instrumental | 5 | 3 | 0 | 8 |
| Physical Education | 3 | 4 | 5 | 12 |
| Science | 0 | 0 | 18 | 18 |
| Social Studies | 0 | 0 | 12 | 12 |
| Special Education - Emotional Disabilities | 13 | 7 | 3 | 23 |
| Spanish | 5 | 6 | 18 | 29 |
| Theater | 0 | 2 | 4 | 6 |
| TOTAL | 51 | 145 | 160 | 356 |

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2015-16 school year.

| Table 4A Subject Area Taught | Number of Certified, Vacant Teaching Positions | | | |
|--|--|---------------|--------------|---------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 0.0 | 1.0 | 1.0 |
| Art | 8.0 | 3.5 | 2.0 | 13.5 |
| Business/Marketing/Computer Technology | | 3.0 | 0.0 | 3.0 |
| Career & Technology (all Work-Based Certification areas) | | 0.0 | 9.5 | 9.5 |
| Computer Programming | | 0.0 | 0.0 | 0.0 |
| Dance | 0.0 | 0.5 | 1.17 | 1.67 |
| Driver's Education | | | 0.0 | 0.0 |
| Early Childhood/Elementary (any or all core subjects) | 87.0 | | | 87.0 |
| Engineering | | 0.0 | 1.0 | 1.0 |
| English for Speakers of Other Languages (ESOL) | 5.0 | 2.25 | 1.25 | 8.5 |
| English/Language Arts | | 10.5 | 13.25 | 23.75 |
| Family & Consumer Sciences | | 1.0 | 1.0 | 2.0 |
| Gifted & Talented | 0.0 | 0.0 | 0.0 | 0.0 |
| Guidance | 2.0 | 2.2 | 2.75 | 6.95 |
| Health | 0.0 | 0.25 | 0.25 | 0.5 |
| Industrial Technology | | 1.0 | 0.0 | 1.0 |
| Literacy | 15.75 | 2.0 | 0.0 | 17.75 |
| Mathematics | | 20.5 | 18.7 | 39.2 |
| Media Specialist (includes contracted FTEs) | 12.0 | 3.0 | 4.55 | 19.55 |
| Music | 13.5 | 6.0 | 2.0 | 21.5 |
| Physical Education | 0.5 | 3.75 | 1.25 | 5.5 |
| School Psychologist | 3.94 | 0.78 | 0.78 | 5.5 |
| Sciences | | 15.5 | 15.0 | 30.5 |
| Social Studies | | 12.5 | 13.5 | 26.0 |
| Special Education | 32.5 | 22.75 | 28.25 | 83.5 |
| Speech Language Therapist (includes contracted FTEs) | 16.0 | 5.0 | 5.0 | 26.0 |
| Theater | 0.6 | 0.0 | 1.0 | 1.6 |
| World Languages | | | | |
| American Sign Language (ASL) | 0.0 | 0.0 | 0.0 | 0.0 |
| Chinese | 0.0 | 0.0 | 0.0 | 0.0 |
| French | 0.0 | 0.0 | 2.0 | 2.0 |
| German | 0.0 | 0.0 | 0.0 | 0.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 0.0 | 0.0 | 0.0 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 1.0 | 3.0 | 7.0 | 11.0 |
| Other | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL | 197.79 | 118.98 | 132.2 | 448.97 |

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2015-16 school year.

| Reason for Leaving | Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions | | | | | | | | | TOTAL |
|--|---|--------------|----------------|------------------------------------|--------------|--------------|------------------------------------|--------------|--------------|----------------|
| | Primary/Elementary | | | Middle | | | High | | | |
| | Total Years of Teaching Experience | | | Total Years of Teaching Experience | | | Total Years of Teaching Experience | | | |
| | ≤ 1 | 2 - 5 | > 5 | ≤ 1 | 2 - 5 | > 5 | ≤ 1 | 2 - 5 | > 5 | |
| Retirement (includes first-time retirees, TERI period ended, and retirees not rehired) | 0.0 | 0.0 | 549.4 | 0.0 | 0.0 | 223.0 | 0.0 | 0.0 | 289.0 | 1,061.4 |
| Changed profession | 15.8 | 27.2 | 48.5 | 5.0 | 23.0 | 19.0 | 16.0 | 27.0 | 42.0 | 223.5 |
| Teaching position in another SC school district/special school | 86.1 | 171.5 | 289.0 | 31.5 | 104.5 | 165.0 | 51.34 | 136.0 | 243.0 | 1,277.9 |
| Teaching position in a college/university or private school in SC | 6.0 | 9.0 | 12.0 | 1.0 | 5.0 | 3.0 | 1.0 | 2.0 | 16.0 | 55.0 |
| Teaching position in another state/country | 13.0 | 38.0 | 49.0 | 12.0 | 27.0 | 31.0 | 11.0 | 26.0 | 26.0 | 233.0 |
| Other administrator/education position in the same district | 1.0 | 3.0 | 39.0 | 1.0 | 1.0 | 28.0 | 2.0 | 2.0 | 24.0 | 101.0 |
| Other administrator/education position in another SC school district or SC education entity | 2.0 | 6.0 | 17.0 | 0.0 | 3.0 | 15.0 | 1.0 | 2.0 | 25.0 | 71.0 |
| Other administrator/education position in another state/country | 0.0 | 1.0 | 1.25 | 0.0 | 0.0 | 0.25 | 0.0 | 0.0 | 7.5 | 10.0 |
| Reduction in force (RIF)/ Program or grant conclusion | 0.0 | 0.0 | 2.0 | 1.0 | 0.0 | 1.0 | 0.5 | 1.0 | 3.0 | 8.5 |
| Did not qualify for state certification | 5.5 | 3.0 | 2.0 | 4.5 | 6.0 | 3.0 | 7.0 | 5.0 | 3.0 | 39.0 |
| Termination or contract/letter of agreement non-renewal, for cause | 58.84 | 19.0 | 24.0 | 33.0 | 16.0 | 19.0 | 32.8 | 6.0 | 21.0 | 229.6 |
| International teacher returned to country of origin | 4.0 | 4.5 | 2.0 | 0.0 | 11.5 | 5.0 | 4.0 | 13.0 | 6.0 | 50.0 |
| Returned to school to obtain advanced degree | 4.0 | 5.0 | 5.0 | 4.0 | 7.0 | 2.0 | 3.0 | 11.0 | 1.0 | 42.0 |
| Moved out of area (includes spouse relocation, military assignment, etc.) | 47.0 | 112.0 | 134.0 | 30.0 | 52.0 | 61.0 | 37.0 | 57.81 | 71.0 | 601.8 |
| Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.) | 10.0 | 5.0 | 29.0 | 3.0 | 7.0 | 20.0 | 7.0 | 10.0 | 24.0 | 115.0 |
| Personal choice (includes staying home with children, resignation, no reason given, etc.) | 83.2 | 168.1 | 318.2 | 55.5 | 89.8 | 152.3 | 57.0 | 89.0 | 194.25 | 1,207.4 |
| Other | 0.0 | 5.0 | 0.0 | 0.0 | 8.0 | 0.0 | 0.0 | 13.0 | 0.0 | 26.0 |
| Total | 336.4 | 577.3 | 1,521.4 | 181.5 | 360.8 | 747.6 | 230.6 | 400.8 | 995.8 | 5,352.2 |
| TOTAL | 2,435.1 | | | 1,289.9 | | | 1,627.2 | | | 5,352.2 |

Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2015-16 school year. These teachers are a subset of those included in question 5A.

| Table 5B Reason for Leaving | Number of FTEs Held by Teachers with Alternative Certification Who Left Their Teaching Positions | | | |
|--|--|-------------|-------------|--------------|
| | Total Years of Teaching Experience | | | |
| | ≤1 | 2-5 | >5 | Total |
| Retirement (includes first-time retirees, TERI period ended, and retirees not rehired) | 0.0 | 0.0 | 2.0 | 2.0 |
| Changed profession | 8.0 | 10.0 | 3.0 | 21.0 |
| Teaching position in another SC school district/special school | 16.0 | 14.0 | 1.0 | 31.0 |
| Teaching position in a college/university or private school in SC | 0.0 | 2.0 | 1.0 | 3.0 |
| Teaching position in another state/country | 1.0 | 3.0 | 0.0 | 4.0 |
| Other administrator/education position in the same district | 0.0 | 0.0 | 0.0 | 0.0 |
| Other administrator/education position in another SC school district or SC education entity | 0.0 | 1.0 | 1.0 | 2.0 |
| Other administrator/education position in another state/country | 0.0 | 0.0 | 1.0 | 1.0 |
| Reduction in force (RIF)/ Program or grant conclusion | 0.5 | 0.0 | 0.0 | 0.5 |
| Did not qualify for state certification | 9.0 | 2.0 | 0.0 | 11.0 |
| Termination or contract/letter of agreement non-renewal, for cause | 8.0 | 1.0 | 0.0 | 9.0 |
| International teacher returned to country of origin | 1.0 | 6.0 | 0.0 | 7.0 |
| Returned to school to obtain advanced degree | 1.0 | 2.0 | 0.0 | 3.0 |
| Moved out of area (includes spouse relocation, military assignment, etc.) | 13.0 | 9.0 | 1.0 | 23.0 |
| Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.) | 2.0 | 1.0 | 0.0 | 3.0 |
| Personal choice (includes staying home with children, resignation, no reason given, etc.) | 17.0 | 19.0 | 3.0 | 39.0 |
| Other | 0.0 | 26.0 | 0.0 | 26.0 |
| TOTAL | 76.5 | 96.0 | 13.0 | 185.5 |

Table 6A includes the number of FTEs filled by newly hired certified administrators and certified administrator positions reported as vacant at the beginning of the 2015-16 school year.

| Table 6A | Number of FTEs Filled by Newly Hired Certified Administrators | Number of Certified, Vacant Administrator Positions |
|---|--|--|
| Type of Administrator | | |
| District Superintendent | 11.0 | 3.0 |
| District Assistant/Associate Superintendent | 13.0 | 1.0 |
| Other District-Level Administrator (i.e., director or coordinator position) | 64.5 | 9.0 |
| Primary/Elementary School Principal | 36.5 | 2.0 |
| Primary/Elementary School Assistant Principal | 63.5 | 3.0 |
| Middle School Principal | 13.5 | 0.0 |
| Middle School Assistant Principal | 27.5 | 1.0 |
| High School Principal | 17.0 | 0.0 |
| High School Assistant Principal | 43.0 | 4.0 |
| Other School-Level Administrator (i.e., coach or specialist position) | 52.3 | 11.5 |
| TOTAL | 341.8 | 34.5 |

Note: In this table, the term “administrator” includes all employees in certified, non-teaching positions.

Tables 7A and 7B include information about the South Carolina Teacher Expo.

| Table 7A | Yes | No | Undecided | No answer |
|--|------------|-----------|------------------|------------------|
| Did you participate in the Expo held on May 29 th , 2015? | 41 | 35 | ----- | 3 |
| Are you planning to attend next year’s Expo? | 43 | 7 | 26 | 3 |

| Table 7B | Number of Teachers Hired as a Result of the Teacher Expo |
|-------------------|---|
| Male Teachers | 11 |
| Minority Teachers | 19 |
| TOTAL | 44 |

Report Prepared By:

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**Key Data from CERRA's Supply and Demand Reports
2012-13 to 2015-16**

| School year | Number of newly hired certified teachers | Number of certified teachers who did not return to their teaching positions* | Number of graduates who completed a SC teacher education program (data obtained from CHE) [†] | Number of certified teachers who did not return after five or fewer years of classroom experience* | Number of certified teachers who did not return after one year or less of classroom experience* |
|-------------|--|--|--|--|---|
| 2012-2013 | 5,739.5 | 3,503 | 2,050 (2011-12) | 1,186.8 | 403.4 |
| 2013-2014 | 5,797.7 | 3,880.5 | 2,447 (2012-13) | 1,154.5 | 438 |
| 2014-2015 | 6,217.9 | 4,108.1 | 2,219 (2013-14) | 1,309 | 529.7 |
| 2015-2016 | 6,555.1 | 4,074.3 | 1,954 (2014-15) | 1,506.5 | 579.6 |

*These numbers exclude teachers who left to teach in another South Carolina public school district or special school.

[†]These numbers include students who graduated with a Bachelor's degree eligible for teacher certification.

Note: Full reports can be accessed at <http://cerra.org/research/supplyanddemand/overview.aspx>.

May 2016

Teacher Supply Study Report

FY16 Legislative Proviso 1A.78

Dr. Jennifer Garrett
SC Center for Educator Recruitment, Retention, & Advancement

Dr. Erica Von Nessen
SC Commission on Higher Education

FY16 Proviso 1A. 78. Teacher Supply Study

With funds appropriated to the Center for Educator Recruitment, Retention, and Advancement (CERRA), in concert with the Commission on Higher Education, the Department of Education, and the Education Oversight Committee, CERRA shall initiate and conduct a study to identify and project the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years beginning 2017 through 2027. The purpose of the study shall be to: (1) provide specific data and projections on the number of teachers expected to be needed as compared to the number available, by Subject Areas Taught as indicated in CERRA's annual Supply and Demand Report, and with a focus on critical need subject areas; (2) determine whether, individually and collectively, teaching programs at applicable institutions of higher learning in South Carolina have the capacity and infrastructure to fulfill projected needs in item (1); and (3) provide data for general use in estimating the fiscal impact of any new or revised programs being considered to incent more talented individuals to enter teacher training programs and more highly qualified teachers to remain in the profession for longer periods of time.

Introduction

For several years, data from CERRA's *Supply and Demand Survey Reports* have indicated that South Carolina is experiencing a teacher shortage in certain subject and geographic areas. More teachers are leaving the classroom, causing more vacancies and more new hires to fill those positions. The number of teachers leaving each year is significantly higher than the number of students graduating from South Carolina institutions each year who are eligible for teacher certification. Although teacher vacancies are reported in public school districts throughout the state, there are regions within the state that face more serious hiring challenges. These affected areas often are located in more rural areas of the state and have high levels of poverty. Additionally, districts continue to report a constant need for teachers in several subject areas including special education, mathematics, and sciences. In response to these trends, FY16 Proviso 1A.78 was passed directing a study be conducted that projects the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years 2016-17 through 2027-28. This report summarizes the results of that study.

In conjunction with the hiring, vacancy, and departure data gathered from CERRA's Supply and Demand Surveys, this report uses information from multiple sources: student program completion data from the Commission on Higher Education, student enrollment data from the South Carolina Department of Education, birth rates from the South Carolina Department of Health and Environmental Control, and population projections from the South Carolina Revenue and Fiscal Affairs Office. The end result will be projecting the number of additional teachers needed annually in public school classrooms for grades K5 through 12 for school years 2016-17 through 2027-28. Before this can occur, projections about teacher demand and teacher supply must be made for these years. Several techniques were used to estimate the number of teachers needed (demand) in each subject area through the year 2028 versus the number of teachers who will be available (supply) during this same period of time.

Projected Teacher Supply and Demand

A full description of this report’s methodology can be found in Appendix 1. Projections of teacher supply and demand were made for academic years 2016-17, 2021-22, and 2027-28. The following series of tables (Tables 1, 2, and 3) show the projected supply and demand of teachers by subject area for the three specified school years: 2016-17, 2021-22, and 2027-28. Areas with projected significant teacher shortages are highlighted in each table. Subject areas included in the “all other” category in Tables 1, 2, and 3 that follow are those for which there is no undergraduate initial teacher certification program offered by a public or independent college/university in South Carolina. As a result, no student program completion data are available for these subject areas. For example, guidance is a subject area that is offered only at the graduate level in this state, and those who pursue this degree may or may not choose to obtain South Carolina Board of Education certification and seek employment in public schools. Thus, it is not possible to determine how many program completers will be available to work in South Carolina public schools. Another example of a subject area with no undergraduate initial teacher certification program is literacy, which is either an add-on or endorsement certification to an existing teaching certificate. A complete list of the subject areas is available in Appendix 1, Table 3.

Table 1: Projected Supply and Demand of Teachers, 2016-17

| Subject | 2016-17 Projected Teacher Demand | 2016-17 Projected Teacher Supply | Projected Teacher Surplus or Shortage |
|--|----------------------------------|----------------------------------|---------------------------------------|
| Agriculture | 108 | 115 | 7 |
| Art | 1,186 | 1,166 | -20 |
| Business/Marketing/ Computer Technology | 906 | 896 | -10 |
| Dance & Theater | 264 | 268 | 4 |
| Early Childhood/Elementary | 18,346 | 18,591 | 245 |
| English/Language Arts | 3,665 | 3,785 | 120 |
| Family & Consumer Sciences | 139 | 155 | 16 |
| Health | 202 | 245 | 43 |
| Industrial Technology | 84 | 82 | -2 |
| Mathematics | 3,606 | 3,530 | -76 |
| Music | 1,595 | 1,595 | 0 |
| Physical Education | 1,817 | 1,953 | 136 |
| Sciences | 3,076 | 2,987 | -89 |
| Social Studies | 3,123 | 3,049 | -74 |
| Special Education | 5,295 | 5,179 | -116 |
| French | 187 | 206 | 19 |
| German | 52 | 52 | 0 |
| Spanish | 812 | 789 | -23 |
| All Other ¹ | 7,942 | 7,600 | -342 |
| TOTAL | 52,405 | 52,243 | -164 |

¹The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver’s education, school psychology, American Sign Language, Chinese, and Latin.

Table 2: Projected Supply and Demand of Teachers, 2021-22

| Subject | 2021-22 Projected Teacher Demand | 2021-22 Projected Teacher Supply | Projected Teacher Surplus or Shortage |
|--|----------------------------------|----------------------------------|---------------------------------------|
| Agriculture | 113 | 152 | 39 |
| Art | 1,202 | 1,140 | -62 |
| Business/Marketing/ Computer Technology | 961 | 860 | -101 |
| Dance & Theater | 275 | 309 | 34 |
| Early Childhood/Elementary | 17,676 | 20,311 | 2,635 |
| English/Language Arts | 3,906 | 4,544 | 638 |
| Family & Consumer Sciences | 147 | 247 | 100 |
| Health | 211 | 462 | 251 |
| Industrial Technology | 89 | 82 | -7 |
| Mathematics | 3,843 | 3,384 | -459 |
| Music | 1,635 | 1,718 | 83 |
| Physical Education | 1,859 | 2,671 | 812 |
| Sciences | 3,278 | 2,725 | -553 |
| Social Studies | 3,327 | 2,837 | -490 |
| Special Education | 5,396 | 5,058 | -339 |
| French | 197 | 308 | 111 |
| German | 54 | 53 | -1 |
| Spanish | 850 | 727 | -123 |
| All Other ² | 8,069 | 6,389 | -1,680 |
| TOTAL | 53,088 | 53,976 | 888 |

²The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver's education, school psychology, American Sign Language, Chinese, and Latin.

Table 3: Projected Supply and Demand of Teachers, 2027-28

| Subject | 2027-28 Projected Teacher Demand | 2027-28 Projected Teacher Supply | Projected Teacher Surplus or Shortage |
|--|----------------------------------|----------------------------------|---------------------------------------|
| Agriculture | 110 | 197 | 87 |
| Art | 1,213 | 1,110 | -104 |
| Business/Marketing/ Computer Technology | 934 | 817 | -117 |
| Dance & Theater | 272 | 357 | 85 |
| Early Childhood/Elementary | 18,533 | 22,375 | 3,842 |
| English/Language Arts | 3,796 | 5,455 | 1,659 |
| Family & Consumer Sciences | 143 | 356 | 213 |
| Health | 208 | 722 | 514 |
| Industrial Technology | 86 | 81 | -5 |
| Mathematics | 3,735 | 3,208 | -527 |
| Music | 1,636 | 1,866 | 230 |
| Physical Education | 1,861 | 3,533 | 1,672 |
| Sciences | 3,185 | 2,411 | -774 |
| Social Studies | 3,233 | 2,583 | -650 |
| Special Education | 5,422 | 4,911 | -511 |
| French | 192 | 431 | 239 |
| German | 53 | 54 | 1 |
| Spanish | 834 | 653 | -182 |
| All Other ³ | 8,124 | 4,937 | -3,187 |
| TOTAL | 53,570 | 56,057 | 2,487 |

³The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver's education, school psychology, American Sign Language, Chinese, and Latin.

As shown in Tables 1, 2, and 3 above, there are seven core subject areas that are projected to experience a teacher shortage. These seven subject areas are listed in Table 4. Also included in this table are estimates of the cumulative teacher shortages that South Carolina is likely to experience if there are no changes in current patterns of hiring or completions of in-state teacher education programs. Looking at mathematics, in particular, in order to eliminate the projected teacher shortage by 2021-22, the state will need to produce approximately 459 new math teachers. This number rises to 527 in the 2027-28 school year. These figures incorporate new hires available, teachers leaving, and new demand for teachers from the increasing student count. The projected shortages in Table 4 assume that hiring patterns remain constant. Actual vacancies may be minimized by increasing the number of new hires from alternate sources or by hiring a larger number of graduates from in-state teacher education programs.

Table 4: Projected Teacher Shortages, 2016-17 through 2027-28

| Subject | Projected Teacher Shortage, 2016-17 | Projected Teacher Shortage, 2021-22 | Projected Teacher Shortage, 2027-28 |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| Art | 20 | 62 | 104 |
| Business/Marketing/ Computer Technology | 10 | 101 | 117 |
| Mathematics | 76 | 459 | 527 |
| Sciences | 89 | 553 | 774 |
| Social Studies | 74 | 490 | 650 |
| Special Education | 116 | 339 | 511 |
| Spanish | 23 | 123 | 182 |

A majority of newly hired teachers are graduates of a teacher education program in a South Carolina public or independent college/university. Because teacher education students have to complete a full four-year program, an immediate increase in new enrollment into this hiring source will not likely result in a significant impact on the teaching pool until at least the year 2020-21. This realization helps to explain the sizeable jump in projected teacher shortages from the year 2016-17 to 2021-22. It is unlikely that school districts will be able to fill these vacancies quickly enough to meet the estimated short-term demand.

Teacher Education Program Capacity and Infrastructure

Once the subject areas with projected teacher shortages were identified, a survey was sent to the deans of teacher education programs in 30 South Carolina public and independent colleges/universities. The purpose of the survey was to determine whether these institutions have the capacity and infrastructure to fulfill the projected teacher needs. The survey can be found in Appendix 2.

For approved teacher education programs in the shortage areas, deans were asked how many more students, if any, they could accommodate (per year) with little to no difficulty. All respondents indicated that their institution could accommodate at least one to ten additional education students in each of their approved programs. There are far more mathematics, sciences, social studies, and special education programs in the state than art, business/marketing/computer technology, and Spanish. These smaller programs, particularly the latter two, may prove to be more difficult to expand due to limited number of established programs in the state. The larger programs, however, all appear to have the capacity to expand to a significant extent. Specifically, a majority of the institutions that offer mathematics, sciences, social studies, and special education each have the ability to possibly expand by more than 20 students each year.

Deans were asked to identify the greatest barrier to increasing the number of teacher candidates enrolled in the programs at their institutions. Student interest was, by far, the most frequently cited barrier. Some respondents expanded on this by noting that students who were interested in the critical need subject areas, such as math and science, often majored in these subjects rather than in teacher education in that subject. According to the deans, these students presumably wanted to pursue more lucrative career opportunities. Others stated that students were not interested due to the lack of financial assistance offered to support them through a teacher education program.

Deans also were asked to identify resources needed to increase the number of teacher candidates enrolled in the programs at their institutions. Again, student interest and financial assistance were cited, but the need for additional faculty also was identified by respondents. Along with the need for more qualified education faculty to support course delivery to additional students, more clinical placement locations will have to be secured as well as faculty to supervise students at these locations.

Overall, South Carolina colleges and universities with teacher education programs have the willingness and ability to accommodate more teacher candidates in several subject areas that are projected to have teacher shortages. According to the deans, however, there is a lack of student interest in entering the teaching profession, particularly in these core areas: sciences, social studies, mathematics, and special education. Unfortunately, these areas are the ones with the greatest need for teachers and are projected to have the most significant teacher shortages over the next decade.

Some respondents from institutions with Teaching Fellows Programs indicated that they would like to expand that program in order to recruit more students into the education program.⁴ Some also mentioned the desire to build their college partnership with local high schools that offer the Teacher Cadet Program. These statewide programs recruit high-achieving students into the teaching profession. The Teaching Fellows Program also has proven to positively impact teacher retention. More than half of the deans who responded are employed by institutions that have a Teaching Fellows Program, and two-thirds of the institutions serve as College Partners to high schools that offer the Teacher Cadet Program.

South Carolina does not produce a sufficient number of teachers through the state's teacher education programs to fill current and anticipated vacant positions. Graduates from in-state teacher education programs are the largest source of newly hired teachers each year. Other new hires include international teachers and those from another state, and teachers from alternative certification programs like South Carolina's Program of Alternative Certification (PACE). These sources combined, however, may not generate a supply of teachers large enough to meet the current or projected demand for teachers based on student enrollment.

Data for Use in Estimating the Fiscal Impact of Recruitment and Retention Programs

Many sources of data can be used to estimate the fiscal impact of new or revised programs being considered to incentivize more individuals into teacher education programs and, once in the classroom, encourage them to remain in the profession for longer periods of time. Annual information from districts such as the number of allocated teaching positions, number of new hires, number of vacancies, and number of teachers leaving their classrooms would all be necessary data factors when considering the fiscal impact of teacher recruitment and retention efforts. All of this information can be found in CERRA's annual Supply and Demand Reports. *The Report on the Fall 2015 Supply and Demand Survey* can be found in Appendix 3.

⁴ It should be noted that expansion of the Teacher Fellows Program at the state level would result in a larger number of awards being made, as opposed to an increase in the size of the cohort at any particular institution. Cohort size is within the purview of the institution.

Appendix 1: Methodology

Projecting Teacher Demand

Several sources of data were obtained and analyzed to project the number of teachers needed annually in South Carolina public schools. First, estimates were made concerning the number of students who would be enrolled in these schools each year through 2027-28.

Public School Student Enrollment Estimates

In order to project the number of teachers that will be needed annually from 2016-17 through 2027-28, the number of students enrolled during these years first had to be calculated. The student enrollment projections were made using three sources of data: current student enrollment data, current birth rates, and population projections.

Current Student Enrollment

The first source of data used to project public school enrollment is current public school enrollment. This information was obtained from the South Carolina Department of Education's 2015-16 45-Day Active Student Headcount. For those students currently enrolled in 5-year-old Kindergarten (K5) through 11th grade, it is possible to estimate the number who will likely move to the next higher grade in the following year using historical trends. These trends in student movement between grades, from 2005-06 through 2014-15, were averaged and a "survival" probability was calculated for each grade. This cohort survival analysis allowed projections to be made through the year 2027-28 for the grades available. Students currently enrolled in K5 in 2015-16 would be expected to be enrolled in grade 12 in the 2027-28 school year.

Current Birth Rates

The second source of data used to project public school enrollment is current birth rates. This information was obtained from the South Carolina Department of Health and Environmental Control. A similar cohort survival analysis was conducted using birth rates from 2001-2010 and the number of students enrolled in K5 five years later. Trends in the birth to K5 movement of these children were averaged, and a survival rate was calculated. This rate was applied to the birth rates from 2011-2014 to project the number of these children likely to start K5 five years later and progress through each grade. Children born in the year 2011 are likely to start K5 in the 2016-17 school year while those born in 2014 are likely to start in the 2019-2020 school year.

Population Projections

The third and final source of data used to predict public school enrollment is population projections. This information was obtained from the South Carolina Revenue and Fiscal Affairs Office. For some of the later years and earliest grades, potential students have not yet been born. The state's population projections for 2015-2025 were relied on to produce the estimated number of students likely to start K5 in 2020-21 and so on. For the year 2020-21, those students would likely have been born in the year 2015. Population estimates for 2015 are provided for children aged 0 to 4 years. Dividing their estimate by five produces a projected number of births during 2015. Once the survival rate calculated for the birth to K5 movement was applied to the projected number of 2015 births, the result was a projected number of K5 students five years later in 2020-21. A similar analysis was done with the population projections for 2020 and 2025.

Public School Enrollment Projections

The total number of students likely to be enrolled in South Carolina public schools during the years 2016-17 through 2027-28 was calculated by combining the estimates that were produced using current student enrollment data, current birth rates, and population projections. These student enrollment projections are shown, by grade and school year, in Table 1.

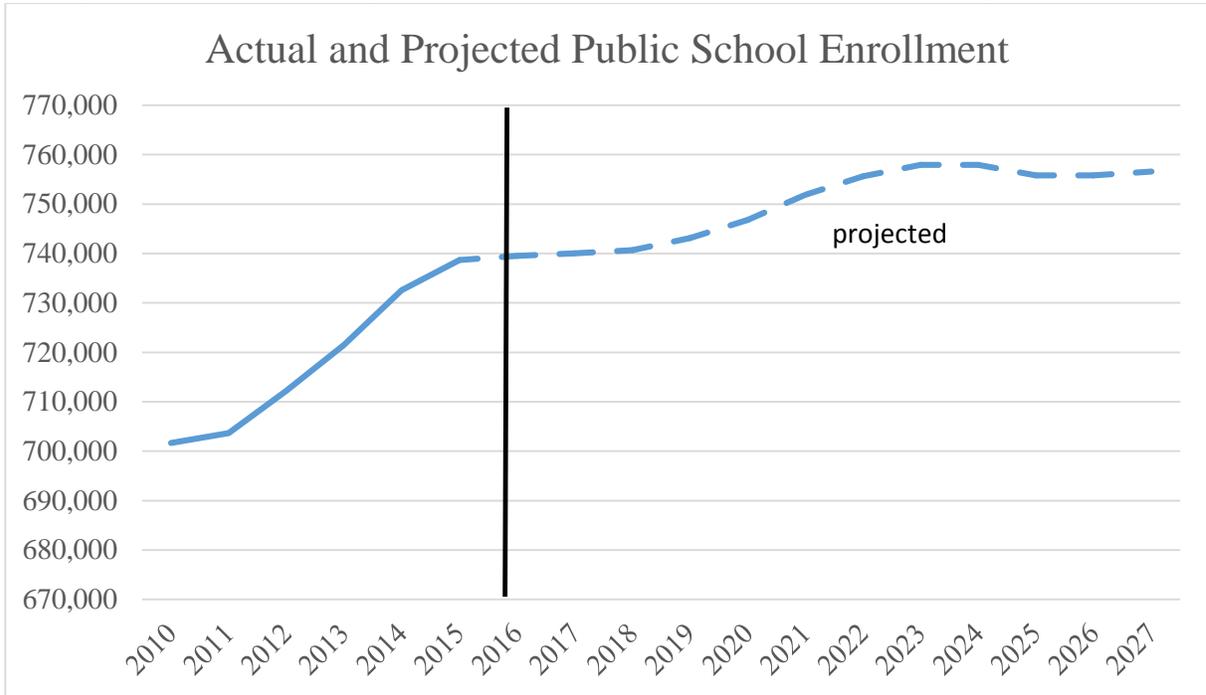
Table 1: Projection of Public School Enrollment by Grade, 2016-17 through 2027-28

| School Year | K5-5 th Grades | 6 th -8 th Grades | 9 th -12 th Grades | Total |
|----------------------|---------------------------|---|--|---------|
| 2015-16 ¹ | 350,271 | 168,149 | 220,237 | 738,657 |
| 2016-17 | 350,510 | 169,588 | 219,421 | 739,519 |
| 2017-18 | 348,491 | 173,365 | 218,182 | 740,037 |
| 2018-19 | 343,227 | 179,500 | 217,928 | 740,655 |
| 2019-20 | 338,940 | 184,388 | 219,792 | 743,120 |
| 2020-21 | 336,331 | 186,777 | 223,656 | 746,765 |
| 2021-22 | 337,719 | 183,445 | 230,706 | 751,871 |
| 2022-23 | 340,620 | 178,757 | 236,250 | 755,627 |
| 2023-24 | 343,746 | 174,233 | 239,929 | 757,908 |
| 2024-25 | 347,240 | 172,120 | 238,567 | 757,927 |
| 2025-26 | 349,879 | 172,406 | 233,493 | 755,778 |
| 2026-27 | 352,615 | 174,287 | 228,894 | 755,796 |
| 2027-28 | 354,081 | 177,885 | 224,621 | 756,587 |

¹Numbers for 2015-16 indicate actual student enrollment; numbers for all other years are projections based on historical cohort survival.

Birth rates peaked in 2008 just before the most recent recession. As a result of the recession, the number of live births in South Carolina steadily declined over the next five years. This decline accounts for the leveling off of student enrollment between 2014 and 2018. The number of live births in 2014, which is the most recent year provided by the South Carolina Department of Health and Environmental Control, grew by nearly 900 compared to data from 2013. Birth rates are expected to continue to recover as the economy expands, and thus student enrollment is projected to climb through 2027-28. A visual depiction of these projections is displayed in Figure 1.

Figure 1: Actual and Projected Public School Enrollment, 2016-17 through 2027-28



Once public school enrollment estimates were determined for each school year through 2027-28, the number of teachers needed to meet student enrollment demand during these years could be projected. To do this, the current number of teachers had to be considered; because the proviso called for data and projections on the number of teachers expected to be needed by “subject areas taught,” the current distribution of teachers was examined by subject area.

Current Distribution of Teachers by Subject Area

CERRA administers a Supply and Demand Survey to public school districts each year to gather information on the number of certified teaching positions allocated in district budgets by subject area taught. The 2015-16 distribution of certified teaching positions is shown in Table 2. Assuming that the distribution of teachers, as reported in the Survey, remains constant among these subject areas over the next decade, it is possible to project the number of certified teachers that will be needed for each subject area based on the number of projected students from Table 1. For example, for every one student enrolled in a South Carolina primary/elementary school, there will be a need for 0.052 teachers with an Early Childhood and/or Elementary certification ($18,333.47 / 350,271 = 0.05234$). [18,333.47 is the number of Early Childhood/Elementary positions allocated in district budgets in 2015-16, and 350,271 is the number of students enrolled in primary/elementary schools in 2015-16.]

Thus, if there were 336,331 students projected to be in primary/elementary schools five years from now in 2020-21 (see Table 1), we would expect a need for 17,604 teachers with an Early Childhood/Elementary certification ($0.05234 * 336,331$). These calculations were performed for each subject and each grade level grouping to determine the demand for teachers through the 2027-28 school year. Table 3 displays the projected demand for teachers over the next 12 years.

Table 2: Certified Teaching Positions Allocated in District Budgets, 2015-16

| Subject Area Taught | Number of Certified Teaching Positions | | | |
|--|--|------------------|------------------|------------------|
| | Primary/Elementary | Middle | High | Total |
| Agriculture | | 5.75 | 102.25 | 108.00 |
| Art | 604.50 | 263.11 | 317.13 | 1,184.74 |
| Business/Marketing/Computer Technology | | 281.14 | 624.64 | 905.78 |
| Career & Technology | | 103.50 | 859.75 | 963.25 |
| Dance | 32.30 | 39.80 | 38.50 | 110.60 |
| Driver's Education | | | 67.39 | 67.39 |
| Early Childhood/Elementary | 18,333.47 | | | 18,333.47 |
| Engineering | | 6.25 | 34.75 | 41.00 |
| English for Speakers of Other Languages (ESOL) | 349.20 | 117.62 | 100.47 | 567.29 |
| English/Language Arts | | 1,737.42 | 1,919.65 | 3,657.07 |
| Family & Consumer Sciences | | 29.00 | 109.90 | 138.90 |
| Gifted & Talented | 404.97 | 167.71 | 93.78 | 666.46 |
| Guidance | 739.75 | 501.96 | 755.01 | 1,996.72 |
| Health | 33.25 | 65.05 | 103.52 | 201.82 |
| Industrial Technology | | 26.00 | 57.50 | 83.50 |
| Literacy | 650.07 | 105.25 | 37.00 | 792.32 |
| Mathematics | | 1,690.19 | 1,908.65 | 3,598.84 |
| Media Specialist | 618.19 | 234.96 | 243.00 | 1,096.15 |
| Music | 650.72 | 493.99 | 447.12 | 1,591.83 |
| Physical Education | 742.26 | 455.18 | 617.31 | 1,814.75 |
| School Psychologist | 292.12 | 104.73 | 101.20 | 498.05 |
| Sciences | | 1,426.85 | 1,643.13 | 3,069.98 |
| Social Studies | | 1,420.65 | 1,696.40 | 3,117.05 |
| Special Education | 2,404.90 | 1,339.99 | 1,542.40 | 5,287.29 |
| Speech Language Therapist | 725.78 | 136.72 | 85.74 | 948.24 |
| Theater | 22.50 | 49.58 | 80.75 | 152.83 |
| World Languages | | | | |
| American Sign Language | 5.00 | 4.00 | 3.00 | 12.00 |
| Chinese | 28.17 | 7.75 | 9.58 | 45.50 |
| French | 14.80 | 43.50 | 128.82 | 187.12 |
| German | 6.00 | 9.75 | 36.25 | 52.00 |
| Japanese | 0.00 | 0.00 | 0.00 | 0.00 |
| Latin | 0.00 | 9.00 | 22.45 | 31.45 |
| Russian | 0.00 | 0.00 | 0.00 | 0.00 |
| Spanish | 100.20 | 155.20 | 557.23 | 812.63 |
| Other | 0.00 | 154.55 | 97.25 | 251.80 |
| TOTAL | 26,758.15 | 11,179.90 | 14,406.77 | 52,344.82 |
| Student Enrollment | 350,271 | 168,149 | 220,237 | 738,657 |

Table 3: Projection of Certified Teaching Positions by Subject Area, 2016-17 through 2027-28

| Subject Area Taught | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Agriculture | 108 | 107 | 107 | 108 | 110 | 113 | 116 | 117 | 117 | 114 | 112 | 110 |
| Art | 1,186 | 1,187 | 1,187 | 1,190 | 1,195 | 1,202 | 1,208 | 1,211 | 1,212 | 1,210 | 1,211 | 1,213 |
| Business/Marketing/Computer Technology | 906 | 909 | 918 | 931 | 947 | 961 | 969 | 971 | 965 | 951 | 940 | 934 |
| Career & Technology | 961 | 958 | 961 | 972 | 988 | 1,014 | 1,032 | 1,044 | 1,037 | 1,018 | 1,001 | 986 |
| Dance | 111 | 111 | 112 | 113 | 114 | 115 | 115 | 115 | 114 | 114 | 114 | 114 |
| Driver's Education | 67 | 67 | 67 | 67 | 68 | 71 | 72 | 73 | 73 | 71 | 70 | 69 |
| Early Childhood/Elementary | 18,346 | 18,240 | 17,965 | 17,740 | 17,604 | 17,676 | 17,828 | 17,992 | 18,175 | 18,313 | 18,456 | 18,533 |
| English for Speakers of Other Languages (ESOL) | 568 | 568 | 567 | 567 | 568 | 570 | 572 | 574 | 575 | 576 | 578 | 580 |
| English/Language Arts | 3,665 | 3,693 | 3,754 | 3,821 | 3,879 | 3,906 | 3,906 | 3,892 | 3,858 | 3,817 | 3,796 | 3,796 |
| Family & Consumer Sciences | 139 | 139 | 140 | 141 | 144 | 147 | 149 | 150 | 149 | 146 | 144 | 143 |
| Gifted & Talented | 668 | 669 | 669 | 669 | 670 | 672 | 673 | 673 | 675 | 676 | 679 | 682 |
| Guidance | 1,999 | 2,001 | 2,008 | 2,020 | 2,035 | 2,052 | 2,063 | 2,069 | 2,065 | 2,054 | 2,050 | 2,049 |
| Health | 202 | 203 | 204 | 207 | 209 | 211 | 213 | 213 | 212 | 210 | 208 | 208 |
| Industrial Technology | 84 | 84 | 85 | 86 | 87 | 89 | 89 | 90 | 89 | 88 | 87 | 86 |
| Literacy | 794 | 792 | 786 | 781 | 779 | 780 | 784 | 787 | 792 | 796 | 802 | 806 |
| Mathematics | 3,606 | 3,633 | 3,693 | 3,758 | 3,816 | 3,843 | 3,844 | 3,831 | 3,798 | 3,757 | 3,736 | 3,735 |
| Media Specialist | 1,098 | 1,098 | 1,097 | 1,098 | 1,101 | 1,107 | 1,112 | 1,115 | 1,117 | 1,116 | 1,118 | 1,121 |
| Music | 1,595 | 1,600 | 1,607 | 1,618 | 1,628 | 1,635 | 1,638 | 1,638 | 1,635 | 1,631 | 1,632 | 1,636 |
| Physical Education | 1,817 | 1,819 | 1,824 | 1,833 | 1,845 | 1,859 | 1,868 | 1,873 | 1,870 | 1,863 | 1,861 | 1,861 |
| School Psychologist | 499 | 499 | 498 | 499 | 500 | 502 | 504 | 505 | 506 | 506 | 508 | 509 |
| Sciences | 3,076 | 3,099 | 3,149 | 3,204 | 3,254 | 3,278 | 3,279 | 3,269 | 3,240 | 3,205 | 3,187 | 3,185 |
| Social Studies | 3,123 | 3,145 | 3,195 | 3,251 | 3,301 | 3,327 | 3,330 | 3,320 | 3,292 | 3,255 | 3,236 | 3,233 |
| Special Education | 5,295 | 5,302 | 5,313 | 5,336 | 5,364 | 5,396 | 5,418 | 5,429 | 5,426 | 5,411 | 5,413 | 5,422 |
| Speech Language Therapist | 950 | 948 | 942 | 938 | 936 | 939 | 943 | 947 | 952 | 956 | 961 | 966 |
| Theater | 153 | 154 | 155 | 157 | 159 | 160 | 161 | 161 | 161 | 159 | 158 | 158 |
| World Languages | | | | | | | | | | | | |
| American Sign Language | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| Chinese | 46 | 46 | 45 | 45 | 45 | 46 | 46 | 46 | 46 | 46 | 46 | 46 |
| French | 187 | 187 | 188 | 191 | 193 | 197 | 199 | 200 | 199 | 196 | 194 | 192 |
| German | 52 | 52 | 52 | 53 | 53 | 54 | 55 | 55 | 55 | 54 | 54 | 53 |
| Japanese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Latin | 31 | 32 | 32 | 32 | 33 | 33 | 34 | 34 | 34 | 33 | 33 | 32 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spanish | 812 | 812 | 815 | 823 | 834 | 850 | 860 | 866 | 862 | 850 | 841 | 834 |
| Other | 253 | 256 | 261 | 267 | 270 | 270 | 269 | 266 | 264 | 261 | 262 | 263 |
| TOTAL | 52,405 | 52,421 | 52,410 | 52,530 | 52,742 | 53,088 | 53,360 | 53,539 | 53,576 | 53,465 | 53,498 | 53,570 |
| Student Enrollment | 739,519 | 740,037 | 740,655 | 743,120 | 746,765 | 751,871 | 755,627 | 757,908 | 757,927 | 755,778 | 755,796 | 756,587 |

Projecting Teacher Supply

Once the number of teachers expected to be needed through 2027-28 was calculated, the number of teachers expected to be available during these years could be projected. To do this, several variables had to be considered: current supply of teachers in public schools, average number of new teachers available each year, and the average number of teachers who leave their teaching positions each year.

Current Teacher Supply

CERRA's Report on the Fall 2015 Supply and Demand Survey provides information on both the number of certified teaching positions allocated in district budgets by subject area and the number of vacancies in each subject area. These two pieces of information were used to estimate the current supply of teachers (number of positions – number of vacancies) in South Carolina's public schools. For example, in 2015-16 there were 108 positions for agriculture teachers in South Carolina, and there was one vacancy in this subject area reported by a public school district. Thus, there is a current supply of 107 (108 – 1) agriculture teachers.

From this 2015-16 number, projections were made for each subsequent year through 2027-28 by adding an estimated number of new teachers who might be available in each year and subtracting teachers who might be expected to leave the teaching pool each year.

Newly Hired Teachers

There are a limited number of sources from which teachers are newly hired in South Carolina public schools. According to CERRA's Supply and Demand Survey results over the last five years, most teachers newly hired to a district are graduates from a South Carolina teacher education program. Other sources include graduates from out-of-state teacher education programs, alternative certification programs such as the Program of Alternative Certification for Educators (PACE) and the American Board for the Certification of Teacher Excellence (ABCTE), international teachers, and teachers hired directly from another South Carolina public school district or special school. Since this report focuses on the entire state, it does not include teachers who move from one South Carolina district to another. Table 4 presents the number of certified teachers who were newly hired in the state over the last five years and the source from which they were hired.

Table 4: Sources of Newly Hired Teachers

| Source | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Teacher Education Program (In-State) | 1,452.25 | 2061.00 | 1,882.60 | 1,947.13 | 1,883.70 |
| Teacher Education Program (Out-of-State) | 332.00 | 507.40 | 483.60 | 392.00 | 446.20 |
| PACE | 128.50 | 209.20 | 245.00 | 259.50 | 303.20 |
| ABCTE | 28.00 | 23.20 | 13.00 | 17.00 | 32.00 |
| Teach for America | | 81.00 | 118.00 | 106.00 | 63.00 |
| Adjunct Teaching License | 0.00 | 1.00 | 1.00 | 3.00 | 3.00 |
| Newly Certified Career & Technology Teacher | | | 58.50 | 54.37 | 70.00 |
| Retired SC Teacher, Returned to Teaching | 144.10 | | | | |
| Inactive SC Teacher, Returned to Teaching | 142.37 | 202.10 | 218.97 | 215.97 | 220.62 |
| Teacher from a College/University or Private School in SC | | | 112.75 | 121.00 | 199.00 |
| Teacher from Another State | 666.60 | 779.00 | 855.10 | 1,028.11 | 977.60 |
| Teacher from Outside the US | 104.50 | 110.00 | 102.00 | 133.00 | 186.00 |
| Other | 143.20 | 151.00 | 121.40 | 72.00 | 154.80 |
| Total | 3,141.52 | 4,124.90 | 4,211.94 | 4,349.10 | 4,539.12 |
| Total Excluding In-State Graduates | 1,689.27 | 2,063.90 | 2,329.34 | 2,401.97 | 2,655.42 |
| <i>Average Excluding In-State Graduates</i> | | | 2,227.98 | | |

Using the average distribution of certified teaching positions reported in the Supply and Demand Surveys from 2011-12 through 2015-16, it is possible to allocate the new 2,227.98 teachers per year to each of the subject areas. For example, there were an average of 101.2 agriculture teaching positions which represented 0.2 percent of all teaching positions. Applying the 0.2 percent to the new 2,227.98 teachers yields 4.5 new agriculture teachers available per year. Similar calculations were completed for each subject area to determine the number of new teachers that would be available each school year. These numbers do not include graduates coming from South Carolina teacher education programs; they were derived using a different method, which is described in the next two paragraphs.

The Commission on Higher Education (CHE) maintains detailed information about the number of graduates from South Carolina teacher education programs who are eligible for initial certification each year. A majority of these graduates are receiving a Bachelor’s degree, while a much smaller portion are receiving a Master’s degree. A portion of students graduating may not enter the profession because they do not pass certification, chose to work in a different occupation, chose to teach at a private school, chose to leave the state, etc. Therefore, the number of new graduates who would be available to teach the next year had to be reduced accordingly. Five years of graduation information (2010-11 through 2014-15) was used to determine the average number of new graduates per year that would be available to fill teaching positions in the state’s public schools.

For example, an average of 13.4 students graduated from a South Carolina teacher education program related to agriculture. Assuming that 80 percent (number of SC graduates hired / number of SC graduates eligible for teacher certification) of these individuals would be available to teach in South Carolina public schools in the next year, that would equate to 10.7 new teachers being added to the supply of agricultural teachers. Similar calculations were completed for each subject area (as provided by the CHE) to determine the number of in-state graduates that would be available to teach each school year.

Loss of Teachers

Each year, the state loses an average of nearly 3,850 teachers for a variety of reasons including retirement, change of profession, termination, return to school for advanced degree, personal choice, etc. The three most common reasons cited for teachers not returning to their positions are personal choice, retirement², and taking a teaching position in another South Carolina public school district or special school. Since this report focuses on the entire state, it does not include teachers who move from one South Carolina district to another. Table 5 presents the number of teachers, over the last five years, who did not return to their teaching positions.

Table 5: Teachers who Left Their Positions

| School Year | “Leavers” |
|----------------|-----------------|
| 2011-12 | 3,663.00 |
| 2012-13 | 3,503.00 |
| 2013-14 | 3,880.50 |
| 2014-15 | 4,108.10 |
| 2015-16 | 4,074.30 |
| <i>Average</i> | <i>3,845.78</i> |

² Following the final year of the phase-out of the Teacher and Employee Retention Incentive (TERI) Program on June 30, 2018, it is possible that a greater number of teachers will retire each year.

Detailed information about the distribution of “leavers” among subject areas was not available for this study, so the distribution of certified teaching positions over the last five school years was used as a best approximation. For example, it was previously determined that an average of 0.2 percent of all teaching positions were in agriculture. Applying the 0.2 percent to the 3,845.78 average leavers results in an expected loss of 7.7 agriculture teachers per year in South Carolina public schools. Similar calculations were completed for each subject area to determine the number of teachers expected to leave their positions each year.

Projected Supply of Teachers

Using the current supply of teachers from the 2015-16 Supply and Demand Survey, the average number of new teachers available each year, and the average number of teachers who leave their positions each year, it is possible to project the supply of teachers for the next school year. Continuing with the prior example, Table 6 displays these numbers.

Table 6: Projected Supply of Agriculture Teachers, 2016-17

| Agriculture | Count |
|-------------------------|--------|
| 2015-16 Positions | 108.0 |
| 2015-16 Vacancies | -1.0 |
| Average New Graduates | +10.7 |
| Average Other New Hires | +4.5 |
| Average Leavers | -7.7 |
| 2016-17 Supply | ~114.5 |

This analysis was repeated for each subject area through each of the remaining years to determine a projected number of teachers available through 2027-28. The results of this analysis are presented in the report for the years 2016-17, 2021-22, and 2027-28. In addition to the projected number of teachers available, this information will be compared to the estimated demand for teachers previously displayed in Table 3 of Appendix 1.

Appendix 2: Survey Sent to South Carolina Education Deans

Teacher Supply Study

Assuming that the number of students graduating from South Carolina's teacher education program remains fairly constant, data suggest that our state will experience persistent shortages of teachers in public schools in the following areas:

- *Art
- *Business, Marketing, or Computer Technology
- *Mathematics
- *Sciences
- *Social Studies
- *Special Education
- *Spanish

Please answer the following questions as accurately as possible.

1. Name of Institution

2. Name of person completing this survey

First

Last

3. Does your institution currently have an approved teacher education program in the following areas?

| | Yes | No |
|--|-----|----|
| Art | | |
| Business, Marketing, or Computer Technology | | |
| Mathematics | | |
| Sciences | | |
| Social Studies | | |
| Special Education | | |
| Spanish | | |

4. For each program, how many more students could your institution accommodate (per year) with little to no difficulty?

| | 0 additional students | 1 – 10 additional students | 11 – 20 additional students | 21+ additional students | My institution does not offer this program |
|---|-----------------------|----------------------------|-----------------------------|-------------------------|--|
| Art | | | | | |
| Business, Marketing, or Computer Technology | | | | | |
| Mathematics | | | | | |
| Sciences | | | | | |
| Social Studies | | | | | |
| Special Education | | | | | |
| Spanish | | | | | |

5. What resources are needed to increase the number of teacher candidates in any of these programs at your institution?
6. What do you consider to be the greatest barrier to increasing the number of teacher candidates in any of these programs at your institution?
7. Is there anything you wish to share concerning your institution's ability to maintain the current level of teacher education graduates?

Appendix 3: 2015 Supply and Demand Report

**A REPORT ON THE FALL 2015
SUPPLY AND DEMAND SURVEY**

JANUARY 2016

**CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT**

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Supply and Demand Survey to South Carolina's public school districts. Once the information is submitted, CERRA compiles a statewide report summarizing data on certified teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

Certified Teaching Positions

Districts were asked to provide the number of allocated teaching positions for the 2015-16 school year.¹ For the current school year, districts reported a total of 52,344.82 full-time and part-time certified teaching positions, an increase of 1,268.2 FTEs from last year. Most of this increase can be explained by newly created teaching positions in several certification areas, including early childhood/elementary, special education, and speech language therapy. Other areas of increase that are noteworthy include business and marketing technology, middle and secondary level music, and literacy positions in elementary and middle schools.

Overall statewide, there was an increase in the number of FTEs at all school levels and among many certification areas. Despite this overall growth, districts reported a decrease in more than one-third of all areas. The most significant decrease occurred in art across all school levels, but predominantly in middle schools. Decreases in English/language arts positions were reported at the middle and secondary levels, as well as a decline in gifted and talented positions in elementary and middle schools. Last year, an increase in the number of teaching positions occurred in all three of these certification areas.

Since the 2009-10 school year when districts were first asked to submit this kind of information, the same certification areas have consistently represented the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%). Another 15% of all reported positions are made up of guidance counselors; physical education, music, and art teachers; and media specialists.

The proportions of positions reported at each school level also have remained steady over time. Similar to last year, primary/elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 21% and 28% of the total.

¹ With the exception of Dillon 3, Spartanburg 4, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. Information from these 79 districts is included in all data tables throughout the report.

Certified Teachers Hired

The total number of FTEs filled by newly hired certified teachers in school districts this year was 6,555.1, an increase of 337.2 FTEs from last year. Much of this increase is due to the 180.86 FTEs filled by newly hired high school teachers, specifically those who teach special education, English, social studies, career and technology subjects, sciences, and art. Last year, the largest increase in the number of teachers hired occurred in primary and/or elementary schools, mainly attributable to teachers with an early childhood/elementary certification, and those teaching art, literacy, and physical education. This year, the number of art and literacy teachers newly hired in primary and/or elementary schools actually decreased and the number of physical education teachers hired in these schools remained about the same.

Similar to last year's report, primary/elementary school teachers hired for the 2015-16 school year represented 47% of the total number of FTEs filled in the state. Teachers hired in middle and high schools accounted for 24% and 29% of the total, respectively. The majority of newly hired teachers were concentrated in the same certification areas as those reported in the previous section as making up the largest portion of allocated teaching positions. These include early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Following these larger categories of teachers are guidance counselors and those hired to teach physical education and music at all school levels.

This year, 28.8% (1,883.7) of the FTEs filled by newly hired teachers were graduates from a South Carolina teacher education program, and 6.8% (446.2) were filled by graduates from teacher education programs in other states. The in-state graduate numbers are down 3.3%, while the out-of-state graduate numbers are up nearly 14%. These statistics suggest that districts are beginning to increase, whether by necessity or not, their candidate pool by searching outside the state to fill vacant teaching positions. Teachers who transferred directly from another South Carolina school district made up 30.7% of all FTEs filled this year. Although these teachers are still employed in the state, their departures leave vacancies for many districts. About 15% of the newly hired teachers transferred from a teaching position in another state. This percentage declined from approximately 17% last year.

Just over 7% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts at the beginning of the school year, the number of FTEs filled by first-year PACE teachers was 303.2. However, in November 2015, CERRA obtained updated data from the South Carolina Department of Education (SCDE) that included second-semester participants. This addition brought the total number of first-year PACE teachers to 356 for the 2015-16 school year. This total signifies an increase of 31 PACE participants compared to the 325 reported by the SCDE last year. Substantial increases occurred this year mostly in the number of PACE teachers becoming certified in secondary areas, including business/marketing/computer technology, biology, social studies (significant increase in middle level as well), and English. Small declines of newly hired PACE teachers occurred in several certification areas, but secondary science saw the most considerable decrease.

In November 2015, the SCDE also provided data on the number of teachers hired through two other alternative certification programs, Teacher For America (TFA) and the American Board for Certification of Teacher Excellence (ABCTE). An additional 113 teachers were hired this year through these two programs – 62 through TFA and 51 through ABCTE.

Approximately 20% of the teachers hired this year are male. While this percentage has remained consistent over the years, the percentage of minority teachers hired decreased from 20% last year to 17% this year. According to the South Carolina Department of Education, 18.8% of the state's 2014-15 public school teachers were identified as male and 17.2% as a non-white race.

Vacant Teaching Positions

Districts reported 448.97 vacant teaching positions at the beginning of the 2015-16 school year. This figure indicates a 33% increase in vacancies compared to last year and a 66% increase compared to the 2013-14 school year. Most of this increase is a result of more vacant positions being reported in primary and/or elementary schools, particularly among positions that require early childhood/elementary certification. Other areas of substantial increase in primary/elementary school vacancies include special education, literacy, and music. Districts also reported more vacancies in middle level mathematics, middle level and secondary social studies, and English. Across all school levels, the total number of vacancies in speech language therapy more than doubled this year. Despite the overall increase, considerably fewer vacancies were reported this year in two high school certification areas: career and technology subjects, as well as business/marketing/computer technology. In middle schools, fewer vacancies were reported in gifted and talented positions. Last year, however, districts reported an increase in vacancies among all three of these certification areas.

This year, nearly 20% of all vacant teaching positions were those that require early childhood/elementary certification. This certification area constituted the largest portion of all unfilled FTEs in the state. Compared to last year, only 14% of statewide vacancies fell in this category. Special education vacancies in all school levels made up the second largest share (18.6%) of unfilled teaching positions in the state. These areas, in conjunction with middle level and secondary mathematics and sciences, consistently represent about half (53.5% in this case) of all vacant teaching positions in South Carolina.

Certain geographic areas of South Carolina are known for having schools with high teacher turnover rates, elevated levels of poverty, low student performance, and sometimes all of the above. Large concentrations of these types of schools are located in regions of the state known as the Pee Dee, Savannah River, and Lowcountry. Combined, the vacancies reported in these three regions make up nearly two-thirds of all vacant teaching positions in the state, yet they account for less than half of all teaching positions in the state. It should be noted that several large school districts are located in these regions, and they often are responsible for high numbers of vacancies merely because of their size. More often than not, however, a number of districts in these regions that report a significant number of vacancies also have high levels of poverty and teacher turnover.

To assist in the recruitment and retention of teachers in school districts like the ones described above, a Rural Teacher Recruiting Incentive has been initiated in South Carolina. Twenty rural, underserved districts that have experienced excessive turnover of teachers are now part of this incentive program and will be the focus of targeted recruitment and retention efforts. With the

exception of two districts located in the Midlands region, the districts identified are positioned in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having disproportionate rates of teacher turnover, each of the 20 districts also have some of the highest poverty levels in the state. The average poverty index for these school districts is 90%, whereas the average of all South Carolina districts is 74.5%. Although other districts in the state often struggle with some of the same issues, the state's focus on these 20 districts is vital for students.

Teachers Leaving

A total of 5,352.2 FTEs were held by certified teachers who did not return to their teaching positions for the current school year. Compared to last year's report, this figure represents an increase of only 1.4% (or 74.5 FTEs), but the numbers have been on a constant rise since 2012. Based on the number of allocated positions reported for the 2014-15 school year, 10.5% of those FTEs were held by teachers who did not return to their teaching positions this year.

The proportions of teachers who fell into each "reason for leaving" category were very similar to what districts reported last year. Nearly one-quarter of these teachers took a teaching position in another South Carolina public school district or special school. For the state, this may not be considered turnover, but for those districts who are constantly losing teachers to bordering and/or preferred districts, the impact can be detrimental. According to districts, 23% of teachers who left did so because of "personal choice." This category includes staying home with children, resignation, no reason given, etc. The third category reported most frequently was retirement. Twenty percent of teachers who left their positions either retired for the first time, their TERI period ended, or they were retirees not rehired by the district.

Each year, these three categories (teaching position in another South Carolina district or special school, personal choice, and retirement) make up about two-thirds of all teachers who leave their teaching positions. Eleven percent of these teachers who left last year did so because of a spouse relocation, military reassignment, or some other reason that caused them to move out of the area. Just over 4% were terminated or their contracts/letters of agreement were not renewed (for cause), and 3.5% took a teaching position in another state or country. These smaller statistics are identical to what districts reported last year.

Sixty-one percent of the teachers who did not return to their teaching positions this year had more than five years of teaching experience. Therefore, the remaining 39% of teachers who left did so during the first five years of their careers. This statistic rose from 34% last year. Fourteen percent of all departures occurred during or at the end of the teachers' first year in the classroom, mostly due to personal choice, teaching position in another South Carolina district or special school, termination or contract/letter of agreement non-renewal (for cause), or relocation. A similar trend occurred last year, with 13% of departures happening after only one year or less of teaching experience. Among these exiting teachers are those with an alternative teaching certificate. This group with alternative certification accounted for 3.5% of all teachers who did not return to their teaching positions this year and can be categorized as follows: 21% left due to personal choice; 16.7% took a teaching position in another South Carolina district or special school; 12.4% moved out of the area; and 11.3% changed professions. A total of 14% (26 teachers) left after only two years in the classroom because they were affiliated with Teach For America.

Certified Administrators

At the beginning of the 2015-16 school year, districts reported a total of 341.8 FTEs that were filled by newly hired administrators. In this section, the term “administrator” refers to all employees in certified, non-teaching positions. Last year, more than 450 FTEs were filled by newly hired administrators, indicating a 25% decrease in hires for the current school year. Much of this decline can be explained by substantially fewer (-106) “other school-level administrators” being hired. This category includes positions such as instructional coaches and technology specialists. Districts also reported fewer principals hired at all school levels. In terms of vacancies, 34.5 vacant administrator positions were reported, which is a reduction of 10.5 compared to last year.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts’ need and ability to take part in the event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Districts were asked to report the number of teachers hired as a result of the 2015 Teacher Expo. A total of 44 teachers who attended the Expo were hired for the 2015-16 school year; 11 of these hires are males and 19 are minority teachers. In the past 13 years, more than 1,100 teachers, including approximately 350 males and 360 minority teachers, have been hired as a result of their participation in the Expo.

Conclusion

According to the results from this year’s survey, the gap between teacher supply and teacher demand continues to widen. More teachers are leaving, causing more vacancies and more new hires to fill those positions. This cycle negatively impacts our state in numerous ways. If teachers are constantly leaving their positions, regardless of the reason, districts will be forced to continually use dwindling resources (time and money) to ensure that every vacancy is filled with an appropriately prepared and inducted teacher. Additionally, teacher morale and instructional consistency are impacted when there is little or no stability among school personnel. Students also are affected as they often form relationships with teachers that are crucial to their academic and personal growth.

The growing number of teachers leaving their schools and districts is a major concern in South Carolina. This number continues to rise each year, as does the percentage of teachers leaving early in their careers. More than 5,300 teachers did not return to their teaching positions this year. This total includes approximately 1,280 FTEs held by teachers who went to teach in another district or special school in the state and a little more than 1,060 who retired from the profession. Departures are problematic on their own, but this issue is exacerbated when compared to the number of graduates eligible for teacher certification. Over the last five years, on average, 2,180 graduates

completed a South Carolina teacher education program. Adding to this dilemma is the escalating number of teachers who leave their positions so early into their careers. Of the teachers who did not return at the beginning of the 2015-16 school year, 39% left in the first five years and 14% left after just one year or less in the classroom. This occurrence has, unfortunately, become a trend as these figures rose from 34% and 13% last year and grew even more from two years ago.

Statewide, districts reported a 33% increase in the number of vacant teaching positions compared to last year and a 66% increase compared to the 2013-14 school year. Many South Carolina districts continue to have difficulty filling vacancies in special education at all school levels, and mathematics and sciences in middle and high schools. This year, more vacancies occurred in social studies and English as well. Additionally, districts are citing a growing number of vacancies in primary and/or elementary schools. One explanation for this is the fact that positions requiring early childhood/elementary certification account for 35% of all teaching positions in the state. This percentage is, by far, the single largest among all certification areas. Another related basis for this trend is the total number of primary/elementary teaching positions. This category represents over half of all teaching positions in the state. Based on numbers alone, it is understandable that a sizeable amount of vacancies exist in our primary and/or elementary schools.

Some districts, regardless of certification area, struggle to hire and retain teachers due to their geographic location in the state. As discussed in a previous section, these districts are predominantly located in three regions of the state: Pee Dee, Savannah River, and Lowcountry. Also located in these regions are most of the 20 districts that have been identified through the Rural Teacher Recruiting Incentive as having excessive teacher turnover. This initiative will offer incentives to recruit into the profession, incentives to recruit into South Carolina vacancies, and teacher retention incentives. One possible incentive is tuition reimbursement for certain certified teachers to either add on a critical need subject area (i.e., special education, math, science, etc.) or pursue graduate coursework in understanding children in poverty. Teachers who add on a critical need subject area will help address the ongoing challenges to fill vacancies in these areas. Teachers who pursue graduate coursework in poverty will learn tools and strategies to more effectively relate to and provide instruction to the students in their classes. In either case, teachers are more likely to have a greater degree of job satisfaction and remain in their positions for a longer period of time.

It is anticipated that a combination of efforts like tuition reimbursements, as well as several others proposed in the incentive program, will improve teacher recruitment and retention in these underserved schools that so often have the most challenging circumstances. Focusing on these specific districts is one promising way to enhance some of the schools in our state. With so much attention on these areas, and for good reasons, it also should be mentioned that there are many other schools with similar issues that are not located in one of the identified districts. If South Carolina continues to see similar supply and demand trends among teachers (in a nutshell: fewer teachers graduating and more teachers leaving), it is possible that a statewide teacher shortage is on the horizon.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2015-16 school year.

| Table 1A Subject Area Taught | Number of Certified Teaching Positions | | | |
|--|--|-----------------|------------------|------------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 5.75 | 102.25 | 108.0 |
| Art | 604.5 | 263.11 | 317.13 | 1,184.74 |
| Business/Marketing/Computer Technology | | 249.89 | 581.39 | 831.28 |
| Career & Technology (all Work-Based Certification areas) | | 103.5 | 859.75 | 963.25 |
| Computer Programming | | 31.25 | 43.25 | 74.5 |
| Dance | 32.3 | 39.8 | 38.5 | 110.6 |
| Driver's Education | | | 67.39 | 67.39 |
| Early Childhood/Elementary (any or all core subjects) | 18,333.47 | | | 18,333.47 |
| Engineering | | 6.25 | 34.75 | 41.0 |
| English for Speakers of Other Languages (ESOL) | 349.2 | 117.62 | 100.47 | 567.29 |
| English/Language Arts | | 1,737.42 | 1,919.65 | 3,657.07 |
| Family & Consumer Sciences | | 29.0 | 109.9 | 138.9 |
| Gifted & Talented | 404.97 | 167.71 | 93.78 | 666.46 |
| Guidance | 739.75 | 501.96 | 755.01 | 1,996.72 |
| Health | 33.25 | 65.05 | 103.52 | 201.82 |
| Industrial Technology | | 26.0 | 57.5 | 83.5 |
| Literacy | 650.07 | 105.25 | 37.0 | 792.32 |
| Mathematics | | 1,690.19 | 1,908.65 | 3,598.84 |
| Media Specialist | 618.19 | 234.96 | 243.0 | 1,096.15 |
| Music | 650.72 | 493.99 | 447.12 | 1,591.83 |
| Physical Education | 742.26 | 455.18 | 617.31 | 1,814.75 |
| School Psychologist (includes contracted FTEs) | 292.12 | 104.73 | 101.2 | 498.05 |
| Sciences | | 1,426.85 | 1,643.13 | 3,069.98 |
| Social Studies | | 1,420.65 | 1,696.4 | 3,117.05 |
| Special Education | 2,404.9 | 1,339.99 | 1,542.4 | 5,287.29 |
| Speech Language Therapist (includes contracted FTEs) | 725.78 | 136.72 | 85.74 | 948.24 |
| Theater | 22.5 | 49.58 | 80.75 | 152.83 |
| World Languages | | | | |
| American Sign Language (ASL) | 5.0 | 4.0 | 3.0 | 12.0 |
| Chinese | 28.17 | 7.75 | 9.58 | 45.5 |
| French | 14.8 | 43.5 | 128.82 | 187.12 |
| German | 6.0 | 9.75 | 36.25 | 52.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 9.0 | 22.45 | 31.45 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 100.2 | 155.2 | 557.23 | 812.63 |
| Other | 0.0 | 148.3 | 62.5 | 210.8 |
| TOTAL | 26,758.15 | 11,179.9 | 14,406.77 | 52,344.82 |

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2015-16 school year.

| Table 2A Subject Area Taught | Number of FTEs Filled by Newly Hired Certified Teachers | | | |
|--|---|-----------------|-----------------|----------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 1.0 | 10.0 | 11.0 |
| Art | 66.0 | 30.75 | 42.25 | 139.0 |
| Business/Marketing/Computer Technology | | 43.0 | 70.5 | 113.5 |
| Career & Technology (all Work-Based Certification areas) | | 4.5 | 109.5 | 114.0 |
| Computer Programming | | 0.0 | 2.0 | 2.0 |
| Dance | 6.0 | 9.5 | 5.5 | 21.0 |
| Driver's Education | | | 1.95 | 1.95 |
| Early Childhood/Elementary (any or all core subjects) | 2,140.3 | | | 2,140.3 |
| Engineering | | 0.0 | 3.0 | 3.0 |
| English for Speakers of Other Languages (ESOL) | 33.8 | 19.5 | 13.5 | 66.8 |
| English/Language Arts | | 278.8 | 255.0 | 533.8 |
| Family & Consumer Sciences | | 2.0 | 13.0 | 15.0 |
| Gifted & Talented | 14.55 | 2.75 | 0.0 | 17.3 |
| Guidance | 77.67 | 52.97 | 81.39 | 212.03 |
| Health | 1.0 | 6.3 | 11.0 | 18.3 |
| Industrial Technology | | 1.0 | 2.0 | 3.0 |
| Literacy | 31.5 | 2.0 | 0.0 | 33.5 |
| Mathematics | | 251.0 | 291.8 | 542.8 |
| Media Specialist (includes contracted FTEs) | 48.0 | 17.0 | 10.5 | 75.5 |
| Music | 72.85 | 78.8 | 48.67 | 200.32 |
| Physical Education | 72.85 | 73.0 | 71.85 | 217.7 |
| School Psychologist | 49.5 | 12.6 | 19.05 | 81.15 |
| Sciences | | 220.0 | 235.5 | 455.5 |
| Social Studies | | 186.0 | 226.5 | 412.5 |
| Special Education | 336.25 | 211.5 | 230.25 | 778.0 |
| Speech Language Therapist (includes contracted FTEs) | 90.9 | 12.75 | 12.25 | 115.9 |
| Theater | 3.5 | 4.5 | 13.0 | 21.0 |
| World Languages | | | | |
| American Sign Language (ASL) | 0.0 | 1.0 | 0.0 | 1.0 |
| Chinese | 4.0 | 4.0 | 1.0 | 9.0 |
| French | 2.0 | 5.5 | 9.5 | 17.0 |
| German | 1.0 | 2.0 | 4.0 | 7.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 1.0 | 2.0 | 3.0 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 20.5 | 38.25 | 101.0 | 159.75 |
| Other | 0.0 | 5.5 | 7.0 | 12.5 |
| TOTAL | 3,072.17 | 1,578.47 | 1,904.46 | 6,555.1 |

Table 2B includes the source of the new hires reported in 2A.

| Table 2B | Number of FTEs Filled by Newly Hired Certified Teachers |
|---|--|
| Source | |
| Teacher Education Program Graduate – In State | 1,883.7 |
| Teacher Education Program Graduate – Out of State | 446.2 |
| PACE | 303.2 |
| ABCTE | 32.0 |
| Teach For America | 63.0 |
| Adjunct Teaching Certificate | 3.0 |
| Newly Certified Career and Technology Teacher | 70.0 |
| Inactive South Carolina Teacher, Returned to Teaching | 220.62 |
| Teacher Coming Directly from Another South Carolina School District | 2,012.97 |
| Teacher from a College/University or Private School in South Carolina | 199.0 |
| Teacher from Another State | 977.6 |
| Teacher from Outside the United States | 186.0 |
| Other | 154.8 |
| TOTAL | 6,552.09 |

Note: The totals in Tables 2A and 2B should match; however, three districts reported numbers that were not equal. Consequently, there is a discrepancy of 3.01 FTEs.

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2015-16 school year.

| Table 2C | Number of FTEs Filled by Newly Hired Certified Teachers |
|-------------------|--|
| Male Teachers | 1,321.0 |
| Minority Teachers | 1,132.32 |

Table 3A includes the number of first-year PACE participants hired for the 2015-16 school year. This information was obtained from the South Carolina Department of Education.

| Table 3A Certification Area | Number of First-Year PACE Participants | | | |
|--|--|------------|------------|------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | 0 | 0 | 1 | 1 |
| Art | 12 | 2 | 4 | 18 |
| Biology | 0 | 0 | 9 | 9 |
| Business/Marketing/Computer Technology | 0 | 28 | 49 | 77 |
| Chemistry | 0 | 0 | 2 | 2 |
| Chinese | 3 | 0 | 1 | 4 |
| Dance | 1 | 3 | 1 | 5 |
| English | 0 | 0 | 14 | 14 |
| Family & Consumer Science | 0 | 2 | 1 | 3 |
| French | 1 | 1 | 0 | 2 |
| German | 1 | 0 | 1 | 2 |
| Health | 0 | 1 | 1 | 2 |
| History | 0 | 0 | 4 | 4 |
| Latin | 0 | 0 | 2 | 2 |
| Mathematics | 0 | 0 | 8 | 8 |
| Media Specialist | 5 | 0 | 1 | 6 |
| Middle Level Language Arts | 0 | 23 | 0 | 23 |
| Middle Level Mathematics | 0 | 9 | 0 | 9 |
| Middle Level Science | 0 | 24 | 0 | 24 |
| Middle Level Social Studies | 0 | 28 | 0 | 28 |
| Music Education - Choral | 2 | 2 | 1 | 5 |
| Music Education - Instrumental | 5 | 3 | 0 | 8 |
| Physical Education | 3 | 4 | 5 | 12 |
| Science | 0 | 0 | 18 | 18 |
| Social Studies | 0 | 0 | 12 | 12 |
| Special Education - Emotional Disabilities | 13 | 7 | 3 | 23 |
| Spanish | 5 | 6 | 18 | 29 |
| Theater | 0 | 2 | 4 | 6 |
| TOTAL | 51 | 145 | 160 | 356 |

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2015-16 school year.

| Table 4A Subject Area Taught | Number of Certified, Vacant Teaching Positions | | | |
|--|--|---------------|--------------|---------------|
| | Primary/ Elementary | Middle | High | Total |
| Agriculture | | 0.0 | 1.0 | 1.0 |
| Art | 8.0 | 3.5 | 2.0 | 13.5 |
| Business/Marketing/Computer Technology | | 3.0 | 0.0 | 3.0 |
| Career & Technology (all Work-Based Certification areas) | | 0.0 | 9.5 | 9.5 |
| Computer Programming | | 0.0 | 0.0 | 0.0 |
| Dance | 0.0 | 0.5 | 1.17 | 1.67 |
| Driver's Education | | | 0.0 | 0.0 |
| Early Childhood/Elementary (any or all core subjects) | 87.0 | | | 87.0 |
| Engineering | | 0.0 | 1.0 | 1.0 |
| English for Speakers of Other Languages (ESOL) | 5.0 | 2.25 | 1.25 | 8.5 |
| English/Language Arts | | 10.5 | 13.25 | 23.75 |
| Family & Consumer Sciences | | 1.0 | 1.0 | 2.0 |
| Gifted & Talented | 0.0 | 0.0 | 0.0 | 0.0 |
| Guidance | 2.0 | 2.2 | 2.75 | 6.95 |
| Health | 0.0 | 0.25 | 0.25 | 0.5 |
| Industrial Technology | | 1.0 | 0.0 | 1.0 |
| Literacy | 15.75 | 2.0 | 0.0 | 17.75 |
| Mathematics | | 20.5 | 18.7 | 39.2 |
| Media Specialist (includes contracted FTEs) | 12.0 | 3.0 | 4.55 | 19.55 |
| Music | 13.5 | 6.0 | 2.0 | 21.5 |
| Physical Education | 0.5 | 3.75 | 1.25 | 5.5 |
| School Psychologist | 3.94 | 0.78 | 0.78 | 5.5 |
| Sciences | | 15.5 | 15.0 | 30.5 |
| Social Studies | | 12.5 | 13.5 | 26.0 |
| Special Education | 32.5 | 22.75 | 28.25 | 83.5 |
| Speech Language Therapist (includes contracted FTEs) | 16.0 | 5.0 | 5.0 | 26.0 |
| Theater | 0.6 | 0.0 | 1.0 | 1.6 |
| World Languages | | | | |
| American Sign Language (ASL) | 0.0 | 0.0 | 0.0 | 0.0 |
| Chinese | 0.0 | 0.0 | 0.0 | 0.0 |
| French | 0.0 | 0.0 | 2.0 | 2.0 |
| German | 0.0 | 0.0 | 0.0 | 0.0 |
| Japanese | 0.0 | 0.0 | 0.0 | 0.0 |
| Latin | 0.0 | 0.0 | 0.0 | 0.0 |
| Russian | 0.0 | 0.0 | 0.0 | 0.0 |
| Spanish | 1.0 | 3.0 | 7.0 | 11.0 |
| Other | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL | 197.79 | 118.98 | 132.2 | 448.97 |

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2015-16 school year.

| Table 5A Reason for Leaving | Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions | | | | | | | | | |
|--|---|-------|---------|------------------------------------|-------|-------|------------------------------------|-------|--------|----------------|
| | Primary/Elementary | | | Middle | | | High | | | TOTAL |
| | Total Years of Teaching Experience | | | Total Years of Teaching Experience | | | Total Years of Teaching Experience | | | |
| | ≤ 1 | 2 - 5 | > 5 | ≤ 1 | 2 - 5 | > 5 | ≤ 1 | 2 - 5 | > 5 | |
| Retirement (includes first-time retirees, TERI period ended, and retirees not rehired) | 0.0 | 0.0 | 549.4 | 0.0 | 0.0 | 223.0 | 0.0 | 0.0 | 289.0 | |
| Changed profession | 15.8 | 27.2 | 48.5 | 5.0 | 23.0 | 19.0 | 16.0 | 27.0 | 42.0 | 223.5 |
| Teaching position in another SC school district/special school | 86.1 | 171.5 | 289.0 | 31.5 | 104.5 | 165.0 | 51.34 | 136.0 | 243.0 | 1,277.9 |
| Teaching position in a college/university or private school in SC | 6.0 | 9.0 | 12.0 | 1.0 | 5.0 | 3.0 | 1.0 | 2.0 | 16.0 | 55.0 |
| Teaching position in another state/country | 13.0 | 38.0 | 49.0 | 12.0 | 27.0 | 31.0 | 11.0 | 26.0 | 26.0 | 233.0 |
| Other administrator/education position in the same district | 1.0 | 3.0 | 39.0 | 1.0 | 1.0 | 28.0 | 2.0 | 2.0 | 24.0 | 101.0 |
| Other administrator/education position in another SC school district or SC education entity | 2.0 | 6.0 | 17.0 | 0.0 | 3.0 | 15.0 | 1.0 | 2.0 | 25.0 | 71.0 |
| Other administrator/education position in another state/country | 0.0 | 1.0 | 1.25 | 0.0 | 0.0 | 0.25 | 0.0 | 0.0 | 7.5 | 10.0 |
| Reduction in force (RIF)/ Program or grant conclusion | 0.0 | 0.0 | 2.0 | 1.0 | 0.0 | 1.0 | 0.5 | 1.0 | 3.0 | 8.5 |
| Did not qualify for state certification | 5.5 | 3.0 | 2.0 | 4.5 | 6.0 | 3.0 | 7.0 | 5.0 | 3.0 | 39.0 |
| Termination or contract/letter of agreement non-renewal, for cause | 58.84 | 19.0 | 24.0 | 33.0 | 16.0 | 19.0 | 32.8 | 6.0 | 21.0 | 229.6 |
| International teacher returned to country of origin | 4.0 | 4.5 | 2.0 | 0.0 | 11.5 | 5.0 | 4.0 | 13.0 | 6.0 | 50.0 |
| Returned to school to obtain advanced degree | 4.0 | 5.0 | 5.0 | 4.0 | 7.0 | 2.0 | 3.0 | 11.0 | 1.0 | 42.0 |
| Moved out of area (includes spouse relocation, military assignment, etc.) | 47.0 | 112.0 | 134.0 | 30.0 | 52.0 | 61.0 | 37.0 | 57.81 | 71.0 | 601.8 |
| Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.) | 10.0 | 5.0 | 29.0 | 3.0 | 7.0 | 20.0 | 7.0 | 10.0 | 24.0 | 115.0 |
| Personal choice (includes staying home with children, resignation, no reason given, etc.) | 83.2 | 168.1 | 318.2 | 55.5 | 89.8 | 152.3 | 57.0 | 89.0 | 194.25 | 1,207.4 |
| Other | 0.0 | 5.0 | 0.0 | 0.0 | 8.0 | 0.0 | 0.0 | 13.0 | 0.0 | 26.0 |
| Total | 336.4 | 577.3 | 1,521.4 | 181.5 | 360.8 | 747.6 | 230.6 | 400.8 | 995.8 | 5,352.2 |
| TOTAL | 2,435.1 | | | 1,289.9 | | | 1,627.2 | | | 5,352.2 |

Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2015-16 school year. These teachers are a subset of those included in question 5A.

| Table 5B Reason for Leaving | Number of FTEs Held by Teachers with Alternative Certification Who Left Their Teaching Positions | | | |
|--|--|-------------|-------------|--------------|
| | Total Years of Teaching Experience | | | |
| | ≤1 | 2-5 | >5 | Total |
| Retirement (includes first-time retirees, TERI period ended, and retirees not rehired) | 0.0 | 0.0 | 2.0 | 2.0 |
| Changed profession | 8.0 | 10.0 | 3.0 | 21.0 |
| Teaching position in another SC school district/special school | 16.0 | 14.0 | 1.0 | 31.0 |
| Teaching position in a college/university or private school in SC | 0.0 | 2.0 | 1.0 | 3.0 |
| Teaching position in another state/country | 1.0 | 3.0 | 0.0 | 4.0 |
| Other administrator/education position in the same district | 0.0 | 0.0 | 0.0 | 0.0 |
| Other administrator/education position in another SC school district or SC education entity | 0.0 | 1.0 | 1.0 | 2.0 |
| Other administrator/education position in another state/country | 0.0 | 0.0 | 1.0 | 1.0 |
| Reduction in force (RIF)/ Program or grant conclusion | 0.5 | 0.0 | 0.0 | 0.5 |
| Did not qualify for state certification | 9.0 | 2.0 | 0.0 | 11.0 |
| Termination or contract/letter of agreement non-renewal, for cause | 8.0 | 1.0 | 0.0 | 9.0 |
| International teacher returned to country of origin | 1.0 | 6.0 | 0.0 | 7.0 |
| Returned to school to obtain advanced degree | 1.0 | 2.0 | 0.0 | 3.0 |
| Moved out of area (includes spouse relocation, military assignment, etc.) | 13.0 | 9.0 | 1.0 | 23.0 |
| Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.) | 2.0 | 1.0 | 0.0 | 3.0 |
| Personal choice (includes staying home with children, resignation, no reason given, etc.) | 17.0 | 19.0 | 3.0 | 39.0 |
| Other | 0.0 | 26.0 | 0.0 | 26.0 |
| TOTAL | 76.5 | 96.0 | 13.0 | 185.5 |

Table 6A includes the number of FTEs filled by newly hired certified administrators and certified administrator positions reported as vacant at the beginning of the 2015-16 school year.

| Table 6A | Number of FTEs Filled by Newly Hired Certified Administrators | Number of Certified, Vacant Administrator Positions |
|---|--|--|
| Type of Administrator | | |
| District Superintendent | 11.0 | 3.0 |
| District Assistant/Associate Superintendent | 13.0 | 1.0 |
| Other District-Level Administrator (i.e., director or coordinator position) | 64.5 | 9.0 |
| Primary/Elementary School Principal | 36.5 | 2.0 |
| Primary/Elementary School Assistant Principal | 63.5 | 3.0 |
| Middle School Principal | 13.5 | 0.0 |
| Middle School Assistant Principal | 27.5 | 1.0 |
| High School Principal | 17.0 | 0.0 |
| High School Assistant Principal | 43.0 | 4.0 |
| Other School-Level Administrator (i.e., coach or specialist position) | 52.3 | 11.5 |
| TOTAL | 341.8 | 34.5 |

Note: In this table, the term “administrator” includes all employees in certified, non-teaching positions.

Tables 7A and 7B include information about the South Carolina Teacher Expo.

| Table 7A | Yes | No | Undecided | No answer |
|--|------------|-----------|------------------|------------------|
| Did you participate in the Expo held on May 29 th , 2015? | 41 | 35 | ----- | 3 |
| Are you planning to attend next year’s Expo? | 43 | 7 | 26 | 3 |

| Table 7B | Number of Teachers Hired as a Result of the Teacher Expo |
|-------------------|---|
| Male Teachers | 11 |
| Minority Teachers | 19 |
| TOTAL | 44 |

January 13, 2016

The Honorable Nikki R. Haley
Office of the Governor of South Carolina
1205 Pendleton St.
Columbia, SC 29201

The Honorable Hugh K. Leatherman, Sr.
Office of the President pro Tempore of the SC Senate
111 Gressette Bldg.
Columbia, SC 29201

The Honorable James H. Lucas
Office of the Speaker of the SC House of Representatives
506 Blatt Bldg.
Columbia, SC 29201

Re: FY16 Proviso 1A.73

Dear Madam and Sirs:

Pursuant to FY16 Proviso 1A.73, enclosed please find a Report outlining the recommended incentives developed to recruit and retain teachers in rural districts experiencing excessive turnover of classroom teachers as defined in the Proviso. A list of the identified districts is provided as an attachment to the Report.

These recommendations are for Year One implementation and are based on the 1.5 million dollars allocated for FY 2016. The recommendations are to be presented to the Identified districts as available options, and funds will be dispersed to the districts upon the written request of the district superintendent. Written requests must specify the incentive(s) the funds are to be utilized for, the amount of funds requested, and the manner in which the request amount was calculated or determined.

Should funding be continued and possibly expanded in future years, it is anticipated that the recommended incentives can be broadened in size, as well as scope, to include further student loan forgiveness programs and the development of non-traditional student programs through institutions of higher education.

Thank you for the opportunity to serve the teacher recruitment and retention needs of the rural and underserved districts of South Carolina, and for your continued support of the programs and services provided by South Carolina's Center for Educator Recruitment, Retention, and Advancement. Should you have any questions about the Report or need additional information, please do not hesitate to contact me. I can be reached by telephone at 800-476-2387, extension 6411, or by email at turnerj@cerra.org.

Sincerely,



Jane Turner, Esq.
Executive Director

Enclosure

C: Ms. Molly Spearman, State Superintendent of Education
Ms. Melanie Barton, Executive Director, Education Oversight Committee

RURAL TEACHER RECRUITING INCENTIVES/FY16 PROVISO 1A.73**Year One Recommendations
January 2016****I. INTRODUCTION****A. Background**

Under FY16 Proviso 1A.73 – Rural Teacher Recruiting Incentive, the Center for Educator Recruitment, Retention and Advancement (CERRA), in collaboration with the SC Department of Education (SCDE) and the Education Oversight Committee (EOC), is charged with the responsibility to develop a program to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate were defined as those experiencing greater than twelve percent average annual teacher turnover, as reported on the district's five most recent State Report Cards. A list of the eligible districts is attached as Appendix A.

B. Collaboration and Input

Prior to making recommendations for implementation of FY16 Proviso 1A.73, CERRA staff, primarily CERRA's Executive Director, Jane Turner, met with various staff from the EOC, the SCDE, the Governor's Office, the Senate Education Committee, and the House Education Committee to review and discuss existing program data and effectiveness, as well as ideas, and strategies for rural recruitment and retention efforts. Turner also attended and addressed a number of meetings of House and Senate committees and sub-committees to gather further information about various ideas and strategies. Turner then met with the Superintendents and other officials from the districts identified under Proviso 1A.73. She shared a compilation of possible programs and strategies to pursue under the Proviso, and obtained input from the district officials about those and any other strategies or programs they wished to be considered. A summary of the discussion at the meeting was compiled and shared with the EOC, SCDE, and Governor's staff. Further data were collected about the rural districts from various sources and follow-up conferences were conducted with interested district officials. As a result of these steps, a list of recommended incentives was prepared, along with initial steps for implementation in Spring 2016 and subsequent steps to be taken for Fall 2016.

C. Funding

The legislature appropriated \$1,500,000 in the FY16 State budget for implementation of FY16 Proviso 1A.73. The funds were disbursed to the South Carolina Department of Education and subsequently released to CERRA on January 12, 2016. Proviso 1A.73 states

that appropriated funds “may be carried forward from prior fiscal years and used for the same purpose.”

II. INCENTIVES TO RECRUIT INTO THE PROFESSION

A. Teacher Cadet

The data are very strong that the Teacher Cadet (TC) program is successful at recruiting students into the teaching profession, and that many teachers return to their home districts to teach. For more information about Teacher Cadet, see the *2014-2015 CERRA Annual Report*, www.cerra.org/about/news.aspx. Many of the high schools in the identified rural districts do not offer the TC class and those that do have very low enrollments. Rural school districts could be given financial assistance to enable them to offer a TC class in their high schools and support to both implement new classes and expand existing classes.

CERRA would assign an experienced Program Facilitator to spend half of his time working with newly appointed TC instructors and current TC instructors whose classes have low enrollments. CERRA also would provide rural districts who need to establish classes with a funding allotment to do so. This would include the amount necessary to free up a teacher class period for the TC class. CERRA provides the curriculum at no charge, as well as curriculum training, assistance with strategies to recruit students into the TC program, recruitment of a nearby institution of higher education (IHE) to provide assistance and resources to the TC class, and other general support for the TC instructors.

Fifteen high schools in the rural districts do not currently have a TC class; for each of these schools, CERRA would allocate approximately \$10,000 (1/5 of the state average teacher salary) per TC instructor to cover the cost of releasing the instructor to teach one TC class, for a total of \$150,000.

Expected Annual Allocation: \$150,000

B. Alternative Certification Programs

School districts typically employ a number of teacher’s aides and other support personnel who have four-year, college degrees but who do not hold certification to teach in South Carolina. Many of these employees may be interested in becoming certified to teach, and may be eligible for one or more of the alternative certification programs in South Carolina. These include the SCDE’s Program for Alternative Certification (PACE), Teach for America (TFA) and American Board for Certification of Teacher Excellence (ABCTE). Each of these programs charge certain fees for participation.

Rural districts could be encouraged to identify current, non-certified employees who have four-year, college degrees who may be interested in becoming teachers. In conjunction with the SCDE and CERRA, information sessions should be scheduled in the rural districts for the identified employees to learn about their options to seek certification through one of the alternative programs. Rural district employees who wish to pursue participation in the state-run PACE program, who are then admitted into the PACE program and rehired by their district in a teaching position, should have the PACE Training Program Fee paid directly from Proviso funds. The PACE Program also requires participants to complete three graduate courses.

The PACE Training Fee is \$250. The SC Teacher Loan Program, a forgivable loan program, is available to PACE participants and will cover up to \$750 per year toward the tuition associated with the required graduate courses. The cost of one graduate course can be estimated at about \$1,750. The remaining tuition costs, \$1,000 (\$1,750 - \$750), should be covered by Proviso funds. Related expenses, such as books, fees and mileage, could reach up to \$500 and also should be covered by Proviso funds. If an average of one employee per rural district, for a total of twenty, were to participate in the PACE program, the amount allocated for the PACE Training Program fees would be \$5,000 (\$250 X 20) and the amount allocated for graduate coursework and expenses would be \$30,000 ((\$1,000 + \$500) X 20).

Expected annual allocation: \$35,000 (\$5,000 + \$30,000)

C. Master of Arts in Teaching Degree

As noted above, school districts typically employ a number of teacher's aides and other support personnel who have four-year, college degrees but who do not hold certification to teach in South Carolina. Many of these employees may be interested in becoming certified to teach, but may not be eligible for the PACE program because their degree is not in a PACE subject area. However, they may be willing to pursue a Master of Arts in Teaching (MAT) degree, which is a graduate level teacher education program that typically requires approximately 15 courses. The SC Teacher Loan Program, a forgivable loan program, is available to students seeking an MAT degree and typically will cover most of the tuition associated with the degree program.

Rural districts could be encouraged to identify current, non-certified employees who have four-year, college degrees who are interested in pursuing MAT degrees. Districts also should be encouraged to offer these employees the assistance, support, and flexibility needed to complete the MAT program. These employees may need assistance with completion of MAT program applications and the SC Teacher Loan application. They also may need financial assistance to cover program admission testing fees, books/materials, other expenses and fees not covered by the SC Teacher Loan, travel costs for attending classes out of the district, and flexibility with work schedules so as to be able to attend classes (in person or online). Rural districts also should be encouraged

to coordinate with each other and with colleges/universities to offer classes on site (live or via closed broadcasting) where a collective of employees need to take a course or courses. Once rural districts identify current employees who wish to pursue the MAT and these employees have been admitted into the MAT program and have met eligibility requirements for the SC Teacher Loan, Proviso funds should be allocated to assist the employees with completion of the MAT program.

MAT students are eligible for up to \$5,000 per year in forgivable SC Teacher Loan funds, or a maximum amount of \$20,000. The SC Teacher Loan funds are then forgivable if the employee teaches in a designated school in the rural district where he or she was previously employed. Tuition costs per course can be estimated at about \$1,750. If three courses were completed during the first year, for a total of \$5,250 ($\$1,750 \times 3$), this would leave a tuition balance of approximately \$250 ($\$5,250 - \$5,000$) that could be transmitted to the IHE or the employee, whichever is deemed best. Additional costs, such as application fees, testing fees, books/materials, and mileage reimbursement, could reach up to \$1,000 per employee during the first year. If an average of two employees per rural district, for a total of forty, were to enroll in three MAT courses, the total amount allocated during the first year would need to be approximately \$50,000 ($(\$250 + \$1,000) \times 2 \times 20$).

Expected annual allocation: \$50,000.

III. INCENTIVES TO RECRUIT INTO SOUTH CAROLINA VACANCIES

A. National Teacher Database

National databases of teachers seeking positions generally allow for searches by subject area, by state where the applicant is willing to relocate, and other criteria. In the past, the SCDE funded a state-wide subscription to one such service, teachers-teachers.com. In recent years, CERRA and the SCDE subsidized the subscription fee to teachers-teachers.com for a limited number of districts on a first come basis. Rural school districts who used the service report being pleased with the service and the results they obtained. As of October 15, 2015, teachers-teachers.com reports that its database includes over 50,000 certified teachers who reside outside of South Carolina who are willing to relocate to South Carolina.

Rural districts should be provided with the opportunity to subscribe to one of the national databases of teachers who are searching for positions and are willing to relocate to South Carolina. CERRA has requested a discounted annual rate for the rural districts. The funds to cover the subscription cost should be paid out of Proviso 1A.73 funds. The cost to provide a teachers-teachers.com subscription for one year to the twenty identified rural districts is \$37,500.

Expected annual allocation: \$37,500

B. Critical Need Subject Salary Supplement

Each year the South Carolina Board of Education approves a list of critical need subject areas for purposes of loan forgiveness eligibility under the SC Teacher Loan Program. The critical need subject areas are determined based on the results of the annual supply and demand study conducted each year by CERRA.

Rural districts should be allocated Proviso funds to recruit critical need subject teachers by paying them an annual salary supplement; it also is recommended that Proviso funds be allocated for rural districts to begin paying their current critical need subject teachers the same supplement. This would serve not only as a recruitment incentive for teachers to move into a rural district, but also as a retention tool for those teachers to then remain in the district long term, and for current critical need subject teachers to remain in the district as well. Otherwise, newly recruited teachers could leave once the supplement is no longer offered, and morale issues could arise among current teachers who object to the newly recruited teachers being paid more for the same job.

It is recommended that a reasonable salary supplement would be \$1,500. If each rural district employs an average of fifteen critical subject teachers, the amount allocated would need to be \$450,000 (\$1,500 X 15 X 20).

Expected annual allocation: \$450,000

IV. RETENTION INCENTIVES

A. Mentoring

Beginning teachers need strong mentoring in their early years of teaching so that they will not leave after one, two, or even five years. Statewide, we are currently losing nearly 15% of teachers after their first year and almost 35% of teachers within the first five years. These statistics are even higher in rural districts where beginning teachers are new to the area and have little experience with children in poverty and rural settings in general. Thus, solid mentoring programs for beginning teachers in rural districts is critical. According to State Board of Education Induction and Mentoring Guidelines, beginning teachers must be assigned a mentor and the mentor must have been formally trained to serve as a mentor. CERRA and the SCDE have recently redeveloped and strengthened the mentor training program, but districts need incentives to encourage teachers to serve as mentors, and mentors need time to be able to serve effectively. Rural districts should be offered financial assistance to enable them to be able to offer a small stipend to mentors. Additionally, rural districts should be encouraged to continue

a mentor assignment for a beginning teacher's second year of teaching, when it is determined that this would be beneficial to the teacher. It is also recommended that districts provide an extra planning period to mentors of first year teachers so that they will have time to spend in their mentees' classrooms and then provide feedback to these early-year teachers. Additionally, districts should require school level administrators to complete the state mentor training program and to develop effective strategies for effectively inducting new teachers in their schools.

On average during the past three school years, the rural districts collectively have employed approximately 300 beginning teachers, resulting in the need for 300 trained mentors to serve those teachers each year. However, the number of available trained mentors must be greater than the number of beginning teachers because mentors must be matched to the beginning teacher as closely as possible in terms of location, subject or grade taught, etc. CERRA should provide a Proviso allotment to rural districts so as to allow them to employ retired teachers to serve as mentors, pay a stipend to current teachers who serve as mentors, and allocate an additional planning period to the mentor so that the mentor can spend adequate time working with the mentee.

For each of the approximately 300 mentors needed to serve the beginning teachers hired by the rural districts each year, allocate approximately \$1,500 per mentor, for a total of \$450,000 (300 X \$1,500), to enable districts to pay the mentor a stipend to work with the beginning teacher throughout the year. This would also serve to enable districts the option of hiring retired teachers to serve as mentors, to the extent allowed under the State Induction and Mentoring Guidelines. Also allocate funding to continue providing a mentor to certain second year, beginning teachers, and to pay these mentors a \$500 stipend. Assuming that 100 of the 300 new teachers need a mentor during their second year, an additional \$50,000 (100 X \$500) would be allocated.

Expected annual allocation: \$500,000 (\$450,000 + \$50,000)

B. Graduate Coursework

Teachers increase their knowledge and understanding of their subject areas and their students' needs through graduate level coursework, potentially leading to an advanced degree such as the Master of Education (MEd). This targeted professional development also leads to increased efficacy and job satisfaction. Under the current teacher salary schedule, teachers also earn salary increases by earning advanced degrees and subsequent graduate coursework. Fully certified, continuing contract teachers in the rural districts should be encouraged to pursue graduate coursework, in exchange for tuition reimbursement, provided the teachers agree to remain in their current district for a specified number of years following receipt of the tuition reimbursement. Based on this tuition reimbursement and the increased job satisfaction, rural districts will be more likely to retain experienced teachers, even beyond the agreed upon service term.

Specifically, rural districts should identify and recruit fully certified, continuing contract teachers who are willing to take (and could reasonably benefit) from graduate coursework in poverty studies or coursework leading to additional areas of certification in critical need subjects. For example, an experienced teacher who is certified in Elementary Education may be willing to take the necessary coursework in order to become certified to teach Special Education, a critical need subject area, and receive the salary supplement paid to teachers in critical subject areas, as recommended above. Another example would be a teacher who takes classes in understanding children in poverty who learns tools and strategies to more effectively relate to and provide instruction to the students in their classes, leading to a greater degree of job satisfaction. In both situations, teachers are more likely to remain in their positions for a longer period of time.

Teachers who already hold a teaching certificate are not eligible for SC Teacher Loan funds to assist with tuition for general graduate coursework or courses taken to add on additional areas of certification. Thus, teachers identified by their districts to seek graduate coursework will need full tuition assistance, and perhaps other assistance as well, as described above for employees seeking MAT degrees. If two teachers from each of the twenty rural districts, for a total of forty, were recruited to take a graduate course in poverty studies each year, the tuition cost per teacher would be approximately \$1,750 per course, for a total of \$70,000 ($\$1,750 \times 2 \times 20$) and the additional costs would be approximately \$500 per teacher, for a total of \$20,000 ($\$500 \times 2 \times 20$). If one teacher from each of the twenty rural districts was recruited to take three courses per year leading to add-on certification in a critical need subject, the tuition cost would be approximately \$1,750 per course, for a total of \$105,000 ($\$1,750 \times 3 \times 20$) and the additional costs would be approximately \$1,000 for the first year, for a total of \$20,000 ($\$1,000 \times 20$).

Expected annual allocation: \$215,000 ($\$70,000 + \$20,000 + \$105,000 + \$20,000$)

V. BUDGET

A. Incentives

| | |
|---|-------------------|
| Teacher Cadet | \$ 150,000 |
| Alternative Certification Programs | \$ 35,000 |
| MAT Degree | \$ 50,000 |
| National Teacher Database | \$ 37,500 |
| Critical Need Subject Salary Supplement | \$ 450,000 |
| Mentoring | \$ 500,000 |
| Graduate Coursework | <u>\$ 215,000</u> |
| Subtotal | \$1,437,500 |

B. Administrative Costs

| | |
|--|-----------------|
| Executive Director (7.5% of salary/travel) | \$ 12,000 |
| Research Coordinator (5% of salary) | \$ 4,500 |
| Business Manager (5% of salary) | \$ 3,500 |
| Program Facilitator (50% of salary/travel) | \$ 38,500 |
| Miscellaneous Materials/Supplies | <u>\$ 4,000</u> |

Subtotal \$ 62,500

C. Total \$1,500,000

VI. District Disbursements

Eligible districts will be required to submit to CERRA a written request for disbursement of Proviso funds. The request must specify the particular incentive(s) for which the funds are to be utilized; the exact amount requested, per incentive; and the manner in which the requested sum was calculated and/or is to be expended. A request form will be provided to the rural districts for this purpose.

Respectfully submitted:



Jane Turner, Esq., Executive Director

Center for Educator Recruitment, Retention and Advancement

1-13-16

Date

APPENDIX A

Districts Eligible For Participation in FY16 Proviso 1A.73 Incentives

| |
|--------------|
| Allendale |
| Bamberg 2 |
| Barnwell 19 |
| Barnwell 29 |
| Clarendon 1 |
| Dillon 4 |
| Dorchester 4 |
| Fairfield |
| Florence 3 |
| Florence 4 |
| Hampton 2 |
| Jasper |
| Lee |
| Lexington 4 |
| Marion |
| Marlboro |
| McCormick |
| Orangeburg 4 |
| Orangeburg 5 |
| Williamsburg |

Partnership to awaken teacher recruitment

By:

Posted:

Thu, 05/05/2016 - 3:54pm

The Barnwell 45 School District announced April 25 that it is joining forces with the University of South Carolina in a pilot program to address one of the district's persistent challenges: teacher recruitment.

Barnwell 45 will be one of two school districts that will get student teachers through the USC Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE). The other district is Florence 4.

Through AWAKE grant funding, Barnwell 45 will get USC student teachers who will live in Barnwell with host families while they complete their student teaching requirements in a Barnwell school, said Jay Grissom, the Barnwell 45 superintendent.

"A problem with teacher recruiting in rural districts is access to student teachers, especially if a student teacher has to drive 45 to 90 minutes one-way since we don't have a teacher-training college relatively close by," Grissom said. "For school districts near colleges like USC, teacher recruiting is a whole lot easier, but here it's a challenge to get student teachers."

A meeting last October between Gov. Nikki Haley, state superintendents and the deans of education from state colleges led to another meeting for Grissom with Dr. David Virtue, the interim chairman of the Department of Teacher Instruction and Education in the USC College of Education, about AWAKE.

Grissom said he quickly saw how it could benefit Barnwell 45 and moved to be on board with the program.

Virtue met with Barnwell 45 administrators April 25 on details of implementing the student teacher program.

By the fall of 2017, Barnwell 45 will have student teachers. In the interim, eligible student teacher candidates will be recruited or enrolled, Virtue said.

Through AWAKE, USC student teachers will be paired with a local host family and live with them during the school year. The host family is paid a stipend through the AWAKE grant, Grissom said.

"The student teachers could experience how you live in a small community and become a part of it and not feel isolated," he said.

A second part of the program benefits Barnwell 45 teachers paired with student teachers in that the

veteran teachers will receive professional development. Both veteran and student teachers will go through other training as well, such as a teaching endorsement for the ability to perform project-based learning, Virtue said.

Part of the training will be teachers interacting with industries to see what knowledge is needed most and gearing instruction toward that, he said.

“How can we integrate the world of work with the curriculum of learning and make it real for our students?” Virtue said.

Recruiting student teachers for the middle school will be the priority as these grades in general are the hardest to recruit for, Grissom said.

“The greatest benefit to us will be access to student teachers and regular, high quality professional development for our current teachers,” Grissom said. “The benefit of having a student teacher for a teacher is knowing they will be passing on wisdom they have gained that won’t die when they retire.”