

SC Education Oversight EIA & Improvement Mechanisms Subcommittee

November 20, 2025

Welcome & Approval of EIA Subcommittee Minutes

November 10, 2025

April Allen

SC Department of Education

Dr. Abbey Duggins, Deputy Superintendent



**SC EDUCATION
OVERSIGHT COMMITTEE**
Reporting facts. Measuring change. Promoting progress.



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

FY 2026-27 Budget Presentation

EOC EIA

November 20, 2025



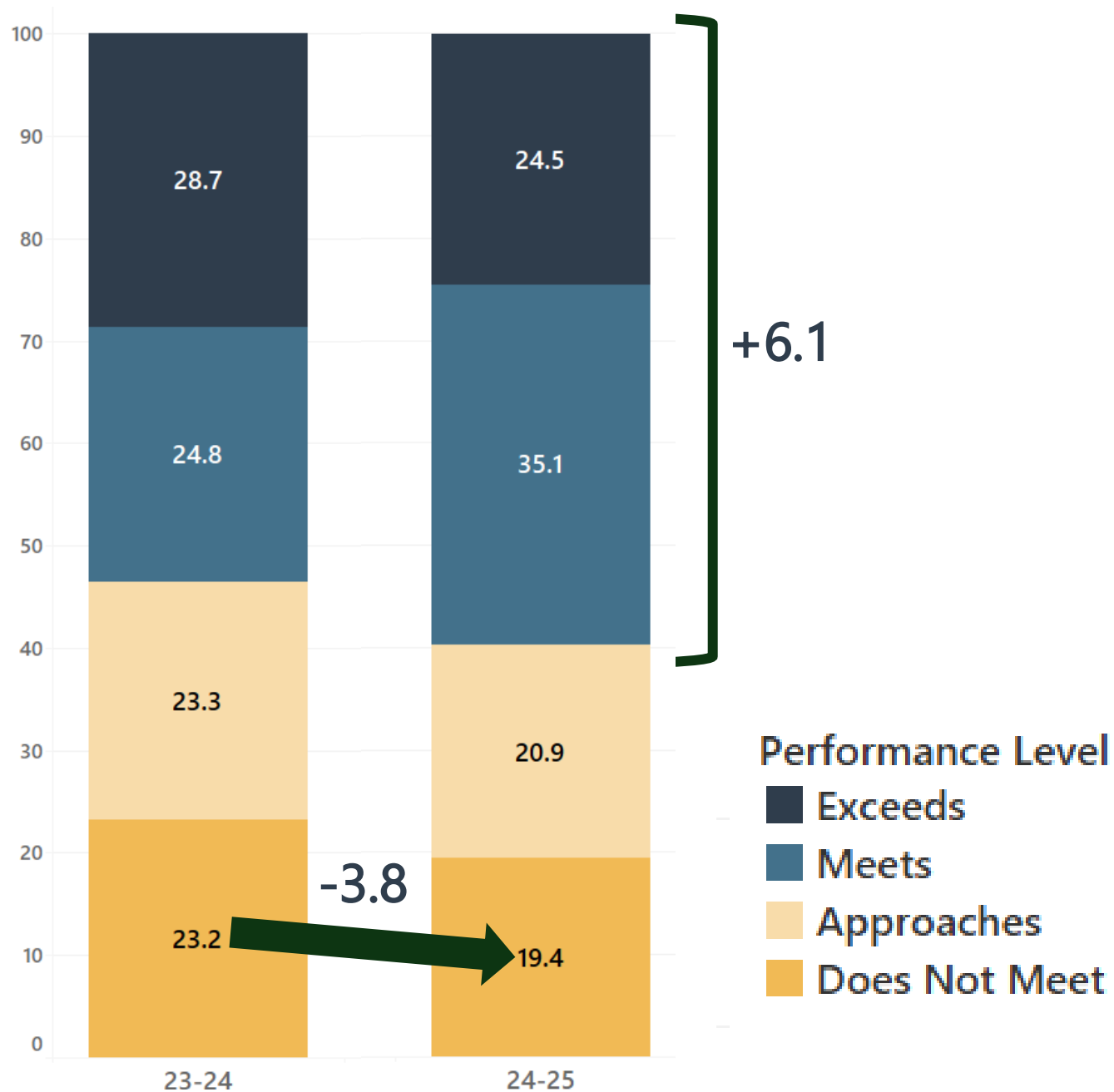
Our North Star

Student Achievement

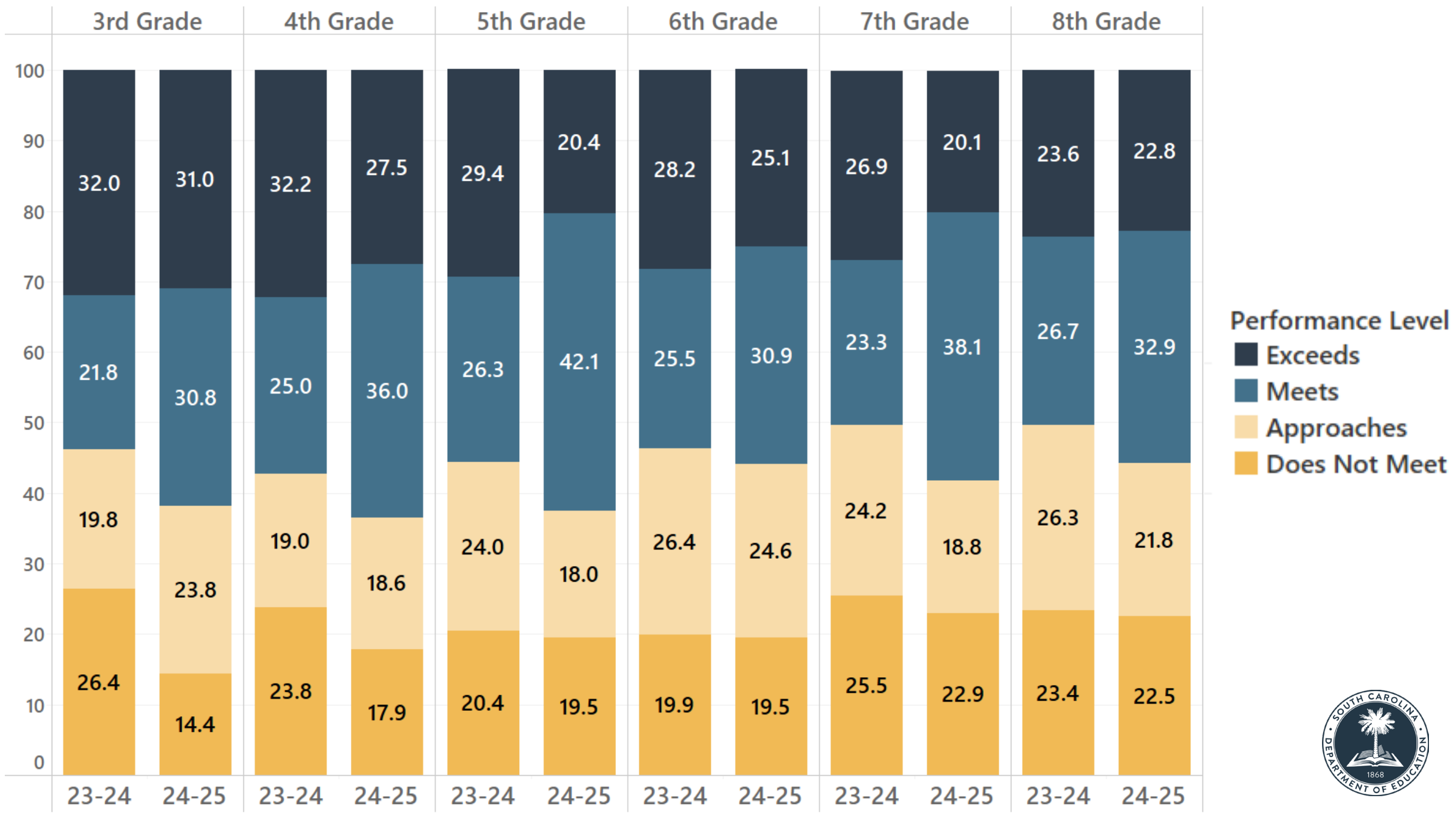
At least **75%** of
students at or
above grade level
by **2030**



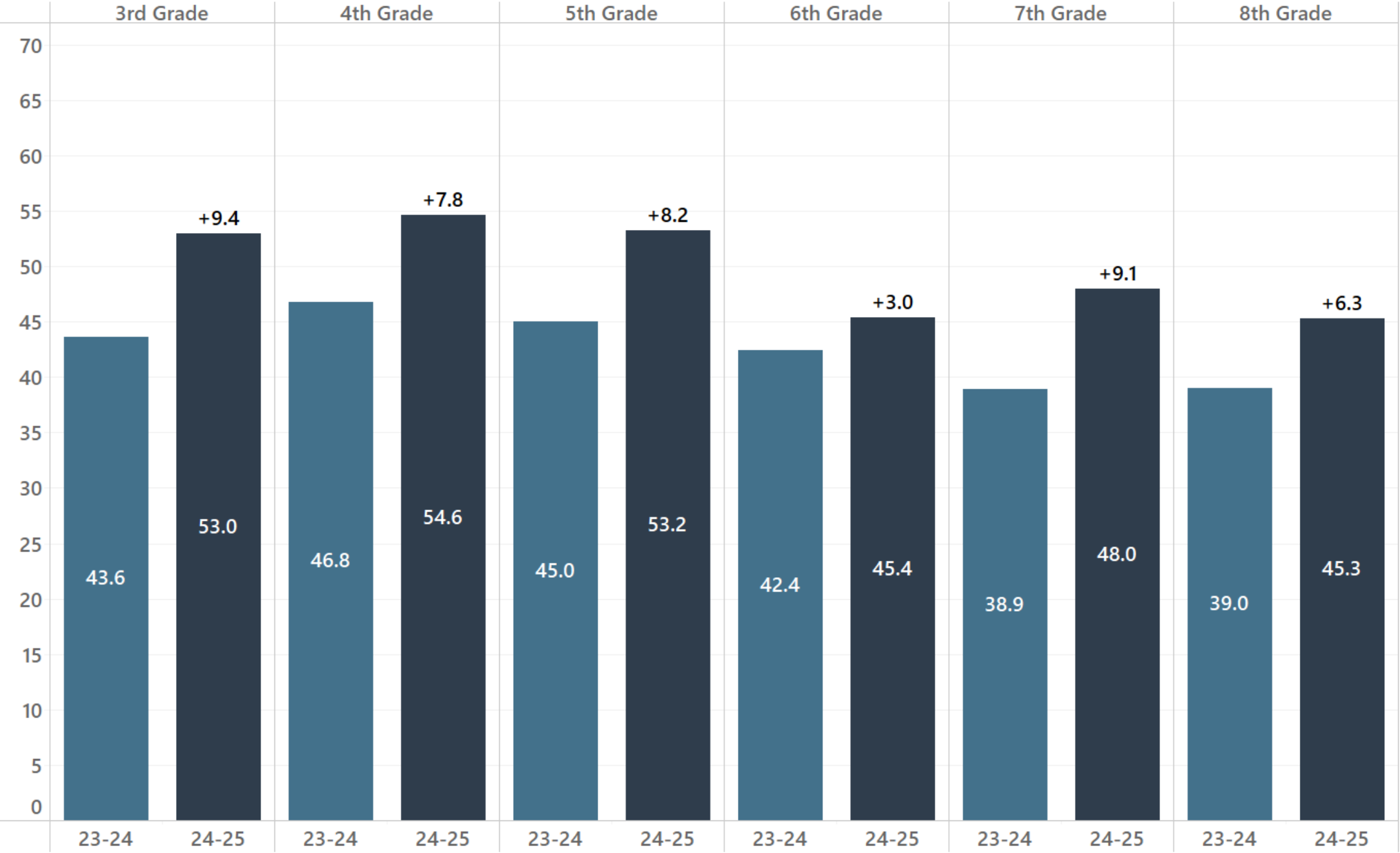
ELA Performance Level - Statewide - Grades 3-8



ELA Performance Level - Statewide - By Grade Level - Grades 3-8



ELA Performance Level - Percent Meets and Exceeds - Statewide - Grades 3-8 - Pupils in Poverty



SCReady Statewide Math Results

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	58,822	21.3%	22.4%	32.4%	23.9%	56.3%	78.7%	463.8	117.0
4	57,732	23.3%	23.0%	23.3%	30.4%	53.7%	76.7%	500.5	117.5
5	58,081	22.2%	29.6%	24.9%	23.2%	48.1%	77.8%	541.6	109.9
6	58,215	30.7%	29.9%	19.7%	19.7%	39.4%	69.3%	528.7	109.2
7	58,876	33.7%	32.3%	15.8%	18.2%	34.0%	66.3%	547.4	105.7
8	59,261	36.7%	30.9%	16.6%	15.8%	32.4%	63.3%	578.5	100.9

44% Statewide Proficiency (+2)



SC Math Instruction Over Time:

A Scientific Shift



2023

**2025 SC CCR
Math
Standards
approved by
SBE**



2024

**Funding
allocated for
the Palmetto
Math Project
(PMP)**

**Initial PMP
schools
identified**



Fall 2024

**Reviewed
Math HQIM**

**Partnership
with Modern
Classrooms
Project**



Spring 2025

**Launched Palmetto
Math Project in 10
pilot schools**



2025-2026

**New math
standards**

**Adoption of Math
HQIM**

**Zearn Math
partnership**



2025-2030

**On-going
professional
development**

Regional Support



2030

**North Star
At least 75% of
students at or above
grade level by 2030**

Early Childhood LETRS

Cohort 1 (started last fall)

- 633 licenses assigned to CERDEP teachers
- 582 completed online coursework
- Early Childhood Cohort 1 ended November 7, 2025 with a 92% completion rate

Cohort 2 (started this summer)

- 544 licenses assigned to CERDEP teachers
- 31 completed course already
- Early Childhood Cohort 2 expires July 29, 2026



2024-2025 Summer Reading Camps

Approximately **3,500** third graders were eligible for retention and required to attend summer reading camp



67% met the requirements for promotion to fourth grade after participating in Summer Reading Camp.



33% were retained in third grade due to not meeting the necessary criteria for promotion.

- Although only third graders at risk of retention are required to attend SRC, many districts invite other students in third grade and below who may benefit from additional instructional time
 - Districts serve ~9,000-10,000 total students each summer
- Beginning in 2025-25, **districts are required to invite all first graders** reading below proficiency to SRC; will expand to second grade in 2026-27



Student Success

Our commitment to “Student Success” ensures every child gains foundational skills for lifelong achievement. Through evidence-based programs like the Science of Reading and Palmetto Math Project, we strive to equip all students to excel in school and life.

Summer Reading Camps (6) – \$30M (recurring)

Funding to ensure that the significant increase in number of students who must be served under law will receive services

HQIM (7 & 8) – \$50M (non-recurring), \$20M (recurring)

Funding for purchase of HIQIM in multiple subject areas and to prepare for an upcoming statewide Social Studies purchase.

Education Scholarship Trust Fund (9) – \$61M (recurring)

Funding for Year 3 of ESTF program

Learning Management System (10) – \$8.2M (recurring)

Funding will maintain a digital classroom environment statewide allowing data to be collected, matched to assessment scores, and evaluation of the effectiveness of the content.

Fiscal Oversight and Data Infrastructure (11) – \$580,000 (recurring)

Funding will be used to prevent fiscal mismanagement at the district level, support struggling districts, and ensure accurate, transparent statewide finance data.



Teacher Support

Our commitment to "Teacher Support" recognizes that a quality educator is the #1 in-school indicator of student success. By focusing on competitive salaries, enhancing professional growth opportunities, and cultivating strong leadership, we aim to retain high-quality educators and foster a supportive, growth-oriented environment across South Carolina schools.

State Aid to Classrooms: Teacher Salaries (2) - \$137M (recurring)

Increase starting teacher salary to \$50,500

Strategic Compensation Pilot: Phase 3 (3) - \$5M (non-recurring)

Continued funding will allow participating districts to **continue pilots**

Strategic Teacher Career Ladder Pilot (4) - \$1.4M (non-recurring)

Pilot program to enhance the effectiveness of school leaders to drive **academic excellence** and improve **student outcomes** across the state



Safe Schools

Our commitment to "Safe Schools" prioritizes investments in infrastructure, transportation, and security, ensuring students have access to a safe, well-maintained environment conducive to learning. These initiatives support modern facilities, safety upgrades, and reliable transportation, all of which are essential to promoting access to an excellent education.

SC Education Infrastructure Bank (1) – \$120M (recurring)

Establish a permanent, **comprehensive solution** to provide sustainable funding **for rural public and public charter school facility** construction, renovation, and modernization

Pilot of School Safety Personnel Program (5) – \$347,500 (non-recurring)

Pilot will allow SCDE to partner with districts and law enforcement entities to develop and implement training

Statewide Education Finance Data Platform (12) – \$3.2M (non-recurring)

District reports will be consolidated into a single automated submission to provide real-time dashboards and early warning indicators.

SAFE K-12 Implementation Support (13/14) – \$1.8M (non-recurring) and \$1.72M (recurring)

Funding will enable districts to meet cybersecurity requirements in S.C. Code and implement safeguards

Bus Lease/Purchase (15) – \$40M (recurring)

Maintain the state-mandated **fifteen-year replacement cycle**



Proviso Requests

1.72 – Standards-Based Assessments

Aligns proviso with current practice. Allows for Social Studies curriculum development to ensure that new standards lead the nation in rigor and content.

1A.74 – CERDEP Foundational Literacy Skill Training

Clarifies that educators taking the foundational skills training in the proviso will earn these teachers an R2S CERDEP Literacy Teacher Endorsement (one course) - not the full R2S Literacy Teacher Endorsement (four courses).

Strategic Teacher Career Ladder Pilot

Provides guidance for implementation of the Strategic Teacher Career Ladder Pilot

Superintendent Contracts

Limits the payout on local superintendent contracts to remainder of contract or one year's salary.

ESTF Parent Satisfaction Survey (will be in updated request)

Moves the release of the ESTF parent satisfaction survey from December 31 to June 30



THANK YOU



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

1868

Call Me MiSTER

Dr. Roy Jones, Executive Director



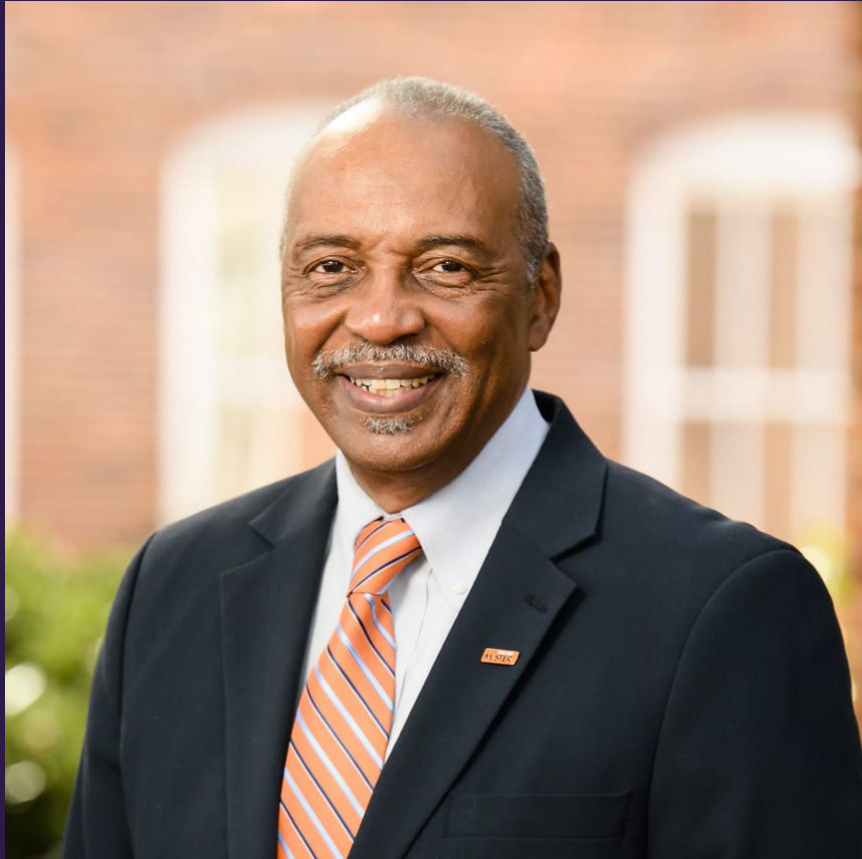
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CLEMSON[®] UNIVERSITY

A Teacher Recruitment and Retention Program





Roy Jones, Ed.D.

Provost Distinguished Professor

Executive Director, Call Me MiSTER





Mission



To increase the pool of highly qualified teachers to serve in hard-to-staff public schools.





Mentors I nstructing S tudents T oward E ffective R ole models





South Carolina Partner Institutions



Four-Year Institutions

- Anderson University
- Charleston Southern University
- Clemson University
- Coastal Carolina University
- College of Charleston
- Columbia College
- Converse University
- Lander University
- Newberry College
- Southern Wesleyan University
- Univ. of South Carolina – Aiken
- Univ. of South Carolina – Beaufort
- Univ. of South Carolina – Upstate
- Winthrop University

Four-Year Historically Black Colleges & Universities

- Claflin University*
- Morris College*
- South Carolina State University

Two-Year Colleges

- Aiken Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Spartanburg Community College
- Piedmont Technical College
- Tri-County Technical College
- Trident Technical College
- University of South Carolina-Sumter
- University of South Carolina-Salkehatchie



National Partners

State	Participating Institution
Colorado	Metropolitan State University – Denver University of Colorado - Denver
Florida	University of South Florida – St. Petersburg
Georgia	Georgia College & State University Georgia Southern University Kennesaw State University
Illinois	Chicago State University
Kansas	Kansas State University
Kentucky	Eastern Kentucky University
Louisiana	Grambling State University Louisiana State University McNeese State University Northwestern State University
North Carolina	Western Carolina University
Tennessee	University of Tennessee – Martin
Virginia	Longwood University University of Lynchburg University of Mary Washington



Collaboration



The unique collaboration among higher education partner institutions is supported by a clearly defined license agreement.



Student Selection



MiSTERs are selected from a pool of accepted students at each institution who have applied to the program.



Post Graduate Commitment



MiSTERs teach at least one year for each year they received financial support from the Call Me MiSTER program.





Framework for Success





Summer Internship





Call Me *Dr.* MiSTER

MR Walter Lee, Ph.D.
CMM Site Coordinator
USC Upstate

MR Anthony Broughton, Ph.D.
Associate Dean
Alabama State University

MR James Lies, Ph.D.
CMM Site Coordinator
Converse University

MR Justin Ballenger, Ph.D.
Professor of STEM Education
Morehouse College

MR Ernest Mackins, Ph.D.
Instructional Technology Facilitator
Greenville County School District

MR Jimmy Freeman, Ph.D.
CMM Site Coordinator
Charleston Southern University

MR Rashad Anderson, Ph.D.
CMM Site Coordinator
Metropolitan State University

MR Thomas Turner, Ph.D.
Principal
Harbison West Elementary



MR Marquice Clark, Ed.D.
Principal
Cleveland Academy of Leadership

MR Ricardo Robinson, Ph.D.
Assistant Principal
Takoma Elementary School

MR Antonio Taylor, Ph.D.
Director of Improvement Coach
High Tech High Mesa





A Fulbright U.S. Student Program MiSTER in Taipei, Taiwan





THE UPSIDE MISSION BEHIND “CALL ME MISTER”







2024-25 SMART Goal

To address the severe shortage of teachers serving in South Carolina schools by:

- increasing the number of new enrollees by 5% among 18 four-year colleges.
- increasing the number of graduates by 5%.
- increasing the two-year college enrollment by 50% among 10 two-year colleges.

These increases will improve teacher quality and connections across K-12 education.

Fiscal year 2024-25 allocation: \$500,000.





2024-25 Outcomes

- *18 four-year colleges enrolled a total of 75 new students, which exceeded the goal of 5% growth in new enrollees by 6 students.*
- *18 four-year colleges graduated 29 students, which did not meet the goal of 5% growth in graduates.*
- *10 two-year colleges enrolled a total of 3 new students, which did not meet the goal of 50% growth in new enrollees.*





South Carolina Data 2018-2025

MiSTER Enrollment in South Carolina Colleges and Universities			
	Two-Year Schools	Four-Year Schools	Total Enrollment
2018-19	19	129	148
2019-20	27	145	172
2020-21	26	179	205
2021-22	27	169	196
2022-23	11	174	185
2023-24	19	176	195
2024-25	7	214	221

49%

increase in total enrollment

66%

*increase in
four-year enrollment*

↓ 12

↑ 38





2025-26 SMART Goal

To address the severe shortage of teachers serving in South Carolina schools by:

- increasing the number of new enrollees by 5% among 18 four-year colleges.
- increasing the number of graduates by 5% among 18 four-year colleges.
- continued support of the 75 students currently enrolled through the growth initiative funded through EIA.

These increases will act to improve connections across K- 12 education, Career and Post-Secondary.

Fiscal year 2025-26 allocation: \$1,195,000





2026-27 Goals and Requested Funding

Funding Request: \$1,195,000	
Your funding request change for 2025-26 is:	\$0
If there is a change in the request, please explain.	
<i>To address the severe shortage of teachers serving in South Carolina public schools by increasing the number of new enrollees by 5% annually among 18 four-year colleges and increasing the number of graduates entering teaching by 5% annually. The increase of highly effective teachers will improve Teacher Quality for K-12 schools. The collaborative activities planned will broaden and improve connections across K-12, Career and Post-Secondary.</i>	



“

I frequently say, few people succeed unless a lot of people want them to. I thank the Education Oversight Committee for supporting this life-changing program. Not only does it transform lives, it strengthens schools and communities, making South Carolina a top destination for families and industry, contributing to state's civic vitality and economic prosperity.”

Kristin M. Gehsmann

Dean and Professor

Clemson University College of Education





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Educate. Empower. Trust.



Carolina Collaborative for Alternative Preparation Residency (CAP-R)

Dr. Cindy Van Buren, Executive Director

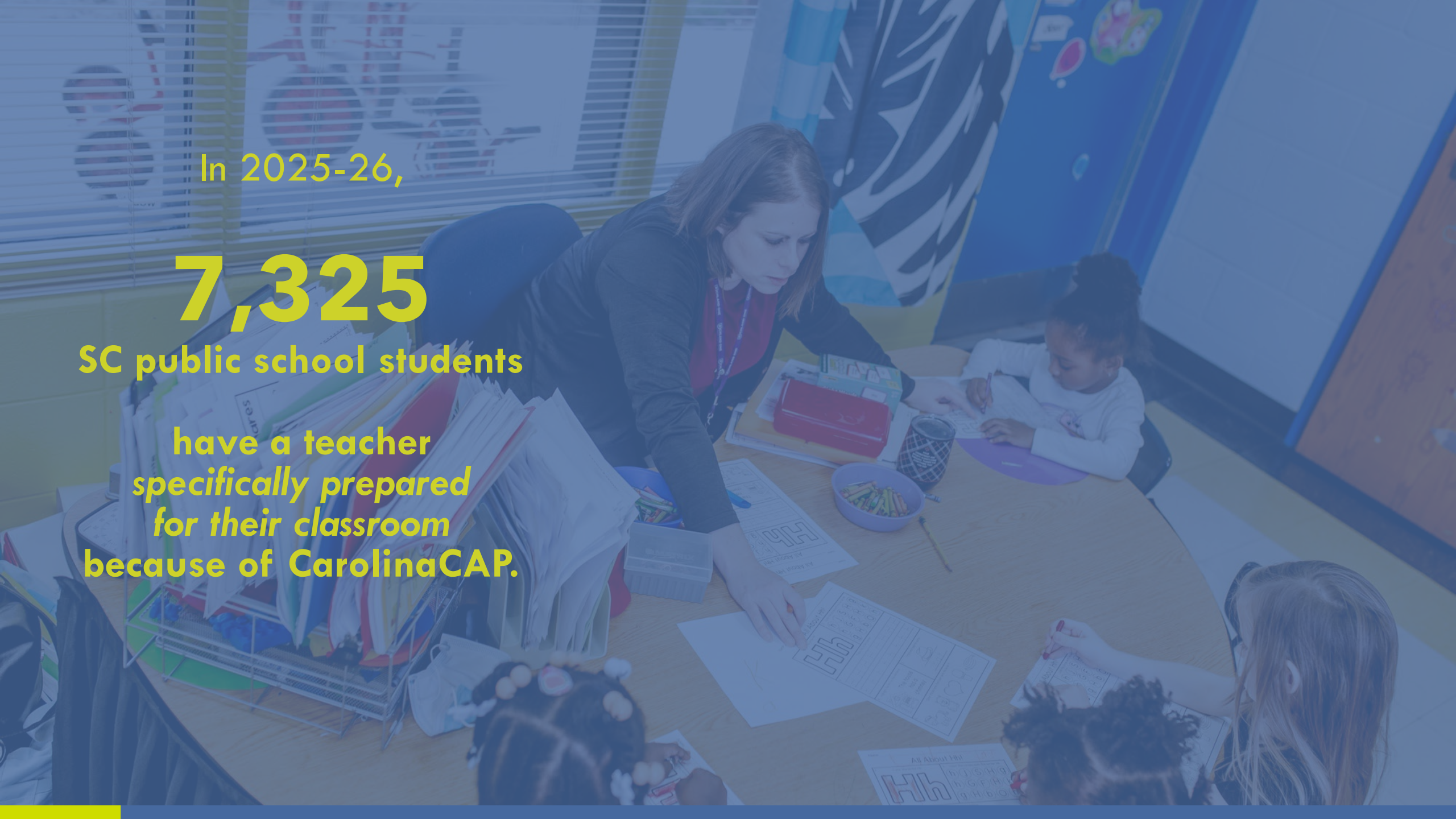


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INNOVATION
COLLABORATION
PREPARATION
CarolinaCAP



**Last year, about 1,000
SC classrooms started the year
without a qualified teacher.**

A photograph of a classroom scene, overlaid with a semi-transparent blue filter. A female teacher with brown hair, wearing a dark long-sleeved shirt and a lanyard, is leaning over a wooden table. She is interacting with three young students. One student, a girl with dark hair in a ponytail, is sitting at the table and writing on a piece of paper. Another student, a girl with blonde hair, is also at the table, writing. A third student, a girl with dark hair and a headband, is partially visible in the foreground. The table is cluttered with various items: a red pencil case, a purple cup, a bowl of colorful crayons, and several sheets of paper, some of which appear to be handwriting practice sheets with the letters 'Hh' and 'Gg' visible. In the background, there are blue storage bins and a window with blinds. The overall atmosphere is one of a busy, active classroom.

In 2025-26,

7,325

SC public school students

**have a teacher
specifically prepared
for their classroom
because of CarolinaCAP.**

A photograph of a classroom scene, overlaid with a semi-transparent blue filter. A female teacher with brown hair, wearing a dark long-sleeved shirt and a lanyard, is leaning over a wooden table. She is pointing at a worksheet with the letters 'Hh' on it. Several young students are seated around the table, also working on similar worksheets. On the table, there are various items: a red pencil case, a purple bowl filled with colorful crayons, a black and white patterned cup, and several sheets of paper. In the background, there are blue storage bins and a colorful abstract painting on the wall. The overall atmosphere is one of a busy, educational environment.

Over their careers, CarolinaCAP
candidates prepared since 2020
will serve up to

700,000
SC public school students.

More than half
of those students
are in underserved rural communities
statewide.

CarolinaCAP district supports help districts grow their own.

I have received all of the support I need from the CarolinaCAP team (n=30).



I have received all of the support I need from my district to support CarolinaCAP candidates (n=30).



Our CarolinaCAP candidates have received all of the support they need from our district to be successful (n=30).



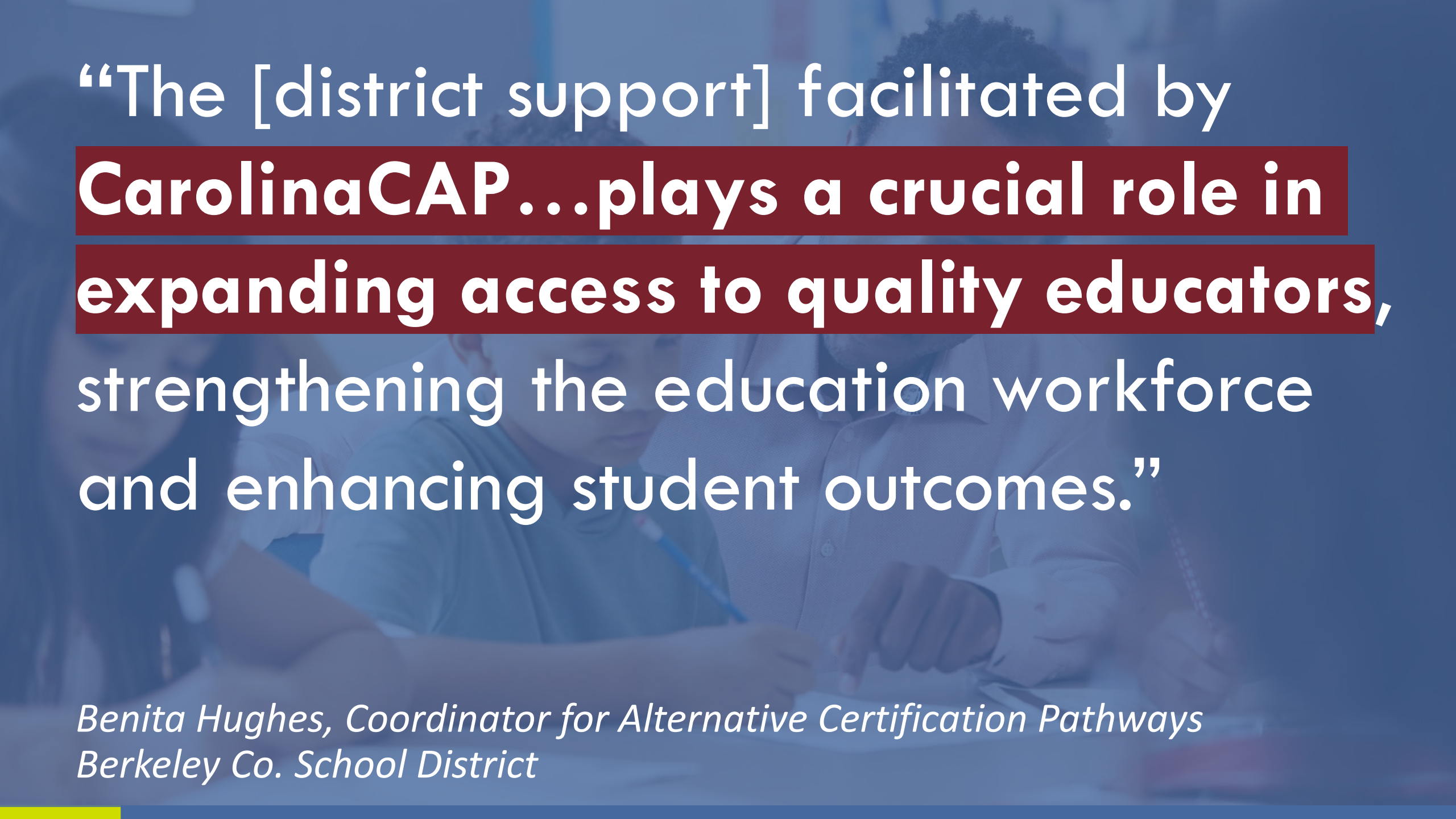
Our CarolinaCAP coaches have received all of the support they need from our district to be successful (n=28).



Our CarolinaCAP coaches have received all of the support they need from the CarolinaCAP team to be successful (n=28).



 STRONGLY DISAGREE  DISAGREE  AGREE  STRONGLY AGREE



“The [district support] facilitated by
**CarolinaCAP...plays a crucial role in
expanding access to quality educators,**
strengthening the education workforce
and enhancing student outcomes.”

*Benita Hughes, Coordinator for Alternative Certification Pathways
Berkeley Co. School District*

A “Grow-Your-Own” Approach for Districts



70%
**of CarolinaCAP candidates
previously served districts
in classified roles.**



CarolinaCAP RESIDENTS RECEIVE...



A full year of co-teaching with a “coaching teacher” who supervises and supports the clinical experience



Opportunities to explore the profession through shadowing and substituting



Coursework and a micro-credential that build classroom competence



Stipends that make preparing to teach attractive and within reach



Praxis preparation to be classroom-ready by the end of one year

Who We Serve



6 partner districts in FY25



Mix of **urban and rural** contexts



62% of CarolinaCAP's overall work serves **rural communities**



Progress and Outcomes

- **24 of 30 completers** teaching in CarolinaCAP
 - **80% pathway retention**
- **27 of 32 completers** teaching overall
 - **84% total retention**



CarolinaCAP CANDIDATES RECEIVE...



Competency-based preparation that prepares them quickly and effectively



Full teaching salaries and no-cost preparation to make career change possible



Personalized career advising to navigate Praxis, licensure, and hiring



On-demand coaching and co-teaching opportunities for just-in-time support



A cohort experience that builds expertise and morale during early-career work

CarolinaCAP candidates are ready for Day 1.

The first CarolinaCAP course helped me prepare for day one in my classroom.



Other CarolinaCAP courses helped me better support my students.



STRONGLY DISAGREE



DISAGREE



AGREE



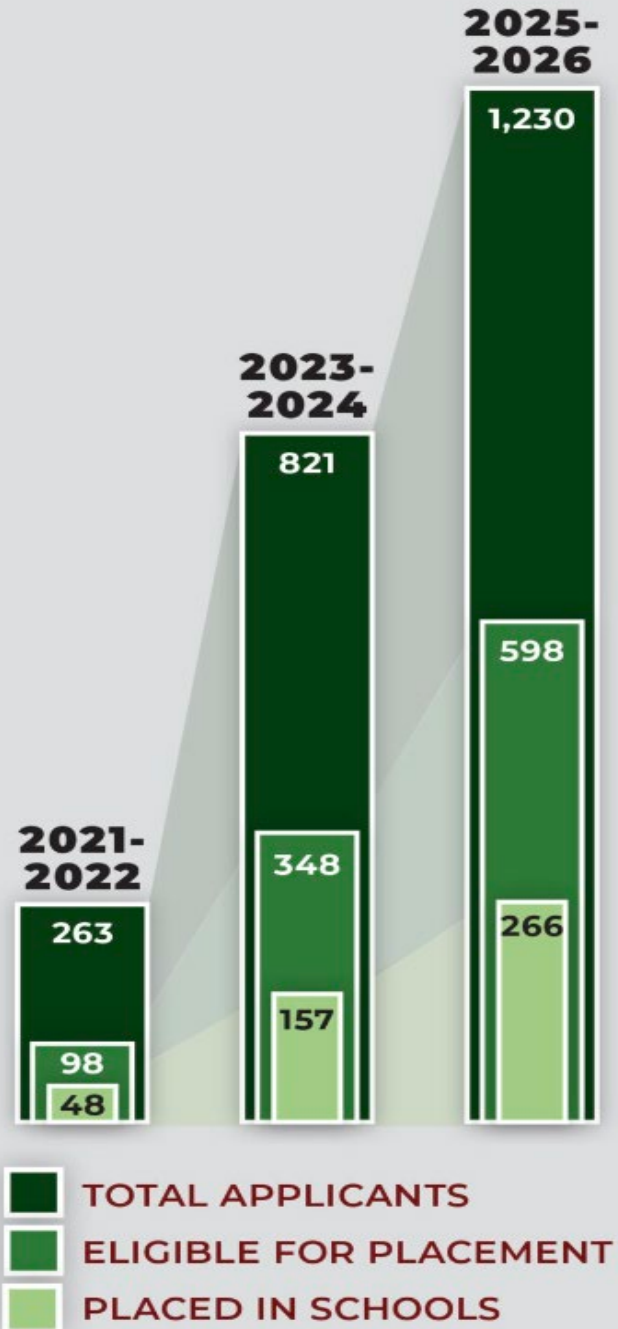
STRONGLY AGREE

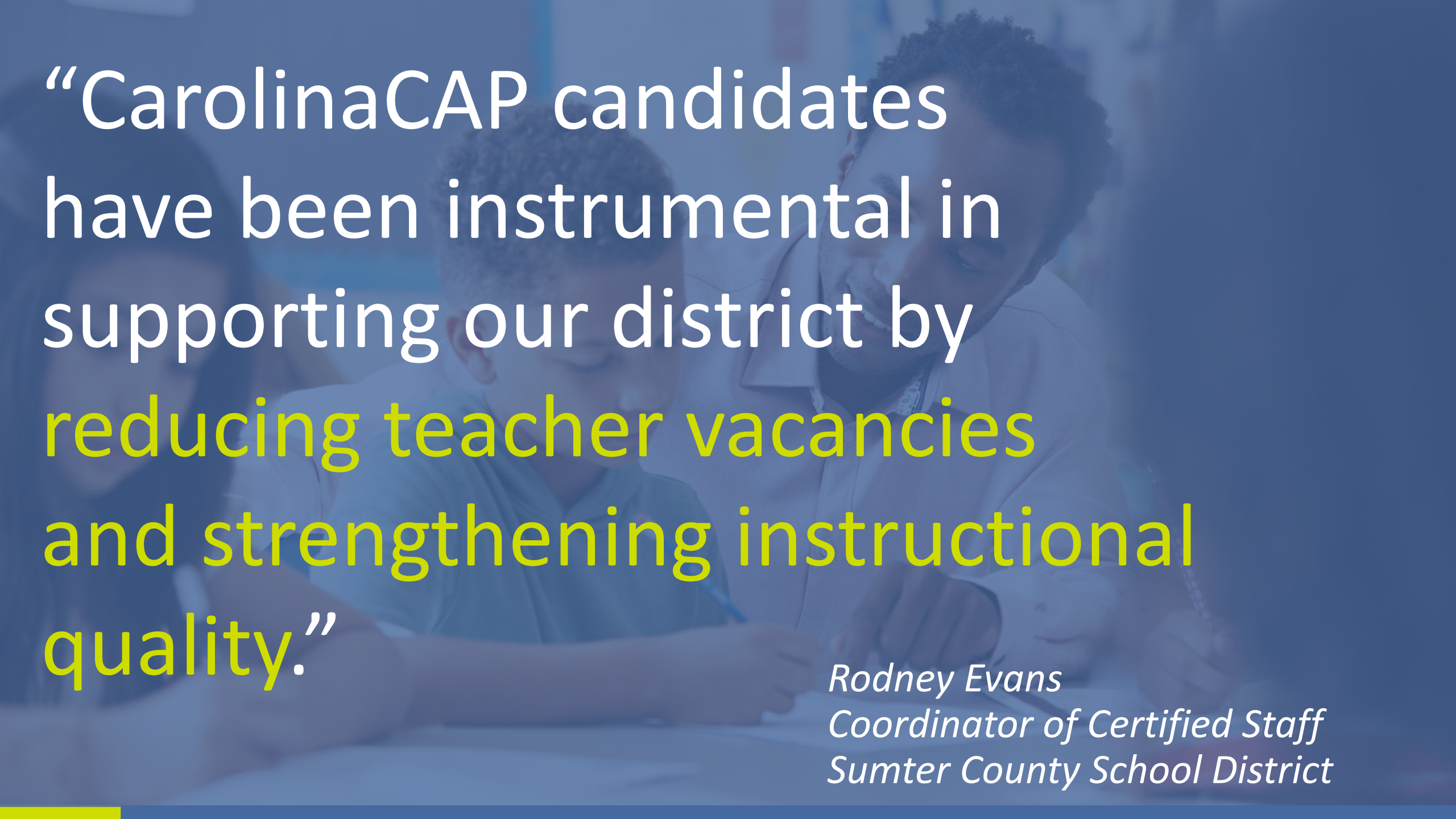
Accelerating a Registered Apprenticeship Program Statewide

**266 active
candidates**

195 schools

42 districts



A background image showing a male teacher with short dark hair, wearing a light-colored button-down shirt, leaning over a desk and smiling as he interacts with a young male student. The student is also smiling and looking down at something on the desk. They appear to be in a classroom setting. The image is overlaid with a semi-transparent blue filter.

“CarolinaCAP candidates
have been instrumental in
supporting our district by
reducing teacher vacancies
and strengthening instructional
quality.”

*Rodney Evans
Coordinator of Certified Staff
Sumter County School District*

For further information:

***Dr. Tria Grant,
CarolinaCAP Director***

***Dr. Cindy Van Buren,
Assistant Dean for Professional
Partnerships,
USC College of Education***



Teach for America SC

Representative Courtney Waters, Executive Director



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FY26 EIA Presentation

Teach For America South Carolina

NOVEMBER 20, 2025

**Teach For America SC requests
\$2,000,000 in EIA Program
Funding for the 2026–2027 fiscal
year to *support the recruitment and
development of quality teachers.***

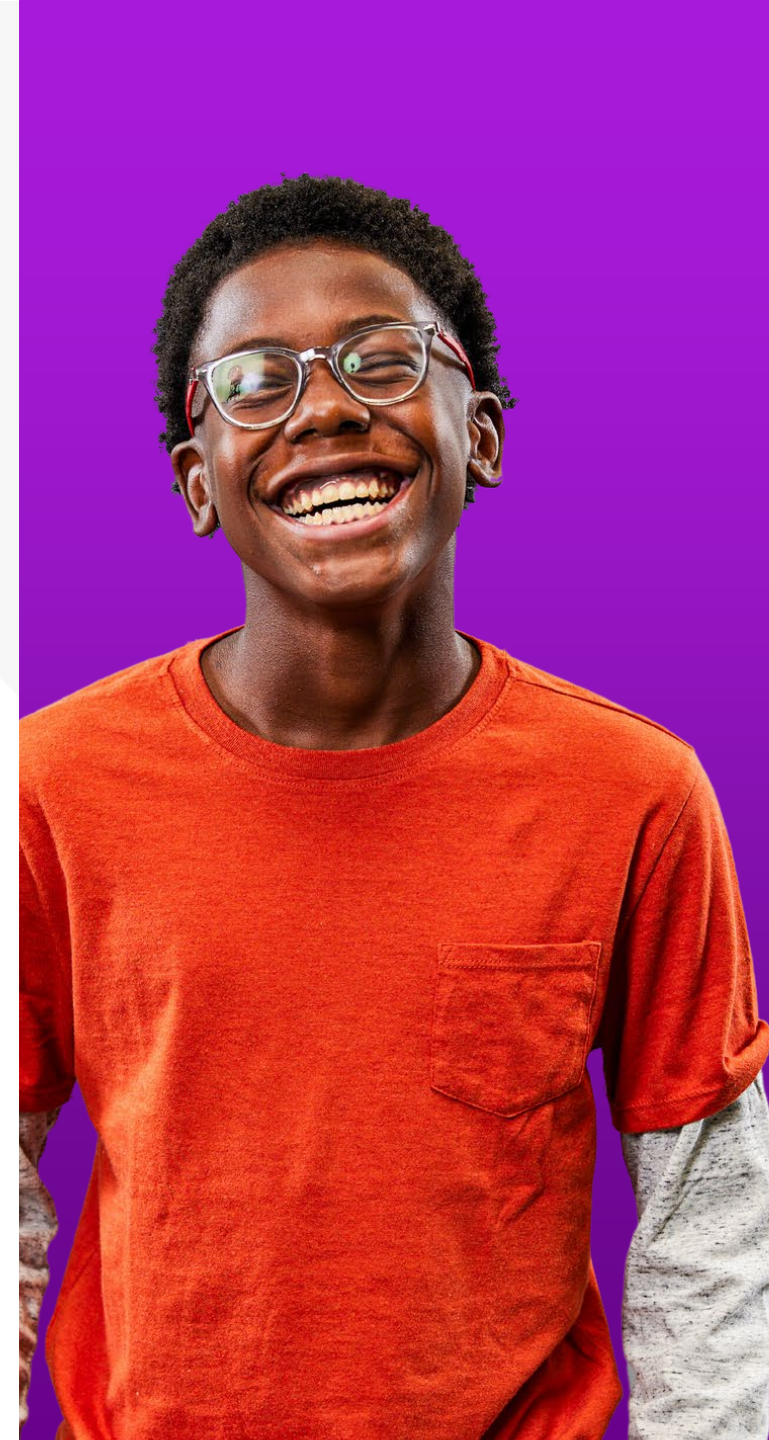


Our 2025–2026 Impact

221 *teachers recruited
and/or developed*

116 *college student-tutors in Ignite*

9,000+ *students reached*



Our four programs are intentionally designed to support the *recruitment, retention, and development* of promising new educators.



Ignite: Recruits college student-fellows to provide high-dosage tutoring to students in rural schools while exploring a career in education.



TFA Corps: Recruits and develops promising leaders to teach for at least two years in a high-need SC school.



New Teacher Academy: Develops all new teachers in a partner district via cohort-wide PD and 1:1 classroom-based coaching for targeted teachers.



SC Impact Fellowship: Retains and develops excellent teachers in high-need SC classrooms for an additional two years.

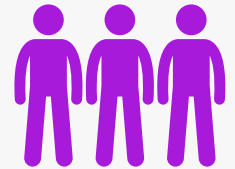
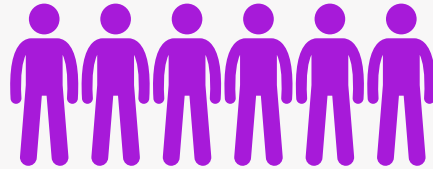


Teach For America SC

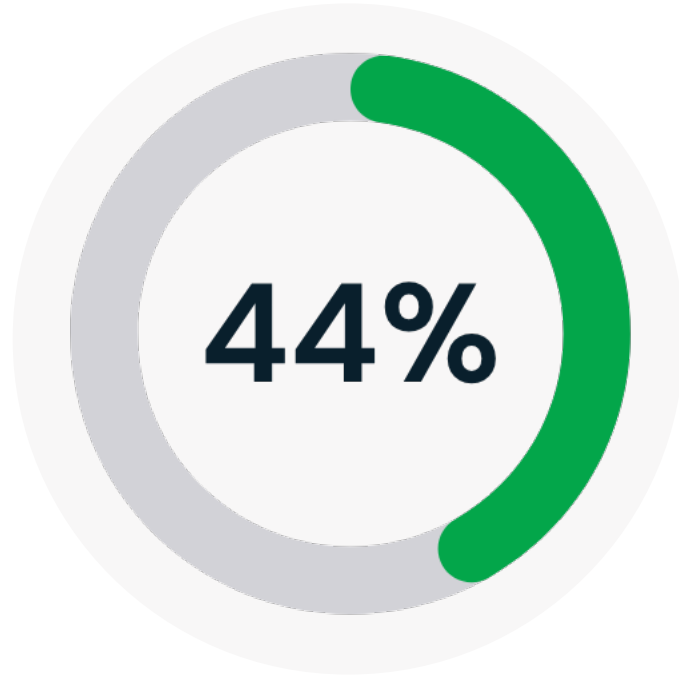
Teacher Recruitment



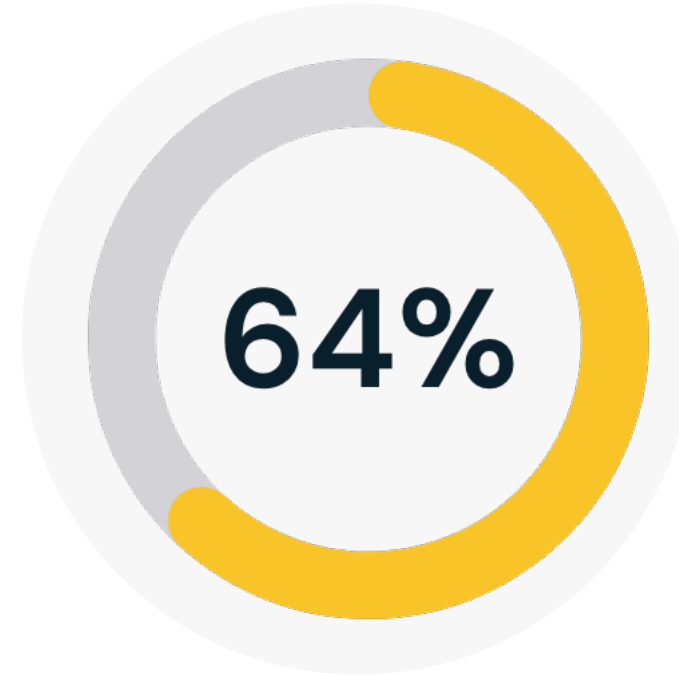
TFA Corps: FY26 SC Colleges + Universities



TFA Corps: FY26 Teacher Demographics



**of corps members are
from or attended college
in South Carolina**

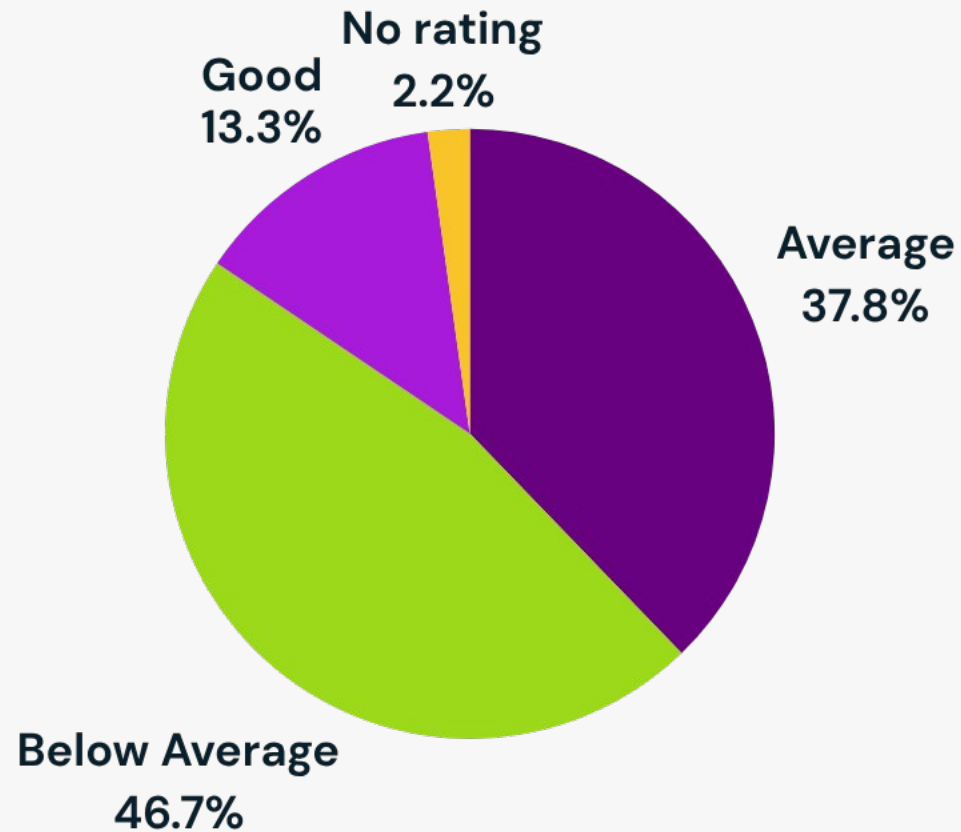


**of corps members are from
a low-income background**

TFA Corps: FY26 School Placements



School Placements by School Rating



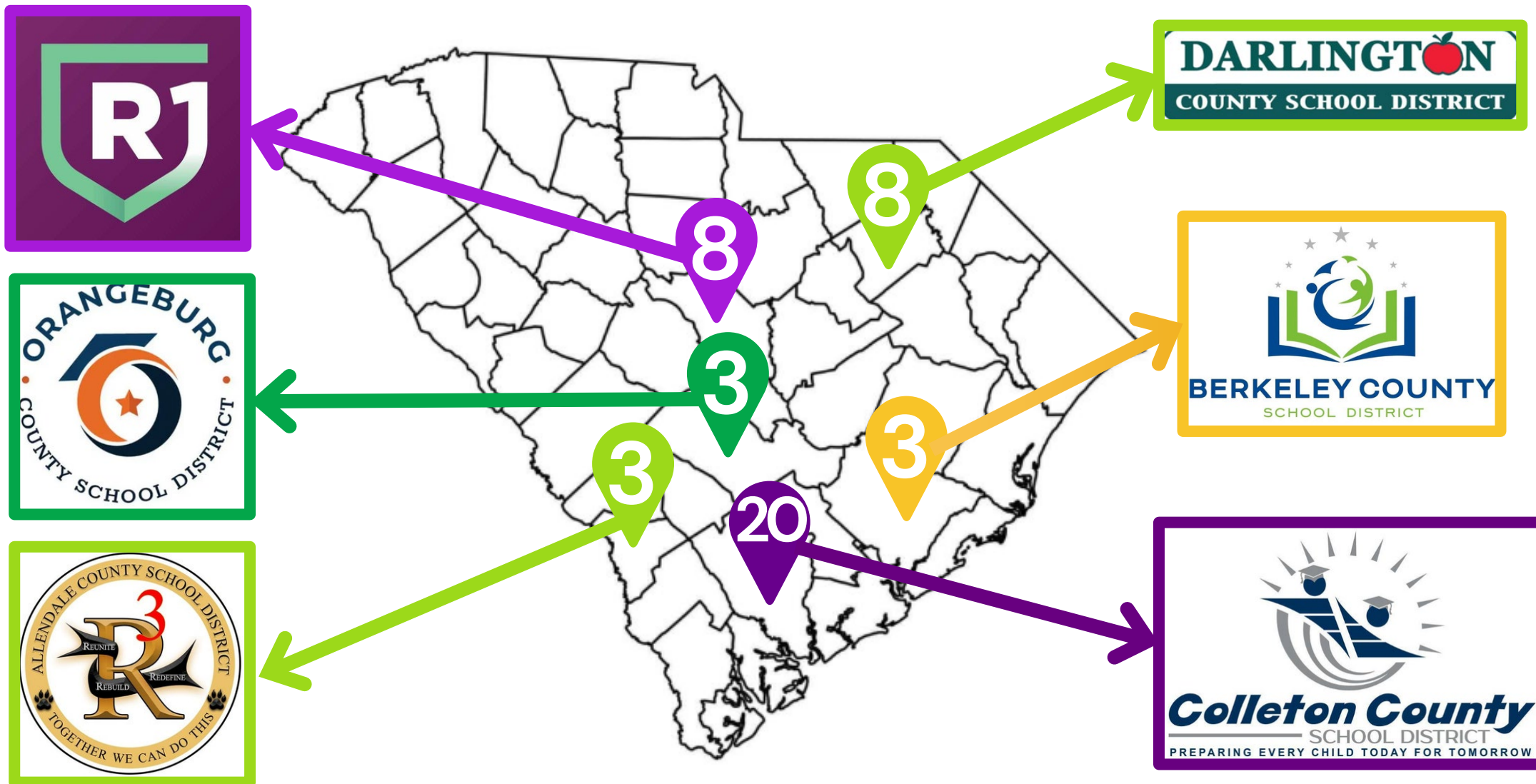
 **96%**

of corps members teach
in high-poverty schools

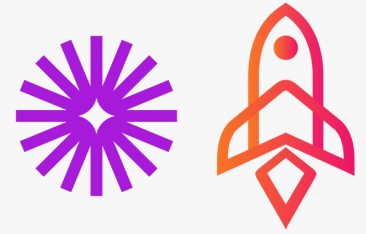
 **69%**

of corps members
teach in rural schools

TFA Corps: FY26 District Partners



FY26 Recruitment Strategies



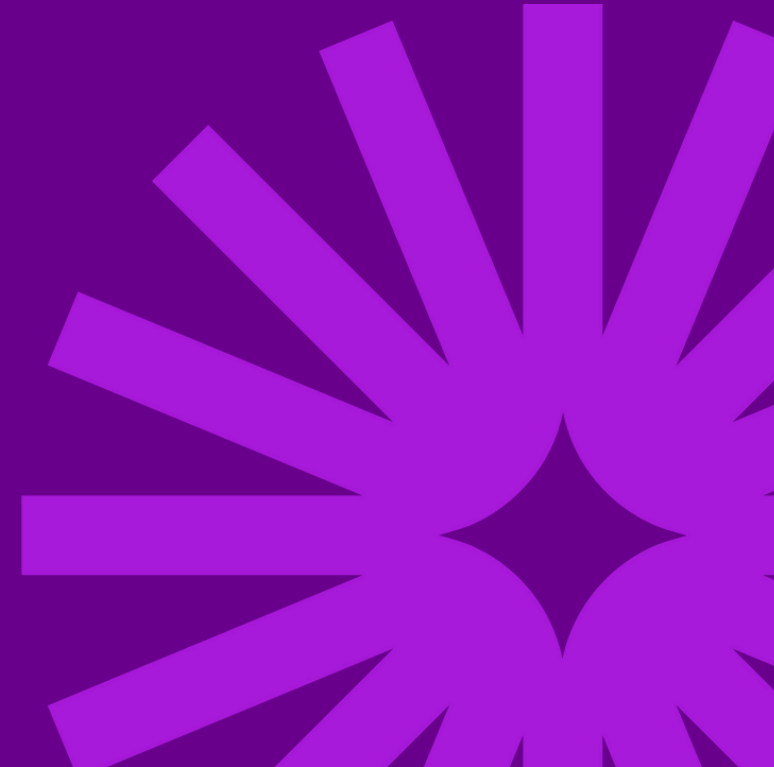
Our evolved TFA Corps recruitment strategy prioritizes identifying *SC-based candidates who are more likely to stay and lead in our rural communities long-term*

- 1 Added **Francis Marion University** to our core recruitment campuses this year, joining Clemson and Claflin as our top undergraduate recruitment priorities.
- 2 Piloting program to bring accepted applicants to SC to meet current teachers and visit our communities to **increase the number of corps members retained to FDOS.**
- 3 **Expanding Ignite recruitment** to convert more current tutors to future TFA Corps members.



Teach For America SC

Deepening our work in rural communities





We are strategically deepening
our partnerships in rural
communities to *better support our
district partners to recruit and retain
excellent educators.*

Case Study: *Colleton County School District*

20 TFA Corps members
currently teaching in
Colleton schools



New Teacher Academy
supporting first-year
educators since 2021



Layered and ingrained
support in partnership
with Colleton admin

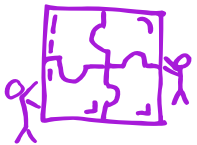


Case Study: *Colleton County School District*

What Colleton admin say:



TFA supports Colleton County to **meet as many needs of new teachers as possible**, including differentiated support and 1:1 coaching.



TFA **directly supports teacher retention**, decreasing the need to find and hire new teachers each year.



"TFA teachers find a way to make it work within the confines we give them – **they are models for what we need in all educators.**"



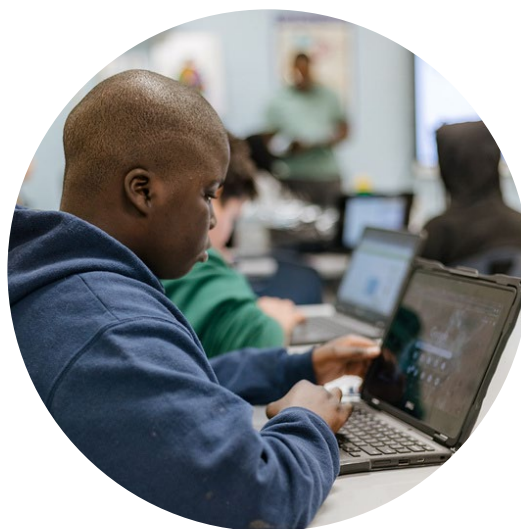
Case Study in Development:

Darlington County School District

**8 TFA Corps members
currently teaching in
DCSD schools**



**104 Ignite tutors
supporting students in
Math and ELA**



**Deepening relationship
with local colleges +
universities (incl. FMU)**



TFA Corps: *Summer Training in Darlington*



100%

of corps members said they were prepared to apply the practices they learned in their classroom

95%

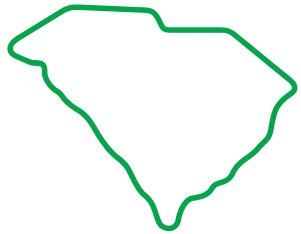
of corps members said summer training prepared them for FDOS

"(During summer training), TFA teachers are getting all of the training they need to be ready for the classroom." – *Darlington CSD Principal*



Case Study: *Darlington County School District*

What we expect to yield:



More TFA Corps candidates from local universities like FMU who will **teach, stay, and lead in the Pee Dee** long-term.

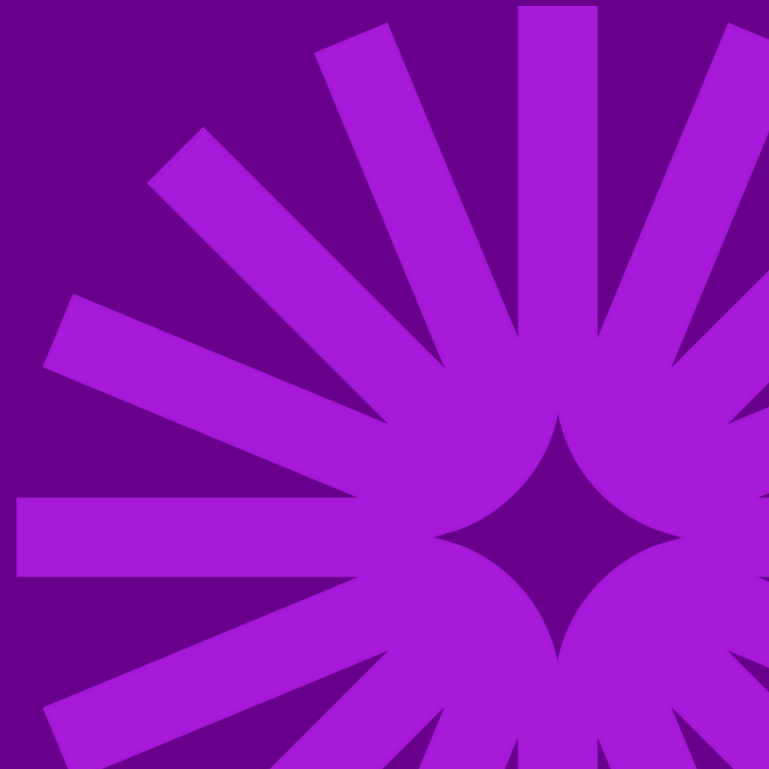


Data from our TFA Corps teachers and the Ignite program to **demonstrate our impact in the district.**



Thank You!

Questions?



Center for Educator Recruitment, Retention & Advancement (CERRA)

Dr. Lindsay Yearata, Executive Director



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CERRA

The Center for Educator Recruitment, Retention, and Advancement: EOC Presentation

Lindsay Yearta, PhD
November 20, 2025

About CERRA

We are the Center for Educator Recruitment, Retention, and Advancement in South Carolina!



CERRA is the **oldest** and **most established** teacher recruitment and retention agency in the nation.

CERRA's Continuum



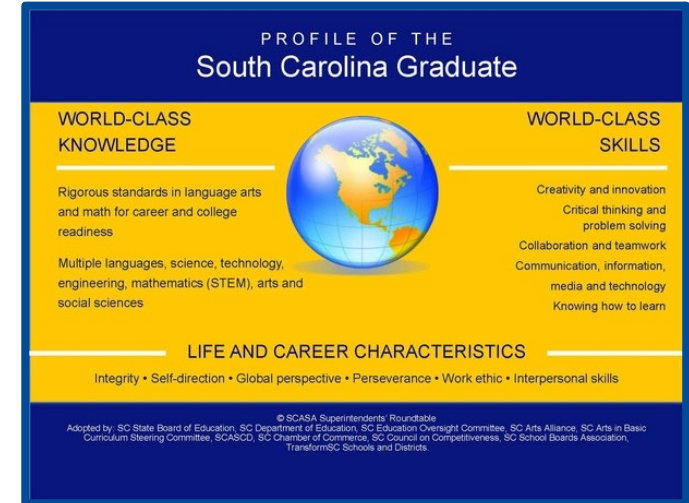
PreCollegiate

- **ProTeam**

- Middle School program that has a curricular focus aligned with the PSCG and allows for an exploration of teaching as a viable career option.

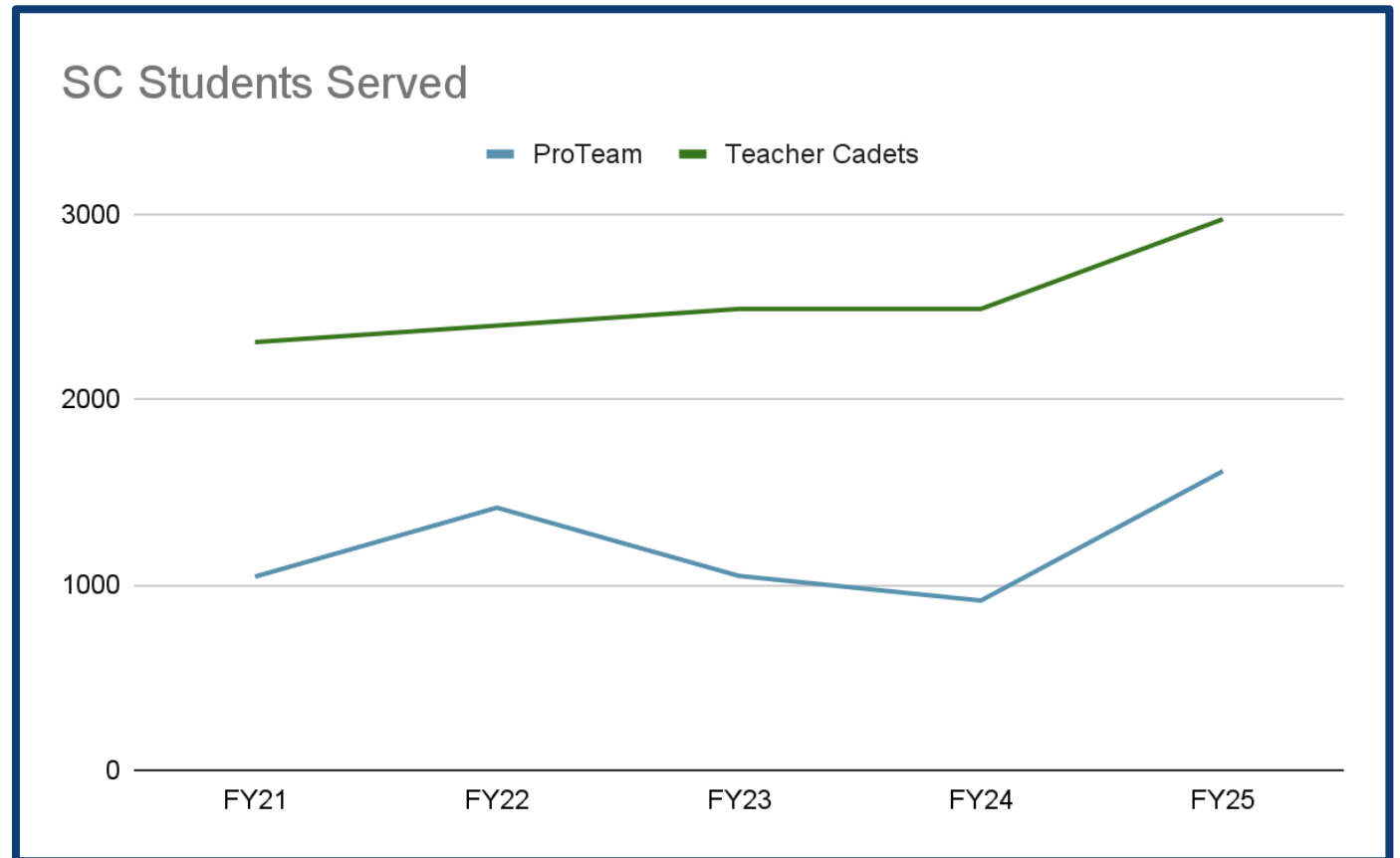
- **Teacher Cadet**

- High School recruitment program for juniors and seniors; carries AP weighting and dual credit.
- Hands-on field experiences in South Carolina Classrooms



PreCollegiate

- The ProTeam and Teacher Cadet programs are growing across SC.
- Current Projects:
 - Palmetto Pathways
 - Oakgrove Academy
 - Revision of TC II Curriculum



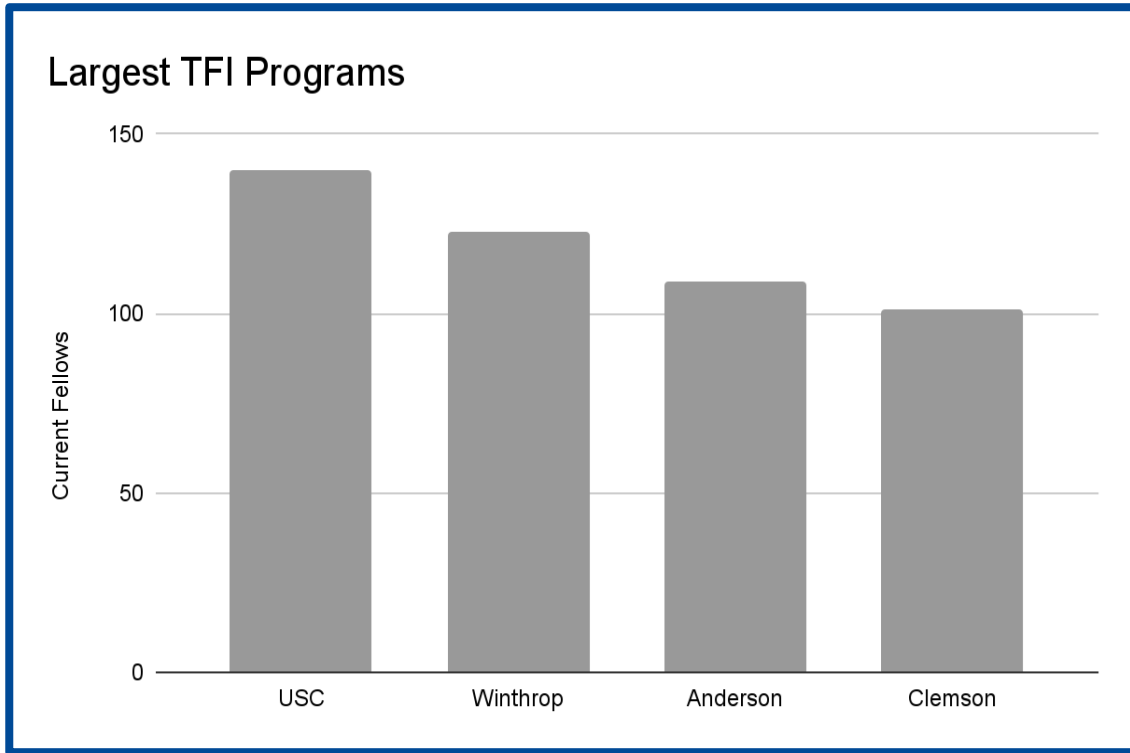
Collegiate

Teaching Fellows



- Designed to recruit talented high school seniors in South Carolina into the teaching profession (follows a cohort model).
 - Freshman- 213
 - Sophomores- 224
 - Juniors- 215
 - Seniors- 180
- Rigorous selection process that includes online application, interview, presentation, and writing sample (27.9% acceptance rate)
- Over \$4.5 million is provided to Fellows annually.

Collegiate



Wait List

- Freshmen: 61
- Sophomores: 57

It Works

- 93% of graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school

Increased Outreach

- Allendale
- Calhoun
- Jasper
- McCormick
- Williamsburg

Service

Mentoring & Induction

- A strong system of mentoring is critical to support new educators and improve teacher retention rates in South Carolina.
- CERRA collaborates with the SCDE and districts across the state to host statewide and regional training session for those interested in serving as mentors.

FY25: 1,548 SC Teachers completed mentor training

FY26: New this year (offered in collaboration with the SCDE) virtual mentoring and induction support-sessions



Rural Recruitment Initiative

Proviso 1A.45

- Creates a program to recruit and retain educators in rural and underserved districts with high teacher turnover
- To qualify, districts must:
 - Have a 5-year average teacher turnover rate greater than 11% (based on District Report Card data)
 - Not be one of the 15 wealthiest districts in the state (based on the index of taxpaying ability)

Top Three Categories of Disbursements in FY25

International Teacher Fees

Mentoring and Induction Support

Recruitment Expenses

Rural District Undergraduate Loan Forgiveness Program:

- For classroom-based teachers
- Up to \$5,000 per year (for up to 7 years)
- Applied to the balance of any undergraduate loan for which no other loan forgiveness options apply
- FY25: \$370,394

Rural Recruitment Initiative

Next Steps:

1. Review current incentive categories to assess their impact on district recruitment and retention.
2. Examine the current funding model to ensure resources are directed to districts with the greatest need.
3. Explore strategies to strengthen school leadership, recognizing that research shows administration significantly influences teacher retention.
4. Evaluate the effectiveness of current allocations to determine if they are achieving intended outcomes.

CERRA's Other Services

Financial Aid Information

- *College Financial* Newsletter and *Financially Speaking* Brochure
- Teacher Loan Advisory Committee

National Board Support

- SC is third in the USA
- Number of new NBCT's over the last three years:
 - 2023- 35
 - 2024- 78
 - 2025- 93
- Two new districts coming on as cohort districts

CERRA Research

- SC Rise
- Supply & Demand

Online Educator Employment System

- State Procurement Process
- Recruitment Tool- operational by spring

Contact



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Science P.L.U.S.

Robin Walsh, Coordinator



Science PLUS Institute

Participatory Learning, Understanding, & Sharing



Robin Walsh, Science PLUS Coordinator
Lorraine Taylor, Science PLUS Assistant Coordinator
Michael Weeks, Director of Roper Mountain Science Center

Roper Mountain

Roper Mountain Science Center in Greenville, SC is a unique, 62-acre location featuring:

- The Environmental Science Building housing multiple interactive exhibits as well as traveling museum-quality summer exhibits
- The Harrison Hall of Natural Science with over 100 different animals and a Marine Touch Tank
- The Symmes Hall of Science with exciting physical science demonstrations and exhibits
- The Hooper Planetarium
- The Daniel Observatory with a 23" refractor telescope (the 8th largest in the US)
- The Living History Farm, offering a glimpse into early 1800s farm life
- The Dinosaur Adventure Trail with life-sized and animatronic prehistoric creatures
- A Butterfly Garden teeming with pollinators and nectar plants.



What is the Science PLUS Institute?

- A Professional development program for SC public and public charter school teachers of science
- Founded in 1993, over 7,400 educators have been served in the program to date
- 20+ courses offered annually, taught by master teachers
- **FREE** to participants (includes materials, lesson plans, housing, breakfast/lunch, and recertification credit)
- Supports the 2021 SC College and Career-Ready Science Standards using innovative, hands-on methods



Current Science PLUS Institute Options

- **Mini PLUS (Saturday courses held at Roper Mountain):**
 - Full-day Courses (8 hours recertification credit) with \$500 in supplies
- **Science PLUS on Tour (New in Spring of 2026):**
 - Saturday Full-day Courses (8 hours recertification credit) with \$500 in supplies
 - Held in areas of SC more accessible to previously underserved districts
- **Summer Institute:**
 - Four-Day Courses (30 hours recertification credit) with \$1,250 in supplies
 - Two-Day Courses (15 hours recertification credit) with \$750 in supplies
 - Courses held at Roper Mountain Science Center and Furman University
 - Optional Furman University graduate credit offered at a discounted rate to participants

Science PLUS Courses Offered in FY 2025

- Special Education Science Activities
- Kindergarten Science Activities
- 1st Grade Science Activities
- 2nd Grade Science Activities
- 3rd Grade Forces
- 3rd Grade Life and Physical Science
- 4th Grade Life Science
- 4th Grade Physical Science
- 5th Grade Life Science
- 5th Grade Earth & Space Science
- 5th Grade Earth's Spheres
- 6th Grade Human Body
- 6th Grade Energy
- 7th Grade Ecology
- 8th Grade Earth & Physical Science
- 9th-12th Grade Chemistry
- 9th-12th Grade Biology

2025 FY in Review

253

Participants
in
attendance

49

Districts & Public
Charter Systems
represented

4,725

Recertification
credit hours
earned

60%

of participants
represent Title 1
or Priority
Schools/Districts

12,742

Projected SC student impact

138

First-time
attendees
(11 first-year
teachers)

2025 FY in Review

99%

of participants
felt more
confident in
their ability to
teach science

100%

of participants
are likely to
strongly
recommend
Science PLUS to
peers

100%

of participants
felt the course
provided them
with new skills or
increased their
content
knowledge of the
science standards

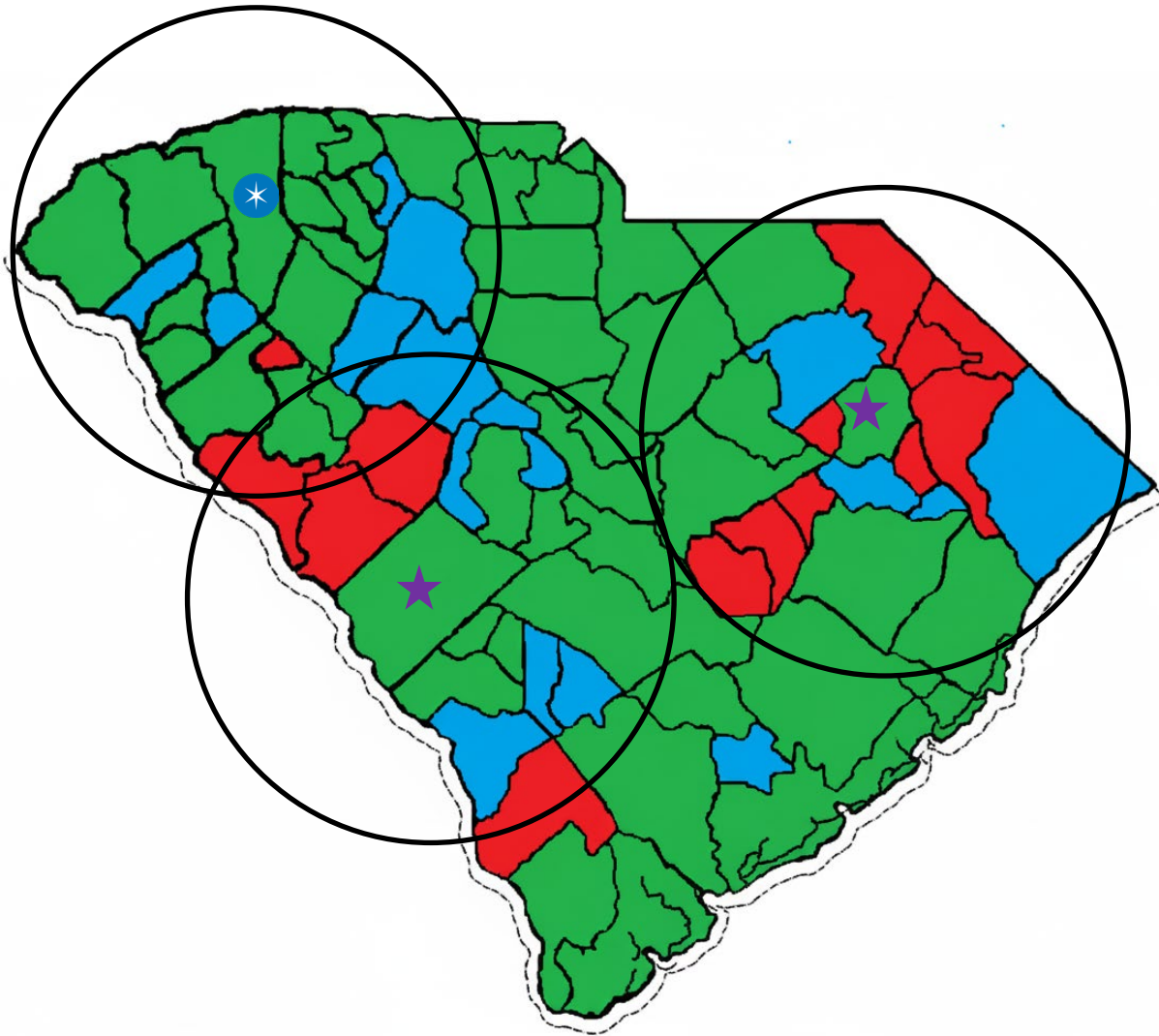
99%

of participants
felt their Science
PLUS Instructor
met or exceeded
expectations

98%

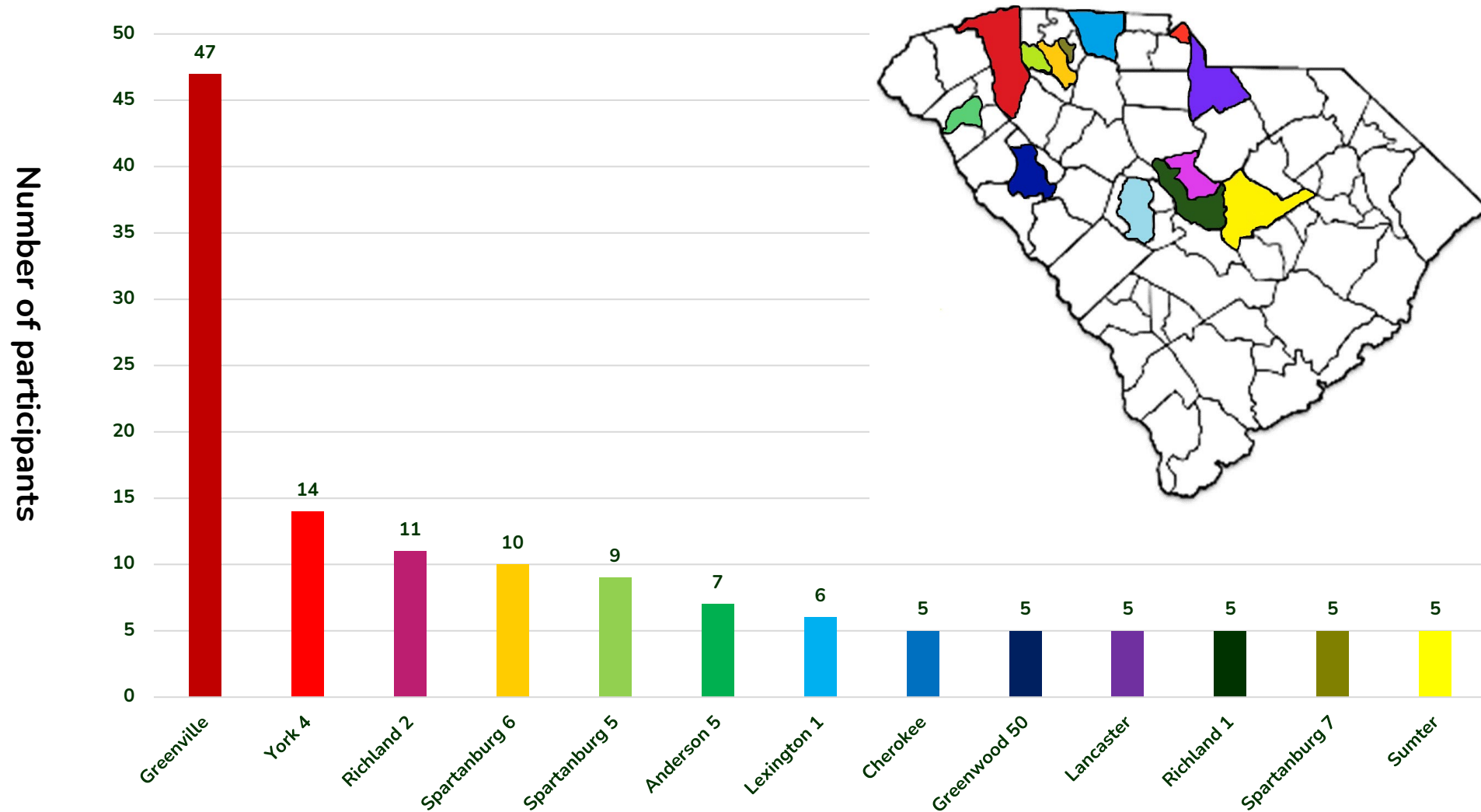
of participants'
pre-post course
test data showed
improved scores

District Participation Map, 2025



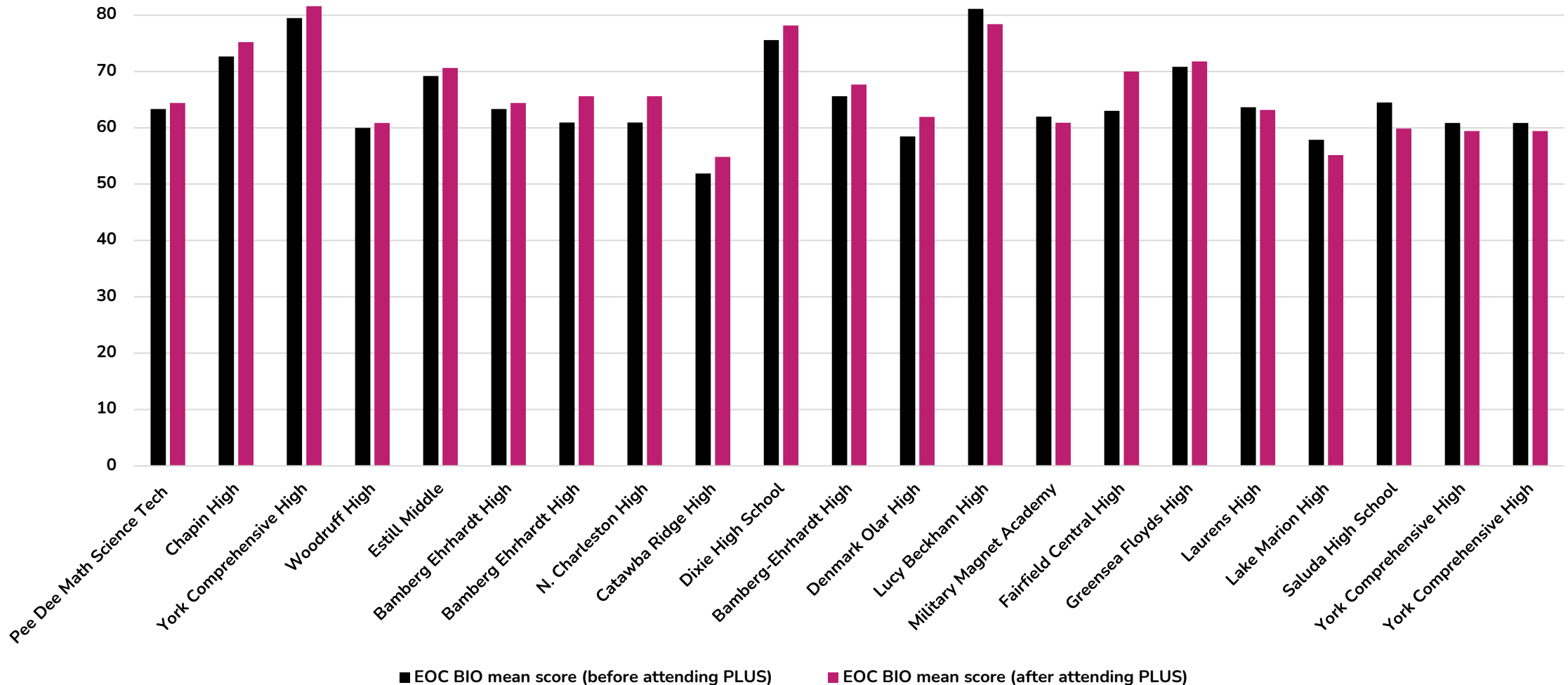
	Attended Science PLUS
	Applied, but did not attend
	No applications submitted
★	Roper Mountain Science Center
★	New sites for 2025 Science PLUS on Tour (satellite sites)
—	50-mile radius from course sites

Top Participating Districts in 2025



Impact of Science PLUS on Student Achievement: Biology Participants' End-of-Course Data

67% of participants' schools showed increased student achievement after Science PLUS attendance



Looking to the Future

Thank you for our increased funding for Fiscal Year 2026. Because of you, Science PLUS can offer...

- A 17% pay rate increase for instructors and assistant instructors
- Up to 50% more science supplies given to participants for classroom use
- Continued free housing to participants living 50+ miles from course locations (single room occupancy)
- Science PLUS satellite courses offered to targeted areas of South Carolina

Thank you from our participants:

“I feel much more confident with the standards addressed during the institute and in my ability to teach this information in a much more hands-on and engaging way. Both instructors were charismatic, knowledgeable, and clearly passionate, not only about teaching students, but also in teaching teachers.” Denise A., Fort Mill (York 4)

“I got the chance to experience lab activities I only saw on videos, like diluting solutions, flame tests, radioactive decay, and many more.” Ricky M., Greenville

“Instructors were amazing! The session was like being in one giant PLT (PLC) with everyone bouncing ideas off each other. Our instructors were great at fostering ideas and helping everyone apply the lessons to their specific situations at school. I am bringing back the mindset that science topics that are typically not hands-on can be easily turned into hands-on lessons.” Taylor M., Fort Mill (York 4)

“The instructors were phenomenal! Not only did they provide amazing instruction, but the guest speakers and field trips were beyond amazing! I was so grateful for this opportunity.” Annamarie T., Fort Mill (York 4)

“As a new middle school science teacher, I gained valuable skills in designing lessons that are developmentally appropriate and engaging for this age group. I am learning how to break down complex science concepts into simpler explanations, while also incorporating hands-on activities and questioning strategies that encourage critical thinking....I especially appreciate the practical strategies, hands-on activities, and resources that were shared... (it) made the learning experience both enjoyable and meaningful.” Zuelda W., Sumter

“Collaboration among other biology teachers who can encourage each other and share content and standards-based resources is always a great way to build confidence. The instructors were knowledgeable, approachable, and provided an enriching curriculum whether inside or outside of the classroom walls.” Gina J., Barnwell

“This course helped me build my confidence in the science content area. My instructor was very informative and provided documents that could be used throughout the year. I also enjoyed sorting through materials and learning different ways to use the items relating to the science standards.” Samantha M., Spartanburg 6

Discussion of EIA Recommendations



Adjournment

