

**AGENDA**

**SC Education Oversight Full Committee Meeting**

Monday, February 10, 2025  
1:00 p.m.  
Room 433, Blatt Building

- I. Welcome and Introductions .....April Allen
  
- II. Approval of Full Committee Minutes  
for December 9, 2024 .....April Allen
  
- III. Special Presentation:  
Presentation from 2024 High School Data Trailblazer Award Winner  
Dr. Michael Lofton, Principal, Spring Hill High (Lexington/Richland 5)
  
- IV. ASA Subcommittee Report  
Academic Standards & Assessments Subcommittee .....Dr. Patty Tate  
  
Information Item:  
Presentation of Draft 2025 Annual Report ..... Tenell Felder
  
- V. EIA Subcommittee Report  
EIA Subcommittee Update ..... Dr. Bob Couch  
  
Information Item:  
Rural Recruitment Incentive Report.....Dr. Rainey Knight
  
- VI. Executive Director Update ..... Dana Yow
  
- VII. Adjournment

April Allen  
CHAIR  
Brian Newsome  
VICE CHAIR  
Terry Alexander  
Melanie Barton  
Russell Baxley  
Neal Collins  
Bob Couch  
Bill Hager  
Barbara B. Hairfield  
Sidney Locke  
Jeri McCumbee  
Melissa Pender  
Patty J. Tate  
C. Ross Turner, III  
Ellen Weaver

Dana Yow  
EXECUTIVE DIRECTOR

## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

### **Full Committee Meeting**

Minutes of the December 9, 2024 Meeting

**Members Present (in-person or remote):** April Allen, Rep. Terry Alexander, Melanie Barton, Rep. Neal Collins, Dr. Bob Couch, Rep. Bill Hager, Barbara Hairfield, Jeri McCumbee, Dr. Brian Newsome, Melissa Pender, Dr. Patty Tate, Senator Ross Turner

**EOC Staff Present:** Amina Asghar, Tenell Felder, Gabrielle Fulton, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May, Dana Yow

**Guest(s) Present:** Representative Michael F. Rivers Sr.

EOC chair April Allen opened the December 9, 2024 full committee meeting and informed members that EOC Vice Chair Brian Newsome, Representative Neal Collins and Jeri McCumbee were attending the meeting online. Allen then acknowledged the students from the College of Charleston's Teacher Leader program as special guests. She stated the students represented a large variety of education programs at the college before asking them to stand as she introduced them. Following these introductions, Allen asked for a motion to approve the minutes from the October 14, 2024 full committee meeting. After the minutes were approved, she called forward former Lakeside Middle School (LMS) principal Casey Calhoun for a special presentation of the 2024 Middle School Data Trailblazer Award. LMS was awarded the EOC's Data Trailblazer Award for exemplary use of data to improve student outcomes, help families and caregivers understand student data, maintain a culture of data informed decision making, and incorporate practices that prioritize data privacy.

Calhoun thanked the committee then introduced LMS 7th grade Assistant Principal Alex Pinto as his co presenter before providing data on LMS's demographics and 2023-24 SC READY scores. Calhoun also spoke on how teachers create a school-based work plan using data to focus priorities for the upcoming school year. Data analyzed included iReady scores, attendance data, discipline records, and a student & staff survey.

Following this, Pinto spoke about the school-wide grapple projects that encourage students to analyze data and to think critically about different problems. Pinto said that grappling assisted students with thinking through math problems.

She then informed committee members about how LMS students “own their data” through creating portfolios that include their iReady score data used to track their ELA and math progress. These portfolios are shared with the students’ parents to showcase the student’s learning and growth.

Next, she spoke on LMS’s teacher data ownership emphasizing that teachers receive a summary of progress each month. She also spoke about how parents at LMS are encouraged to own their student’s data through having access to monitor grades and benchmark assessments throughout the year.

Following the presentation, Calhoun thanked the committee for inviting LMS to present and asked for any questions.

Allen thanked Calhoun for the presentation then asked if parents were able to understand assessment scores or if they needed help with interpreting that data.

Mr. Calhoun answered that any feedback given to students needs to be descriptive to help parents determine how to best assist them to be successful. Pinto also responded that parents receive a parent-friendly version of their student’s assessment scores.

Representative Terry Alexander then commented that he appreciated how LMS was encouraging students to think critically and asked about the racial demographics of the school.

Calhoun responded that at one point, LMS was 95% white but had since diversified with students from different ethnicities and countries.

Dr. Tate commended Calhoun and Pinto for the work they were doing with students. She asked if they could answer who provides professional learning to teachers.

Calhoun responded that LMS had an instructional coach and that the school librarian also provides resources.

Subcommittee member Barbara Hairfield then praised LMS for creating a work plan that provided teachers with a common goal. She also expressed her support for the grapple initiative that the school implemented.

Representative Alexander then asked how parents were receiving the grapple initiative given that the exercise prioritized critical thinking over correct answers.

Calhoun responded that the intention was to communicate to parents that the grapple exercises would encourage student achievement down the line through developing the skills needed to work through productive struggle.

Next Allen asked Calhoun to elaborate on efforts to implement some of the successful practices from LMS on a district-wide scale – especially given his new role as the Executive Director of High Schools and Postsecondary Pathways in Lexington School District 1.

Mr. Calhoun replied that about two years ago, Lexington School District 1 implemented a district wide school work plan similar to the one implemented at LMS and also noted that some of the practices just presented to the committee such as the student-led conferences and presentations were being implemented as well.

Following this there were no further questions.

On behalf of the Governor's office, subcommittee member Melanie Barton commented that SC Governor Henry McMaster is a proponent of data and commended LMS in achieving parent engagement for their student's education. Barton then presented a letter of congratulations from Governor McMaster on the achievement of LMS receiving the Data Trailblazers award.

Following this, Allen asked Dr. Tate to provide an update on the November 18<sup>th</sup> Academic Standards & Assessments subcommittee meeting.

Dr. Tate shared that subcommittee members heard from EOC staff on two information items, and that no action items were considered. EOC staff presented information related to the 2024 school report card release, and EOC communication manager Tenell Felder presented on the chronic absenteeism focus group results.

She then called forward Ms. Felder to present to the full committee these results.

Felder stated she would be updating the committee on the chronic absenteeism focus group commissioned by EOC staff. She clarified that the EOC was looking into the issue due to a significant increase of chronic absenteeism rates – particularly after the COVID pandemic. Felder cited the U.S. Department of Education stating that chronic absenteeism rates went from about 15% in 2019 to 30% during the 2021-2022 school year – mirroring similar trends in SC public schools. She then reported data showing that only 23% of chronically absent students are on grade level for math, compared to 47% of their peers. Likewise, only 37% of chronically absent students are on grade level for ELA, compared to 57.8% of their peers.

Three focus groups were conducted on October 29<sup>th</sup> and 30<sup>th</sup> and consisted of students who self-identified as being absent nine days or less, 10 days or more, or 18 days or more. 26 high school students participated in the focus group – 51% of which were white, 47% black and 2% Hispanic. The students represented 24 public high schools from across the state – 43.5% of which had an overall rating of Average, 21.7% Excellent, 21.7 % Below Average and 13% Good.

Chronic absenteeism is defined as any student in grade K-12 who missed 50% or more of the instructional day for any reason, for 10% or more of the enrollment period and includes excused absences, unexcused absences, and suspensions.

The focus group moderator asked three preliminary questions to participants to gauge students' sense of community, their feelings on attendance, and their familiarity with chronic absenteeism.

In relation to school community, answers indicated that students who had more absences typically felt a lesser sense of community than students with less absences. It was also noted that students across the board indicated they believed that daily school attendance was not necessary. Students who were frequently absent expressed this opinion more strongly, with one even stating that her parent gave her and her sister opportunities to miss school. The final preliminary question on chronic absenteeism revealed that the majority of students were not familiar with the term.

Felder then outlined the following main reasons gathered from the focus group for students missing school; safety concerns/school environment, lack of consequences, mental health struggles, transportation issues, negative experiences with teachers, apathetic feelings towards school, and health issues.

Of these reasons, mental health struggles were the most discussed with students mentioning feeling overwhelmed. Students also discussed how high teacher turnover negatively impacts their perception that attendance is necessary and feeling that there are not significant enough consequences to tardiness/absences.

She also discussed the sentiment of apathy expressed by some students on the necessity of going to school.

After discussing these points, Felder informed the committee that EOC staff was working on a chronic absenteeism public awareness campaign. After the presentation, questions and comments were accepted from subcommittee members. Allen thanked Felder for her presentation then commented that the information presented reminded her of similar conversations about returning to work in person.

Committee member Melissa Pender then commented that the presented data also applied to elementary schools stating that if a parent does not see the importance of their student attending school every day, that the student would likely fall behind academically. She also noted difficulties teachers had in catching up students who have missed a day or days of instruction. She then stated that she was happy to hear about the proposed public awareness campaign and stated that she would like to see EOC staff interview parents of elementary students on chronic absenteeism.

Barton then acknowledged the societal issues that also contribute to chronic absenteeism and noted how those issues are bleeding into higher education and into the workforce. She then mentioned the burden that teachers face having to make up instruction that students missed.

Representative Alexander then asked how the chronic absenteeism issue before COVID was.

Barton replied that she believed that the issue was manageable before COVID, but that since the pandemic it had nearly doubled.

Committee member Barbara Hairfield agreed with Barton and then commented that she believed the e-learning procedures instituted during COVID contributed to the rising rates of chronic absenteeism in the state as students and parents do not realize the importance of in class instruction. She also mentioned the need of schools to have personnel dedicated solely to addressing chronic absenteeism.

EOC Executive Director Dana Yow then stated that chronic absenteeism was an issue across all socio-economic statuses and that is severely impacting student achievement. She noted a school in Texas that made it a point to let students know that they are missed when not present in class.

Representative Alexander then asked Barton about the Governor's office and business community's opinion on the issue.

Barton replied they were under the opinion that the issue needed to be addressed holistically between parents and school staff – and that teachers needed support in dealing with the issue as well. She also referred to it as being an all-hands-on deck approach between the Governor's office, the EOC, the SC Department of Education, and the business community.

Representative Hager then commented on his experience working with young engineers just coming out of college and their need to understand the importance of being physically present at work.

Allen agreed stating that she has observed similar issues in her work as well. She thanked Felder for her presentation then called forward Dr. Bob Couch to provide the update for the EIA Subcommittee.

Dr. Couch thanked Yow and Dr. Knight for their assistance with the EIA budget hearings and reviewed the budget hearing process, noting how the existed programs requested an increase of nearly \$300 million dollars in funding. He then stated that the Board of Economic Advisors recently presented the 2025-26 projections for new monies for EIA for \$44,638,000.

Dr. Couch stated that given the number of requests for additional funding, the EIA subcommittee opted not to consider requests for new EIA program funding for the year. He also stated the decision was made not to consider requests replace federal monies that were provided under the Elementary and Secondary School Emergency Relief Fund. He then called Dr. Knight forward to present the 2025-26 EIA budget recommendations which are summarized as follows:

- An increase of \$30 million for the SC Department of Education to serve additional students in Summer Reading Camps
- An increase of \$5 million for Phase 2 of a Strategic Compensation Pilot, led by the SCDE.
- An increase of \$272,250 for a new Charter School Leadership Program led by the SCDE and an increase of \$4.6 million for a School Leadership Accelerator
- An increase of \$250,000 for Reach Out and Read to expand their program statewide.
- An increase of \$356,500 to Science P.L.U.S. in the upstate to train more teachers in the new science standards.
- A requested increase of \$150,000 to the SC Council on Economic Education.

- An increase of \$1.4 million to the Call Me MISTER program which corresponds to a \$1.4 million decrease in the SC State University (SCSU) BRIDGE program which appropriates that funding to SCSU and Claflin for the purpose of recruiting teachers into the profession.
- The subcommittee also recommends an appropriation of \$6 million for SC to join 10 states that have implemented the Dolly Parton Imagination Library statewide. The program would be implemented by an established agency or program.

The committee recommended the following decreases in recurring funding, citing failure of the mentioned programs to produce intended results:

- A recommended decrease for Teach for America from \$2 million to \$1 million. The committee stated the rationale for the cut was a significant decline in recruitment of teachers in hard-to-staff school districts.
- A recommended decrease for STEM Centers SC from \$2 million to \$1 million. The committee stated the decrease was due to a move away from purpose which is training SC teachers in the teaching of mathematics.

In addition to the above recommendations, the committee also passed revisions to several budget provisos relating to the Teacher Loan Program revolving fund, the EOC's Rural Recruitment Incentive report and a recommendation from the SC K-12 Military Readiness Task Force.

In response to an inquiry from Rep. Alexander, Dr. Knight clarified that since 2020, the SCSU BRIDGE program, produced 8 certified teachers while Claflin University has produced 2 certified teachers – which is why the committee recommended that the monies be transferred to Call Me MISTER, which has produced 140 certified teachers since 2020.

Pender then requested more information about the status of the BabyNet autism therapy. Dr. Knight responded that she spoke with BabyNet which indicated they would be able to serve more children with more funds, but that Medicaid would cover those costs.

Following this, Allen asked Yow to go through the four proviso revision requests which can be viewed in entirety in the full committee December 9 meeting packet. The revisions referred to the following: use of revolving loan funds, the report on the Rural Recruitment Incentive, the



deletion of the Bridge Program, and the adoption of the SC K-12 Military Readiness Task Force suggestion to reinstate social studies assessments in elementary and middle schools.

Concerning BabyNet, Barton then clarified that she believed the funds for the administration of BabyNet would come from the General fund, not from federal Medicaid reimbursements. Yow also clarified that BabyNet was asking for an additional \$1.5 million but that they are already allocated \$4 million; therefore, they were being denied an increase but that the program was not being denied its baseline funding.

Allen then asked for a motion to approve the budget recommendations, which passed.

Allen then asked Dr. Knight to come forward and present on the Rural Recruitment Initiative.

Dr. Knight reviewed the history, purpose, and administration of the program, specifying that \$7.5 million in EIA funds were allocated in the 2023-24 school year.

The following questions were addressed in the report:

- How did school districts utilize RRI funds in 2023-24?
- How do RRI districts perceive the effectiveness of RRI funds?
- Is it possible to determine which incentives yield the most effective outcomes?

The following recommendations were presented:

- Expand the evaluation effectiveness of current incentives
- Facilitate collaborative analysis for strategic refinement
- Implement data-driven decision making on strategy implementation
- Develop a training model for districts
- Empower districts with long-term planning tools

At the conclusion of the report, questions and comments were accepted.

Representative Bill Hager commented that one of his districts had a very high expense for international teacher recruitment travel. He was concerned that those funds could be more effectively used. Dr. Knight agreed and commented there were agencies that specialized in international teacher recruitment that should be utilized.

Allen then asked for the breakdown of funds by use.

Dr. Knight commented that most funds were spent on international teachers at \$9.5 million over the past five years and that recruitment was at \$5.3 million.

She then stated that the EOC and its partners did not have complete data needed to interpret the effectiveness of the incentives and encouraged the need for a follow-up study; a corresponding proviso recommendation was included.

Dr. Tate asked in relation to teacher mentoring if the state or schools districts provided that service.

Dr. Knight clarified that CERRA provides this service for districts to utilize but there were also other options. She stated that she believed the payment to mentors needed to increase from \$250.

Hairfield agreed with this statement and commented that in her district they were having a difficult time trying to get veterans to mentor new teachers. She pointed out that the \$250 roughly comes out to \$20 a month before taxes while requiring that teachers do weekly observations and write reports. She then asked Dr. Knight to clarify if the money discussed was just for rural recruitment to which she replied that it was and that it was over a five-year period.

Following this, the meeting was adjourned.

## EDUCATION OVERSIGHT COMMITTEE

Date: February 10, 2025

### INFORMATION ITEM:

Rural Recruitment Initiative Funds Evaluation

### PURPOSE/AUTHORITY

2024-2025 Appropriation Act

1A.45: SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. (B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including: (1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program. (2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) pursuant to the obligations and restrictions stated for each. (3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program. (4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts. (C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American, and CATE Work-Based Certification. At a minimum, the incentives shall include: (1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program. (2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participants teaching practice, or individuals seeking an alternative pathway to certification as a teacher. (3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year. (4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but

not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time. (E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this proviso and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each. (F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose. (G) The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee, and the Governor's Office no later than December 15 of the current fiscal year

**CRITICAL FACTS**

This report has been published and was provided to members of the SC General Assembly on December 15, 2024.

**TIMELINE/REVIEW PROCESS**

The EOC has requested a follow-up report in 2026 to allow for an additional year of data. This follow-up will include return on investment data.

**ECONOMIC IMPACT FOR EOC**

There is no economic impact to the EOC producing this report.

**ACTION REQUEST**

For approval

For information

**ACTION TAKEN**

Approved  
 Not Approved

Amended  
 Action deferred (explain)



# Rural Recruitment Initiative Funds Evaluation



**SC EDUCATION  
OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*

**December 2024**

**Dr. Rainey Knight, EOC Director of  
Strategic Innovation**

**Dr. Lee D'Andrea, EOC Consultant**

# Acknowledgments

Dr. Jenna Hallman, SC Center for Education Recruitment Retention and Advancement

Dr. Jennifer Garrett, SC Center for Education Recruitment Retention and Advancement

Dr. Jane Turner, SC Center for Education Recruitment Retention and Advancement

Melanie Barton, SC Governor's Office, SC Education Oversight Committee member

Dr. Ann Byrd, SC TEACHER

Dr. Svetland Dmitrieva, SC TEACHER

Dr. Angie Starrett, SC TEACHER

SC Education Oversight Committee staff including Tenell Felder, Gabrielle Fulton and Hope Johnson-Jones





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# History of the South Carolina Rural Recruitment in Education Initiative



South Carolina's rural regions have long struggled to fill teaching positions with adequately trained and certified educators. Challenges unique to these areas—such as limited access to resources, geographic isolation, and economic constraints—have contributed to persistent staffing gaps, directly impacting the quality of education students receive. The **Rural Recruitment in Education Initiative** serves as a strategic response to these challenges, making substantial investments in targeted strategies that support community growth and help ensure equitable educational opportunities for students in rural districts. By implementing targeted recruitment and retention strategies and offering incentives, the program aims to strengthen education in rural areas and improve long-term student outcomes.

Governor Nikki Haley's Executive Budget for Fiscal Year 2015-16 recommended the establishment of a Rural Teacher Recruiting Initiative with an initial allocation of \$1.5 million from Education Improvement Act (EIA) revenues. This funding was intended to address the critical need for recruiting and retaining educators in areas facing high teacher turnover. Governor Haley's budget emphasized strengthening talent retention in regions of the state with significant teacher shortages.

The fiscal year 2015-16 General Appropriation Act contained **Proviso 1A.73** which established the Rural Teacher Recruiting Initiative (RRI). The initiative also allows funds appropriated for the program to carry forward into subsequent fiscal years to maintain support continuity.

## **Proviso 1A.73** 2015-16 General Appropriation Act (established Rural Teacher Recruiting Initiative)

**1A.73.** (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During Fiscal Year 2015-16, CERRA shall develop eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than twelve percent average annual teacher turnover; as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program in accordance with proviso 1A.58 of this Act.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts. The incentives and implementation shall be developed in consultation with the State Department of Education and the Education Oversight Committee, and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession.

(D) CERRA shall report by January 15, 2016 to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(E) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.



## Did You Know?

Rural District Loan Forgiveness loans are to be applied to existing teacher undergraduate loan balances. These loans are not eligible for any other loan forgiveness options. Loans are made directly to teachers upon receipt of an application, loan balance documentation and district verification that the teacher completed a full year of employment during the school year. CERRA sends the loan packets to district Human Resources departments, posts online, and shares with various stakeholders.

In 2015, the Center for Educator Recruitment, Retention and Advancement (CERRA) was authorized to implement and administer incentives with the allocated \$1.5 million in EIA funding.

Prior to making recommendations on incentives, CERRA met with staff from the Education Oversight Committee (EOC), the Governor's Office, Senate Education committee staff, and House Education Committee Staff to review potential strategies to be offered as incentives. In addition, CERRA met with superintendents and other district staff to gain input. In collaboration with the SC Department of Education and the EOC, CERRA developed a set of core incentives aimed at attracting and retaining teachers. Recognizing that recruiting and retaining qualified educators has historically posed significant challenges in these communities, this initiative focuses on sustainable solutions to bring skilled teachers to areas that need them most. The intent of the proviso was to recruit and retain highly qualified teachers in rural and underserved areas.

## RRI Program Timeline

### FY 2015-16

SC Governor Nikki Haley recommends the establishment of a **Rural Recruitment Initiative** in her Executive Budget.

SC General Assembly allocates **\$1.5 million** of EIA revenues to RRI to address the critical need to recruit and retain teachers in SC school districts experiencing greater than 12% average teacher turnover.

### FY 2016-17

CERRA issues **first report on the RRI program** on January 15, 2016.

### FY 2017-18

The development of a **loan forgiveness program** was added as an incentive. The program's purpose is to encourage classroom teachers to seek and become employed in one of the rural incentive districts. Eligible teachers may apply for up to \$5,000 for up to seven years.

### FY 2018-19

RRI Budget proviso revised to add **Rural District Loan Forgiveness program** using existing funds.

School district eligibility was revised to include districts experiencing greater than 11% teacher turnover.

### FY 2019-20

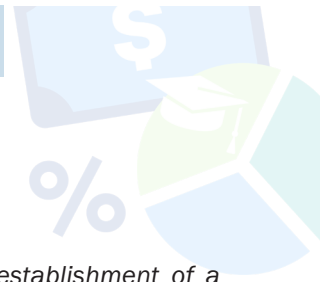
**School district eligibility** was further revised to exclude the 15 wealthiest school districts based on the index of taxpaying ability.

### FY 2022-23

Budget proviso adopted requiring a **teacher recruitment and retention task force** be convened to develop strategies. RRI incentives considered in final report.

### FY 2024-25

RRI budget proviso revised to require **EOC** to evaluate the impact of RRI incentives.



# Previous Studies of the Rural Recruitment Initiative



## 2019 Rural Recruitment Initiative Progress Report

In 2019, the Education Oversight Committee commissioned a progress report<sup>1</sup> on the use of RRI funds.

The report was completed by Dr. Henry Tran and Dr. Douglas Smith at the University of South Carolina in June 2019 and was an exploratory, descriptive study. The study reviewed RRI funding from districts eligible in 2017-2018 which represented the second full year of implementation. Surveys were sent to the 30 districts receiving RRI funds and 28 surveys were returned. The surveys were related to teacher staffing challenges, how RRI funds were utilized and how RRI funds complement the existing staffing initiatives.

The results from this report are listed below.

- A top challenge for districts was recruiting teachers with the appropriate certification for their vacant positions.
- Teachers' salaries made it difficult to retain teachers.
- The distance to a school proved to be a challenge for schools to recruit.
- The average teacher turnover rate was 17.9% and the cumulative instability rate was 52.5%, which means in the previous 10 years only 52.5% of the teaching staff remained intact
- Of the 29 incentives presented to the districts, an average of 15 were utilized. The incentive utilized the most frequently for recruitment was travel for teachers to commute and international teachers. The most frequently used incentive for retention was induction/mentoring and travel for teachers to commute. The incentives presented included ones the authors gleaned from the literature on teacher recruitment and retention as well as the incentives which were available to districts as RRI incentives.

The recommendations from the 2019 report are as follows:

- Incentives offered should be aligned with strategies backed by empirical evidence
- District websites should be teacher-friendly for maximum usage
- RRI funds should be sufficient to make an impact
- Data should be collected from multiple years to draw conclusions about the impact of the RRI strategies being utilized

<sup>1</sup> Tran, Henry and Douglas Smith. Department of Educational Leadership: The Rural Recruitment Initiative Progress Report. Provided to the Education Oversight Committee; June, 2019.

## 2023 Teacher Recruitment and Retention Task Force

Pursuant to Proviso 1.114 in the 2022-23 Appropriation Act, a group of educators and stakeholders were convened to develop strategies on teacher recruitment and retention in South Carolina. The report<sup>1</sup> recommended increased coordination at the school, district, and state levels. Recommendations from the report related to incentives for districts to use for recruitment and retention to include:

- Critical needs stipends should be a strategy to recruit and retain teachers
- Schools should support nurses, counselors, media specialists, speech-language therapists, and psychologists
- Teacher loan forgiveness should be expanded
- Grow-your-own programs should be implemented by districts
- Teacher mentoring and induction should be increased from one to three years
- ProTeam and Teacher Cadet programs, administered by CERRA, should be expanded

<sup>1</sup> SC Department of Education. Teacher Recruitment and Retention Task Force Recommendations. <https://ed.sc.gov/newsroom/teacher-recruitment-and-retention-task-force-recommendations/>

# Evaluation of RRI Funds



By investing in sustainable educational staffing solutions, South Carolina aims through the RRI, not only to address the immediate needs of rural communities, but also to foster long-term improvements in student achievement and community development. The information presented herein serves as a foundation for legislative discussions on supporting and expanding the initiative to ensure educational equity across the state's diverse regions.

Pursuant to Proviso 1A.45 of the 2024-25 Appropriations Act, a revision was made to require the EOC to complete an evaluation of the impact of RRI funds.

## **Proviso 1A.45** 2024-25 Appropriation Act (most recent proviso language for RRI)

*1A.45: SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.*

*(B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:*

*(1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen wealthiest districts based on the index of taxing ability, may make application to participate in the program.*

*(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) pursuant to the obligations and restrictions stated for each.*

*(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.*

*(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.*

*(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American, and CATE Work-Based Certification.*

*At a minimum, the incentives shall include:*

*(1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.*

*(2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participants teaching practice, or individuals seeking an alternative pathway to certification as a teacher.*

*(3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year.*

*(4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.*

continued on page 6

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this proviso and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

(G) The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee, and the Governors Office no later than December 15 of the current fiscal year.

*This report will answer the following questions:*

- 1. How did districts utilize the Rural Recruitment Incentive (RRI) funds in 2023-24?**
- 2. How do RRI districts perceive the effectiveness of funds?**
- 3. Is it possible to determine which incentives yield the most effective outcomes?**

## 2023-24 Rural Recruitment Incentives

### Eligible Rural Recruitment Initiative Districts



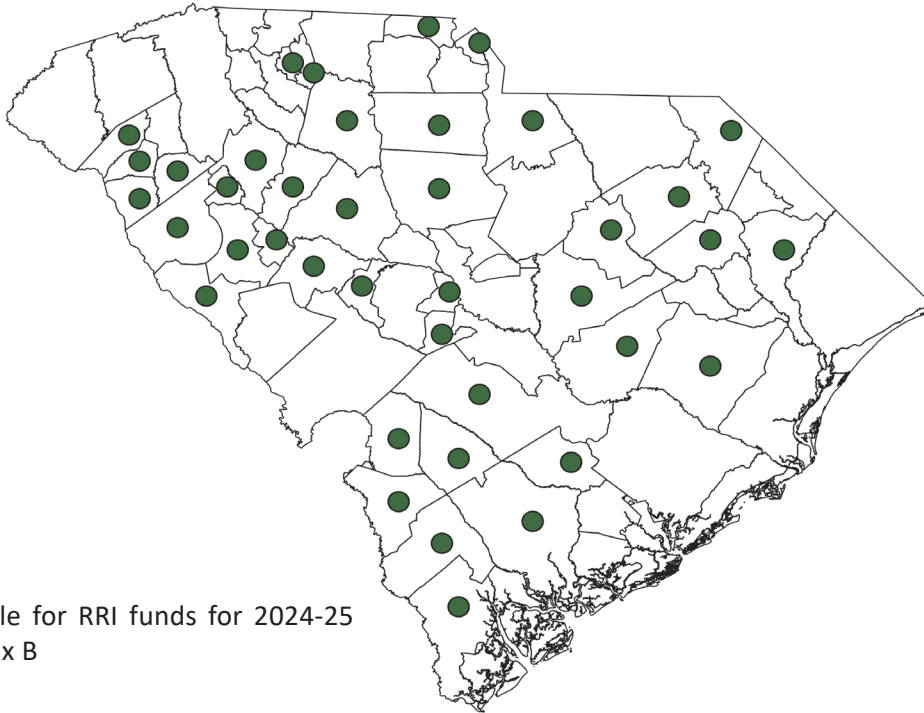
Districts eligible for RRI funds for 2023-24 are listed in Table A. These districts are not in the top 15 districts as listed on the most recent index of taxpaying ability (see Appendix A) and have an average teacher turnover greater than 11% as reported on the district’s five most recent report cards.

Table A: Eligible School Districts Rural Recruitment Initiative 2023-24

Eligible School Districts Rural Recruitment Initiative 2023-24	
Abbeville	Jasper
Allendale	Lancaster
Anderson 2	Laurens 55
Anderson 3	Laurens 56
Anderson 4	Lee
Anderson 5	Lexington 2
Bamberg	Lexington 3
Barnwell 45 & 48	Lexington 4
Chester	Marion
Clarendon	Marlboro
Colleton	McCormick
Darlington	Newberry
Dorchester 4	Orangeburg
Fairfield	Saluda
Florence 1	Spartanburg 3
Florence 3	Spartanburg 7
Greenwood 50	Sumter
Greenwood 51	Union
Greenwood 52	Williamsburg
Hampton	York 1
	York 4

Source: CERRA, Rural Recruitment Incentive Report, July 2024

# Map: Rural Recruitment Initiative 2023-24 Eligible School Districts



Districts eligible for RRI funds for 2024-25 are in Appendix B



## CERRA Incentives for Rural Recruitment Incentive Funds



### Recruiting into the Profession from Within a District

**Alternative Certification:** funds for districts to reimburse employees for costs associated with applying for and participating in an alternative certification program

**Bridge Program Partnerships:** funds to cover district costs associated with college/university partnerships to identify and support future teachers

**Certification Examinations:** funds for districts to reimburse employees for costs associated with certification exams and certification support seminars

**Teacher Cadet Start-Up Costs:** funds to cover costs associated with starting a new Teacher Cadet class, excluding teacher salary; may include startup of ProTeam or other types of teacher recruitment classes



### General Recruitment and Hiring

**District Website Upgrades:** funds for districts to improve their websites so as to assure accessibility from all devices, ease in locating information about vacancies and availability of online application process

**International Teacher Fees:** funds to cover district costs associated with hiring international teachers

**National Employment System Vendor:** funds for districts to subscribe to a national vendor package of online services to track, recruit, screen, and onboard applicants

**Recruitment Expenses:** funds for districts to cover costs of travel expenses associated with domestic recruitment activities (such as attendance at recruitment fairs), the purchase of marketing materials, etc.



### Recruitment

**Critical Needs Salary Stipend:** funds for districts to pay salary stipends to critical need subject teachers to encourage them to accept employment and to remain in the district

**Housing Purchase:** funds to reimburse districts for all or some of the cost of a down-payment and the renovation of a house or apartment from outside the district to offset the community costs

**Travel Stipend:** funds for districts to provide a stipend to teachers who travel to their teaching assignment from outside the district, to offset the community costs

**First Year Teacher Stipend:** funds for districts to increase the salary of a first year teachers to the second year teacher level



### Retention

**Graduate Coursework:** funds to reimburse teachers for costs associated with graduate coursework that the district has determined would address a district need or promote job satisfaction/retention

**Mentoring/Induction Support:** funds for districts to provide stipends for first year teachers mentors and to offer resources and training for mentors and first year teachers

**Professional Development:** funds to provide professional development for classroom teachers that is intended to address a district need or promote job satisfaction/retention

**Surveys:** funds to hire a consultant to design tools to collect and analyze data related to teacher attrition and/or to support teacher retention



## District Allocation of RRI Funds

The RRI for 2023-24 was appropriated \$7,598,392 from EIA funds. There was a carry forward of \$800,654 in 2022-23 for a total of \$8,399,046 in funds available to disburse. Seven million dollars was allocated for the Rural Recruitment Initiatives to the eligible 42 districts. Districts expended \$6,472,011 RRI funds in 2023-24.

As part of the RRI allocation, \$336,167 was paid to teachers eligible for the teacher loan forgiveness program. Administrative costs included indirect costs to Winthrop at \$283,934 and administrative costs to CERRA at \$76,561. In addition, \$35,103 was allocated for site grants to teachers implementing Pro Team (middle grades), Teacher Cadet (high school) programs and college partners serving these schools.

Total funds utilized in 2023-24 were \$7,203,776 leaving a carry forward of \$1,195,270. The primary factor in the larger carry forward was districts not expending all their RRI funds.

Table B: 2023-24 Financials For Rural Recruitment Incentives

Carry Forward 2022-23	\$800,654
RRI Allocation from EIA funds for 2023-24	\$7,598,392
<b>Total funds available for 2023-24</b>	<b>\$8,399,046</b>

Allocations for 2023-24

Rural Recruitment Incentives to Districts	\$7,000,000
District Expenditures for Incentives	\$6,472,011
<b>Difference between Allocation/Expenditure</b>	<b>(+\$527,989)</b>

Winthrop Indirect Costs	\$283,934
CERRA Administrative	\$76,561
Site Grants to Teachers	\$35,103
Teacher Loan Forgiveness	\$336,167
<b>Total Funds Expended in 2023-24</b>	<b>\$7,203,776</b>

Allocation of RRI for 2023-24	\$7,598,392
Total funds expended in 2023-24	\$7,203,776
<b>Carry forward 2023-24</b>	<b>\$394,616</b>

Carry forward 2022-23	\$800,654
Carry Forward 2023-24	\$394,616
<b>Balance Forward 2024-25</b>	<b>\$1,195,270</b>

Source: CERRA, correspondence with CERRA

District eligibility for RRI is determined on an annual basis.

CERRA determines district eligibility by two factors: teacher turnover rate must be above 11% and the district cannot be in the top 15 wealthiest districts as determined by the most recent Index of Taxpaying Ability.

Once the list of eligible districts is determined, districts are allocated RRI funds according to the number of classroom teachers in the district and a weighting based on the district's 5 year average teacher turnover rate as determined by the most recent report card data.

### Example of Calculation for a District's Allocation of RRI Funds:

**District X** has a **5 year teacher turnover rate of 11.94%** and has **207 classroom teachers**

**Step 1:** District Teacher Turnover Rate – Teacher Turnover Rate Cutoff x **Multiplier** = **District Weighting**

$$11.94 - 11 \times 100 = .0094$$

**Step 2:** District number of classroom teachers from Supply and Demand Report (self reported)

*207 teachers*

**Step 3:** Number of Teachers from Step 2 x District Weighting = **Total Teacher Weighting**

$$207 \times .0094 = 1.95$$

**Step 4:** Number of Teachers in District + Total Teacher Weighting = **Combined Teachers in a District**

$$207 + 1.95 = 208.95$$

**Step 5:** Step 4 is completed for every eligible district for RRI funds and total for all districts is determined

*16,286 teachers (all RRI districts)*

**Step 6:** RRI allocation of funds/All RRI district teachers= **Base Allocation of Funding**

$$\$7,000,000 / 16,286 = \$429.81$$

**Step 7:** Base Allocation x Combined Teachers in a District = **Amount of RRI Funding**

$$429.81 \times 208.95 = \$89,808.79$$

So, District X would receive **\$89,808.79** for its RRI funds.

# Study Question #1



## How did districts utilize the RRI funds in 2023-24?

Forty-two districts met the eligibility requirements for 2023-24. Forty-one districts requested funding and 41 districts responded to the survey sent to the districts in August 2024. (See Appendix C for a copy of the survey.) Within the survey, districts were asked which incentives they utilized in the past year and to provide the specifics regarding the utilization of the funds. The following section describes the districts’ responses regarding their utilization of incentives.

**31**

**Recruitment Expenses:** Thirty-one districts of the RRI districts used funds for recruiting expenses. Items included travel to attend career fairs, printed materials, digital advertising, banners, branding and general recruitment items. Districts frequently reported they had better recruitment by hosting their own career fair as opposed to going to other locations.

**27**

**Alternative Certification:** Twenty-seven of the districts used funds for alternative certification. Generally, these programs are “grow-your-own” programs recruiting community members or uncertified staff in the district to become certified teachers. Some of the programs require a bachelor’s degree and others establish a pathway for a four-year degree and certification. There are, at a minimum, 11 alternative certification programs serving school districts in South Carolina. Of the 27 districts utilizing alternative certification, the programs in the table to the right were used the most frequently.

Name of Alternative Certification Program	Number of teachers funded through RRI funds
Program of Alternative Certification Educators (PACE)	24
Teach for Tomorrow	21
Carolina Collaborative for Alternative Preparation (USC-CAP)	13
Columbia College Alternative Pathways to Education Certification (APEC)	2
Converse-Alternative Certification	2

**26**

**Mentoring and Induction:** Twenty-six of the RRI districts used mentoring/induction program. Districts reported 585 first year teachers were provided mentorship as part of their induction program. Districts reported 80% percent of these teachers were retained for 2024-25. Districts also reported 78 second year teachers were provided a second-year mentoring program and 100% of these teachers were retained in 2024-25.

**22**

**Professional Development:** Twenty-two districts used funds for professional development. Districts used these funds to support teachers in areas of classroom management, technology, student engagement and personalized learning. A total of 111 teachers participated in professional development.

**21**

**International teachers:** Twenty-one districts used RRI funds to secure international teachers. The districts can use various organizations to contract with an international teacher or sponsor a teacher. (See this link for providers <https://ed.sc.gov/educators/recruitment-and-recognition/private-exchange-programs>.) Most districts used an organization. The cost varies with districts reporting \$2,000 to \$17,500 per teacher. For 2023-24, approximately 255 international teachers were in RRI districts and approximately 175 international teachers were retained in 2024-25 (excluding teachers on HB1 visas completing their second year.) Approximately a total of 240 international teachers are in RRI districts in 2024-25. Districts do not pay benefits for international teachers.

17

**Certification Supports:** Seventeen of the districts used funds for certification supports. These funds were used to support teachers in the fees for the Praxis tests or for tutoring to take the Praxis test. A variety of supports for teachers were used one-on-one, online services, small group and study materials for teachers. Approximately 225 teachers were served with this incentive and 103 teachers obtained their certification.

13

**Graduate Courses:** Thirteen districts used RRI funds to pay the tuition for teachers to take graduate courses. The courses were frequently offered as part of a Master's program related to teaching and learning. Districts reported teachers enrolled in the graduate courses remained with the district at a rate of 97%. Two hundred and ninety-five teachers participated in the graduate courses in 2023.

12

**Critical Needs Stipends:** Twelve districts used this incentive to fund stipends for teachers in critical needs areas. Each district determines which teaching area is considered critical needs. The highest reported critical needs areas were high school math, special education, physical education, middle school math, high school English, middle school English and middle school science. The amount of the stipends is determined by the district. The stipends varied from \$250 per teacher to \$4,000 per teacher. Approximately, 729 teachers were paid using critical needs stipends. Of the 12 districts that used critical needs stipends, six indicated all areas deemed critical needs were filled and seven of the 12 districts indicated the teachers who received the stipends were retained the following year.

10

**Website Updates:** Ten of the RRI districts used funds as a strategy to upgrade their website. One hundred percent of these districts reported teacher recruitment was in a prominent place on their website. Districts also reported they used these funds for website maintenance, to enhance student and teacher exposure, to showcase the district's purpose, to improve communication with faculty, staff and parents, help with ADA compliance, and to manage the website.

7

**National Employment Fees:** Seven districts or 18% of the districts used RRI funds for this incentive. This incentive is used to post teacher vacancies on national websites, purchase software to recruit, and track and hire applicants to districts. Districts reported 275 teachers were recruited using software and 152 teachers were hired in 2023-24.

3

**Surveys:** Three districts used RRI funds to purchase software to survey their teachers to as to what retention strategies work for them and school climate issues. Districts used Upbeat and Microsoft Form for their surveys. Approximately 70% of the teachers responded to the district surveys. At least one district reported they shared the results of the surveys with their principals to help build a more positive school culture.

2

**Bridge Program:** Two districts used RRI funds to provide scholarships to certified teachers looking to obtain their Master's degree. Two Spartanburg districts collaborated with Wofford College and Converse College to provide this service. The districts reported using funds as part of a summer internship program for applicants to tutor students and then enroll in Wofford and Converse programs. Twelve teachers were in varying stages of this incentive. (Note: A third district entered data that was not in this category.)

2

**First Year Teacher Stipends:** Two districts paid a stipend to first year teachers using RRI funds. A total of 59 teachers were paid this stipend and 86% were retained the following year. The stipends varied from \$1,000 to \$2,500.

0

**Housing:** No district used funds for housing stipends in 2023-24.

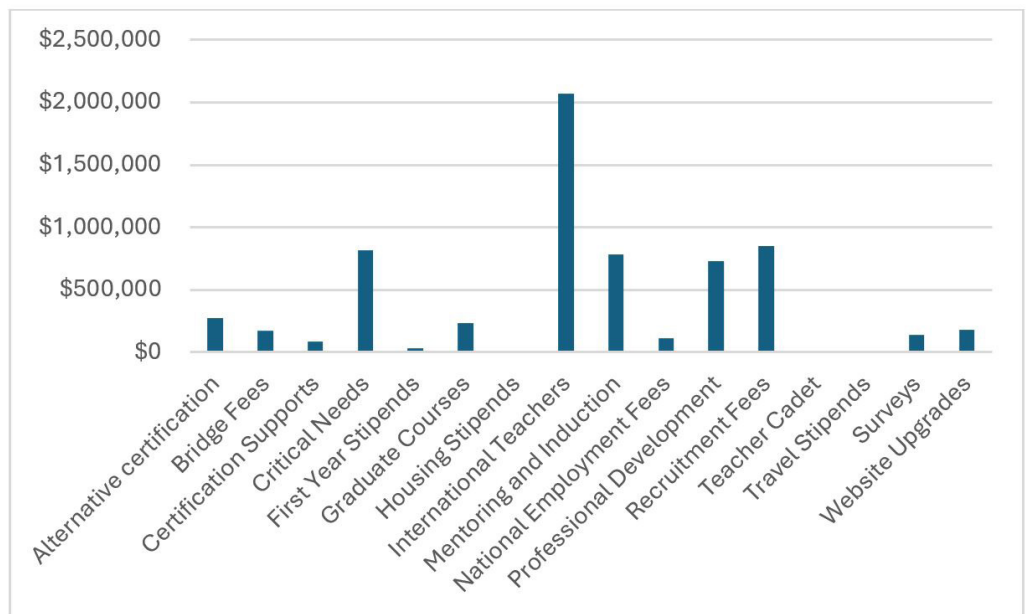
**Teacher Cadets:** No district utilized funds for teacher cadet classes in 2023-24. (One district reported they planned to establish a class but did not.)

**Travel Stipends:** No district used travel stipends in 2023-24.



For 2023-24, the most frequently used incentives were recruitment expenses, mentoring/induction, certification support, alternative certification, and international teachers. International teachers, critical needs stipends, mentoring/induction, recruitment fees and professional development had the largest disbursements by districts in 2023-24 (see Figure C). The EOC also gathered data on incentives by type and disbursed amounts over time to gain a better understanding of how districts identified and disbursed incentives within their districts.

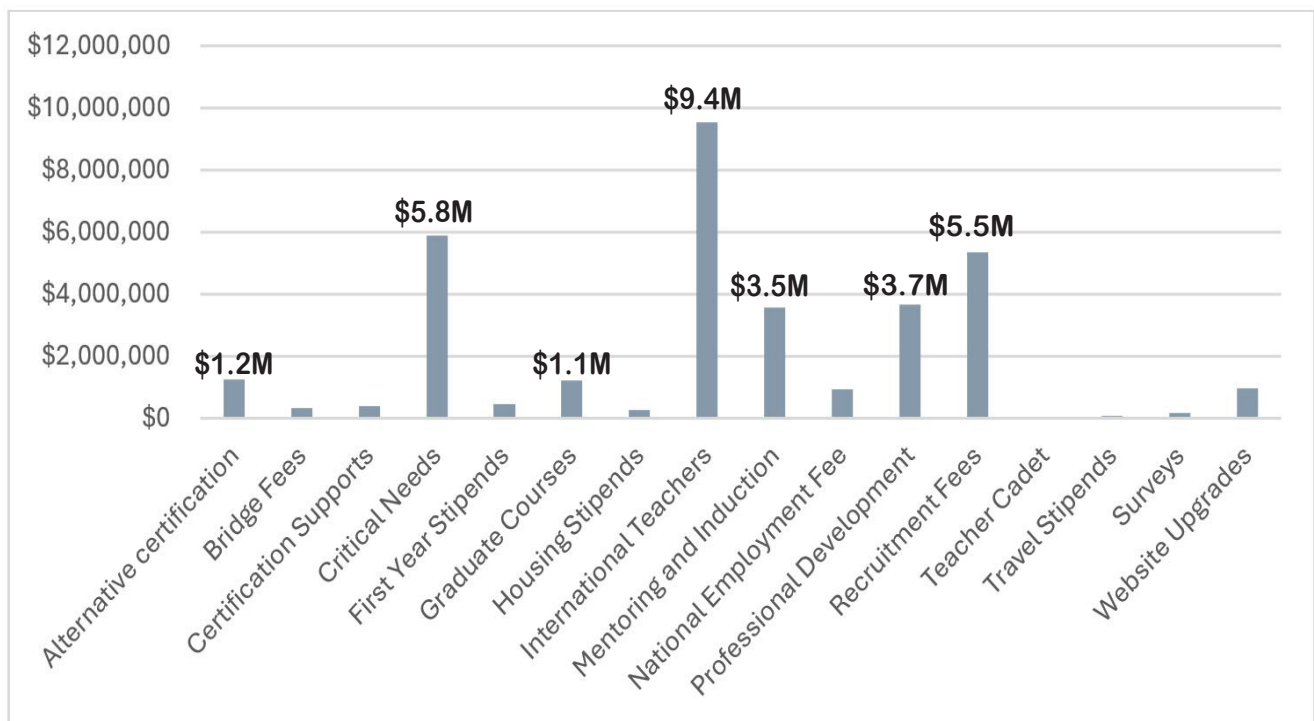
Figure C: Disbursements of Incentives by Type 2023-24



Source: CERRA, Rural Recruitment Incentive Report, July 2024

Figure D shows disbursements of incentives to districts over the past five years. Districts spent the most funds over the past five years on international teachers, critical needs stipends, recruiting expenses, professional development, and mentoring/induction.

Figure D: Five Year Cumulative Incentive Disbursements By Districts 2019-20 to 2023-24



Source: CERRA, Rural Recruitment Incentive Report, July 2024

## Study Question #2

### *How do RRI districts perceive the effectiveness of RRI funds?*



Listening sessions were scheduled by CERRA with RRI districts in the spring and fall of 2024. Twenty-eight districts were invited to participate in the fall. CERRA district personnel asked what incentives worked best for their districts. Districts also had the opportunity to share any other thoughts they had about the use of incentives and potential uses in the future. EOC staff participated in the fall sessions. The following themes emerged:

- Districts reported trying to be more strategic in their plans for use of the incentives to build greater capacity in retention in their districts. Examples including reducing or eliminating international teachers, focusing on retention incentives, mentoring/induction and using grow-your-own models.
- However, several districts said they were still heavily using international teachers in relatively large percentages when reviewed against the total teaching positions in a district with percentages as high as 41%, 26%, 22% and 16%.
- In the fall, many of the districts reported zero (0) vacancies for 2024-25 while other districts reported small numbers of vacancies. Special education positions seemed to still be a challenge for some districts.
- Many districts reported they saw greater gains in recruitment efforts when they hosted their own recruitment fairs as opposed to larger ones at a college /university.
- Several districts reported they used website upgrade funds for regular maintenance of their websites, not necessarily for teacher recruitment purposes.
- Several districts spoke about focusing on more of a model mentoring plan such as having the mentors loop with the teachers from year 1 to year 2. The districts also provided renewal credit to the mentors.
- Districts appreciated the flexibility and variety of incentives as what worked one year may not be needed the next and what works for one district might not work in another.
- A few districts inquired about the housing incentive specifically in terms of providing rent assistance directly to teachers.
- Many districts reported using funds for tuition payment for graduate classes to help retain teachers and grow teachers professionally.
- Districts were appreciative of the incentives and reported they perceived these incentives made a positive impact in their district.
- Small and rural districts felt the need to tell the positive stories in the communities, teachers and students to entice teachers to their district, particularly through social media.
- Districts asked about adding moving costs for teachers relocating to a district.
- Districts also requested to expand the eligibility for incentives beyond classroom teachers to include guidance counselors, speech/language pathologists and media specialists.

## Study Question #3



*Is it possible to determine which incentives yield the most effective outcomes?*

During discussions and consultations with stakeholder groups in the field, SC TEACHER — a group at the University of SC that focuses on research related to the educator pipeline in SC — shared their work and preliminary research on the impact of RRI monies on teacher recruitment and retention.

Using data from the SCDE, SC TEACHER has created a statewide data infrastructure that is beginning to show a clearer picture of the training and movements of individual teachers in South Carolina.

With time and improved data systems, SC TEACHER will be able to reliably provide data to districts and the state regarding short and long-term effects of individual incentives on retention and return on investment (ROI) for specific incentives. The EOC will continue to work closely with SC TEACHER in these efforts.

## Recommendations for Future of Rural Recruitment Initiative Funds



### ***Expand the Evaluation Effectiveness of Current Incentives:***

In reviewing individual incentives, several should be further analyzed to see if they contribute to teacher recruitment and/or retention. These incentives include recruitment expenses and website updates. Districts stated in the survey results they utilized website upgrades as general maintenance expenses, not necessarily targeting teacher recruitment. In analyzing available data, recruitment fair expenses often did not yield positive results for districts.



### ***Facilitate Collaborative Analysis for Strategic Refinement:***

EOC staff should continue to work with SC TEACHER to analyze data regarding the incentives as they relate to teacher recruitment and retention. SC TEACHER should have access to the 2023-24 data from the SCDE in the coming weeks; additional data will strengthen the data infrastructure and allow districts and policymakers to make recommendations and decisions using ROI data.



### ***Implement Data-Driven Decision Making on Strategy Implementation:***

The EOC, SCDE, CERRA, and SC TEACHER should regularly meet to continue analysis of the available data in an effort to refine the recommendations. It is recommended that this report be revised at fiscal year 2026.



### ***Develop Training Model for Districts:***

A training model should be developed for districts that receive RRI funds to provide them with the strategies that would work best for each district using their individual data.



### ***Empower Districts with Long-Term Planning Tools:***

Districts should have their individual district data to develop individual long-term plans for the most effective use of incentives funds such as pairing strategies for maximum benefit. An example might be mentoring/induction and professional development.

# Appendix A

***Appendix A: 2024 Factored Final Index of Taxpaying Ability***

*Local Government Services*

*Index Year: 2024*

*South Carolina Department of Revenue*

*Tax Year: 2022*

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<i>District Name</i>	<i>Index</i>
ABBEVILLE SCHOOL DISTRICT	0.00257
AIKEN SCHOOL DISTRICT	0.02990
ALLENDALE SCHOOL DISTRICT	0.00106
ANDERSON DISTRICT 1	0.00903
ANDERSON DISTRICT 2	0.00249
ANDERSON DISTRICT 3	0.00248
ANDERSON DISTRICT 4	0.00551
ANDERSON DISTRICT 5	0.01415
BAMBERG COUNTY SCHOOL DISTRICT	0.00097
BAMBERG DISTRICT 1	0.00000
BAMBERG DISTRICT 2	0.00000
BARNWELL CONSOL SCHOOL DIST	0.00101
BARNWELL DISTRICT 19	0.00000
BARNWELL DISTRICT 29	0.00000
BARNWELL DISTRICT 45	0.00132
BEAUFORT SCHOOL DISTRICT	0.06278
BERKELEY SCHOOL DISTRICT	0.05191
CALHOUN SCHOOL DISTRICT	0.00335
CHARLESTON SCHOOL DISTRICT	0.13984
CHEROKEE SCHOOL DISTRICT	0.00889
CHESTER SCHOOL DISTRICT	0.00499
CHESTERFIELD SCHOOL DISTRICT	0.00546
CLARENDON COUNTY SCHOOL DIST	0.00398
CLARENDON DISTRICT 2	0.00000
CLARENDON DISTRICT 4	0.00000
COLLETON SCHOOL DISTRICT	0.00765
DARLINGTON SCHOOL DISTRICT	0.01063
DILLON DISTRICT 3	0.00090
DILLON SCHOOL DISTRICT 4	0.00241
DORCHESTER DISTRICT 2	0.02010
DORCHESTER DISTRICT 4	0.00332
EDGEFIELD SCHOOL DISTRICT	0.00315

# 2024 Factored Final Index of Taxpaying Ability

Local Government Services

South Carolina Department of Revenue

Index Year: 2024

Tax Year: 2022

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FAIRFIELD SCHOOL DISTRICT	0.00582
FLORENCE DISTRICT 1	0.01783
FLORENCE DISTRICT 2	0.00063
FLORENCE DISTRICT 3	0.00229
FLORENCE DISTRICT 4	0.00000
FLORENCE DISTRICT 5	0.00055
GEORGETOWN SCHOOL DISTRICT	0.02079
GREENVILLE SCHOOL DISTRICT	0.09642
GREENWOOD DISTRICT 50	0.00846
GREENWOOD DISTRICT 51	0.00059
GREENWOOD DISTRICT 52	0.00300
HAMPTON SCHOOL DISTRICT	0.00222
HORRY SCHOOL DISTRICT	0.09417
JASPER SCHOOL DISTRICT	0.00593
KERSHAW SCHOOL DISTRICT	0.01007
LANCASTER SCHOOL DISTRICT	0.01329
LAURENS DISTRICT 55	0.00474
LAURENS DISTRICT 56	0.00266
LEE SCHOOL DISTRICT	0.00163
LEXINGTON DISTRICT 1	0.01887
LEXINGTON DISTRICT 2	0.01290
LEXINGTON DISTRICT 3	0.00185
LEXINGTON DISTRICT 4	0.00166
LEXINGTON DISTRICT 5	0.01774
MARION CNTY SCHOOL DISTRICT	0.00328
MARLBORO SCHOOL DISTRICT	0.00341
MCCORMICK SCHOOL DISTRICT	0.00150
NEWBERRY SCHOOL DISTRICT	0.00653
OCONEE SCHOOL DISTRICT	0.02357
ORANGEBURG CONSOL SCHOOL DIST	0.01172
PICKENS SCHOOL DISTRICT	0.02315
RICHLAND DISTRICT 1	0.03342

**2024 Factored Final Index of Taxpaying Ability**

*Local Government Services*

**Index Year: 2024**

**South Carolina Department of Revenue**

**Tax Year: 2022**

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RICHLAND DISTRICT 2	0.01877
SALUDA SCHOOL DISTRICT	0.00204
SPARTANBURG DISTRICT 1	0.00466
SPARTANBURG DISTRICT 2	0.01001
SPARTANBURG DISTRICT 3	0.00289
SPARTANBURG DISTRICT 4	0.00278
SPARTANBURG DISTRICT 5	0.01690
SPARTANBURG DISTRICT 6	0.01359
SPARTANBURG DISTRICT 7	0.00982
SUMTER SCHOOL DISTRICT	0.01297
UNION SCHOOL DISTRICT	0.00355
WILLIAMSBURG SCHOOL DISTRICT	0.00419
YORK DISTRICT 1	0.00368
YORK DISTRICT 2	0.01141
YORK DISTRICT 3	0.01865
YORK DISTRICT 4	0.01355
<b><i>Total of Indexes:</i></b>	<b>1.00000</b>

# **Appendix B**



Appendix B

School Districts Rural Recruitment Initiative 2024-25	
Abbeville	Jasper
Allendale	<i>Kershaw</i>
Anderson 2	Lancaster
Anderson 3	Laurens 55
Anderson 4	Laurens 56
Anderson 5	Lee
Bamberg	Lexington 2
Barnwell 45 & 48	Lexington 3
<i>Calhoun</i>	Lexington 4
Chester	Marion
Clarendon	Marlboro
Colleton	McCormick
Darlington	Newberry
<i>Dillon 3</i>	Orangeburg
<i>Dillon 4</i>	Saluda
Dorchester 4	<i>Spartanburg 2</i>
<i>Edgefield</i>	Spartanburg 3
Fairfield	Spartanburg 7
Florence 3	Sumter
Greenwood 50	Union
Greenwood 51	Williamsburg
Greenwood 52	York 1
Hampton	York 4

Eligible districts have greater than 11% average annual teacher turnover, as reported by districts' five most recent district report cards issued by the SC Department of Education and are not one of the 15 wealthiest districts based on index of taxpaying ability.

Source: CERRA, Rural Recruitment Incentive Report, July, 2024

# Appendix C

## Appendix C

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

Please respond to the questions as they are applicable to your district for Rural Recruitment Initiative (RRI) funds spent in 2023-24.

Survey is Due September 20, 2024.

\* District Name

\* Name of Person Completing Survey

\* Contact Number

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Professional Development**

\* Did your district use RRI funds for Professional Development?

Yes

No

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Professional Development Details**

List professional development opportunities offered to teachers in 2023-24

	# of certified teachers participating in 23-24
Classroom management	<input type="text"/>
Assessment strategies	<input type="text"/>
Educational technology	<input type="text"/>
Instructional strategies	<input type="text"/>
Communication	<input type="text"/>
Student engagement	<input type="text"/>
Personalized learning	<input type="text"/>
Accountability	<input type="text"/>
Differentiation	<input type="text"/>
Standards	<input type="text"/>

Other (please specify)

Please describe how these opportunities assisted the district in retaining teachers.

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Alternative Certification

\* Did your district use RRI funds for Alternative Certification?

Yes

No

# Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## Alternative Certification Details

Which of the alt cert program(s) below your district participated in and include the number of participants?

	Number Teacher Candidates
University of South Carolina CAP	<input type="text"/>
PACE	<input type="text"/>
Teach for Tomorrow	<input type="text"/>
Teach for America	<input type="text"/>
APEC	<input type="text"/>
Converse ALt Cert	<input type="text"/>
GATE Greenville	<input type="text"/>
LEAP Low Country	<input type="text"/>
Teach Charleston	<input type="text"/>
APEC Columbia College	<input type="text"/>
Florence	<input type="text"/>

List Other Alt Cert Program

How many teacher candidates who participated in the alt cert programs(s) now hold a valid teaching certificate at the end of 2023-24?

Are teacher candidates paid as teachers prior to being certified?

Yes

No

If yes, please explain.

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Teacher Survey**

\* Did your district use RRI funds to create/develop a Survey for your teachers?

Yes

No

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Teacher Survey Details**

What survey tools did your district use?

How were surveys utilized in the district to help recruit and retain teachers?

How many teachers responded to the survey?

**Impact of Funds and Incentives Related to Rural  
Recruitment Initiative 2024 Survey**

**Critical Needs Stipends**

\* Did your district use RRI funds for Critical Needs Stipends?

Yes

No

**Impact of Funds and Incentives Related to Rural  
Recruitment Initiative 2024 Survey**

**Critical Needs Stipends Details**

Identify all areas of certification that were identified as a critical need?

Number of Teachers Receiving Stipend

Special Education k-12	<input type="text"/>
Mathematics High School	<input type="text"/>
Mathematics Middle School	<input type="text"/>
Elementary /Early Childhood grades 3-5	<input type="text"/>
Science High School	<input type="text"/>
Science Middle School	<input type="text"/>
English High School	<input type="text"/>
English/language Arts Middle School	<input type="text"/>
Spanish	<input type="text"/>
Speech	<input type="text"/>
Media Specialist	<input type="text"/>
Early childhood grades PK-2	<input type="text"/>
Art	<input type="text"/>
PE	<input type="text"/>

Other (please specify)

How much was the stipend offered to teachers identified in your critical needs area?



In 2023-24, were all positions identified in your critical needs area filled?

Yes

No

Comments

Were the teachers who were provided the stipend in 2023-24 retained in 2024-25?

Yes

No

If no, please explain.

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Graduate Courses**

\* Did your district use RRI to provide Graduate Courses for teachers?

Yes

No

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Graduate Courses Details**

Identify the graduate courses offered and include the number of teachers who participated?

	How many teachers participated?
LETRS	<input type="text"/>
Reading Recovery	<input type="text"/>
Mathematics	<input type="text"/>
National Board	<input type="text"/>
Technology	<input type="text"/>
Course(s) leading to a Master's or other advanced degree	<input type="text"/>
Other (please specify)	<input type="text"/>

Of the teachers who participated in graduate courses in 2023-24, how many did not RETURN in 2024-25? Please Explain.

### Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

#### Mentoring/Induction

- \* Did your district use RRI funds for Mentoring/Induction?
- Yes
  - No

### Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## Mentoring/Induction Details

### Mentoring/Induction

Number of Teachers

How many 1st Year teachers were mentored in your district in 2023-24?

Of the 1st Year teachers mentored in 2023-24, how many were retained in 2024-25?

How many 2nd Year teachers were mentored in your district in 2023-24?

Of the 2nd Year teachers mentored in your district in 2023-24, how many were retained in 2024-25?

How was mentoring implemented in your district?

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Bridge Partnerships

\* Did your district use RRI funds for Bridge Partnerships?

Yes

No

# Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## Bridge Partnerships Details

What college/university did your district partner with?

	Number of Teacher Candidates
Wofford	<input type="text"/>
Converse	<input type="text"/>
Clemson	<input type="text"/>
Francis Marion	<input type="text"/>
USC Columbia	<input type="text"/>

Please list other institutions your district partnered with and the number of teacher candidates

Please explain how the Bridge partnership works in your district.

What is the cost to the district to participate in the Bridge program?

What is the cost, per teacher, to the teacher to participate in the Bridge program?

How many teachers have been fully certified in the Bridge program?

# Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## Teacher Cadet

\* Did your district use RRI funds for creating Teacher Cadet classes?

Yes

No

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Teacher Cadet Details

Teacher Cadet Program

Number of Students Enrolled

Teacher Cadet Program 23-24	<input type="text"/>
Teacher Cadet Program 24-25	<input type="text"/>

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Recruiting Expenses

\* Did your district use RRI funds for recruiting expenses?

Yes

No

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Recruiting Expense Details

Please list the types of items/travel, etc the district used for recruiting expenses.

List the places your district attended to recruit teachers in 2023-24.

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey National Employment**

\* Did your district use RRI funds for National Employment fees?

Yes

No

### **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey National Employment Details**

How did your district utilize National Employment?

How many teachers were recruited through National Employment?

How many teachers were hired as a result of using National Employment?

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### Certification Supports

\* Did your district use RRI funds for Certification Supports for teachers?

Yes

No

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### Certification Support Details

How was certification support utilized in your district?

How many teachers were served in 2023-24?

How many teachers were fully certified at the end of 2023-24 using the certification supports?

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### Teacher Housing

\* Did your district use RRI funds for expenses related to Housing for teachers?

Yes

No

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### Teacher Housing Details

Identify the item(s) that were utilized in your district for Housing.

	Number of Teachers Impacted in 2023-24	Number of Teachers Retained in 2024-25
Renovated an existing House	<input type="text"/>	<input type="text"/>
Built a house	<input type="text"/>	<input type="text"/>
Minor repairs an existing house	<input type="text"/>	<input type="text"/>
Down payment on house	<input type="text"/>	<input type="text"/>

Other. Provide details.

Does the district charge rent to the teachers?

Yes

No

If yes, what is the monthly rent?

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### District Website



\* Did your district use RRI funds for upgrading/replacing District Website?

Yes

No

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### District Website Details

If you used a specific vendor to do upgrades or updates to the website, who did you use?

What was the purpose of the changes to your website?

As a result of changes to your website, is teacher recruitment in a prominent place on your website, i.e., is it easy to locate?

Yes

No

If no, please explain.

Has the number of "hits" increased since upgrades have been made? Please explain and provide analytic detail.

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### First Year Salary Supplements

\* Did your district use RRI funds for First Year Salary Supplements?

Yes

No

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### First Year Salary Supplements Details

How many teachers received the salary supplement?

How much was the first year salary supplement?

How many first year teachers were retained in 2024-25 who received the supplement in 2023-24?

## Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

### International Teachers

\* Did your district use RRI funds to fund International Teachers?

Yes

No

# Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## International Teachers Details

### International Teachers

# of International Teachers

How many international teachers did your district have in 2023-24?

How many international teachers were retained in 2024-25 (exclude teachers on HB1 visas completing 2 years)?

How many international teachers does your district have in 2024-25?

Other (please specify)

What is the cost on an annual basis for an international teacher in your district?

# Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey

## Teacher Commute

\* Did your district use RRI funds to pay travel to teachers to commute?

Yes

No

If yes, what is the teacher reimbursed?

## **Impact of Funds and Incentives Related to Rural Recruitment Initiative 2024 Survey**

### **Teacher Commute Details**

How many teachers did the district pay travel to commute in 2023-24?

Of the teachers the district paid travel to commute in 2023-24, how many were retained by the district in 2024-25?

# Appendix D

**Appendix D: Carry Forward Funds**

District	FY20 District Fund Balance	FY21 District Fund Balance	FY22 District Fund Balance	FY23 District Fund Balance	FY24 District Fund Balance
Abbeville	N/A	N/A	N/A	N/A	\$0.00
Allendale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Anderson 2	N/A	\$0.00	\$200.00	\$0.00	\$8,000.00
Anderson 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Anderson 4	\$0.00	\$45.00	\$10.25	\$0.00	\$0.00
Anderson 5	N/A	\$1,308.16	\$118,875.00	\$77,681.00	\$2,951.36
Bamberg	N/A	N/A	N/A	\$0.00	\$0.00
Bamberg 2	\$0.00	\$0.84	\$42,550.00	N/A	N/A
Barnwell 19	\$0.00	\$0.00	\$6,825.00	N/A	N/A
Barnwell 29	\$0.00	\$780.00	\$0.00	N/A	N/A
Barnwell 45	\$3,820.00	\$0.00	\$0.00	\$0.00	\$0.00
Barnwell Consolidated (48)	N/A	N/A	N/A	\$0.00	\$61,401.00
Chester	\$0.00	\$0.00	\$0.00	\$0.00	\$65,398.00
Clarendon	N/A	N/A	N/A	\$0.00	\$12,000.01
Clarendon 1	\$0.00	\$0.00	N/A	N/A	N/A
Clarendon 2	\$0.78	\$0.00	\$0.00	N/A	N/A
Clarendon 4	N/A	N/A	\$0.00	N/A	N/A
Colleton	\$0.00	\$0.00	\$0.00	\$14,581.00	\$8,067.30
Darlington	\$687.00	\$0.00	\$0.00	\$2,682.00	\$0.00
Dillon 3	\$0.00	\$0.00	\$0.00	N/A	N/A
Dillon 4	\$0.00	\$0.00	\$0.00	\$50,953.00	N/A
Dorchester 4	\$0.00	\$1,239.05	\$12,196.38	\$5,910.00	\$27,774.65
Edgefield	\$0.00	\$0.00	\$0.00	\$0.00	N/A
Fairfield	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Florence 1	N/A	N/A	\$0.00	\$0.00	\$0.00
Florence 2	\$0.00	\$0.00	\$0.00	N/A	N/A
Florence 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Florence 4	\$0.00	\$0.00	\$0.00	N/A	N/A
Greenwood 50	N/A	\$415.59	\$3.98	\$0.00	\$47.04
Greenwood 51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Greenwood 52	N/A	N/A	N/A	\$0.00	\$0.00
Hampton	N/A	N/A	\$0.00	\$0.00	\$0.00
Hampton 1	\$0.00	\$0.00	N/A	N/A	N/A
Hampton 2	\$0.00	\$0.00	N/A	N/A	N/A
Jasper	\$1,465.50	\$0.00	\$0.00	\$0.00	\$0.00
Lancaster	N/A	N/A	N/A	N/A	\$0.00
Laurens 55	\$371,900.00	\$0.00	\$0.00	\$677.00	\$0.00
Laurens 56	N/A	N/A	\$31,247.67	\$26,168.00	\$2,199.25
Lee	\$0.00	\$0.00	\$0.00	\$0.00	\$9,048.00
Lexington 2	N/A	\$0.00	\$0.00	\$0.00	\$0.00
Lexington 3	N/A	N/A	N/A	\$0.00	\$0.00
Lexington 4	\$0.00	\$0.00	\$0.00	\$15,924.00	\$0.00
Marion	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marlboro	\$0.00	\$0.00	\$0.27	\$0.00	\$107,226.00
McCormick	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Newberry	\$0.00	\$0.00	\$0.00	\$6,891.00	\$0.00
Orangeburg	\$0.00	\$637.00	\$0.00	\$235,053.00	\$863.00
Saluda	\$0.00	\$0.00	\$0.00	\$0.00	\$189.00
Spartanburg 3	N/A	\$7,759.72	\$2,650.00	\$34.00	\$0.00
Spartanburg 7	N/A	\$0.00	\$14,900.00	\$0.00	\$0.00
Sumter	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Union	N/A	\$0.00	\$0.00	\$0.00	\$0.00
Williamsburg	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
York 1	N/A	\$0.00	N/A	N/A	\$120,569.75
York 4	N/A	N/A	N/A	N/A	\$0.00
<b>Total Carry Forward by Districts</b>	<b>\$377,873.28</b>	<b>\$12,185.36</b>	<b>\$229,458.55</b>	<b>\$436,554.00</b>	<b>\$425,734.36</b>

NA = District was not part of the RRI that year or the district consolidated (name change may "create" a new district)

FY 25 (will change as districts request these funds in FY25)

# Appendix E



## Appendix E: District Rural Recruitment Incentives

	<u>FY20 Expenditure</u>	<u>FY21 Expenditure</u>	<u>FY22 Expenditure</u>	<u>FY23 Expenditure</u>	<u>FY24 Expenditure</u>	<u>Total Expenditures</u>
Abbeville	N/A	N/A	N/A	N/A	\$96,927.00	\$96,927.00
Allendale	\$76,900.00	\$51,552.00	\$52,625.00	\$48,412.00	\$39,187.00	\$268,676.00
Anderson 2	N/A	\$135,903.00	\$130,675.00	\$124,010.00	\$91,160.00	\$481,748.00
Anderson 3	\$148,700.00	\$92,504.00	\$100,750.00	\$103,898.00	\$86,563.00	\$532,415.00
Anderson 4	\$160,700.00	\$115,239.00	\$119,364.75	\$108,242.00	\$94,854.00	\$598,399.75
Anderson 5	N/A	\$472,766.84	\$390,050.00	\$406,800.00	\$407,436.64	\$1,677,053.48
Bamberg	N/A	N/A	N/A	\$77,580.00	\$62,414.00	\$139,994.00
Bamberg 2	\$53,900.00	\$29,699.16	\$42,550.00	N/A	N/A	\$126,149.16
Barnwell 19	\$41,000.00	\$24,669.00	\$19,750.00	N/A	N/A	\$85,419.00
Barnwell 29	\$56,900.00	\$38,540.00	\$40,325.00	N/A	N/A	\$135,765.00
Barnwell 45	\$124,680.00	\$87,032.00	\$88,325.00	\$86,090.00	\$60,961.00	\$447,088.00
Barnwell Consolidated (48)	N/A	N/A	N/A	\$63,755.00	\$11,700.00	\$75,455.00
Chester	\$285,700.00	\$208,102.00	\$209,850.00	\$202,917.00	\$92,500.00	\$999,069.00
Clarendon	N/A	N/A	N/A	\$90,418.00	\$111,187.90	\$201,605.90
Clarendon 1	\$56,300.00	\$25,379.00	N/A	N/A	N/A	\$81,679.00
Clarendon 2	\$153,799.22	\$99,235.00	\$85,750.00	N/A	N/A	\$338,784.22
Clarendon 4	N/A	N/A	\$89,825.00	N/A	N/A	\$89,825.00
Colleton	\$296,300.00	\$216,958.00	\$217,450.00	\$172,626.00	\$134,780.70	\$1,038,114.70
Darlington	\$566,313.00	\$393,327.00	\$402,250.00	\$366,750.00	\$329,911.00	\$2,058,551.00
Dillon 3	\$81,700.00	\$44,533.00	\$52,050.00	N/A	N/A	\$178,283.00
Dillon 4	\$228,100.00	\$147,348.00	\$147,550.00	\$85,000.00	N/A	\$607,998.00
Dorchester 4	\$146,600.00	\$97,681.95	\$90,578.62	\$88,260.00	\$49,289.35	\$472,409.92
Edgefield	\$202,600.00	\$145,908.00	\$142,925.00	\$134,134.00	N/A	\$625,567.00
Fairfield	\$220,900.00	\$153,132.00	\$153,150.00	\$131,055.00	\$103,645.00	\$761,882.00
Florence 1	N/A	N/A	\$399,625.00	\$658,176.00	\$558,124.00	\$1,615,925.00
Florence 2	\$65,900.00	\$45,806.00	\$44,575.00	N/A	N/A	\$156,281.00
Florence 3	\$206,100.00	\$144,280.00	\$147,625.00	\$137,793.00	\$106,128.00	\$741,926.00
Florence 4	\$60,200.00	\$43,363.00	\$29,125.00	N/A	N/A	\$132,688.00
Greenwood 50	N/A	\$340,716.41	\$366,021.02	\$300,336.00	\$265,914.96	\$1,272,988.39
	<u>FY20 Expenditure</u>	<u>FY21 Expenditure</u>	<u>FY22 Expenditure</u>	<u>FY23 Expenditure</u>	<u>FY24 Expenditure</u>	<u>Total Expenditures</u>
Greenwood 52	N/A	N/A	N/A	\$55,723.00	\$45,803.00	\$101,526.00
Hampton	N/A	N/A	\$122,800.00	\$113,828.00	\$83,317.00	\$319,945.00
Hampton 1	\$129,900.00	\$90,828.00	N/A	N/A	N/A	\$220,728.00
Hampton 2	\$50,500.00	\$32,003.00	N/A	N/A	N/A	\$82,503.00
Jasper	\$166,834.50	\$107,585.00	\$108,225.00	\$106,313.00	\$38,400.00	\$527,357.50
Lancaster	N/A	N/A	N/A	N/A	\$439,059.00	\$439,059.00
Laurens 55	\$371,900.00	\$267,253.00	\$261,800.00	\$218,699.00	\$172,840.39	\$1,292,492.39
Laurens 56	N/A	N/A	\$89,252.33	\$76,817.00	\$84,504.75	\$250,574.08
Lee	\$117,400.00	\$78,419.00	\$79,900.00	\$67,637.00	\$45,320.00	\$388,676.00
Lexington 2	N/A	\$369,690.00	\$371,725.00	\$350,771.00	\$284,857.00	\$1,377,043.00
Lexington 3	N/A	N/A	N/A	\$80,336.00	\$63,704.00	\$144,040.00
Lexington 4	\$185,200.00	\$132,039.00	\$137,800.00	\$110,767.00	\$106,528.00	\$672,334.00
Marion	\$276,200.00	\$187,034.00	\$193,600.00	\$186,080.00	\$147,397.00	\$990,311.00
Marlboro	\$235,300.00	\$147,183.00	\$153,849.73	\$138,660.00	\$0.00	\$674,992.73
McCormick	\$39,500.00	\$40,975.00	\$40,725.00	\$23,400.00	\$24,710.00	\$169,310.00
Newberry	\$375,900.00	\$268,836.00	\$269,900.00	\$252,179.00	\$202,755.00	\$1,369,570.00
Orangeburg	\$715,300.00	\$480,500.00	\$443,800.00	\$130,432.00	\$351,550.00	\$2,121,582.00
Saluda	\$121,200.00	\$81,435.00	\$100,325.00	\$92,306.00	\$71,150.00	\$466,416.00
Spartanburg 3	N/A	\$120,880.28	\$128,000.00	\$119,500.00	\$100,043.00	\$468,423.28
Spartanburg 7	N/A	\$372,287.00	\$367,000.00	\$363,517.00	\$316,935.00	\$1,419,739.00
Sumter	\$850,400.00	\$580,729.00	\$593,625.00	\$503,918.00	\$399,422.00	\$2,928,094.00

Union	N/A	\$148,671.00	\$151,800.00	\$144,966.00	\$120,891.00	\$566,328.00
Williamsburg	\$217,400.00	\$152,392.00	\$143,250.00	\$127,457.00	\$85,450.00	\$725,949.00
York 1	N/A	\$204,949.00	N/A	N/A	\$41,326.25	\$246,275.25
York 4	N/A	N/A	N/A	N/A	\$568,237.00	\$568,237.00
<b>Total Expenditures to Districts</b>	<b>\$7,148,326.72</b>	<b>\$7,059,835.64</b>	<b>\$7,321,041.45</b>	<b>\$6,688,044.00</b>	<b>\$6,529,985.94</b>	<b>\$34,747,233.75</b>

NA = District was not part of the RRI that year or the district consolidated (name change may "create" a new district)

# Appendix F

Appendix F

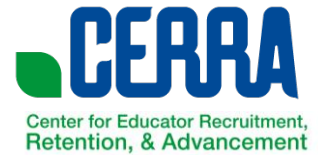
**Rural Recruitment Funds Disbursed by Incentive Type**

**2019-20/2023-24**

<b>RRI Incentive</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>Total Disbursements</b>
Alternative Certification	\$269,407	\$265,624	\$202,513	\$246,151	\$271,718	\$1,255,413
Bridge Fees	\$14,500	-	\$55,000	\$99,286	\$171,093	\$339,689
Certification Supports	\$60,627	\$67,200	\$105,800	\$73,747	\$82,821	\$390,195
Critical Needs Stipends	\$793,395	\$1,819,719	\$1,123,568	\$1,336,116	\$818,658	\$5,891,456
First Year Stipends	\$149,948	\$161,477	\$60,690	\$73,884	\$31,500	\$477,499
Graduate Courses	\$78,077	\$212,297	\$433,850	\$282,035	\$235,382	\$1,241,641
Housing Stipends	\$61,236	\$64,366	\$52,050	\$85,251	-	\$262,903
International Teachers	\$2,474,955	\$1,724,836	\$1,943,910	\$1,328,967	\$2,068,151	\$9,540,819
Mentoring and Induction	\$722,468	\$740,090	\$607,060	\$717,567	\$783,355	\$3,570,540
National Employment Fees	\$234,761	\$203,623	\$217,068	\$181,347	\$109,740	\$946,539
Professional Development	\$662,011	\$830,421	\$868,905	\$586,356	\$729,686	\$3,677,379
Recruitment Expenses	\$1,026,478	\$729,395	\$1,446,684	\$1,397,057	\$851,617	\$5,351,231
Teacher Cadet	\$1,161-	\$10,125	\$14,200	\$4,000	-	\$29,486
Travel Stipends	\$43,173	\$28,335	\$7,000	\$18,190	-	\$96,698
Surveys	-	-	-	\$40,950	\$137,681	\$178,631
Website Updates	\$184,231	\$202,328	\$182,744	\$217,139	\$180,608	\$967,050
<b>Total RRI Funds Disbursed</b>	<b>\$6,776,428</b>	<b>\$7,059,836</b>	<b>\$7,321,042</b>	<b>\$6,688,043</b>	<b>\$6,472,010</b>	<b>\$34,317,359</b>

Source: SC Teacher, University of South Carolina

# Appendix G



**Request for Disbursement of FY25 Rural Recruitment Initiative Funds**

**District Name:** \_\_\_\_\_

**District Mailing Address:**

\_\_\_\_\_

**Incentive (check one):**

- |   |  |
|---|--|
| <input type="checkbox"/> Alternative Certification Fees       | <input type="checkbox"/> Mentoring/Induction Support     |
| <input type="checkbox"/> Bridge Program Partnerships          | <input type="checkbox"/> National Employment System Fees |
| <input type="checkbox"/> Certification Examination Support    | <input type="checkbox"/> Professional Development        |
| <input type="checkbox"/> Critical Needs Salary Supplement     | <input type="checkbox"/> Recruitment Expenses            |
| <input type="checkbox"/> First-Year Teacher Salary Supplement | <input type="checkbox"/> Surveys                         |
| <input type="checkbox"/> Graduate Coursework                  | <input type="checkbox"/> Teacher Cadet Start-Up Costs    |
| <input type="checkbox"/> Housing Purchase/Renovations         | <input type="checkbox"/> Travel Stipends for Commuters   |
| <input type="checkbox"/> International Teacher Fees           | <input type="checkbox"/> Website Upgrades                |

**Amount Requested:** \_\_\_\_\_

**How was the request amount determined?**

**Explanation:** (How will the incentive be implemented? Attach further documentation, as necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please continue to page 2.

**Assurance:** By my signature below, I certify that the funds disbursed pursuant to this request are intended to be used for the purpose and in the manner stated above, and that the district will adhere to all requirements specified in the FY25 RRI Funds Disbursement Agreement.

**Superintendent Name:** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For CERRA Use Only**

**Approved:**  **Yes** - Check request being processed

**No** – Explanation and/or additional information needed \_\_\_\_\_

**CERRA Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please note that funds will be disbursed via check, issued by Winthrop University, mailed to the district at the address provided above.**



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# Appendix H



Appendix H  
DISBURSEMENTS BY DISTRICT AND INCENTIVE TYPE  
2023-24

District	INCENTIVE	DISBURSEMENT	Total
Abbeville	Alternative Certification Fees	2,435.69	
	International Teacher Fees	10,000.00	
	Mentoring/Induction Support	8,523.61	
	Recruitment Expenses	17,993.15	
			38,952.45
Allendale	International Teacher Fees	39,187.00	
			39,187.00
Anderson 2	Alternative Certification Fees	5,200.00	
	Critical Need Salary Stipend	46,600.00	
	Mentoring/Induction Support	19,717.16	
	Recruitment Expenses	19,642.84	
			91,160.00
Anderson 3	Bridge Program Partnerships	1,328.51	
	Mentoring/Induction Support	2,657.02	
	National Employment System Fees	21,035.10	
	Professional Development	24,136.16	
	Recruitment Expenses	4,021.11	
	Website Upgrades	33,385.10	
			86,563.00
Anderson 4	Alternative Certification Fees	340.25	
	Mentoring/Induction Support	28,168.98	
	National Employment System Fees	9,000.00	
	Professional Development	23,202.06	
	Recruitment Expenses	5,895.30	
	Website Upgrades	28,247.41	
		94,854.00	
Anderson 5	Mentoring/Induction Support	103,500.00	
	Professional Development	169,050.00	
	Recruitment Expenses	134,886.64	
			407,436.64

Bamberg	International Teacher Fees	62,414.00	
			62,414.00
Barnwell 45	Alternative Certification Fees	4,500.00	
	Critical Need Salary Stipend	16,039.85	
	International Teacher Fees	30,211.47	
	Recruitment Expenses	1,919.46	
	Website Upgrades	8,290.22	
			60,961.00
Barnwell 48	Alternative Certification Fees	4,500.00	
	Mentoring/Induction Support	7,200.00	
			11,700.00
Chester	Critical Need Salary Stipend	78,000.00	
	Professional Development	4,500.00	
	Recruitment Expenses	8,000.00	
	Website Upgrades	2,000.00	
			92,500.00
Clarendon	Alternative Certification Fees	6,800.00	
	Bridge Program Partnerships	4,500.00	
	Certification Examination Support	2,000.00	
	Graduate Coursework	22,000.00	
	International Teacher Fees	12,500.00	
	Mentoring/Induction Support	23,146.32	
	National Employment System Fees	12,241.58	
	Recruitment Expenses	28,000.00	
			111,187.90
Colleton	Alternative Certification Fees	16,000.00	
	International Teacher Fees	80,000.00	
	Mentoring/Induction Support	38,780.70	
			134,780.70

Darlington	Certification Examination Support	3,911.00	
	Critical Need Salary Stipend	250,000.00	
	International Teacher Fees	52,250.00	
	Professional Development	23,750.00	
			329,911.00
Dorchester 4	Certification Examination Support	2,760.00	
	International Teacher Fees	9,500.00	
	Mentoring/Induction Support	6,000.00	
	National Employment System Fees	14,274.65	
	Recruitment Expenses	16,754.70	
			49,289.35
Fairfield	Certification Examination Support	3052.40	
	International Teacher Fees	77,022.60	
	Mentoring/Induction Support	19,620.00	
	Professional Development	3,950.00	
			103,645.00
Florence 1	Critical Need Salary Stipend	100,000.00	
	International Teacher Fees	378,506.00	
	Recruitment Expenses	79,618.00	
			558,124.00
Florence 3	Alternative Certification Fees	22,500.00	
	Bridge Program Partnerships	1,764.60	
	Certification Examination Support	1,278.00	
	Graduate Coursework	3,952.40	
	International Teacher Fees	43,500.00	
	National Employment System Fees	8,556.02	
	Recruitment Expenses	18,576.98	
	Website Upgrades	6,000.00	
			106,128.00
Greenwood 50	Alternative Certification Fees	4,846.00	
	Graduate Coursework	68,030.00	
	Mentoring/Induction Support	124,876.11	
	Professional Development	64,369.30	
	Recruitment Expenses	3,793.55	
			265,914.96

Greenwo od 51	Critical Need Salary Stipend	24,103.00	
	First-Year Teacher Salary Stipend	9,000.00	
			33,103.00
Greenwo od 52	Graduate Coursework	33,728.00	
	Professional Development	12,075.00	
			45,803.00
Hampton	Alternative Certification Fees	10,000.00	
	Certification Examination Support	3,000.00	
	Critical Need Salary Stipend	25,000.00	
	International Teacher Fees	30,000.00	
	Mentoring/Induction Support	5,000.00	
	Professional Development	5,000.00	
	Recruitment Expenses	5,317.00	
			83,317.00
Jasper	Alternative Certification Fees	8,400.00	
	Critical Need Salary Stipend	30,000.00	
			38,400.00
Lancaste r	International Teacher Fees	435,977.86	
	Recruitment Expenses	3,081.14	
			439,059.00
Laurens 55	Alternative Certification Fees	16,724.00	
	Certification Examination Support	8,050.00	
	International Teacher Fees	39,000.00	
	Mentoring/Induction Support	1,000.00	
	Professional Development	24,000.00	
	Recruitment Expenses	32,800.00	
	Surveys	31,500.00	
	Website Upgrades	19,766.39	
			172,840.39

Laurens 56	Alternative Certification Fees	1,500.00	
	Certification Examination Support	1,500.00	
	Graduate Coursework	24,800.00	
	Mentoring/Induction Support	29,285.00	
	National Employment System Fees	7,719.75	
	Professional Development	3,500.00	
	Recruitment Expenses	16,200.00	
			84,504.75
Lee	Alternative Certification Fees	1,660.50	
	Certification Examination Support	3,840.00	
	International Teacher Fees	32560.00	
	National Employment System Fees	3,987.67	
	Recruitment Expenses	3,271.83	
			45,320.00
Lexington 2	Alternative Certification Fees	90,000.00	
	Mentoring/Induction Support	60,000.00	
	Recruitment Expenses	134,857.00	
			284,857.00
Lexington 3	Certification Examination Support	2,204.00	
	Graduate Coursework	31,500.00	
	International Teacher Fees	20,000.00	
	Mentoring/Induction Support	10,000.00	
			63,704.00
Lexington 4	Alternative Certification Fees	9,000.00	
	Certification Examination Support	1,200.00	
	International Teacher Fees	9,500.00	
	Mentoring/Induction Support	20,300.00	
	Professional Development	8,000.00	
	Recruitment Expenses	34,559.00	
	Website Upgrades	23,969.00	
			106,528.00
Marion	Alternative Certification Fees	500.00	
	Critical Need Salary Stipend	141,175.00	
	Recruitment Expenses	5,722.00	
			147,397.00

McCormick	Professional Development	12,400.00	
	Recruitment Expenses	12,310.00	
			24,710.00
Newberry	International Teacher Fees	90,000.00	
	Mentoring/Induction Support	70,275.00	
	Recruitment Expenses	29,180.00	
	Website Upgrades	13,300.00	
			202,755.00
Orangeburg	Alternative Certification Fees	15,000.00	
	International Teacher Fees	323,050.00	
	Mentoring/Induction Support	13,500.00	
			351,550.00
Saluda	Certification Examination Support	1,500.00	
	Mentoring/Induction Support	43,950.00	
	Professional Development	7,000.00	
	Recruitment Expenses	5,000.00	
	Website Upgrades	13,700.00	
			71,150.00
Spartanburg 3	Alternative Certification Fees	1,500.00	
	Certification Examination Support	1,000.00	
	Critical Need Salary Stipend	40,000.00	
	Graduate Coursework	30,000.00	
	Mentoring/Induction Support	7,000.00	
	Professional Development	5,000.00	
	Recruitment Expenses	15,543.00	
			100,043.00

Spartanburg 7	Alternative Certification Fees	39,000.00	
	Bridge Program Partnerships	163,500.00	
	Certification Examination Support	17,000.00	
	International Teacher Fees	38,000.00	
	Mentoring/Induction Support	31,500.00	
	Professional Development	2,935	
	Recruitment Expenses	25,000.00	
			316,935.00
Sumter	Alternative Certification Fees	6,641.12	
	Certification Examination Support	28,272.00	
	International Teacher Fees	241,012.37	
	Mentoring/Induction Support	64,280.00	
	Professional Development	4,525.00	
	Recruitment Expenses	54,691.51	
			399,422.00
Union	Alternative Certification Fees	4,500.00	
	Critical Need Salary Stipend	64,740.58	
	Graduate Coursework	20,731.71	
	Mentoring/Induction Support	1,675.00	
	National Employment System Fees	15,996.92	
	Recruitment Expenses	13,246.79	
			120,891.00
Williamsburg	Critical Need Salary Stipend	3,000.00	
	First-Year Teacher Salary Stipend	22,500.00	
	International Teacher Fees	13,960.00	
	Mentoring/Induction Support	42,500.00	
	Recruitment Expenses	3,490.00	
			85,450.00
York 1	Alternative Certification Fees	170.00	
	Certification Examination Support	2,254.00	
	National Employment System Fees	16,927.88	
	Recruitment Expenses	16,974.37	
	Website Upgrades	5,000.00	
			41,326.25

Yor k 4	Graduate Coursework	640.00	
	Mentoring/Induction Support	900.00	
	Professional Development	332,293.67	
	Recruitment Expenses	101,271.72	
	Surveys	106,181.36	
	Website Upgrades	26,950.25	
			568,237.00
Tot al			\$6,472,011

Source: CERRA, Rural Recruitment Incentive Report



# Appendix I

## Appendix I: Rural Recruitment Initiative FY25

Eligible SC School Districts	
Abbeville	Jasper
Allendale	Kershaw
Anderson 2	Lancaster
Anderson 3	Laurens 55
Anderson 4	Laurens 56
Anderson 5	Lee
Bamberg	Lexington 2
Barnwell 45	Lexington 3
Barnwell 48	Lexington 4
Calhoun	Marion
Chester	Marlboro
Clarendon	McCormick
Colleton	Newberry
Darlington	Orangeburg
Dillon 3	Saluda
Dillon 4	Spartanburg 2
Dorchester 4	Spartanburg 3
Edgefield	Spartanburg 7
Fairfield	Sumter
Florence 3	Union
Greenwood 50	Williamsburg
Greenwood 51	York 1
Greenwood 52	York 4
Hampton	

Eligible districts have greater than 11% average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the SC Department of Education, and are not one of the 15 wealthiest districts based on the index of taxpaying ability.

# Appendix J

## Appendix J: Financials for Rural Recruitment Initiative

The RRI for 2023-24 was allocated \$7,598,392 from Education Improvements Act funds. There was a carry forward of \$800,654 in 2022-23 for a total of \$8,399,046 in funds available to disburse. Seven million dollars was allocated for the rural recruitment initiatives to the eligible 42 districts. Districts expended \$6,472,011 in 2023-24 for rural recruitment initiative funds.

As part of the RRI allocation, \$336,000 was paid to teachers eligible for the teacher loan forgiveness program. Administrative costs include indirect cost to Winthrop at \$283,934 and administrative costs for CERRA was \$76,561. In addition, \$35,103 was allocated for site grants to teachers implementing Pro Team (middle grades) and Teacher Cadet (high school) programs.

Total funds utilized in 2023-24 was \$7,203,776 leaving a carry forward of \$1,195,270. The primary factor in the larger carry forward was districts not expending all of their RRI funds. The carry forward will be reallocated to districts and additional funds being made available to teachers in the loan program in 2024-25.

### 2023-24 Financials For Rural Recruitment Incentives

Carry Forward 2022-23	\$800,654
RRI Allocation from EIA funds for 2023-24	\$7,598,392
Total funds available for 2023-24	\$8,399,046

### Allocations for 2023-24

Rural Recruitment Incentives to Districts	\$7,000,000
District Expenditures for Incentives	\$6,472,011
Difference between Allocation/Expenditure	(+\$527,989)

Winthrop Indirect Costs	\$283,934
CERRA Administrative	\$76,561
Site Grants to Teachers	\$35,103
Teacher Loan Forgiveness	\$336,000
Total Funds Expended in 2023-24	

# Appendix K



## Rural District Undergraduate Loan Forgiveness Program

### Applicant Information Sheet

The 2023-24 Rural District Undergraduate Loan Forgiveness Program (Program) is authorized by South Carolina FY24 Proviso 1A.45 and is administered by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The Program is intended to encourage classroom teachers to seek and maintain employment within the 42 rural districts identified through the Proviso. Under the Program, eligible classroom teachers may apply for up to \$5,000 per year to be applied to the balance on any undergraduate loan for which no other loan forgiveness options apply. Assistant teachers, media specialists, reading coaches, school counselors, and speech-language pathologists are not eligible for forgiveness through the Rural District Undergraduate Loan Forgiveness Program.

We strongly recommend all potential applicants review the Frequently Asked Questions document.

#### Who is eligible?

In order to receive funds through the Program, teachers must have been employed full-time in a classroom setting for at least 152 days during the 2023-24 school year in one of the following South Carolina school districts: Abbeville, Allendale, Anderson 2, Anderson 3, Anderson 4, Anderson 5, Bamberg, Barnwell, Barnwell 45, Chester, Clarendon, Colleton, Darlington, Dorchester 4, Fairfield, Florence 1, Florence 3, Greenwood 50, Greenwood 51, Greenwood 52, Hampton, Jasper, Lancaster, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 3, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Spartanburg 3, Spartanburg 7, Sumter, Union, Williamsburg, York 1, or York 4.

Teachers must have first exhausted all other loan forgiveness options before applying for this Program. For more information about federal loan forgiveness options, go to <https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>. SC Teaching Fellows Loans and SC Teachers Loans are not eligible for forgiveness through this Program. **Parent Plus loans where you, as the parent, serve as the cosigner or surety for the child are not eligible for forgiveness through this Program.**

## How do teachers apply?

Teachers may obtain an application through their school district's Human Resources Department or from CERRA's website at <https://www.cerra.org/rural-recruitment-initiative.html>. The application must be completed and delivered to CERRA between **June 17, 2024, and August 9, 2024**. Applications and required documentation, including a complete W-9 form, delivered before June 17, 2024, or after August 9, 2024, will not be considered.

Along with the paper application, applicants must also submit documentation of outstanding loan balances. This documentation must come directly from the loan lender and must include the following information:

- applicant's name
- lender's name (original or consolidating lender)
- original/first undergraduate loan distribution dates
- current amount due, including the principal balance
- the interest accrued
- any penalty or late fees imposed
- loan status (repayment, deferment, forbearance, delinquent, default)
- monthly payment amount
- and the due date for the June, July, or August 2024 payment.

If an undergraduate loan has been consolidated by the loan lender, applicants must contact their loan lender and/or the appropriate state or federal education agency(s) to obtain the original/first undergraduate loan distribution dates. CERRA cannot complete this step on the applicant's behalf. Applicants also must submit a copy of their teaching certificate and a completed W-9 tax form.

Applications and documentation must be submitted at the same time in one envelope. Applications submitted without the required loan documentation and a complete W-9 form will not be considered. Emailed applications, loan documentation, and/or W-9 forms will not be considered. CERRA is not responsible for lost or misdirected mail.

## What else do applicants need to know?

Applicants will receive an email informing them if their application has been approved or denied. The 2023-24 Program will close by August 9, 2024, or at such time all available funds have been disbursed.



## Rural District Undergraduate Loan Forgiveness Program

### Applicant Checklist

#### For all applicants:

- I reviewed the Rural District Undergraduate Loan Forgiveness Program Applicant Information Sheet and Frequently Asked Questions Document.
- I have completed all four pages of the Rural District Undergraduate Loan Forgiveness Program application, and my application is legible.
- My District's Chief Personnel Administrator or designee completed the "Verification of Employment" section of my application.
- I remembered to sign and date the Rural District Undergraduate Loan Forgiveness application at the bottom of page three.
- I included a copy of my SC teaching certificate with my application.
- I included documentation directly from my loan lender with the following information: my full name, my lender's name (original or consolidating lender), the original/first undergraduate loan distribution dates, the current amount due, including the principal balance, the interest accrued, any penalty or late fees imposed, loan status (repayment, deferment, forbearance, delinquent, default), monthly payment amount, and the due date for the June, July, or August 2024 payment.
- I included a complete W-9 with my application and I signed the W-9 under Part II, Certification.

#### For some applicants, please check all that apply:

- I have a **federal Direct or Stafford student loan** and **have** taught for 5 years or longer at an eligible elementary, middle, or secondary school but had not previously applied for loan forgiveness through the **federal Teacher Loan Forgiveness Program**, so I included a copy of the federal Teacher Loan Forgiveness Program application.
- I have a **federal Perkins student loan** and **have** taught for 5 years or longer at an eligible elementary, middle, or secondary school but had not previously applied for loan forgiveness through the **Perkins Cancellation Program**, so I included a copy of the Perkins Cancellation Program application.
- I was **denied** forgiveness for my **federal Direct** student loan because I had a balance as of October 1, 1998, so I included documentation that my request for forgiveness was denied for this reason.
- I **exhausted** my loan forgiveness options through the Federal Teacher Loan Forgiveness Program and/or the Perkins Cancellation Program, **but still have a remaining balance on my loan**, so I included a statement from my loan lender indicating the amount I received and the date when I received the federal funds.
- I **previously received Rural District Undergraduate Loan Forgiveness Funds**, so I provided the required documentation from my loan lender indicating the full amount of the Rural District Undergraduate Loan Forgiveness funds previously received were applied in a lump sum to my federal/private student loan.





**Rural District Undergraduate Loan Forgiveness Program Application  
FY24 SC Legislative Proviso 1A.45**

Applicant Information		
Full name:		
Former last name(s) (maiden or married):		
SSN:	How many years have you been teaching in SC?	
Phone:	Personal Email:	
Street Address:		
City:	State:	ZIP Code:
SC Certificate Number (please attach copy of your certificate to the application):		
When did you receive your <u>undergraduate</u> degree (month/year)?		
When did you complete your master's degree (month/year), if applicable?		
Work Email:		

Current Employment Information
--------------------------------

One requirement to qualify for forgiveness through this program is that applicants must have been employed as a full-time classroom teacher for at least 152 days during the 2023-24 school year in one of the 42 districts identified through FY24 Proviso 1A.45. If you were employed at more than one school during the 2023-24 academic year, you may include the information in the additional space provided below.

Name of District	Name of School	Dates of Actual Service (mm/dd/yy-mm/dd/yy)

Verification of Employment (To be completed by the District's Chief Personnel Administrator or designee)			
---	--	--	--

District Name:			
District Address:			
District City:	District State:	District Zip Code:	District Phone:

**(Verification continued on the next page)**

I certify that the Applicant named above was employed for a minimum of 152 days in this district during the 2023-24 academic year as a full-time classroom teacher during the service dates listed above for this district. Please note that assistant teachers, media specialists, reading coaches, school counselors, and speech-language pathologists are not eligible for forgiveness through the Rural District Undergraduate Loan Forgiveness Program.

Signature of Certifying Official: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name and Title of Certifying Official: \_\_\_\_\_

**Qualifications for Loan Forgiveness**

Applicants applying for forgiveness toward their **federal Perkins, Direct, or Stafford student loans** are required to meet the requirements and apply for forgiveness through the federal Teacher Loan Forgiveness Program or the Perkins Cancellation Program before applying for loan forgiveness through the Rural District Undergraduate Loan Forgiveness Program. Applicants with federal loans who have not yet taught for 5 years at an eligible school will not qualify for forgiveness through any of the above-listed loan forgiveness programs. Please see the Rural District Undergraduate Loan Forgiveness Program FAQ document for more information.

Only those teachers who are able to check one or more of the boxes in Sections A, B, C, or D below will be eligible for loan forgiveness through the Rural District Undergraduate Loan Forgiveness Program.

**A. If you have been employed as a classroom teacher for at least 152 days during the 2023-24 school year in one of the 42 districts identified through FY24 Proviso 1A.45 and you have a federal Direct loan, please check all that apply:**

- I have taught for 5 years or longer at an eligible elementary, middle, or secondary school, and I am in the process of applying for loan forgiveness through the federal Teacher Loan Forgiveness Program. **If you check this box, please provide a copy of the application.**
- I am ineligible for loan forgiveness through the federal Teacher Loan Forgiveness Program because I teach at an elementary, middle, or secondary school not included on the Teacher Cancellation Low-Income list or at a Career, Technical, or Vocational school.
- I was denied forgiveness for my federal Direct student loan because I had a loan balance as of October 1, 1998. **If you check this box, please provide documentation that your request for forgiveness was denied because you had a balance as of October 1, 1998.**
- I exhausted my loan forgiveness options through the federal Teacher Loan Forgiveness Program but still have a remaining balance on my undergraduate Direct loan. **If you checked this box, please request from your loan lender a statement that indicates you have received loan forgiveness, the date you received it, and the amount you received.**

---

**B. If you have been employed as a classroom teacher for at least 152 days during the 2023-24 school year in one of the 42 districts identified through FY24 Proviso 1A.45 and you have a federal Perkins loan, please check all that apply:**

- I have taught for 5 years or longer at an eligible elementary, middle, or secondary school, and I am in the process of applying for loan forgiveness through the federal Perkins Cancellation Program. **If you check this box, please provide a copy of the application.**
  - I am ineligible for loan forgiveness through the federal Perkins Cancellation Program because I teach at an elementary, middle, or secondary school not included on the Teacher Cancellation Low-Income list or at a Career, Technical, or Vocational school.
  - I exhausted my loan forgiveness options through the federal Perkins Cancellation Program but still have a remaining balance on my undergraduate Perkins loan. **If you checked this box, please request from your loan lender a statement that indicates you have received loan forgiveness, the date you received it, and the amount you received.**
-

**C. If you have been employed as a classroom teacher for at least 152 days during the 2023-24 school year in one of the 42 districts identified through FY24 Proviso 1A.45 and you have a federal Stafford loan please check all that apply:**

- I have taught for 5 years or longer at an eligible elementary, middle, or secondary school, and I am in the process of applying for loan forgiveness through the federal Teacher Loan Forgiveness Program. **If you check this box, please provide a copy of the application.**
- I am ineligible for loan forgiveness through the federal Teacher Loan Forgiveness Program because I teach at an elementary, middle, or secondary school not included on the Teacher Cancellation Low-Income list or at a Career, Technical, or Vocational school.
- I exhausted my loan forgiveness options through the federal Teacher Loan Forgiveness Program but still have a remaining balance on my undergraduate Stafford loan. **If you checked this box, please request from your loan lender a statement that indicates you have received loan forgiveness, the date you received it, and the amount you received.**

#### Qualifications for Loan Forgiveness Continued

**D. If you have been employed as a classroom teacher for at least 152 days during the 2023-24 school year in one of the 42 districts identified through FY24 Proviso 1A.45 and you have a private loan, please check the appropriate box below:**

- I am seeking forgiveness towards an undergraduate private student loan serviced by a bank or third-party lender.
- I am seeking forgiveness towards an undergraduate SC Palmetto Loan.

#### Previous Loan Forgiveness Documentation

Applicants who applied and were previously approved for Rural District Undergraduate Loan Forgiveness funds are required to provide additional documentation from their loan lender indicating the full amount of the most recent funds received were applied to their federal/private student loan. Documentation also must indicate that the funds were applied in a lump sum, not in installments.

**Applications without the required documentation from the loan lender will not be accepted.**

#### Loan Documentation

All applicants also must attach documentation directly from the loan lender with the following information: applicant's name, lender's name (original or consolidating lender), original/first undergraduate loan distribution dates, current amount due, including the principal balance, the interest accrued, any penalty or late fees imposed, loan status (repayment, deferment, forbearance, delinquent, default), monthly payment amount, and the due date for the June, July, or August 2024 payment.

**Please be advised: Applications without the required loan documentation will not be accepted. Any loan documentation without the applicant's name and loan lender listed on the documentation will not be considered. Loan documentation with a date prior to June 2024 will not be accepted.**

#### W-9 Documentation

Since the IRS views these funds as "income," you will be required to complete and submit a W-9 form. **The W-9 must be submitted with the application and other required loan documentation. W-9 forms and loan documentation submitted via email will not be accepted.**

## Terms and Conditions

*I agree to all the terms and conditions of this loan forgiveness program, as specified in this application. I certify that the information I provided is true and accurate and that all submitted loans are my personal undergraduate student loans.*

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Your application, loan documentation, teaching certificate, and W-9 form must be delivered between June 17, 2024, and August 9, 2024, to the address listed below. Emailed applications, loan documentation, teaching certificates and/or W-9 forms will not be considered.**

Applications in envelopes should be mailed to CERRA at the following address:

Winthrop University  
Center for Educator Recruitment, Retention, and Advancement (CERRA)  
Attn: Rural District Undergraduate Loan Forgiveness Program  
2020 Alumni Drive  
Rock Hill, SC 29733

Applications in boxes or shipped with FedEx or UPS should be mailed to the following address:

Winthrop University  
Center for Educator Recruitment, Retention, and Advancement (CERRA)  
Attn: Rural District Undergraduate Loan Forgiveness Program (Withers 116 or 402)  
349 Columbia Avenue  
Rock Hill, SC 29733

If you plan to hand deliver your application, please contact us via email at [loanforgiveness@cerra.org](mailto:loanforgiveness@cerra.org) to make arrangements to drop off your information.

# Appendix L

Appendix L

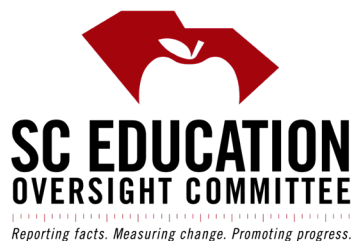
**Top Seven Incentives Utilized by Districts over Past Five (5) Years**

(figures rounded)

2019-20		2020-21		2021-22		2022-23		2023-24	
International Teachers	\$2,500,000	Critical Needs Stipends	\$1,800,000	International Teachers	\$1,900,000	Recruitment Expenses	\$1,400,000	International Teachers	\$2,000,000
Recruitment Expenses	\$1,000,000	International Teachers	\$1,700,000	Recruiting Expenses	\$1,500,000	Critical Needs Stipends	\$1,300,000	Recruiting Expenses	\$ 900,000
Critical Needs Stipend	\$ 800,000	Professional Development	\$ 800,000	Critical Needs Certification	\$1,100,000	International Teachers	\$1,300,000	Critical Needs Stipends	\$ 800,000
Induction - Mentoring	\$ 700,000	Induction - Mentoring	\$ 700,000	Professional Development	\$ 900,000	Induction - Mentoring	\$ 700,000	Induction - Mentoring	\$ 800,000
Professional Development	\$ 700,000	Recruiting Expenses	\$ 700,000	Induction - Mentoring	\$ 600,000	Professional Development	\$ 600,000	Professional Development	\$ 700,000
Alternative Certification	\$ 270,000	Alternative Certification	\$ 300,000	Graduate Courses	\$ 400,000	Graduate Courses	\$300,000	Alternative Certification	\$ 300,000
National Employment	\$ 230,000	Graduate Courses	\$ 210,000	National Employment	\$ 200,000	Alternative Certification	\$ 300,000	Graduate Courses	\$ 200,000

<b>Total Expenditures by Incentive Type (2020-2024)</b>	
International Teachers	\$9,400,000
Critical Needs Stipends	\$5,800,000
Recruiting Expenses	\$5,500,000
Professional Development	\$3,700,000
Induction - Mentoring	\$3,500,000
Alternative Certification	\$1,200,000
Graduate Courses	\$1,100,000

1205 Pendleton Street  
Room 502 Brown Building  
Columbia, SC 29201  
[www.eoc.sc.gov](http://www.eoc.sc.gov)



*The South Carolina Education Oversight Committee (EOC) is an independent, nonpartisan group of 18 educators, business people, and elected officials appointed by the legislature and governor. The EOC enacts the South Carolina Education Accountability Act of 1998, which sets standards for improving the state's K-12 educational system. The EOC reviews the state's education improvement process, assesses how schools are doing, and evaluates the standards schools must meet to build the education system needed to compete in this century.*