



SC Teacher Loan Program

Annual Report 2022-23



Acknowledgments

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South Carolina Commission on Higher Education

South Carolina Student Loan Corporation

South Carolina Department of Education

South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) at the University of South Carolina

Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University

Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2022-23

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2022-23 follows.

Annual Program Reports from fiscal years 2016-17 through 2021-22 may be found on the EOC website at www.eoc.sc.gov (scroll down to **POLICYMAKERS** and click on **LEARN MORE**, then scroll down to **Teacher Loan Program**).



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Overview of Teacher Loan Program

SECTION I

The South Carolina **Teacher Loan Program (TLP)**, authorized by the South Carolina General Assembly as part of the Education Improvement Act of 1984, is a financial incentive program offering forgivable loans for the express purpose of encouraging talented and qualified state residents to enter the teaching profession in academic and/or geographic areas of critical need. The following subsections provide contextual information for TLP components as background for the Findings and Recommendations in Section II.

Governance

The Program is governed by SC Code 59-26-20 and 59-26-30 (Appendix A-1); Provisos 1A.6 and 1A.64 of the 2022-23 General Appropriations Bill (Appendix A-2), which remained unchanged for 2023-24 (Proviso 1A.57); and State Regulation 62-110, et al (Appendix B.) Pursuant to these regulatory provisions, the program is governed collectively by five separate entities, as described below:

The State Board of Education (SBE): SBE defines the TLP's areas of critical needs annually pursuant to statutory requirements:

SBE determines criteria for identifying critical certification areas, which according to the **South Carolina Department of Education (SCDE)** website, for 2021-22, was based on "the percentage of full-time teaching positions in the 2020-21 academic year which are vacant or filled by individuals not fully certified in the particular subject area," (all those 11.43% or higher). Beginning with 2022-23, and through 2024-25, SBE uses the U.S. Department of Education formula for designating teacher shortage areas: "the percentage of positions in a given subject area (i.e., certification field) that are unfilled, filled by educators in an alternative route program, or filled by educators holding an out-of-field permit".

SBE was also directed by statute to define critical geographic need areas until 2004, at which time Act 307 amended statute to define them based on school report card ratings (overall school ratings of Below Average or Unsatisfactory), teacher turnover (20% or more for the past three years), poverty index (70% or higher). SBE also provides a member for the **Teacher Loan Advisory Committee (TLAC)**.

The more inclusive the annual list designating certification and geographic areas as critical needs becomes, the greater the opportunity for loan recipients to qualify for loan forgiveness, as they have more flexibility for what to teach, and where – and to have their loan cancelled at an accelerated rate if teaching in a critical certification area plus critical geographic needs area. (See Tables 2 and 3).

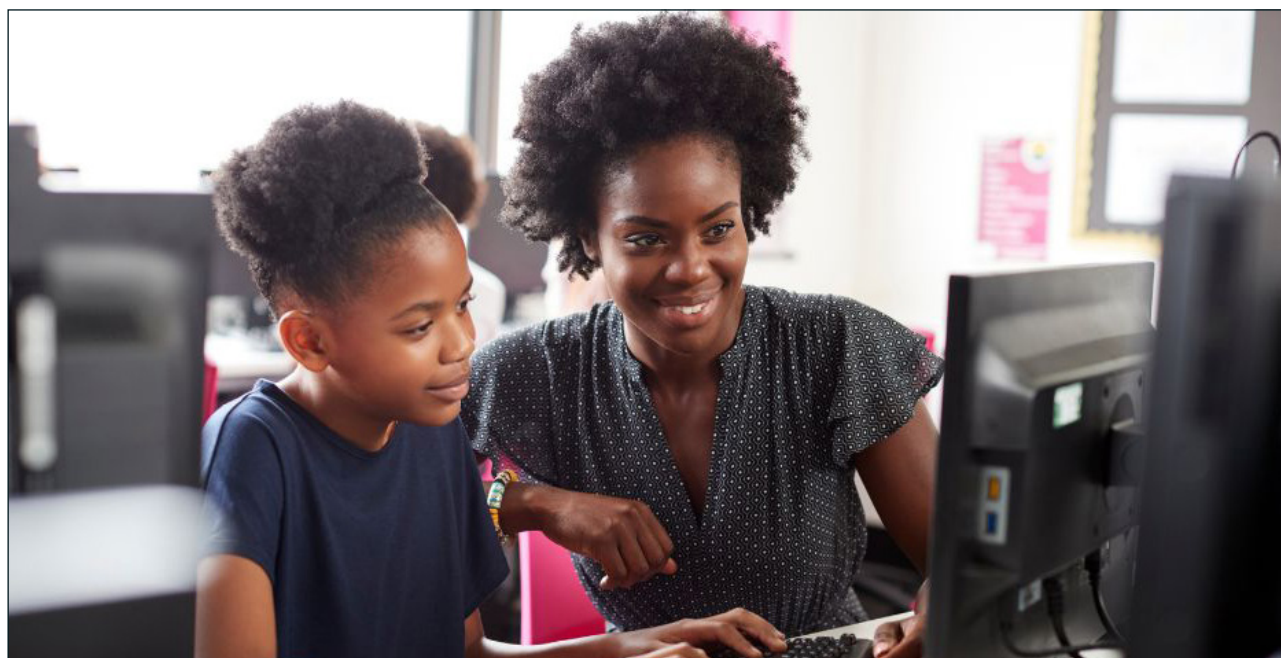
SC Student Loan Corporation (SLC): The SLC, a private entity which also has other loan administration functions, by statute administers the SC Teacher Loan program (which includes the process for applications, loans, and loan forgiveness/cancellation or repayment), provides a member for the TLAC, and since February 2019, has outsourced certain administrative servicing functions.

Education Oversight Committee (EOC): Statute directs the EOC to perform a review of the program annually and report to the General Assembly (Appendix A-1). The EOC is directed by Proviso to provide a member of the Teacher Loan Advisory Committee (Appendix A-2), and to receive, review EIA budget requests from SLC before making recommendations to the General Assembly regarding EIA funding.

SC Commission on Higher Education (CHE): The governing statute provides for CHE's role in the program: "Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation." CHE also provides a member to the TLAC (Appendix A-2).

Center for Educator Recruitment, Retention, and Advancement (CERRA); Teacher Loan Advisory Committee (TLAC): A Proviso in place since Fiscal Year 2013-14 directs CERRA to “appoint and maintain the TLAC, to staff the committee, and to convene the TLAC at least twice a year. The Proviso expressly limits committee responsibilities to: (1) establishing program goals, (2) facilitating communication among the cooperating agencies, (3) advocating for program participants, and (4) recommending policies and procedures necessary to promote and maintain the program (Appendix A-2). Program goals were established via an advisory committee formed at the request of an EOC subcommittee in 2003:

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



Funding of Program

The General Assembly provides funding for the Program from the EIA and the General Fund.

- Funding for TLP loans and administrative costs is provided through the annual appropriations process, with the CHE making recommendations to request EIA funds. (See Table 1 for historical funding). Pursuant to Proviso 1A.7, the Program receives its full EIA appropriation at the start of the fiscal year from available resources.
- In addition, separate funding has been allocated to the SLC under SCDE Aid to School Districts since Fiscal Year 2000-01, when statute was amended to add two more Program loan forgiveness types: (1) loans to “Career Changers” in areas of critical need, and (2) funds to reimburse individuals with their cost to participate in SCDE’s critical needs teacher certification program, the PACE alternative certification program established in 1984 (59-28-30(A)(8). Upon receipt of a signed letter from the State Department of Education requesting this annual appropriation, the State Treasurer provides the funds to the Program, normally at the start of the fiscal year.
- The fourth undesignated paragraph in authorizing statute 59-26-30(j) provides for how loan repayments must be handled: “Funds generated from repayments to the loan program must be retained in a separate account and used as a revolving account for purpose that the funds were originally appropriated.”
- Program loans are non-competitive, so the SLC determines if more funds are needed than were appropriated to cover approved applications, and will request the amount needed from the Revolving Fund Account from the State Treasurer. According to the SLC’s Annual Audit Report, as of June 30, 2023, the balance in the revolving fund was \$20,935,219 (up 12% from \$18,450,367 as of June 30, 2022)¹.

¹ <https://www.scstudentloan.org/organization/financial-reports>

Loan Forgiveness

TLP allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and/or subject areas, which the SBE defines annually in accordance with statutory requirements. Beginning in the fall of 1984, the SBE defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation.

Three loan forgiveness options are currently available through TLP. At program inception, TLP loans (Type 1/TLP) became available for students in traditional educator preparation programs. Act 393 of 2000 subsequently amended statute to add loan forgiveness provisions for Career Changers (Type 2/TLC) and for participants in the state's critical needs certification Program of Alternative Certification for Educators program (Type 3/PACE). Following is a description of each of the three types of loan forgiveness options:



Type 1/TLP – TLP loans to qualified state residents attending public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in SC areas of critical academic or geographic need.

Freshmen and Sophomores may borrow up to \$2,500 per year. All others students may borrow up to \$7,500 per year, with an aggregate maximum of \$27,500 for undergraduate and graduate students. A Proviso added at the request of the CHE (through the TLAC) for Fiscal Year 2019-20 increased the annual amount for Juniors, Seniors, and graduate students by \$2,500 (from \$5,000 to \$7,500) and the aggregate by \$7,500; this change was implemented beginning Fiscal Year 2020-2021.



Type 2/TLC - Offers loans to assist Career Changers with becoming certified teachers employed in SC areas of critical need. Participants may borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.



Type 3/Program for Alternative Certification for Educators (PACE) – Offers loans on a reimbursement basis to assist state residents with their expenses incurred to participate in SDE's PACE critical needs professional certification program pursuant to Section 59-26-30(A)(8). According to the current PACE loan forgiveness application, participants may borrow up to \$750 per year, not to exceed a total maximum amount of \$5,000. SCDE's web site states that the PACE program *"was established to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a PACE approved subject area teaching position based on their bachelor's or graduate degree concentrations and coursework. PACE requires a three-year commitment to the content area and grade level for which you are admitted."*

Loan cancellation provisions: All loan recipients may have their loan canceled at a rate of 20% or \$3,000, whichever is greater, per year of teaching in critical subject areas or critical geographic locations in South Carolina; loan recipients who teach in both a critical subject area and a critical geographic area may have their loan canceled at a rate of 33.3% per year or \$5,000, whichever is greater.

Loan Applications

Type 1/TLP & Type 2/Career Changers Loan Application 2024-25: https://www.scstudentloan.org/sites/default/files/24-25%20TLP%20Career%20Changers%20ApplicationPN%20V2_Final3.18.24.pdf

Type 3/PACE Loan Application 2023-24: https://www.scstudentloan.org/sites/default/files/PACE2023_Application_Updated%207.10.2023_V4.pdf

Loan Application and Eligibility

This section describes loan eligibility requirements on the applicable application for all three loan types and the reasons an application may be denied.

Type 1/TLP - Loan eligibility requirements include:

- Must be a U.S. citizen or permanent resident, and a South Carolina resident.
- Enrolled in and making satisfactory academic progress at an accredited institution on at least a half-time basis; enrolled in a program of teacher education or have expressed an intent to enroll in such a program.
- Entering freshmen must have been ranked in the top 40% of their high school graduating class and have an SAT or ACT score equal to or greater than the South Carolina average for the year of the high school graduation – 1023 and 19, respectively, for 2023-24 applicants; 1020 and 18, respectively, for 2024-25.
- Enrolled undergraduate students, including second term freshman, must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis Core. Students with an SAT taken on or after 3/5/16 earning a score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement.
- Entering graduate students must have at least a 2.75 GPA on a 4.0 scale. Graduate students who have completed at least one term must have a GPA of 3.5 or better on a 4.0 scale.
- If previously certified to teach, applicant must be seeking initial certification in a different critical subject area.

Type 2/Career Changer - Loan eligibility requirements include:

- Have held a baccalaureate degree for at least three years or worked as an instructional assistant in an SC public school.
- Been employed at least three years.
- U.S. citizen or permanent resident, and an SC resident.
- Enrolled in and making satisfactory academic progress at an accredited institution on at least a half-time basis.
- Must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.
- Enrolled undergraduate students, including second term freshman, must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis Core. Students with an SAT taken on or after 3/5/16 earning a score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement. Applicants should check with their college's Education Department to see if other Praxis exemptions may apply. (Same criteria as for Type 1, except for being waived only during the Type 2 borrower's initial year as an applicant).
- Entering graduate students must have at least a 2.75 GPA on a 4.0 scale. Graduate students who have completed at least one term must have a grade point average of 3.5 or better on a 4.0 scale. (Same criteria as for Type 1).

Type 3/PACE - Loan eligibility requirements include:

- Must be pursuing a course of study leading to certification as described by the SDE under the PACE program.
- Must teach in the critical area as prescribed in the PACE program on a full-time basis in South Carolina (either a critical geographic area to be determined at time of employment, or in a critical subject area as indicated at time of application), in a public preschool, elementary or secondary school.
- Provide SLC with evidence of compliance with above requirements.

Reasons a loan application may be denied include: (See Table 8)

- Applicant does not meet academic requirements or has a credit problem.
- Applicant has not met the Praxis requirement (unless exempt from taking Praxis, has not taken it when/as prescribed, or has but did not pass it.)
- Program funds (including revolving loan funds) are insufficient.
- Other: Not an SC resident, enrollment less than half-time, ineligible critical area, not seeking initial certification, has already received the maximum annual and/or cumulative loan amount, or application is in process.

Value of Program to the Teacher Pipeline

The TLP was a component of 1984's landmark legislation Education Improvement Act, so it is important to note its' value in the context of being the first of other EIA funded teacher pipeline-related programs that followed. Programs described below provide a mix of career pathway supports, incentives, preparation, and certification, and/or financial incentives, pursuant to authorizing legislation and as administered by the entity directed to do so – and are not mutually exclusive (students may participate in more than one of the programs described).



“Programs described below provide a mix of career pathway supports, incentives, preparation, and certification, and/or financial incentives...”



Teacher Cadet Program² (CERRA)

A “grow your own” school-to-college partnership career pathway program piloted in four high schools in 1985-86, CERRA's FY 2022-23 Program Report shows that there were 175 sites. An innovative, curriculum-based college level course, its primary goal is to “encourage talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career.” Through a challenging introduction to teaching, it provides an opportunity to earn college-level credit. The only such national model, it is used in 40 other states.

- Operating under articulation agreements in place for dual credit accrual upon course completion, 25 “College Partners” in teacher education institutions collaborate with CERRA to offer enrichment experiences for Cadets.
- Students must be a high school junior or senior with at least a 3.0 average on a 4.0-point scale in a college preparatory program, be recommended in writing by three or more teachers, and submit an essay on why they want to participate in the class.
- CERRA's Teacher Cadet FAQs for Instructors indicates that participating high schools are expected to “actively seek to recruit students of color and males in keeping with the need to help expand the future pool of minority teachers,” as are instructors.
- Teacher Cadet instructors must meet certain criteria, including attendance at a three-day training course.
- The level of Teacher shortages and vacancies at the high school level may affect the availability of the program, especially in hard-to-staff schools.

According to the CERRA Program Report for FY 2022-23:

- Program hosted 249 classes in 175 high schools in 69 of 76 districts, serving 2,528 students through the Experiencing Education Course – and 307 through the Education Psychology course. Compared to FY 2021-22, it grew by four sites, 25 classes, and 130 students; FY 2023-24 saw three new sites and seven re-established sites.
- 885 (33%) of participants were non-white; 597 (23.6%) were male.
- The Program has served over 81,500 South Carolina students since 1985.
- After course completion, 36% (811) of the 2,252 Cadets who completed a 2021-22 end-of-course survey indicated they plan to pursue teaching as a career after college.
- Teacher Cadet program expenses are modest, as CERRA receives revenue associated with other states that use its “Experiencing Education” curriculum and materials. *Additional details may be found in an April 2022 report by Dr. Anderson cited in this report. For additional details on related data, see Table 11.*

² <https://www.teachercadets.com/>



Teaching Fellows (CERRA)³

In 1999, the SC General Assembly funded the Teaching Fellows Program due to the shortage of teachers in the state, with the mission of recruiting talented high school seniors into the teaching profession and to help them develop leadership qualities.

- Currently offered at 11 public and private institutions around the state, it is a merit-based, competitive program providing a designated number of Fellowships for high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.
 - A Teaching Fellow agrees to teach in a South Carolina public school one year for each year of receiving the Fellowship, and signs a promissory note requiring payment of the scholarship should they decide not to teach. The Teaching Fellows Program differs from the TLP in that (1) recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award, and (2) they do not have an opportunity to accelerate the length of time they are required to teach.
 - According to the CERRA FY 2024-25 Appropriation Request/ FY 22-23 Program Report for CERRA's Teacher Recruitment Project, the Program received 757 applications, made 225 awards, and had 775 Fellows enrolled across all cohorts at the 11 Teaching Fellows Institutions (TFI). For additional information, including historical data, see Table 16.
- Of the 2,643 Fellows graduates in the 2000-2018 cohorts:
- 1,736 (65.7%) are currently employed in 72 of 76 public school districts, SC DJJ, and SC Governor's School for Agriculture.
 - 2,465 (93.3%) Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in an SC public school. Of these 2,465 Fellows graduates:
 - 1,629 (61.6%) have satisfied their loan through teaching service, 1,126 of whom are employed in SC public school/district, i.e., 42.6% of the 2,643 cohort Fellows.
 - 249 (9.4%) have satisfied their loan through repayment or a combination of repayment plus some teaching service.
 - 587 (22.2%) are currently teaching for loan forgiveness in a SC public school.
 - The remaining 178 (6.7%) are in active repayment (4.1%) or in deferment (2.6%).
 - Teaching Fellows repayment fund balances are not included in Program Reports.
 - \$4,417,628 EIA funds were expended FY 22-23 (plus \$372,860 federal funds).
 - Teaching Fellows participate in advanced enrichment programs at the institution they are attending, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for no more than four years: up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA) while they complete a degree leading to initial teacher certification. Funds not used by a student due to other scholarships or funding sources may be used for Maymester or summer school, but only during the same academic year.
 - All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly.



³ <https://www.cerra.org>

Minority Recruitment Programs:



Call Me MISTER/CMM (Mentors Instructing Students Toward Effective Role Models):

Launched in 2000, Clemson's Call Me MISTER (CMM) program is an innovative and effective leadership development program for African American males to prepare and place them as teachers and role models in some of the state's poorest and most underserved communities and elementary schools. Student participants are largely selected from among underserved socio-economically disadvantaged and educationally at-risk communities. It aligns with the Profile of the South Carolina Graduate by addressing world-class skills, specifically identified as innovation, collaboration, and teamwork. The program works to increase the pool of available teachers from more diverse backgrounds, particularly among the lowest-performing elementary schools.⁴

The Program is housed at Clemson University, and partnerships have been developed with 10 two-year and 18 four-year higher education institutions in the state; for FY 22-23, the Program served 178 teacher candidates (freshmen–seniors) across the 27 partner institutions, by providing:

- Tuition support for admitted students pursuing approved programs of study in teacher education at participating colleges.
- An academic support system to help ensure participants' success.
- A cohort system for social and cultural support.
- Assistance with job placement.
- Program partner SCSU's website indicates the financial assistance as \$10,000 per academic year for MISTER participants who have passed Praxis Core, and \$5,000 for those who have not.

- The FY 21-22 EIA Program Report Program Summary stated that since its 2000 inception, Call Me MISTER has graduated 301 fully certified career teachers. (Related FY 22-23 data was not specified in the FY 22-23 Program Report).

Program specific data in its FY 22-23 EIA Program Report includes:

- 26 CMM graduates with Teacher Certification for FY 21-22 (FY 22-23 not provided), and 200 total participants.
- \$500,000 in EIA funds, of which \$325,000 was for Allocations to Districts/ Schools/Agencies/Entities and \$175,000 for student support. No carry forward funds were noted for FY 21-22, or FY 22-23. (FY 21-22 Program Report included a footnote that \$868,671 carry forward funds encumbered for disbursement).



Minority Access to Teacher Education: (MATTE, SCSU Bridge Program):

The SC State University Minority Access to Teacher Education (MATTE) Bridge Program Report for FY 22-23 describes the mission of the program as being to recruit and offer scholarships to high school students from rural school districts, particularly along the I-95 corridor, to attend SCSU and pursue and complete a baccalaureate degree in teacher education. The overall goal is to help student from these economically distressed areas with academic and financial support for post-secondary education, so they can reach their career goal of becoming teachers. The program supports the SCSU Teacher Preparation Program's commitment to recruit, retain, and graduate certifiable teachers to help contribute to the state's teacher pipeline.

- In addition to providing the necessary funding for undergraduate students to graduate debt-free, the Program offers a residential summer enrichment program.
- The program provides opportunities for 11th and 12th graders to earn six college credit hours (3 in Math and 3 in English), and provides enrichment activities to enhance the professional and personal skills needed to transition from high school to college.
- The program prepares students for Praxis Core by providing Reading, Writing, and Math courses during

the summer residential Bridge Program.

- Praxis Core seminars are offered during the regular academic year.

Program specific data in the EIA FY 22-23 Program Report include:

- For FY 22-23, 45 of the 64 sophomores attempted Praxis Core, and 15 passed (compared with FY 21-22, with 7 of the 30 sophomores who attempted the test, passed).

⁴ <https://www.clemson.edu/education/programs/programs/call-me-mister.html>

- Twenty-one 2023-24 seniors were reported in Cohort 1, which began with 37 summer Program students. Cohort 4 began with thirty-one 2023 Summer Bridge Program participants and thirty-one 2023 freshmen.
- FY 22-23 EIA Funding was \$1,000,000, plus \$423,796 carryover from FY 21-22, which is also reported as

FY 22-23 carryforward. Expenses included \$741,218 in transfers/scholarships, compared to \$382,777 FY 21-22 (which may, pursuant to Proviso 1A.67, include the \$400,000 it was directed to transfer to one or more institutions to establish Claflin “to partner with one or more institutions of higher education to establish a similar bridge program” (i.e., Claflin’s Bridge Program, “CUBE”).)



Claflin University’s Bridge to Education (CUBE):

In partnership with SCSU’s College of Education, Claflin University’s School of Education anticipates recruiting and preparing high school students along the I-95 corridor for the teaching profession. Their expectation is that the CUBE Bridge Program will consist of an aggressive recruitment plan that attracts SC’s best and brightest – those who have the knowledge, skills, and dispositions to become excellent educators. They work very closely with these students, implementing intensive trainings on critical thinking, effective communication, and problem-solving skills that will help them to be successful on required licensure examinations (e.g., Praxis Core, Praxis II, and Principles of Learning and Teaching).

- The Program, which began FY 2020-21, enrolls students interested in becoming educators during the summer, while living on a college campus and taking courses focused on the education curriculum in Claflin’s School of Education.
- To recruit high school students into the program, the program uses social media platforms (Twitter, Facebook, TikTok), television, interviews, and news articles.

14 students enrolled in the six-week Summer 2022 residential program, and none in Summer 2023, as Program Funding was received late.

- Report content and format did not explicitly describe program content and deliverables deployed to support participating students.
- As of 2020-21 and 2021-22, two students have attempted Praxis Core, with “1 passing using composite”.
- FY EIA 22-23 funding was \$405,671, including \$5,671 carryover from FY 21-22; Expenditures were \$197,669, with the largest expense being \$122,429 for Allocation to Districts/Schools/Agencies/Entities; \$214,310 and was carried over to FY 23-24.

Program specific data from the EIA FY 22-23 Program Report include:

- Program currently has four cohorts, with 26 students.
- Due to COVID limitations, there were no summer residential program for Summers of 2020 and 2021;



SCSU's SC-PRRMT/Program for the Recruitment and Retention of Minority Teachers:

According to a November 9, 2022 report to the CHE regarding the approval of SC-PRRMT's expansion request, this program offers on-campus and satellite teacher education coursework at off-campus sites to primarily recruit nontraditional students (teacher assistants, career path changers, and technical college) into the teaching profession.

- Funded by the EIA, its mission is to increase the state's teacher pool: FY 22-23 Proviso IA.6 (SDE-EIA: CHE/Teacher Recruitment) appropriated teacher recruitment funds to S.C. State University (SCSU) to be used for the "operation of a minority teacher recruitment program." Further, CHE "shall ensure that all funds are used to promote teacher recruitment on a statewide basis." Also, SCSU "in consultation with the CHE, shall extend beyond the geographic area it currently serves." The participants who meet the program's eligibility requirements are awarded a forgivable loan to assist with tuition, fees, and educational expenses, up to the cost of attendance, while obtaining a baccalaureate degree in teacher education – thus making education more accessible to non-traditional students.
- Since FY 18-19, (with one exception) the Program experienced a noticeable drop in the number of participants at each level – i.e., between Freshman/Sophomore, Sophomore/Junior and Junior/Senior years (from 18 to 4 for FY 22-23 for the latter). Minutes from the 2/1/24 CHE Committee on Access & Equity and Student Services (CAESS) meeting mention that the Praxis exam "is still the biggest barrier for program participants", which may be a factor.
- 86% of FY 22-23 program participants achieved a cumulative GPA of 3.00 or above (compared to 96% FY 21-22).
- 272 (84%) of program's total graduates have been placed in SC schools as of May 2023.
- \$339,482 from the EIA was appropriated for FY 22-23 (same amount appropriate annually since FY 18-19). Expenses included \$324,482 for Program Scholarships.
- Carryover funds were not indicated under Funding Sources of the Program Budgets page of the FY 22-23 Program Report; however, minutes of the 5/31/23 and 2/1/24 CAESS committee meetings indicated that carry-forward account funds are from collections, are used for scholarships and not administrative costs, and that the carry-forward account currently has \$546,129.01; SC-PRRMT shared a draft plan to spend down the carry-forward funding (e.g., hiring two part-time recruiters, hiring Praxis specialists, covering all materials, testing supplies, and pay the testing fee for each student), and was directed to provide an end-of-year report to review the carry-forward spending.

➤ Several points of interest from the Program's FY 22-23 Annual Report to CHE: for FY 19-20 through FY 22-23:

- 13 of the 34 total graduates have had their debt retired.
- 79% of participants have been Black Females, 15% Black Males.
- Average Cumulative Cost Per Graduate was \$13,545. Report states that "Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program."
- Program responsibilities/disbursements include classes to help with the Praxis exam, refresher courses for those re-entering college, evening classes, program materials and supplies, program marketing and recruitment.
- The Summer Institute (focusing on Praxis) has been suspended.

➤ For FY 22-23, the program continued to offer teacher education curricula and to administer a Forgivable Loan Program.

➤ Program specific data from the EIA FY 22-23 Program Report include:

- Program had 70 enrollment participants, including 8 graduates – all of whom have gained employment in a SC public school (compared to 67 participants and 7 graduates for FY 21-22, and 87 participants and 9 graduates for FY20-21).
- 12 regional SC-PRRMT sites were in place to serve participants.

https://che.sc.gov/sites/che/files/Documents/Meetings/Meetings%202023/CAESS/August%202023/Committee%20on%20Access%20and%20Equity%20and%20Student%20Services%20August%202023_AGENDAPDF.pdf

https://che.sc.gov/sites/che/files/Documents/Meetings/2024/CAESS/CAESS_MeetingMaterials_February22_2024.pdf



General Findings and Recommendations

Findings:

- TLP governance, funding, operations, and contribution to the teacher pipeline remained essentially the same as described in the 2023 Report.
- After two years, TLP applications and number of recipients remained approximately the same as reported for FY 21-22.
- Although at a 10-year low, the number of students enrolled in bachelor's and master's level education programs Fall 2022 decreased at a modest 1.9% from the previous year, compared to a 7.2% decrease Fall 2021.
- The data collection and reporting processes for teacher mobility, loans, etc. continue to be labor-intensive and include self-reported measures on some of the more significant data points.
- Disparate and loosely-defined metrics used in Program Reports make measuring impact and effectiveness challenging.
- General concern with minimizing student debt has broadened in recent years, but TLP – viewed and marketed as a 'loan' – still does not appear to be a first line of defense against student debt.

Recommendations:

- Address core Governance concerns by designating an appropriate entity to be actively responsible for directing and marketing the program. Provide statutory authority for this entity's designated responsibilities and statutory provisions to clarify the scope and responsibilities of each program stakeholder.
- Audit and update TLP statute, provisos, and goals to better conform with the current environment.
- Develop expectations, relevant targets, and goals for each Education Program Provider (EPP)-e.g., to increase enrollment, support and retain EPP students, etc.
- Perform a critical assessment of alignment, parity, and effectiveness between and among TLP and other teacher recruitment initiatives; develop Best Practices.
- Ramp up focus on early teacher pipeline program components, e.g., ProTeam. Teacher Cadets, graduation rates and college/career readiness, especially for minority recruitment (all minority demographics).
- Streamline and modernize the TLP application process.
- Streamline/simplify EIA Annual Program Report formats, aligning with agency reporting to CHE to the extent possible (i.e., to facilitate a clearer understanding of a program's purpose, deliverables, and cost/benefit; to identify/track progress, deliverables, data, and financials; to compare across initiatives etc.
- Reconsider use of, and impact of, applying USDE formula to determining critical subject area needs.

Governance: Findings and Recommendations

Findings – Structure

- TLP statute does not provide for a governance structure conducive to a single entity having clear authority to manage and direct the program, thus it remains fairly static.
- Statute related to TLP was last amended in 2004. Except for two emergency regulations promulgated due to COVID, current Program regulations have been in place since 2002.
- No significant actions on the 2023 TLP report were noted, though CERRA did mention a discussion of the report and its recommendations at the 9/27/23 TLAC meeting.

Findings – Data Reporting Issues

- Last year's challenges with obtaining accurate, timely, and consistent data (historical and current) did not reoccur.
- "Silos" of information and differences in timing and/or which type(s) of loans were included in the data field (Type 1/TLP, Type 2/TLC, Type 3/PACE) and terminology improved.
- After loan recipients have had 100% of their loans cancelled, SLC does not have further need to contact them, and has no way to know if they are still teaching in an SC public school – or where - thus, data on how many recipients are still in the classroom is not available.



Governance Recommendations:

Direct the TLAC to perform a critical review and assessment of core components of the program (using the 2024 TLP Report as a starting point, and input pursuant to related Recommendations in subsequent sections of this report) and provide a report with its own recommendations to the EOC. The review could include, but not be limited to:

- Program targets and goals, organization, loan structure and amounts, data and reporting, and loan cancellation provisions (including critical subject and geographic area needs).
- Marketing and communication for program awareness.
- Assessing long-standing Proviso 1A.6 establishing the Teacher Loan Advisory Committee – e.g., keep, modify, or sunset the TLAC; update program goals; add an SCDE representative; etc.)
- In collaboration with applicable staff in all program providers, a comprehensive review of Program authorizing statutes, regulations, and Provisos, to include reassessing the role and responsibilities of entities responsible for the program – and whether to designate one entity with overall responsibility for the program; submit recommendations for updates if/as needed.
- Program funding-related analysis (e.g., analysis of the Fund Balances, Loan Cancellations, and Revolving Loan Fund; trends and projections for allowance for loan cancellations vs. repayments).
- Using input from the related Revenue and Expenses Recommendation, assess the viability of consolidating General Funds appropriated for Type 1 and 2 loans with EIA funds for Type 1 (as a step towards streamlining and clarifying program operations, data reporting, and budget responsibilities).
- Viability of consolidating some of the program responsibilities, and/or aligning with the Teaching Fellows Program, which (although not called a “loan”) also has forgiveness provisions.

Alternatively, the EOC could appoint an ad hoc committee to perform this assessment, or engage one of the state’s Research Institutions.

Since funding and most legislative provisions have not been updated in a number of years, and turnover likely has occurred in responsible entities, these assessments are needed to ensure current practices and policies conform to requirements, current environment, and to the constituencies’ respective needs.

- Clarify and streamline expectations for annual reporting of accurate, meaningful data (content, terminology, timeline, priority, disaggregated as necessary, etc.) for all three Program types; develop and implement Memorandums of Understanding/Agreement as needed between and among the EOC, CERRA, CHE, SCDE, and SLC for data and information needed to fulfill requirements of the annual report to the General Assembly.
- Revise data collection points to conform with any program recommendations implemented.

Funding: Findings and Recommendations

Findings - Revolving Loan Fund

- The **Revolving Loan Fund (RLF)** includes monies collected by the SLC from individuals who do not qualify for cancellation. Since 2018 the balance in this account has more than doubled, increasing from \$8,695,425 to \$20,935,219.
 - Subsequent to recent clarification of the allowable use of such repayment funds in the RLF in 2020-21 the SLC resumed use of RLF funds to augment the EIA Appropriation for Type 1/TLP loan applications. For 2022-23, an additional \$500,000 was available for Type 1 loans, so none were denied due to “Inadequate Funds”. (See Tables 1 and 8).
- Annual Audit Report - Nomenclature in Note 1 is not clear as to whether the RLF account includes funds from TLP/Type 1 repayments only, or whether the “TLP” reference is all-inclusive (i.e., includes Career Changers with TLC/Type 2 loans and PACE/Type 3 loans).
- Description for Allowance for Teacher Loan Cancellations in Note 2 is also not clear as to whether all three types are included in the balance, or just Type 1.
 - PACE/Type 3 program description in Note 1 is in direct conflict with core provisions on the PACE Application and Promissory Note (loan amount and maximum, cancellation).
 - FYE June 30, 2021 appropriation amounts for Type 2 and Type 3 in Note 14 were used in the FYE 2022 and 2023 Annual Audit Reports.

Findings – Revenues and Expenses

- In 2022-23, funds spent on TLP administration rose to 9.1%, a .8% increase from 2021-22.
- Carryover funds from prior year (2021-22) on the TLP EIA Report were reported as \$0.
- SLC’s related EIA Program Report calculates “% of Total Dollars Spent on Administration” using “Total Dollars Available” (vs. Spent).
- The increase in administrative costs beginning with 2017-18 is due to additional costs associated with conversion to and use of an external service provider for certain functions of the program. (See Table 1).
- Since Type 2 and 3 loans are funded through the General Fund (vs. EIA), it remains unclear as to whether EIA administrative costs reported includes costs associated with Type 2 and 3 loans, or if they are included elsewhere.

Funding Recommendations:

- Determine what consolidating Type 2 and Type 3 funding with Type 1 EIA funding would entail.
- Expand, clarify, and codify (statute or Proviso) more strategic use of Revolving Loan Program Funds, and provisions for use of any carryover funds, for example:
 - Following the lead of the Call Me Mister Program, authorize use of some portion of Revolving Loan Fund balances to incentivize Program recipients who have passed Praxis Core.
 - Allocate funds to EPP’s for the purpose of supporting TLP participants (academic assistant, Praxis assistance, etc.); establish annual amounts and a cap.
 - Allow use of TLP funds for summer courses (as Teaching Fellows does).
 - Allow some of the other 14 SDE-approved alternative preparation programs (besides PACE) to have access to Type 3 loans; amend funding request accordingly.
- Clarify PACE annual amount and cap.
- Ask EPP students (not just TLP participants) what the program could do to help keep them on track to reach certification.
- Determine allowable uses for Unsubsidized Student Loan Interest (\$1,312,789 as of June 30, 2023).
- Strengthen transparency of program budget reporting by revising and simplifying the Annual Program Budget template, and including all related components:
- Require Type 2 and Type 3 information be included in the TLP EIA Program Budget Form.
- Require fiscal year-end balances for TLP cancellations, Revolving Loan Fund, and Unsubsidized Student Loan Interest.



Loan Forgiveness: Findings and Recommendations

For 2021-22, there were 25 Critical Need Academic areas on the loan application for Type 1 & Type 2; for 2022-23 through 2024-25 there are 30.

Findings – Critical Needs Subject Areas

- During the early years of the program, mathematics and science were the only two subject areas designated as critical needs. Circumstances in subsequent years led to changes in the SBE’s definition of critical academic area, and to a statutory change in the definition of critical geographic area. For 2021-22, there were 25 Critical Need Academic areas on the loan application for Type 1 & Type 2; for 2022-23 through 2024-25 there are 30. (Pursuant to provisions in 59-26-30(A)(8), the PACE program operates under separate critical needs criteria, as it is an alternative certification program prescribed by SBE).
- The SLC advises that pursuant to discussion in its April TLAC meeting, “the group is still interested in removing the critical subject/area requirement for forgiveness” (similar to Teaching Fellows, who do not have this requirement).



Loan Forgiveness Recommendations:

- See Governance Recommendations.
- Ensure that SDE and CERRA definition for identifying and counting/reporting vacancies and critical need subject areas are consistent; strategies could include aligning data systems and not relying on labor-intensive, self-reported data (aligns with Teacher Pipeline recommendations.)

► To support TLAC's interest in eliminating the critical needs cancellation requirement, re-evaluate cost/benefit of administrative effort to administer critical needs. Consideration needs to be given to:

- Grandfather provisions for borrowers in the pipeline and/or in cancellation.
- Parity with other program cancellation rates, repayment provisions, etc.
- Impact on teachers currently teaching for loan cancellation, and/or who are in repayment. (Would they remain at their current cancellation rate of 20% or 33 1/3%?)
- Examining potential impact on teachers still in the classroom who have had their loans cancelled by teaching in critical needs areas, i.e., could this policy change alienate them?
- Review and assess parity with provisions of other loan forgiveness and/or grant options available to EPP students (e.g., SC-PRRMT), including cancellation rate.

Loan Application and Eligibility: Findings and Recommendations

Findings – Applicant and Approval Results

- The number of Type 1 applicants increased from 990 to 1,006 over the previous year; however, the number of approved loans decreased by 8 (from 861 to 853), for an approval rate of 85% (slightly lower than previous year's 87%). The approval rate has increased since SLC resumed using of Revolving Loan Funds for loans in 2020-21, at which time the rate was 81%.
- It is unknown how many TLP borrowers want to stay in their EPP, but do not reapply for TLP because they know they do not qualify (GPA, etc.).
- The most prevalent reason for applicant denials continues to be Academic, with 60 of the 113 denied (vs. 49 of 102 last year) being due to the failure of the applicant to meet the grade point criteria. The second most prevalent reason continues to relate to Praxis (25 vs. 21 last year). (Table 8).
- Type 1 and 2 TLP applications are paper-based, and go through several hands for approval. (Step 1) After completing and signing the TLP form, the applicant delivers the original paper form (not a photocopy, scan, or fax) of pages 1-5 to the (Step 2) Education Department of the College they will be attending, which in turn signs and completes Section 2, then forwards the application to the (Step 3) college's Financial Aid Office, which completes and certifies information in Section 3, then returns the original paper copy of completed pages 1-5 to SLC via U.S. Mail. The PACE Type 3 application is also paper-based, but the signed, completed copy is mailed to the SLC.
- Clarify meaning and intent of Item 2/Loan Amounts of the PACE application, which states "...may borrow up to \$750 per year, not to exceed a total maximum amount of \$5,000" (i.e., it would take 6-7 years to reach the maximum, which is longer than the three-year PACE program).



Loan Application and Eligibility Recommendations:



- Review/streamline/update both TLP applications as needed for any/all recommendations implemented (expanding Type 3 eligibility, adding Teaching Fellows field, allowing summer courses, adding a 6th year of eligibility on an exception basis, etc.), and/or to make technical corrections and clarifications (e.g., references to a 4.0 high school grading scale.)
- Explore the cost/benefit of options for transitioning to an online application system.
- Add a field to self-identify as a Teaching Fellow (similar to Field 16 for Teacher Cadets), and/or align the application with corresponding data systems.
- Amend policies and forms expand to Type 3/alternative program loan availability to more than just PACE.
- Conform PACE application with SDE PACE guidelines (loan amounts; full-time only/PACE application vs. part-time or full-time teaching/SDE guidelines).
- Explore how to identify and communicate with TLP borrowers who drop out of the system.

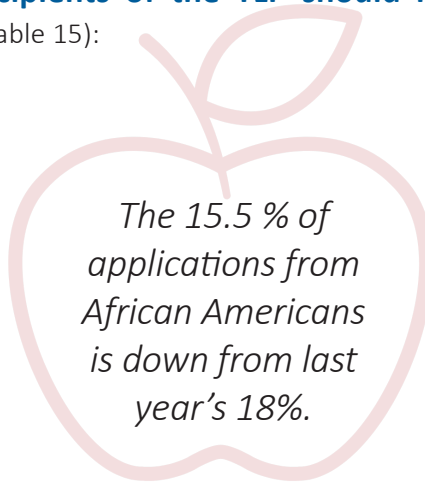
TLAC's Program Goals: Findings and Recommendations

TLAC Goal 1: African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force (Tables 15, 16 & 17):

- Eight point nine percent of Type 1 & 2 loan recipients were African American (down from FY 21-22's 10.9%), which is less than SC-TEACHER's 2020-21 SC Teacher Workforce figure reported (15.3%), but remains higher than the report's National Teacher Workforce 2020-21 figure (6%). The 15.5 % of applications from African Americans is down from last year's 18%.
- Using demographic data from Table 2 of the most recent SC-TEACHER Profile of the SC Teacher Workforce Report (August 2023), the 15.3% of Black teachers for 2021-22 was again considerably higher than the national rate of 6%; however, the 2.2% of Hispanic teachers is one-fourth of the U.S. rate of 9%.⁵
- As defined by CHE for data purposes, 832 individuals were enrolled in Bachelor's Level (729) or Master's Level (103) Education Programs at five of the six four-year HBCUs in South Carolina FY 22-23, compared to 637 FY 21-22. Of note, Voorhees had zero FY 21-22 and 133 FY 22-23.
- The number of HBCU Applicants is not known. For the last two years, only two HBCUs had TLP loan recipients.
- A brief search utilizing web site links for the four-year HBCUs on the HBCU Career Center did not reveal readily accessible TLP links.

TLAC Goal 2: The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force (Table 15):

- Again comparing relevant information from Table 2 of SC-TEACHER's 2021-22 Profile of the South Carolina Teacher Workforce Report with data in this report, 19.2% of TLP applications were from males, which is slightly less than the most recent SC-TEACH Workforce figure for SC male teachers of 19.6%, and falls below the 23% of males in the 2020-21 national educator workforce.
- Percentage of male TLP recipients decreased from 17.4% to 16.3%, and remains less than the most recent SC-TEACH Workforce figure for SC (19.6%) and the U.S. (23%).



The 15.5 % of applications from African Americans is down from last year's 18%.

⁵ <https://sc-teacher.org/wp-content/uploads/2023/09/SCT-2023-004-Educator-Workforce-Profile-2021-22-F-web.pdf>

TLAC Goal 3: 80% of individuals receiving loans each year under the TLP should enter the South Carolina teaching force:

- Though the intent of this goal is clear, language for this goal lacks clarity, and no data was found that could be used (or interpolated) with integrity to evaluate or assess the status of this goal. SLC reports the aggregate number of borrowers in cancellation, so the number of individuals in their first year of cancellation is not available. CERRA collects district information on the number of in-state education program graduates who were district new hires, which for 2022-23 was 1,390 – 67% of the 2,081 in-state education program graduates – decreasing from 1,569 or 74% of the 2,123 in-state graduates for 2021-22.
- Of significance for all three TLP goals that compared to last year's data, the number of new hires of male educators and non-white educators increased: according to CERRA's November 2023 Supply and Demand Report, 204 more male educators, and 278 more non-white educators, were hired at the beginning of 2023 compared to 2022 (which also saw increases).



Teacher Loan Advisory Committee Recommendations:

- Review and revise recruitment strategies and goals for all minority EPP students; clearly define data collection needs.
- Update Program goals (pursuant to other relevant recommendations); establish clearly-defined, targeted goals with measurable outcomes, monitor and measure progress year-over-year.
- Establish goals at the EPP level that support Program goals, with a special focus on the larger EPP that have experienced significant 10-year decline in EPP Bachelor's enrollment- Francis Marion, SC State, USC-Upstate and Columbia, and Winthrop.
- Develop a standard and/or centralized process for offering Praxis assistance targeted to students not qualifying for loan forgiveness program and/or at-risk of losing scholarship.
- Require all programs in Section II.E. to fund and offer Praxis assistance – and/or offer academic assistance to at-risk students.

Value of the Program on the Teacher Pipeline: Findings and Recommendations

Findings - Teacher Pipeline

General:

- CERRA's November 2023 Supply and Demand five-year summary indicates that the number of students who graduated from a SC public or private institution with a bachelor's degree eligible for teacher certification, or who graduated from a public institution with a master's degree eligible for teacher certification, decreased by 42 from November 2022 data (from 2,123 to 2,081) – smaller decrease than the previous two years. A footnote in the CERRA report notes that "Master's level data are not available for private institutions" ⁶ – possibly a significant void of information, since 29% (1,001) of Master's level enrollees are at Independent (private institutions).
 - SLC does not have a means to track TLP "completers" (loan satisfied via teaching) – so as to know how many are still in the classroom, and where they are teaching (critical/non-critical area). CERRA, however, is able to report that 1,126 Fellows have fulfilled service requirements and are employed in an SC public school district (up from 861 for FY 18-19).
 - Of the programs offering forgivable loans (Teaching Fellows, Call Me Mister, SCSUPRRMT, etc.), TLP provided associated data (numbers and amounts for cancellation/repayment, etc.).
 - In its 9/7/23 FY 24-25 Appropriation Request to CHE, CERRA reported \$5,255,239 in "funds collected per the Promissory Note from the students who do not complete a Teaching Fellows Program or do not complete their required teaching service. CERRA is allowed to use some of these funds for additional Teaching Fellows awards and to pay salaries and fees for the collection process. CERRA has been instructed to retain a minimum of one year of fellowship award funds in reserve."
 - SCDE's PACE Program is the only alternative program currently included as eligible for TLP.
 - For 2022-23, loan recipients attended 27 of the public and private universities and colleges with physical campuses in South Carolina as described by CHE. Of note, Horry-Georgetown Technical College, previously not having any TLP recipients, had 1 this year. With increased focus on the value of technical colleges, this segment of IHEs should be included in TLP plans and communications.
- ⁶ https://www.cerra.org/uploads/1/7/6/8/17684955/5-year_sd_data_22-23.pdf

- More than half of Type 1 and 2 recipients attended one of four institutions: USC-Columbia (151), Clemson University (134), Anderson University (105), or Winthrop (76). Of these four institutions, Clemson University and Anderson University had a slight increase in the number of loan recipients compared with 2021-22; USC-Columbia and Winthrop decreased (18 and 22, respectively).
- Appendix D delineates historical enrollment in Bachelor's

and Master's Level Education programs by institution, as provided by the CHE, with this year's report including such information for independent institutions. For 2022-23, 11,240 students were enrolled in Undergraduate and Graduate programs within CHE's designated "code family" for Education Programs as well as students enrolled in non-education programs with an education option leading to initial certification/licensure (7,794 Undergraduates plus 3,446 Master's level) – 214 less than FY 21-22.

Teacher Cadets:

- After a large decrease last year (169) in the number of Teacher Cadet Applicants, the number increased slightly (6) for 2022-23. Though their numbers are down from the 13-year high of 716 in FY 19-20, and have dropped precipitously since then, Teacher Cadets continue to be a significant source of Type 1 Loan Applicants (47.8% FY 22-23, 48.0% FY 21-22).
- From FY 2017-18 through 2021-22, a range of 75 to 103 Teacher Cadets (470 total for this five-year period) enrolled in teacher education programs.
- Nearly 48% (481 of 1,006) of FY 2022-23 TLP loan applicants self-reported as having been in the Teacher Cadet program, so it has been an essential source of potential candidates for the teacher pipeline; 90.6% (436) of the Teacher Cadets 481 applicants received a TLP loan, slightly exceeding the overall Program approval rate of 85%.

Teaching Fellows:

- 1,736 (65.7%) Fellows are currently employed in 72 of 76 public school districts, SC DJJ, and SC Governor's School for Agriculture.
- Per data for the 2000-18 cohorts (as of March 2023), 80.6% of Teaching Fellows graduate in four years or less (82.5% in six years or less), and 78.8% graduate.
- The number of TLP loan recipients who are also Teaching Fellows is not known, as it is not a required field on TLP loan applications.
- 725 of the 853 loan recipients attend one of the 11 Teaching Fellows institutions, suggesting a strong link between the two programs.
- CERRA uses a certification database to follow Fellows who graduate to verify employment in an SC public school.
- Teaching Fellows loan cancellation and repayment figures are not included in annual EIA Program Reports, thus cannot be compared to TLP, etc. CERRA's September 2023 Annual Report to the CHE indicates \$292,030 in undergraduate loan repayment funds were disbursed to teachers. These funds were dispersed as part of the Rural District undergraduate Loan Forgiveness program.
- The FY 2022-23 Program Report noted several external factors that impacted its outcome, implementation, and/or achievement: fewer program applications, minimal diversity, turnover in campus directors, and school culture and climate. CERRA indicates an intent to reinstate focus groups with Fellows in the spring of their Senior year to gather feedback on their experience, which- prior to COVID – provided useful information to improve the program.

CERRA's Annual Supply and Demand Summary:

- Key Data from CERRA's Annual Supply and Demand 5-Year Summary indicates that districts reported 1,613 vacancies in certified educators at the beginning of the 2023-24 school year, an increase of only 139 compared over 2022-23- but still almost three times the 555 at the beginning of 2019-20.
- After increasing significantly from 2021-22 to 2022-23, the number of teacher departures decreased significantly from last school year - from 8,321 to 7,353 (968 less).
- The total number of newly hired SC certified teachers also reported by districts for the 2022-23 school year was 7,688 (633 less than the number of teacher departures) compared to 7,014 in 2021-22. However, three districts did not provide all the necessary information for 2022-23, which would affect these comparisons.
- The number of teacher positions added for 2022-23 is not known.
- The percentage of new hires who were recent graduates of an in-state teacher preparation program continues to decline. As self-reported by districts, 1,390 (16.6%) of new hires for 2023-24 were recent graduates of an in-state teacher preparation program, compared to 1,336 (17.4%) for 2022-23 and 1,569 (22.4) for 2021-22.



Teacher Pipeline Recommendations:

- Ramp up earlier Teacher Pipeline focus, e.g. ProTeam, Teacher Cadets – at the state, EPP, and district level. Identify and address barriers to establishing and maintaining both programs at the school, district, and state level.
- Focus on retention of EPP students once they are in the pipeline. Develop and implement a five-year plan template that EPP institutions shall submit with their annual report to the CHE, which should include measurable clearly-defined, specific metrics for each EPP to report year-to-year progress on target metrics.

Update TLP foundational provisions to make it more efficient, user-friendly, and accessible:

- Implement a digital application process, as Teaching Fellows application is doing currently as of May 2024, or an online application similar to Teaching Fellows.
- Add a field indicator on the TLP application for Teaching Fellows (same as Teacher Cadets).
- Review/revise loan agreement information (PACE provisions, top 40% identification, etc.)
- Make program more flexible by amending provisions for:
 1. Allowing funds to be used for Maymester and summer school (i.e., to better accommodate part-time TLP borrowers, etc.),
 2. Allowing up to four semesters/sessions per annual amount, etc.
 3. Determining feasibility of allowing students to “rollover” funds not used during the academic year of receipt.
- Determine and deploy a way for TLP to identify and monitor TLP “completers” who have fulfilled 100% of their teaching requirements.
- Add provisions for a 6th year- under clear, reasonable, and equitable circumstances established by an authorizing body (e.g., TLAC with CHE approval, statute, or Proviso).

Teaching Fellows:

- Make Teaching Fellows automatically eligible for TLP (with option to opt-out).
- Address Teaching Fellows parity with non-competitive TLP program provisions:
 1. Add a 5th year of eligibility, or even a 6th year

with qualifications; extend teaching requirements accordingly.

2. Increase the annual award amount for Junior, Senior, and 5th year.
 3. Increase cap on Teaching Fellows amount to conform with any changes implemented.
- Revisit the report presented to the EOC by Dr. Jo Anne Anderson and Dr. Loren Anderson April 2022, “A Study of Teacher Recruitment Programs Funded with Education Improvement Act (EIA) Revenues.”⁷
 - Conduct a survey on TLP awareness and satisfaction for all three constituencies, and of all individuals currently in undergraduate or undergraduate Education Programs (not just TLP students.)
 - Conduct a survey of all SC public and private institution Education Programs regarding their marketing, activities, funding, staffing, etc., for the TLP Program, as well as other EPP support programs mentioned in this report (Call Me Mister, BRIDGE, CUBE, SC-PRRMT). Use the findings to determine what is needed to strengthen the value of each program, make programs more relevant and effective; mitigate controllable barriers and obstacles to Program access, especially where it is under-utilized, etc. – i.e., updating and/or supporting TLPs respective goals, and develop a comprehensive program marketing program.
 - Monitor and report the number and percent of TLP borrowers still in cancellation status, disaggregated by cancellation rate (20% vs. 33 1/3% per year of teaching) and cancellation status (e.g., \$0 canceled, 20%, 33 1/3%, 40%, 66 2/3%, etc.).
 - Expand Program (Proviso or Statute) to include participants in any alternative program meeting established thresholds, pursuant to guidelines established by SBE (i.e., ABCTE, Teachers of Tomorrow, etc.); promote and market to target audiences. Require annual program report. Currently, 59-20-30(A)(8) is applied only to the SDE PACE program established in 1984, and not to alternative programs since then.

Supply and Demand Reporting:

- SDE and CERRA definitions for identifying and counting/reporting vacancies and critical need subject areas need to be the same and should come from data systems, not self reported.
- For better determination of where the most critical teacher pipeline needs are, include turnover data disaggregated by district (year-over-year).
- Include data on the number of new teacher positions, disaggregated by subject area.

⁷ https://eoc.sc.gov/sites/eoc/files/Documents/Teacher%20Report%20Anderson/EIA%20Program%20Review_Anderson-08.19.2022.pdf

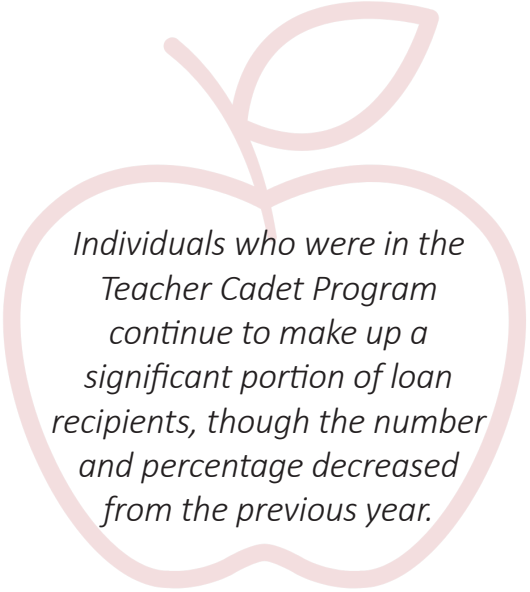


Program Review and Data Tables

SECTION III

The program review consisted of, but was not limited to, a review of the following:

- Statutory references
- Recent Teacher Loan Program (TLP) Reports and Annual Audit Reports
- SC Student Loan Corporation web site (Career Changers Tab)
- Annual EIA Programs Budget & Report Forms (SC Teacher Loan Program, Teaching Fellows, Minority Recruitment Programs, etc.)
- Historical and current (June 30, 2023) SLC Annual Financial and Compliance Reports
- CERRA Supply and Demand Reports
- College of Education web site for several SC institutions of Higher Education
- SC-TEACHER Profile of the SC Teacher Workforce reports



Individuals who were in the Teacher Cadet Program continue to make up a significant portion of loan recipients, though the number and percentage decreased from the previous year.

General Findings from Data Tables:

- The program continues to focus on its stated purpose.
- The current downward trend in the number of individuals pursuing the education profession is reflected in the low number of Program applicants and recipients.
- No significant program changes were made for the period reviewed. In recent years, however, the maximum aggregate loan amount for Type 1 (TLP) loans was increased by \$7,500 ⁸ beginning with 2022-23 critical needs designation, the State Board uses the U. S. Department of Education's formula for designating teacher shortage areas noted above, ("the percentage of positions in a given subject area (i.e., certification field) that are unfilled, filled by educators in an alternative route program, or filled by educators holding an out-of-field permit").
- Funding for all three loan types has remained at the same level for 10 years or more.
- Data collected and reported is subject to interpretation of what is needed/requested and timing (i.e., annual EIA budget request data – a significant source for the report- may or may not be consistent with the annual audit report for the same time period and may or may not include all three Program types).
- Relying on statutory and regulatory provisions for guidance and/or clarification on program requirements and associated reporting of data for this report was not always feasible.
- Individuals who were in the Teacher Cadet Program continue to make up a significant portion of loan recipients, though the number and percentage decreased from the previous year.

⁸ <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/23-24-sub/>

Type 1/TLP Program Revenues and Loans

Funding for Type 1/TLP loans occurs through the EIA Appropriations process, with CHE recommending the annual amounts, shown below. Total Dollars Available increased beginning with FY 20-21 when use of Revolving Funds from Repayments resumed; however, Type 1 Amount Loaned has since decreased, likely due to the drop in applicants and thus loan recipients.

Note: Funding for Type 2/Career Changers and Type 3/PACE, added in statute for FY 2000-01, and not historically included in the below Table, is a General Fund line item under Aid to School Districts/Special Allocations. The amount appropriated was \$2,000,000 the first two years of implementation, then declined and has been at \$1,065,125 since 2010-11. Note 14 from the three most recent SLC FYE Annual Audit Reports indicate 66% (\$702,875) of this amount was allocated for Type 2 loans, and 34% (\$362,250) for Type 2/PACE; SLC provided data indicating that for FY 22-23 only \$406,701 (58%) of the Type 2 allocation was used (compared to \$439,933 or 62.6% for FY 21-22). Loan amounts for PACE (a reimbursement vs. a loan) are not available. Note was taken that (1) the FYE 22-23 Audit Report included the June 30, 2022 appropriation amount (vs. 2023), and (2) the \$4,883,140 June 30, 2022 appropriation amount in the Audit Report was \$96,170 less than the \$4,979,310 Program Report amount.

Table 1 (Type 1 only)
SC Teacher Loan Program: Revenues and Loans from 2010-2023

Year	EIA Appropriation	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	% of Total Dollars Spent on Administration	Amount Loaned
2010-11	\$4,000,722	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	\$0	\$5,089,881	\$329,971	6.2	\$4,517,984
2014-15	\$5,089,881	\$0	\$5,089,881	\$317,145	6.2	\$4,594,799
2015-16	\$5,089,881	\$0	\$5,089,881	\$319,450	6.2	\$4,460,184
2016-17	\$5,089,881	\$0	\$5,089,881	\$326,460	6.4	\$4,540,310
2017-18	\$5,089,881	\$0	\$5,089,881	\$720,420	14.2	\$4,369,461
2018-19	\$5,089,881	\$0	\$5,089,881	\$325,000	6.4	\$4,764,461
2019-20	\$5,089,881	\$0	\$5,089,881	\$512,000	10.0	\$4,679,409
2020-21	\$5,089,881	\$1,061,135	\$6,151,016	\$540,000	8.8	\$5,573,559
2021-22	\$5,089,881	\$1,000,000	\$6,089,881	\$503,080	8.3	\$4,979,310
2022-23	\$5,089,881	\$500,000	\$5,589,881	\$506,951	9.1	\$4,827,723

Source: South Carolina Student Loan Corporation

Teacher Loan Program in the Context of the Teacher Pipeline

As stated earlier, (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind to collect data for the annual report documenting the number of teacher positions, teachers hired, teachers leaving, and vacant teacher positions. The survey results are provided to the SCDE.

Table 2 shows the number of vacant teaching and service positions, by teaching or service field, as self-reported by districts to CERRA, and pursuant to CERRA's reporting instructions, for the beginning of the 2023-24 school year, and the net change over the beginning of 2022-23. The 1,612.55 teaching and service positions still vacant at the beginning of the year was 139 more than the 1,473.55 for 2022-23 (by 103 teaching positions, and 36 service positions). Nine of the 30 teaching/service fields – including ELA, Literacy/Reading, and Mathematics- had a notable decrease in vacancies. Some of the more notable fields with an increase in vacancies include Special Education (+80), Early Childhood PK-2 (+40), Science (+16), and CATE (+12). Teaching and service fields identified as Critical

Need areas and thus eligible for Program loan cancellation are noted in bold in Table 2; the five fields added 2022-23 are notated with an asterisk.

Of note is that districts have established new positions as a result of the Elementary and Secondary School Emergency Relief (ESSER) Fund, possibly affecting the number of vacancies. An assessment of impact on teacher Supply and Demand from the expiration of ESSER funding should be a consideration in program reporting at the applicable time.

Table 2
Positions Reported Vacant at the Beginning of the 2023-24 School Year

Teaching Fields	Number by Teaching Field and Grade Level				
	PK – 5	6 – 8	9 – 12	Total	Change From 22-23
Agriculture	0.00	1.00	6.00	7.00	2.00
Art	23.5	13.92	17.08	54.50	11.00
Business & Marketing	0.00	13.00	13.00	26.00	6.00
Career & Technical Edu. (CTE work-based fields)	1.00	3.00	35.00	39.00	12.00
Computer Science	1.00	3.50	2.50	7.00	N/C
Dance	1.00	3.00	0.00	4.00	(4.00)
Driver Training	0.00	0.00	1.00	1.00	N/C
Early Childhood/Elementary (grades PK-2) *	132.00	0.00	0.00	132.00	40.00
Early Childhood/Elementary (grades 3-5) *	138.50	0.00	0.00	138.50	1.00
English for Speakers of Other Languages (ESOL)	7.50	6.75	16.25	30.50	7.50
English/Language Arts	0.00	62.50	44.00	106.50	(23.00)
Family & Consumer Science*	0.00	0.00	3.00	3.00	N/C
Gifted & Talented	3.25	1.25	0.00	4.50	1.10
Health	0.00	1.00	2.00	3.00	(10.00)
Industrial Technology*	0.00	0.00	1.00	1.00	1.00
Literacy/Reading	20.50	5.00	0.00	25.50	(16.50)
Mathematics	5.50	70.00	81.50	157.00	(27.00)
Montessori	2.00	0.00	0.00	2.00	(4.00)
Music	30.50	15.50	12.50	58.50	(1.00)
Physical Education	15.25	11.25	15.00	41.50	4.50
Science (biology, chemistry, physics, etc.)	1.00	64.25	64.00	129.25	15.75
Social Studies (econ., history, psychology, etc.)	0.00	42.17	26.83	69.00	9.50
Special Education	112.60	91.50	84.50	288.60	79.60
Theater	0.00	0.00	5.00	5.00	3.00
World Language	7.00	5.83	32.17	45.00	8.70
Other	0.00	1.00	0.00	1.00	(11.00)
Total for all Teaching Fields	502.10	415.42	462.33	1,379.85	103.15
Service Field Positions	Number by Service Field Positions				
School Librarian				27.50	12.50
School Counselor*				31.00	(6.00)
School Psychologist				72.80	5.70
Speech Language Pathologist				101.40	24.15
Total for all Service Positions				232.70	35.85
Total for all Teaching Fields & Service Positions				1,612.55	139.00

Source: CERRA; Critical Needs fields (in **bold**) are pursuant to SC Student Loan Corporation loan application for the applicable year.

* Indicates Fields was added to Critical Needs 2022-23.

The criteria used in designating Critical Geographic Need schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Act 307 of 2004 amended Section 59-26-20(j) to redefine geographic critical need schools to be those with:

- (1) an absolute rating of Below Average or At-Risk/Unsatisfactory;
- (2) an average teacher turnover rate for the past three years of 20% or higher; or
- (3) a poverty index of 70% or higher.

Table 3 documents the number of schools that were classified as Critical Geographic Need schools in South Carolina for 2022-23.

Table 3
Schools Qualified for Critical Geographic Need for TLP 2023-24

**(percentages based on total number of school report cards by school level)*

	Primary	Elementary	Middle	High	Career Centers	Total
Total Number of Schools in SC by Level*	59	674	340	253	40	1,366
Total Number of Schools in SC Meeting 1 or more Geographic Need Criterion						
	47 (79.6%)	428 (63.5%)	213 (62.6%)	130 (51.4%)	1 (.02 %)	819 (59.9%)
Number of Schools in SC Meeting Critical Geographic Need by Criterion 1, 2, &/or 3						
(1) 2022 Absolute Rating (Below Average or Unsatisfactory School Year 21-22)						
Number of Schools Meeting Criteria (1) by School Level	-	142 (21.1%)	53 (15.6%)	73 (28.9%)	-	268 (19.6%)
(2) Teacher Turnover (3-Year Average of 20% or higher)						
Number of Schools Meeting Criteria (2) by School Level	8	204 (30.3%)	140 (41.2%)	62 (24.5%)	1 (2.5%)	415 (30.4%)
(3) Poverty Index (70% or higher)						
Number of Schools Meeting Criteria (3) by School Level	46 (78.0%)	343 (50.9%)	149 (43.8%)	85 (33.6%)	-	623 (45.6%)

Source: SC Department of Education, [Critical Need Areas - South Carolina Department of Education - 04/30/2024 4:03 PM \(sc.gov\)](#)

Note: Under "Type of School," some schools may be designated in more than one category

Status of Educator Pipeline

The following three tables provide data on undergraduate and graduate enrollment in SC's education programs, and associated teacher supply and demand data.

Table 4 provides 10-year data for fall enrollment in Undergraduate and Master's Level education programs, disaggregated by public and independent institutions, revealing disparate enrollment numbers and trends within and among public and private institutions for both program levels. Additional details on enrollment data may be found in Appendix D.

Beginning with 2022, figures reflect CHE Education Program data including students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure, and added such data for Independent Institutions; thus, enrollment figures are more inclusive. Of note:

Bachelor's Level Enrollment:

- Down 23.4% overall since Fall 2014.
- Public institutions – Since 2014, totals show a moderate but steady year-over-year decline in bachelor's level preparation program enrollment.
- For Fall 2023, 67% (5,231) of the 7,794 bachelor's enrollees were at public institutions, vs. 33% (2,563) at private institutions, and 35% of public institution enrollees were at Clemson (929) or Carolina (899).
- Clemson shows a 56.7% bachelor's enrollment increase since 2014, USC-Columbia a 28% decrease (but a slight uptick the last two years).
- The other 11 four-year public institutions all show a decrease since 2014 (including four with decreases ranging from 42.2% to 54.0%).
- Private institutions – Annual totals remained somewhat steady until COVID, then decreased for 2021 and 2022; 2023 was about the same as 2022.
- 5 institutions increased over 2013, 13 a decrease.
- The 4 institutions with the highest enrollment - Anderson University (417), North Greenville University (342), Bob Jones University (310), and Columbia College (274) – have 52% of private bachelor's enrollees. Of the four, only Columbia College has a positive percent change since 2014 (40.5% increase).
- Of note, after showing 0 enrollment 2015 – 2019 and 2022, Voorhees had 133 enrollees.

Master's Level Enrollment:

- Up 10.7% overall since Fall 2014, and held fairly steady during COVID, but at a four-year low for Fall 2023.
- 55% enrollees are at public institutions, 45% at private.
- Public institutions – Enrollment has held fairly steady; up 10.5% since Fall 2014.
- Four of 12 public institutions show enrollment growth, 8 a decline.
- 45% of public institution enrollees are at Clemson (619) or USC-Columbia (491), with Clemson up 108% since Fall 2014, and USC-Columbia down 22%.
- Lander and USC-Upstate show significant growth since Fall 2014 (957% and 1,463% respectively).
- Private institutions – Enrollment shows 11.2% growth since Fall 2014.
- The four institutions with the highest enrollment: Columbia College (225), Columbia International (216), Anderson University (171), and Bob Jones University (88) all showed a decrease from Fall 2022.

Table 4
Historical Fall Enrollment in Bachelor's Level and Master's Level Education Programs –
Public and Private Institutions

Year	Bachelor's Level Education Program Fall Enrollment			Master's Level Education Program Fall Enrollment		
	Public Institutions	Independent Institutions	Total	Public Institutions	Independent Institutions	Total
2014	6,839	3,334	10,173	2,213	900	3,113
2015	6,518	3,310	9,828	2,270	952	3,222
2016	6,285	3,336	9,621	2,275	985	3,260
2017	6,256	3,356	9,612	2,093	898	2,991
2018	6,101	3,199	9,300	1,993	967	2,960
2019	5,746	3,314	9,060	2,362	986	3,348
2020	5,717	3,379	9,096	2,536	1,093	3,629
2021	5,498	3,029	8,527	2,595	1,221	3,816
2022	5,307	2,565	7,872	2,479	1,103	3,582
2023 (Provisional)	5,231	2,563	7,794 (23.4% decrease since 2014)	2,445	1,001	3,446 (11.4% increase since 2014)

Source: SC Commission on Higher Education

Table 5
Key Data from CERRA's Annual Educator Supply and Demand Survey Reports
At Beginning of School Years 2018-19 through 2023-24

School year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
						Total	Change From 22-23
Certified educators leaving position they held the previous school year	7,339	6,650	5,996	6,927	8,321	7,353	(968)
Graduate of a SC Bachelor's or master's level initial educator preparation program *	2,170	2,067	2,226	2,123	2,081	Not yet available	
Early-career departures (5 or less years of experience)	2,596	2,367	2,551	2,390	3,015	2,661	(354)
Departures -Transferred to another SC public school district	1,998	1,670	1,346	1,569	2,187	2,193	6
Departures – Retirements	1,937	1,190	1,105	1,278	1,444	1,125	(319)
Positions vacant after the start of each school year	621	556	699	1,063	1,474	1,613	139

Table 5 provides key data from CERRA's annual Supply and Demand Report, which seeks to collect information on teachers entering or leaving the profession, transferring to another district, and teacher vacancies. The report is normally published during the second nine-weeks of the school year, and CERRA has recently been publishing a mid-year report. The February 2024 mid-year report revealed 924 more departures, but 297 less vacancies (1,315) since the Fall 2023 report.⁸

Source: CERRA <https://www.cerra.org/supply-and-demand.html> (In the linked report, CERRA noted that its data, obtained from CHE, includes students who graduated from (1) a SC public or private institution with a bachelor's degree eligible for teacher certification, or (2) a SC public institution with a Master's degree eligible for certification. Further, it noted that master's level data are not available for private institutions).

Table 6 shows trends in sources of teacher hires over the last nine years and reflects the impact of enrollment declines for educator programs.

Table 6
Sources of Teacher Hires from CERRA Supply and Demand Survey Reports 2015-2023

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (number)
New Graduates from Teacher Education Programs in SC	29%	24.7%	21.0%	21.6%	22.8%	24%	22.37 %	17.4%	17% (1,390)
Transferred from one district, charter school or special school in SC to another district	31%	33.5%	30.9%	31%	30.7%	29%	28.97 %	31.1%	28% (2,331)
Hired from another state	15%	15.3%	16.9%	16%	13.0%	23%	15.52 %	15.3%	13% (1,059)
Alternative Certification Programs	5%	6.2%	7.4%	8.5%	5.6%	10%	8.8%	9.6%	11% (923)
From Outside US	3%	3.7%	4.8%	5%	0.8%	1.0%	4.4%	5.7%	7% (579)
Other Teachers	2%	4.9%	7.1%		4.3%		10.14 %	1.2%	

Source: CERRA Supply and Demand Report <https://www.cerra.org/supply-and-demand.html>



Recipient (Borrower) Loan Status

Table 7 reflects SLC cumulative data on Borrowers by cancellation status, as of the last two years. As of June 30, 2023, 21,913 Type 1/TLP and 1,046 Type 2 loans have been issued (i.e., were in repayment or cancellation status). Of note.

- 34.7% of Type 1 recipients have had their loans cancelled 100% by fulfilling their teaching requirement, compared to 46.7% of Type 2/TLC Career Changers.
- The number of Type 1 and Type 2 borrowers who have fulfilled their teaching requirement and are still in the classroom is not available.

Table 7
Type 1/TLP and Type 2/TLC Recipients (Borrowers) Status: Cumulative to Date

Status	Type 1/TLP Recipients (Borrowers) Status As of 6/30/2022		Type 1/TLP Recipients (Borrowers) Status As of 6/30/2023		Type 2/TLC Recipients (Borrowers) Status As of 6/30/2023 (& 6/30/22)	
	Number	Percent	Number	Percent	Number	Percent
Loans paid off through monthly payments, loan consolidation, or partial cancellation	10,036	47%	10,380	47.4%	292 (277)	27.9% (26.8%)
Loans cancelled 100% by fulfilling teaching requirement	7,393	34.6%	7,609	34.7%	489 (473)	46.7% (45.7%)
Never eligible for cancellation and are repaying loan	2,381	11.1%	2,319	10.6%	142 (144)	13.6% (14%)
Presently teaching and having loans cancelled	932	4.4%	1,008	4.6%	62 (79)	5.9% (7.6%)
Previously taught but not currently teaching	383	1.8%	338	1.5%	33 (36)	3.2% (3.5%)
Loan discharged due to death, disability, or bankruptcy	154	.7%	168	0.8%	28 (25)	2.7% (2.4%)
In Default	91	.4%	91	0.4%	0 (0)	0% (0%)
CUMULATIVE LOANS ISSUED	21,365*	100%	21,913	100%	1,046 (1,034)	100% (100%)

Source: South Carolina Student Loan Corporation *There is a duplicated count across years.

Loan Applications and Recipients

Note regarding Findings and/or comments addressing demographics: Though most applicants do provide demographic information on their loan application, "Gender" and "Racial or Ethnic Group" are optional fields, thus comments will reflect only information that is indicated on applications.

- For the first time since 2018-19, the number of Applicants increased (by 16); however, the number approved decreased (by 8), offsetting the increase.
- The number of approved applications continues on a downward trend.
- Due to a higher number of denials related to academic reasons and Praxis, the percentage of Type 1 applicants approved decreased from 87% to 85%. The most prevalent reason for denial continues to be the failure to meet the academic grade point criteria (60 Applicants- 11 more than last year); 25 did not meet the Praxis requirement (4 more than last year). Due to clarification on use of the Revolving Loan Account, no applications have been denied due to inadequate funds since 2019-20.

Table 8
Summary of Type 1/TLP Loan Applications and Recipients

Year	Total Applied	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other *
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41
2017-18	1,399	1,132	38	229	83	0	68	52	26
2018-19	1,453	1,207	40	206	89	0	14	59	44
2019-20	1,426	1,155	21	250	97	0	62	50	41
2020-21	1,250	1,063 (85%)	53	132	58	0	0**	41	33
2021-22	990	861 (87%)	27	102	49	0	0**	21	32
2022-23	1,006	853 (85%)	19	113	60	0	0	25	28

Source: SC Student Loan Corporation

Note: Data is for Type 1/TLP loans ("traditional" TLP) only and does not include Type 2 (TLC/Career Changers) or Type 3 (PACE).



Description of Loan Applicants and Recipients

The following two Tables illustrate trends in the distribution of applications to the South Carolina Teacher Loan Program by race/ethnicity and gender. Applicants to the TLP have historically been predominantly white and/or female. Of note:

- Table 9 reflects that the number of African-American Applicants decreased by 36, or 3.5%, thus widening the gap as compared with White Applicants which had a slight increase of 2. The “Unknown” Ethnicity of Applicants has increased from 2.2% of applicants to 8%, affecting other ethnicity data.
- Table 10 reflects that the percentage gap between Male and Female Applicants increased 1.9% from the previous year (from a gap of 57% to 58.9%)

The SC-TEACHER reports referenced earlier investigated the demographics of the educator workforce in South Carolina and compared South Carolina’s educator profile to that of educators throughout the United States. According to this report, South Carolina’s teacher workforce has more Black teachers, fewer Hispanic teachers, and more female teachers as compared to the national educator workforce.

Table 9
Applications to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2
2017-18	1,399	183	13.1	35	2.5	1,136	81.2	45	3.2
2018-19	1,453	199	13.7	38	2.6	1,184	81.5	32	2.2
2019-20	1,426	210	14.7	40	2.8	1,128	79.1	48	3.4
2020-21	1,654*	314	19.0	96	5.8	1,163	70.3	81	4.9
2021-22	1,315*	236	18.0	73	5.55	929	70.6	77	5.85
2022-23	1,284	200	15.5%	52	4%	931	72.5%	101	8%

Source: SC Student Loan Corporation

* Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.

Table 10
Teacher Loan Program Applicants by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,179	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4
2017-18	1,399	233	16.7	1,125	80.4	41	2.9
2018-19	1,453	250	17.2	1,187	81.7	16	1.1
2019-20	1,426	258	18.0	1,145	80.3	23	1.6
2020-21	1,654*	336	20.3	1,277	77.2	41	2.5
2021-22	1,315*	267	20.3	1,017	77.3	31	2.4
2022-23	1,284	246	19.2	1,003	78.1	35	2.7

Source: SC Student Loan Corporation

* Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.



Table 11 provides detailed information about the distribution of loan applicants to the Teacher Loan Program by the Teacher Cadet Program. Of note:

- After reaching a 10-year high of 716 Applicants in 2019-20, the number of Teacher Cadet Applicants decreased 34% over the previous two years, which was higher than the 30.6% drop in Applicants overall described in Table 8. However, after those two years of significant decrease, 2022-23 saw a single-digit increase (6) in Teacher Cadet Applicants.

Table 11
Type 1/TLP Applicants from Teacher Cadet Program

Year	Total Number of Applicants	Teacher Cadets	% of TLP applicants	Not Teacher Cadets	% of TLP applicants	Unknown	% of TLP applicants
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4
2017-18	1,399	666	47.6	723	51.7	10	.7
2018-19	1,453	715	49.2	726	50.0	12	0.8
2019-20	1,426	716	50.2	703	49.3	7	0.5
2020-21	1,250	644	51.5	602	48.2	4	0.3
2021-22	990	475	48.0	513	51.8	2	0.2
2022-23	1,006	481	47.8	522	51.9	3	0.3

Source: Student Loan Corporation

* Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.

The following two Tables reflect loan application and/or recipient information by undergraduate and graduate academic level for Type 1/TLP and Type 2/TLC, respectively.

- Table 12-A compares the Academic Status of Type 1/TLP Applicants to Recipients, for 2022-23 vs. 2021-22 (in parentheses): The number of undergraduate recipients decreased (by 9), graduate recipients increased (by 1).
- Table 12-B compares Type 2/TLC Recipients' Academic Levels for 2022-23 with 2021-22 (parentheses), and reflects the reverse of Table 1, with the number of undergraduate recipients increasing (by 3), and the number of graduates decreasing (by 6).

Table 12-A
Type 1/TLP Applicants and Recipients:
Undergraduate and Graduate Academic Level 2022-23
(2021-22 in Parentheses)

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	831 (815)	82.6% (82.3%)	175 (171)	17.4% (17.3%)	0 (4)	0% (0.4%)	1,006 (990)
Recipients	715 (724)	83.8% (84.1%)	138 (137)	16.2% (15.9%)	0 (0)	0% (0%)	853 (861)

Source: SC Student Loan Corporation

** Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.*

Table 12-B
Type 2/TLC Recipients by Undergraduate and Graduate Academic Level 2022-2023 (2021-22 in parentheses)

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Recipients	14 (11)	35% (26%)	26 (32)	65% (74%)	0 (0)	0 (0%)	40 (43)

Source: SC Student Loan Corporation



The following two Tables provide totals over time, for the number of loan Applicants (Table 13) and Recipients (Table 14), disaggregated by academic level. Of note:

Table 13 – Type 1 Applicants:

- After two years of significant decline, the number of Freshmen Applicants increased (by 16), and Continuing Undergraduate Applicants decreased merely by 1.
- The 1st Semester graduate increase for 2022-23 over 2021-22 (14) was offset by the decrease in Continuing Graduates (10) plus Unknowns (4).
- It is difficult to discern the impact of the favorable change in loan amount (implemented beginning FY 19-20) on the number of undergraduate and graduate Applicants.

Table 13 - Type 1/TLP Applicants by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		#	%	#	%	#	%	#	%	#	%
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1
2017-18	1,399	327	23.4	894	63.9	130	9.3	48	3.4	0	0
2018-19	1,453	292	20.1	972	66.9	80	5.5	108	7.4	1	0.1
2019-20	1,426	267	18.7	999	70.1	79	5.5	79	5.5	2	0.1
2020-21	1,250	205	16.4	860	68.8	78	6.2	102	8.2	5	0.4
2021-22	990	137	13.8	678	68.5	79	8	92	9.3	4	0.4
2022-23	1,006	154	15.3	677	67.3	93	9.2	82	8.2	0	0.0

Source: SC Student Loan Corporation

Recipients of a South Carolina Teacher Loan

This Table details the distribution of TLP loan recipients over time, by academic level. Of note:

- For the first time since 2017-18, the number of freshmen recipients increased (by 11).
- Recipients at all undergraduate academic levels are significantly lower than their respective 13-year highs in Table 14. Sophomore, Junior, and Senior Recipients are at or near their 13-year lows (101, 209, 275, respectively).
- Except for 2021-22, yearly data showed a decline in the number of TLP loan recipients between Freshman and Sophomore years – many of which were significant. There are two primary reasons that sophomores may no longer apply &/or qualify for the loan: their GPA is below a 2.75, or they have not passed the Praxis I test, &/or have not met the higher ACT/SAT score required for exemption from the Praxis requirement.
- Since 2010-11 there has been an increase in recipients between Sophomore and Junior years, and between Junior and Senior years.

Table 14
Loan Recipients by Academic Level Status Over Time:
Type 1/TLP 2010-11 Through 2022-23
(Type 2/TLC - Parentheses)

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrad.	1 st year Grad.	2 nd Year Grad.	3+ Year Graduates	Total
2010-11	126	120	254	379	43	107	62	23	1,114
2011-12	191	109	292	312	22	122	37	1	1,086
2012-13	173	138	270	345	22	118	43	3	1,112
2013-14	191	138	279	341	17	111	30	2	1,109
2014-15	199	134	256	373	17	117	31	3	1,130
2015-16	177	165	248	369	10	122	33	4	1,128
2016-17	189	148	280	360	11	135	40	3	1,166
2017-18	236	154	255	338	21	94	32	2	1,132
2018-19	230	170	299	344	14	101	47	2	1,207
2019-20*	201	166	296	350	18	76	50	1	1,157**
2020-21	184	150	232	357	5	55	78	1	1,063
2021-22	110 (0)	117 (1)	215 (1)	274 (8)	8 (1)	61 (12)	73 (20)	3 (0)	861 (43)
2022-23	121 (0)	101 (1)	209 (3)	275 (10)	9 (0)	69 (9)	65 (17)	4 (0)	853 (40)

Source: SC Student Loan Corporation

* The increases in the maximum loan annual loan amount for Juniors, Seniors, and Graduate students and the aggregate maximum loan amount were implemented in 2019-20.

**The academic level of two TLP recipients was unknown.

This Table relates to Teacher Loan Advisory Committee Goals 1 and 2 described in Section II.

Table 15
Type 1 & Type 2 Loan Recipients by Gender and Ethnicity for 2022-23
(2021-22 in Parentheses)

Gender	TLP Loan Number	TLP Loan Percent	*SC-TEACHER South Carolina Teacher Workforce: 2021-22 (2020-21)	*SC-TEACHER: National Teacher Workforce 2020-21
Male	146 (157)	16.3% (17.4%)	19.6% (19%)	23%
Female	724 (720)	81.1% (79.6%)	80.2% (80%)	77%
Not Answered	23 (27)	2.6% (3.0%)	.2% (1%)	n/a
Total	893 (904)	100%	100%	100%
Ethnicity	TLP Loan Number	TLP Loan Percent	South Carolina Teacher Workforce (2021-22)*	National Teacher Workforce (2020-21)*
African American	79 (98)	8.9% (10.9%)	15.3% (16%)	6%
White	712 (713)	79.7% (78.9%)	78.3% (78%)	80%
Asian	8 (9)	0.9% (1.0%)	1.8% (1%)	2%
Hispanic	21 (21)	2.3% (2.3%)	2.2% (2%)	9%
American Indian	5 (2)	0.6% (0.2%)		
Not Answered	59 (52)	6.6% (5.7%)	1.8% (2%)	0%
Other	9 (9)	1.0% (1.00%)	.6% (1%)	3%
Total	893 (904)	100%	100%	100%

Source: SC Student Loan Corporation and SC-TEACHER.

* Reflects latest available data from latest SC-TEACHER report, released August 2023.

The following two Tables show the distribution of Loan Recipients at public and private institutions for 2020-21 to 2022-23 and their respective numbers at HBCUs, and PACE. Of note:

- For 2022-23, loan recipients attended 27 public and private universities and colleges with physical campuses in South Carolina as described by CHE.
- The 11 institutions with a Teaching Fellows Program are indicated as (TF). For comparative purposes (with TLP recipients), the number of Teaching Fellows at each institution is indicated in parentheses (775 total).

- USC-Columbia, Clemson University, Anderson University, and Winthrop had the highest number of Type 1 and 2 loan recipients – and together more than half of the total Type 1 recipients. However, USC-Columbia and Winthrop’s loan recipient numbers have decreased the last two years.
- Clemson and Southern Wesleyan University were the only 2 of the 27 institutions to increase the number of loan recipients the last two years.
- The number of PACE participants has decreased from 360 to 236 the last two years, perhaps due to the proliferation of other alternative preparation programs.
- Appendix D delineates historical enrollment in Bachelor’s and Master’s Level Education programs by institution, as provided by the CHE, with this year’s report including such information for independent institutions. For 2022-23, 11,243 students were enrolled in Undergraduate (7,794) and Graduate (3,446) programs within CHE’s designated “code family” for Education Programs as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Table 16
Type 1 TLP & Type 2 Recipients for 2020-21 to 2022-23 at
Public & Private Institutions of Higher Education – and PACE

Institution	2020-21	2021-22	2022-23 (TF)
ANDERSON UNIV. (TF)	130	99	105 (100)
BENEDICT COLLEGE			
BOB JONES UNIVERSITY	1	1	
CHARLESTON SOUTHERN UNIV. (TF)	23	25	25 (49)
CITADEL	7	4	6
CLAFLIN UNIVERSITY	2	1	
CLEMSON UNIVERSITY (TF)	117	129	134 (75)
COASTAL CAROLINA UNIVERSITY (TF)	29	29	24 (51)
COKER COLLEGE	8	1	4
COLLEGE OF CHARLESTON (TF)	48	44	35 (73)
COLUMBIA COLLEGE	12	10	17
COLUMBIA INT’L UNIV.	3	2	5
CONVERSE COLLEGE	29	20	24
ERSKINE COLLEGE	3	1	1
FRANCIS MARION UNIVERSITY (TF)	45	18	30 (31)
FURMAN UNIVERSITY	13	11	12
GRAND CANYON UNIV.	4		
HORRY-GEORGETOWN TECHNICAL COLLEGE			1
KANSAS STATE UNIV.	1		
LANDER UNIVERSITY (TF)	80	56	59 (65)
LIBERTY UNIVERSITY	3		
LIMESTONE COLLEGE	9	4	2
METHODIST UNIV.	1		
MIDLANDS TECH.	1		
NEWBERRY COLLEGE	6	6	5
NC STATE UNIVERSITY	1		
NORTH GREENVILLE UNIVERSITY	46	37	35

Institution (Cont’d)	2020-21	2021-22	2022-23
PRESBYTERIAN COLLEGE	3	4	5
SC STATE UNIVERSITY	6	4	5
SOUTHERN WESLYAN UNIVERSITY	15	21	22
UNION COLLEGE	1		
UNC – GREENSBORO	1		
USC – AIKEN (TF)	27	23	22 (34)
USC – BEAUFORT	6	5	7
USC – COLUMBIA (TF)	182	169	151 (138)
USC – LANCASTER	1		
USC – UPSTATE (TF)	94	57	64 (32)
UNIV. OF SOUTHERN MISSISSIPPI	1		
UNIV. OF TENNESSEE	1		
UNIV. OF WEST GEORGIA	4		
VALDOSTA STATE UNIV.	1		
VALLEY CITY STATE UNIV	1		
WESTERN CAROLINA UNIVERSITY	1		
WESTERN GOVERNORS UNIVERSITY	6		
WINTHROP UNIVERSITY (TF)	124	98	76 (127)
WOFFORD	1	2	1
PACE LOAN	360	257	236
OUT-OF-STATE(?)		23	16
TLP	1,457	1,161	1,129
(Teaching Fellows)			(775)

Source: SC Teacher Loan Program and CERRA

The four Historically African American institutions are indicated in **bold**.

The Teaching Fellows Institutions are identified in parenthesis as TF.

The following Table shows the number of loan recipients (5) at the state's five Historically Black Colleges and Universities (one public and four private). As described in Section I, there are other programs available at these students' HBCU, including scholarships, which may be more advantageous to them than a loan. Appendix D shows that 794 students are enrolled in Education Programs at HBCU's (7.1% of the total at all institutions).

Table 17
Type 1/TLP & Type 2/TLC Loan Recipients Attending Historically African American Institutions (HBCUs): 2014-15 through 2022-23

Institution	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Benedict College	0	0	1	0	0	0	0	0	0
Claflin University	0	0	2	0	2	2	2	1	0
Morris College	0	0	0	0	0	0	0	0	0
S.C. State University	7	7	10	1	3	2	6	4	5
TOTAL:	7	7	13	1	5	4	8	5	5

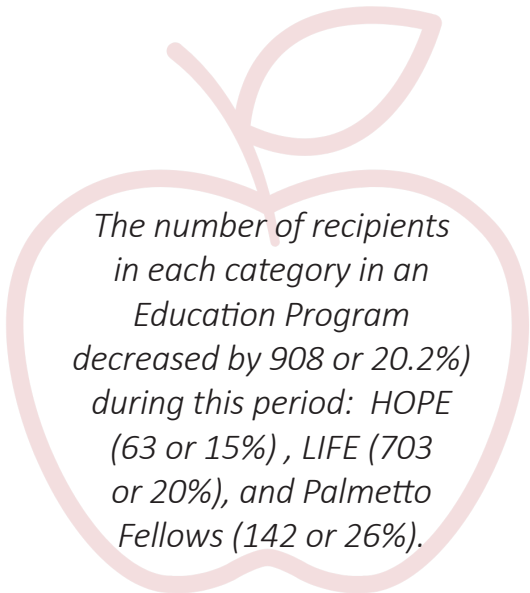
Source: SC Teacher Loan Program

Recipients of the Teacher Loan Program Receiving Other State Scholarships

Recipients of the Teacher Loan Program may also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina, including Palmetto Fellows, LIFE (Legislative Incentive for Future Excellence), and HOPE, which are awarded to students based on academic achievement, but are not directed specifically to teacher recruitment.

The following two Tables show recent and historical data on the number of all HOPE, LIFE, and Palmetto Fellows scholarship recipients, and the number and percentage of those recipients who are in an Education Program. As stated in Section II, the number of Teaching Fellows who also received a TLP is not available. For the three-year period shown in Table 18:

- The number of recipients in each category in an Education Program decreased by 908 or 20.2%) during this period: HOPE (63 or 15%) , LIFE (703 or 20%), and Palmetto Fellows (142 or 26%).
- The overall number of HOPE scholarship recipients increased during this period (though the percentage in an Education Program decreased again).
- The overall number of LIFE and Palmetto Fellows recipients decreased.



The number of recipients in each category in an Education Program decreased by 908 or 20.2%) during this period: HOPE (63 or 15%) , LIFE (703 or 20%), and Palmetto Fellows (142 or 26%).

Table 18
Comparison of Scholarship Recipients and Education Programs*

Scholarship Type	Total Scholarship Recipients by Type Fall 2020-22	Number of Scholarship Recipients in an Education Program Fall 2020-22	Percent of Scholarship Recipients in Education Programs Fall 2020-22
HOPE	4,505 (2022) 4,266 (2021) 3,900 (2020)	346 (2022) 376 (2021) 409 (2020)	7.7% (2022) 8.8% (2021) 10.5% (2020)
LIFE	38,756 (2022) 40,205 (2021) 42,315 (2020)	2,821 (2022) 3,141 (2021) 3,524 (2020)	7.3% (2022) 7.8% (2021) 8.3% (2020)
Palmetto Fellows	8,775 (2022) 9,139 (2021) 9,359 (2020)	410 (2022) 497 (2021) 552 (2020)	4.7% (2022) 5.4% (2021) 5.9% (2020)
Grand Total	52,036 (2022) 53,610 (2021) 55,574 (2020)	3,577 (2022) 4,014 (2021) 4,485 (2020)	6.9% (2022) 7.5% (2021) 8.1% (2020)

Source: SC Commission on Higher Education

* CHE's Fall 2021 and 2022 Education Program data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure. Fall 2020 CHE data included Education Majors only.



This Table shows historical data for the percentage of all HOPE, LIFE, and Palmetto Fellows Recipients who are in an Education Program. Of note:

- All three scholarship types are at their respective 14-year lows.
- The steady decline in percentages reflects the declining education program enrollment figures.
- For the fifth year in a row, HOPE recipients had the largest drop of the percentage in Education Programs.

Table 19
Student Percentage Receiving Scholarships
for Fall Term Who Are in Education Programs*

Fall	HOPE	LIFE	Palmetto Fellows	Total
2009	14.4	11.1	6.5	10.6
2010	12.7	11.0	6.7	10.5
2011	9.9	10.2	6.3	9.6
2012	13.2	9.6	6.0	9.3
2013	12.5	9.3	5.9	9.0
2014	11.1	9.3	5.7	8.9
2015	11.2	9.2	5.6	8.8
2016	11.5	9.1	6.0	8.8
2017	11.1	8.6	5.9	8.4
2018	10.4	8.3	6.2	8.1
2019	11.4	8.2	5.9	8.1
2020	10.5	8.3	5.9	8.1
2021*	8.8	7.8	5.4	7.5
2022*	7.7%	7.3%	4.7%	6.9%

Source: SC Commission on Higher Education

* Beginning with Fall 2021 CHE Education Program data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Appendices

Appendix A-1:

Teacher Loan Program Statute

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

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

- (a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State.
- (b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties.
- (c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams.
- (d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter.
- (e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:
 - (1) A student initially may take the basic skills examination during his first or second year in college.
 - (2) Students may be allowed to take the examination no more than four times.
 - (3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination, or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time. Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

- (f) administer the basic skills examination provided for in this section three times a year.
- (g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance.
- (h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations.
- (i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies.
- (j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

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

academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

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

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

Notwithstanding another provision of this item:

- (1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:
 - (a) has an absolute rating of below average or unsatisfactory.
 - (b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or
 - (c) meets the poverty index criteria at the seventy percent level or higher.
- (2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.
- (3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.
- (k) for special education in vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille.

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

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

- (A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:
- (7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes
- (8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

Appendix A-2. 2022-23 Teacher Loan Program Provisos:

SC Teacher Loan Advisory Committee (1A.6)

Teacher Loan Program (1A.64)

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.E. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and **\$166,302** which must be used for specific programs to recruit minority teachers: and shall distribute **eight percent** to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds, and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education, and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

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

1A.64. (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is **\$7,500** per year and the aggregate maximum loan amount is **\$27,500**.

Appendix A-3. Other 2022-23 Teacher Recruitment-Related Provisos

Rural Teacher Recruitment Incentive Program: CERRA (1A.51)

Allocations from Teacher Recruitment Program: (1A.66 and 1A.67)

\$750,000 - USC College of Education

\$1,400,000 - SCSU BRIDGE PROGRAM/PARTNERSHIP(S)

1A.51. (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) 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.
- (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 participant's 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 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.

(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.

1A.66. (SDE-EIA: Teacher Recruitment Program) On or before September 30th of Fiscal Year 2022-23, following the development of accountability metrics, **\$750,000** of the funds appropriated in this act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing

mentoring support. The pilot program shall compliment and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Proviso 1A.51 of this act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the I-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

1A.67. (SDE: Bridge Program) Of the funds appropriated for "Rural Teacher Recruitment" in Fiscal Year 2022-23, **\$1,400,000** shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina State University for the purpose of preparing these students to major in education and to become future teachers along the I-95 corridor. South Carolina State University must utilize **\$400,000** of these funds to **partner with one or more institutions of higher education to establish a similar bridge program.**

Appendix A-4.

DSS and Other State Agency 2022-23 Provisos Related to Tuition Reimbursement/Student Loan Repayment Incentives (38.24 and

38.24. (DSS: Tuition Reimbursement/Student Loan Repayment) The Department of Social Services is allowed to spend state, federal, and other sources of revenue to provide tuition reimbursement and/or student loan repayment to aid in retaining caseworkers and critical needs department jobs based on objective guidelines established by the State Director of the Department of Social Services.

The department may also provide paid educational leave for any employees in an FTE position to attend class while enrolled in programs that are

related to the agency's mission. All such leave is at the agency head's discretion.

The department may enter into an agreement with staff employed in critical need departments to repay them for their outstanding student loans and/or reimburse tuition expenses. The employee must be employed in a critical needs area, which would be identified at the agency head's discretion, be in a covered FTE, and not have any disciplinary actions. Participants in this program must agree to remain at the department for a period of five years. The department may pay these employees up to \$7,500 each year over a five-year period in accordance with a program developed by the department. Payments will be made directly to the employee at the end of each year of employment. Payments cannot exceed the balance of the student loan or the cost of tuition.

117.62. (GP: Critical Employee Recruitment and Retention) State agencies are allowed to spend state, federal, and other sources of revenue to provide lump sum bonuses to aid in recruiting and retaining workers in critical needs jobs which provide services that directly impact the health, safety, and welfare of the public. The employee bonus amount shall be approved by the State Human Resources Director based on State Human Resources guidelines, and shall not exceed \$10,000 per year. Payment of these bonuses is not a part of the employee's base salary and is not earnable compensation for purposes of employee and employer contributions to respective retirement systems. These bonuses shall, however, be considered earnings for determining if an employee who has returned to work after retirement is subject to the earning limitation imposed in either Section 9-1-1790(A)(1) or Section 9-11-(4)(a)(i).

These agencies may also provide paid educational leave for any employee in a FTE position deemed critical by the Department of Administration to attend class while enrolled in degree programs that are related to the agency's mission. All such leave is at the agency head's discretion.

These agencies may enter into an agreement with individuals employed in critical needs positions to repay them for their outstanding student loans associated with completion of a relevant degree. Agencies may pay these employees up to twenty percent or \$7,500, whichever is less, of their outstanding student loan each year over a five-year period. Payments will be made directly to the employee at the end of each year of employment. The agency will be responsible for verifying the principal balance of the employee's student loan prior to issuing payments.

Agencies are also authorized to allow tuition reimbursement from a maximum of ten credit hours per semester; allow probationary employees to participate in tuition programs; and provide tuition prepayment instead of tuition reimbursement for employees willing to pursue a degree in a healthcare program. An agency may pay up to fifty percent of an employee's tuition through tuition prepayment. The remaining tuition could be reimbursed to the employee after successful completion of the class.

The Department of Administration shall approve of the designation of critical needs positions applicable to this provision using guidelines that include, but are not limited to: 1) the difficulty recruiting for the positions as reflected by data such as the vacancy rate maintained, the average time to fill, the lack of sufficient qualified applicants, and other objective factors; 2) the difficulty retaining employees in the positions as shown by turnover data; 3) justification by the state agency that the position is critical to the core mission of the agency and directly impacts the health, safety and welfare of the public; and 4) assurances from the state agency that there are sufficient existing funds available to pay for items under this provision.

Healthcare employees in approved critical needs positions working on a practicum or required clinical experience towards completion of a healthcare degree may be allowed to complete these requirements at their state agency or another state agency at the discretion of the agency head. This field placement at another state agency may be considered work time for participating employees.

State agencies must report to the Department of Administration by August 31st of each year any expenditure under this provision. The Department of Administration shall compile a report of the responses and submit them to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by October 1st of each year.

Appendix A-5

EIA and EAA Budget and Proviso Request for FY 2024-25 Adopted by EOC December 11, 2023 (pages 3-4)

EOC Recommendations Regarding Education Improvement Act Teacher Retention and Recruitment Programs:

Teacher recruitment and retention is the most pressing issue facing public schools across South Carolina, as well as the nation. Research is evident that a highly qualified teacher has a large impact on student achievement.¹ Currently, the South Carolina General Assembly is funding a number of teacher recruitment and retention programs through Education Improvement Act (EIA) funds with the intent to attract and retain highly qualified teachers for the students of South Carolina. Specifically, there are 16 programs with goals to recruit and/or retain teachers which total \$68,799,875 in EIA funds. (Monies allocated for teacher salaries have not been included in these figures.) Of the 16 programs, 10 programs are specifically designed to recruit teachers to the profession. Of the 10 programs specifically designated to recruit teachers, only eight (8) provided data that showed the number of certified teachers produced in 2023. These eight programs received \$10,014,605 in EIA funds. In 2023, a total of 239 teachers were certified using EIA funds from these eight (8) programs for a cost per teacher of \$41,902. (Note: Of the 239 teachers produced, 75% or 179 teachers were from the Teaching Fellows program.) A number of subcommittee members have noted a concern that there is no statewide entity whose sole purpose is to recruit and/or retain teachers in South Carolina; furthermore, there is no comprehensive plan for collecting, evaluating, and reporting on the outcomes of the 16 programs which receive state funding. In the absence of an entity overseeing teacher recruitment and retention statewide, South Carolina has created silos of programs working on the same issue with little coordination among groups and no overall plan or strategy for undertaking this persistent challenge. Pursuant to Proviso 1.114 of the 2022-23 General Appropriations Act, the Teacher Recruitment and Retention Task Force made recommendations to propose necessary revisions for improving teacher recruitment, retention, and advancement. While many meaningful recommendations were made, this Task Force was not charged with the responsibility of looking at all programs/structures responsible for teacher recruitment and retention. The EIA subcommittee recommends an ad hoc committee be formed in the summer 2024 to review current structures/programs in place in South Carolina whose focus is teacher recruitment and retention. Each EIA program will be reviewed, with a specific eye toward duplication of efforts and return on State investments. The responsibility of the ad hoc committee will be the EOC.

This ad hoc committee will make recommendations to the General Assembly in January 2025 as to the most efficient and effective way to manage and monitor teacher recruitment and retention structures/programs across South Carolina to increase teachers entering the teaching profession and to retain teachers, specifically in the first five (5) years of teaching. The EIA subcommittee recommends that any request received for additional funding or new funding should be postponed until the comprehensive plan from the ad hoc committee have been approved by the General Assembly.

Proviso Recommendation for FY 2024-25, as adopted by the EOC December 11, 2023 (Teacher Recruitment and Retention):

An ad hoc committee will be formed in summer 2024 to review current EIA structures/programs in place in South Carolina whose focus is teacher recruitment and retention. The responsibility of the ad hoc committee will be the EOC. Each program will be reviewed, with a specific eye toward duplication of efforts and return on State investments. This ad hoc committee will make recommendations to the General Assembly in January 2025 as to the most efficient and effective way to manage and monitor teacher recruitment and retention structures/programs across South Carolina to increase teachers entering the teaching profession and to retain teachers, specifically in the first five (5) years of teaching.

Rural Teacher Recruiting Incentive 2024-25 Proviso 1A.45, as adopted by the House March 13, 2024, reported out by the Senate Finance Committee April 10, 2024, and passed by the Senate April 24, 2024:
1A.45(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.

Appendix B: Teacher Loan Fund Program CHE Regulation 62-110, et al

Section

ARTICLE II Student Loan Corporation

(Statutory Authority: Act 512 Part 2 Section 9 Division 2 Subdivision C Subpart 1 (6), Acts of Joint Resolutions of South Carolina 1984)

Subarticle A

General Introduction

62-110. Introduction.

The South Carolina Student Loan Corporation, hereinafter called the Corporation, is an eligible lender under the South Carolina Student Loan Program (FFELP) as administered by the State Education Assistance Authority, hereinafter called the Authority, and has been designated pursuant to the South Carolina Education Improvement Act of 1984 to administer a loan program for State residents who wish to become certified teachers in the State in areas of critical need. All loans made under this program shall be subject to the regulations contained herein. Loans shall be made available without regard to race, sex, color, national origin, age or marital status.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 13, Issue No. 3, eff March 24, 1989; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

Editor's Note

See SCSR 44-6 Doc. No. 4968, effective May 18, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Subarticle B

General Regulations

Relating to Borrowers

62-120. Borrower Eligibility.

- A. To be eligible to receive a loan under the Teachers Loan Program a student shall: (1) Be a citizen or permanent resident of the United States; and
- (2) Be a bona fide resident of South Carolina, as defined in applicable State statutes governing the determination of residency for tuition and fee purposes at public colleges and universities within this State; and
- (3) Have been accepted for enrollment, or enrolled in good standing in an eligible institution as defined in the Regulations of the Authority and further defined as follows:
- (a) For institutions located in South Carolina, those:
 - (i) Which offer baccalaureate or higher degree programs which are approved for initial teacher certification by the State Board of Education (Board); or
 - (ii) Whose highest offering is the Associate of Arts or Associate of Science Degrees which are designed for transfer to baccalaureate programs including those in teacher education, and which are eleemosynary institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools;
 - (b) For institutions located out of the State, those institutions which are regionally accredited and which offer baccalaureate or higher degree programs which are approved for initial teacher certification by the appropriate credentialing agency in that State; and
- (4) Be enrolled on at least a half-time basis; and
- (5) Indicate a desire and intent to teach in South Carolina in an area of critical need as defined by the Board annually; and
- (6) If an undergraduate student who has completed one year (two semesters or the equivalent) of collegiate work and who is attending a South Carolina institution, has taken and passed a "Basic Skills Test" as required by the Board for entrance into a program of teacher education; or if an undergraduate who has not completed one year of collegiate work did achieve a score equal to or greater than the mean score achieved by all examinees in South Carolina taking the SAT or ACT in the year of graduation from high school or in the most recent year for which such figures are available; and
- (7) If an undergraduate student or a first-time graduate student, have attained a cumulative grade point ratio of at least 2.75 GPR (on a 4.0 scale) in collegiate work; or if an undergraduate who has not completed one semester of college work have graduated in the top 40% of his high school class or have received a high school diploma through completion of adult education courses or passing the GED; and
- (8) If an undergraduate student, be formally admitted to an undergraduate teacher education program or if the student is not yet formally admitted to such a program the Department of Education, or its equivalent, at an eligible institution must certify that the student has expressed an intent and desire to enter the field of teaching, and is enrolled in a teacher education program at a time required by the institution; and
- (9) If a continuing graduate student, have maintained a 3.5 GPR (on a 4.0 scale) on graduate work; and
- (10) If a graduate student, have not previously been certified to teach, but entering a program for the specific purpose of becoming certified; or, if previously certified in a non-critical area, entering a program for the specific purpose of becoming certified to teach in a subject area which is defined by the Board as an area of critical need; and
- (11) Be eligible in all other respects as may subsequently be required by the Corporation.

B. To be eligible to receive a loan up to the amount designated for individuals changing careers a student shall:

- (1) Meet the eligibility requirements of 62-120(A). Students who have previously earned a baccalaureate degree will not be required to meet the academic standards specified in 62-120(A)(6), (7) and (9) during the initial year of teacher training. All applicable academic requirements must be met for all subsequent years; and
- (2) Possess a baccalaureate degree or at the time of initial application be employed as an instructional assistant in the South Carolina public school system; and
- (3) Have completed a baccalaureate degree a minimum of three years prior to the beginning of the teacher training (instructional assistants are exempt from this requirement); and
- (4) Have been employed on a full time basis for minimum or three years, or the equivalent in part time employment, prior to the beginning of the teacher training; and
- (5) Are not receiving any other funds through this program for the same period of teacher training.

C. To be eligible to receive a loan up to the amount designated for individuals participating in the Critical Needs Certification Program a student must be enrolled in the Critical Needs Certification Program as certified by the Board.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 13, Issue No. 3, eff March 24, 1989; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 25, Issue No. 5, Part 1, eff May 24, 2002.

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See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Subarticle C

General Regulations Relating to Loan Maximums, Administration and Repayment

62-130. Loan Maximums.

A. The maximum amount an eligible student may borrow under this program, is established by the South Carolina Commission on Higher Education, hereinafter called the Commission.

B. The maximum amount a borrower meeting the eligibility criteria in 62-120(B) may borrow shall not be limited by any definition used by the institution in determining the eligibility for financial aid and receipt of these funds shall not affect any federal, state or private assistance which the student may be eligible to receive.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

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62-131. Loan Administration.

A. All loans shall be secured by a Promissory Note. Loan shall bear interest from the date of disbursement of funds to the borrower at the rate as may be specified by the Commission.

B. The proceeds of a loan shall normally be disbursed by academic registration period, but not sooner than required by the student to meet his educational expenses. A check made co-payable to the borrower and to the institution will be forwarded to the institution for distribution to the borrower; provided, however, that in situations in which it is not feasible to issue the check co-payable, the check will be made payable to the borrower alone and forwarded to the institution. Nothing in this section shall preclude loan funds being transferred to the institution by electronic means.

(1) Borrowers participating in the Critical Needs Certification Program will receive a single disbursement annually. A check will be made payable to the borrower and forwarded directly to that borrower.

C. The student and institution shall agree to return to the Corporation any refunds applicable to these loans to which the student is entitled due to withdrawal of the student from the institution.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

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62-132. Repayment.

A. A student who receives loans under this program shall be eligible to have the greater of 20% or three thousand dollars of the loan(s) cancelled for each full year, or the greater of 10% or one thousand five hundred dollars for each complete term of teaching experience as defined by the Board in the State in an area of critical need, up to a maximum of 100% of the amount of the loan(s) plus the interest thereon. There shall be no cancellation for partial terms.

(1) Upon employment in an eligible subject area, as defined by the Board at the time of loan application or subsequently, the borrower will be entitled to cancellation of all loans received under this program that are outstanding at the time of employment.

(2) Upon employment in a geographic area of critical need, the borrower will be entitled to cancellation of all loans received under this program even if such geographic area is subsequently no longer defined by the Board as one of critical need. If a borrower changes employment from one geographic area to another, cancellation of loans received under this program will be provided only if the geographic area to which the borrower is moving is defined as an area of critical need at that time. Defined Geographic areas of critical need will be provided to the borrower at the time the borrower begins to seek employment.

B. Borrowers who simultaneously meet the requirements described in A(1) and A(2) above shall be eligible to have the greater of 33 1/3% or five thousand dollars of the loan(s) cancelled for each full year, or the greater of 16 2/3% or two thousand five hundred dollars for each complete term, of teaching experience as defined by the Board, up to the maximum of 100% of the amount of the loan(s) plus the interest thereon. There shall be no cancellation for partial terms.

C. If a borrower does not meet the requirements for cancellation as specified in paragraph A above, the borrower must begin repayment of the loan(s) received under this program in accordance with the Regulations of the Corporation and subject to the terms of the Promissory Note(s), unless otherwise agreed to by the Corporation and the borrower. If a borrower does not initially meet the requirements for cancellations as set forth in paragraph A above, but subsequently does so, there will be no refund or credit provided for any amount paid; provided, however, any unpaid balance at the time the borrower begins teaching in an area of critical need will be eligible for cancellation subject to the regulations contained herein.

(1) Repayment of principal amount of a loan made under this program together with the interest, shall be made in monthly installments beginning six (6) months, after the date on which the borrower ceases to carry at least one-half the normal full-time academic work load at an eligible institution

as defined by the Corporation or for borrowers participating in the Critical Needs Certification Program immediately upon disbursement of the loan funds. The monthly installment shall be at a rate which will repay the loan in not less than five (5) years nor more than ten (10) years from the beginning of the repayment period, unless the Corporation, at the request of the borrower, specifically provides a prepayment schedule that will repay the loan during a period of less than five (5) years. Unless specifically authorized by the Corporation, the monthly installment shall be at a rate of not less than \$50 per month. A borrower may accelerate repayment of the loan, in whole or in part, without penalty. Repayment of the loan is not required when the borrower is eligible for cancellation under 62-132 (A) of these regulations.

(2) In the event a borrower dies, the obligation to make any further repayment shall be cancelled upon receipt of a Certification of Death, (or upon receipt of such other evidence approved by the Corporation.) In the event a borrower becomes totally and permanently disabled, the obligation to make any further repayment shall be cancelled upon receipt of certification by a licensed physician.

(3) The Corporation shall have authority to assess a late charge for failure of the borrower to pay all or part of an installment within ten (10) days after its due date. The amount of such charge may not exceed six cents (.06) for each dollar of each installment due.

(4) The Corporation shall have the authority to collect from the borrower reasonable attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.

(5) Nothing in this section shall preclude any forbearance for the benefit of the borrower which may be agreed upon by the parties to the loan and approved by the Corporation D. The Corporation shall develop and maintain such procedures, subject to the approval of the Commission, as may be necessary to carry out applicable provisions of Act 512, Acts of Joint Resolutions of South Carolina, 1984 (Educational Improvement Act), as amended, and as may be required to exercise reasonable care and diligence in the making and collection of loans.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 25, Issue No. 3, eff March 23, 2001; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

Editor's Note

See SCSR 44-6 Doc. No. 4968, effective May 18, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Appendix C. SC Teacher Loan Advisory Committee **(Source: CERRA)**

Authorization:

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee), and successive General Appropriations Acts have maintained the existence of the Committee and initial Proviso language. The Committee is charged with:

- (1) establishing goals for the Teacher Loan Program;
- (2) facilitating communication among the cooperating agencies;
- (3) advocating for program participants; and
- (4) recommending policies and procedures necessary to promote and maintain the program.

Committee Composition:

The Committee was most recently chaired by Dr. Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director. Following Marcella's retirement in July 2023, Dr. Jenna Hallman, CERRA's Executive Director, and Arthur Pinckney, one of CERRA's Program Facilitators, assumed the role of interim chairs. Jenna Hallman was then elected as chair on September 27, 2023. Working with her in this endeavor is Ray Jones, Vice President for Loan Programs at SC Student Loan Corporation.

The Committee is to be composed of one member representing each entity itemized below, with the applicable individual having served on the Committee for 2022-23 and continuing to serve in 2023-24 and the institutions they represent as shown:

- (1) Commission on Higher Education – Karen Woodfaulk (2013)
- (2) State Board of Education – Sallie Lee (2021)
- (3) Education Oversight Committee – Patti Tate (2014)
- (4) CERRA – Marcella Wine-Snyder (2013 - 2023); Jenna Hallman (2023)
- (5) South Carolina Student Loan Corporation – Ray Jones (2018)
- (6) South Carolina Association of Student Financial Aid Administrators – Joey Derrick (2018)
- (7) Local school district human resources officer – Doug Jenkins (2018), Georgetown

(8) a public higher education institution with an approved teacher education program - Jesulon Gibbs-Brown (2021), SC State University [Note – Jesulon Gibbs-Brown will complete her term in 2023-24 so as to ensure continuity during the change in leadership, and a representative from USC Beaufort will be added for the next academic year.]

(9) a private higher education institution with an approved teacher education program – Gretchen Whitman (2023), Columbia College.

Members of the Committee representing the public and private institutions of higher education (IHE) per (8) & (9) above shall rotate among the respective institutions and shall serve a two-year term on the Committee (see additional information below).

Other Participants: In addition to the nine members pursuant to Proviso, four education organizations also participate on the Committee.

- Call Me MISTER – Roy Jones (2015)
- SC Association of School Administrators – Tim Newman (2017)
- SC Alliance of Black School Educators – Zona Jefferson (2015)
- Palmetto State School Counselor Association – Sharlene Drakeford (2023)
- Additional CERRA staff: Jennifer Garrett and Arthur Pinckney (2022-23), Meredith Dantzler and Arthur Pinckney (2023-24)

Public School Rotations to Date:

Coastal Carolina University, Francis Marion University, Lander University, Citadel, SC State University

Private School Rotations to Date:

Benedict College, Claflin University, Morris College, Columbia College.

Rotation Schedule (added 2023-24)

When a public IHE committee member's term ends, the next-in-line public IHE will be given the option to appoint a representative. Likewise, the next time a private IHE committee member's term ends, the next-in-line private IHE will be given the option to appoint a representative. Appointment requests will be submitted to the dean or chair of the IHE's education school or department. IHEs are listed below by appointment eligibility, in reverse order:

Public IHEs	Private IHEs
SC State University	Columbia College
The Citadel	Morris College
Lander University	Claflin University
Francis Marion University	Benedict College
Coastal Carolina University	Limestone University

College of Charleston	North Greenville University
USC Upstate	Presbyterian College
Winthrop University	Anderson University
Clemson University	Coker College
USC Columbia	Charleston Southern University
USC Aiken	Newberry College
USC Beaufort	Erskine College

Meetings During the 2022-23 academic year, meetings were scheduled for September 29th, December 8th, and March 9th. Per historical correspondence, the meeting on December 8th was canceled due to a lack of agenda items. During the 2023-24 academic year, meetings were/are scheduled for September 27th, January 11th, and April 11th. During the September 27th meeting, the committee voted to meet virtually and to decide in December if the January 11th meeting would be necessary. This meeting was canceled with the understanding that the April meeting will need to take place.

2022-23 Discussions of Note: discussion included continuing interest in the BOLD “pay for success” process – currently in place for nurses - for educators; several House bills related to the committee’s work including 3105 (Loan Forgiveness), 3107 (Education Lottery Scholarship Grants), 3113 (Teaching Scholarship), 3117 (Student Loan Forgiveness for Teachers); as well as updates from previously recommended action items.

2023-24 Discussions of Note: due to the change in leadership, discussion during the first meeting of FY24 focused on the committee’s past work and ongoing challenges; a review of the previous TLP report and recommendations based on included information; and the development of next steps (e.g. reconnecting SCSLC and TeachSC).

Appendix D:

Fall Enrollment in Bachelor's and Master's Level Education Programs for Public and Private Institutions

Note: The following Tables from the SC Commission on Higher Education have been updated to include information for private as well as public institutions, and to align data with the titles. "Education Programs" data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Appendix D

Fall Enrollment in Bachelor's Level Education Programs – Public Institutions¹

Institution	2014	2015	2016	2017	2018	2019	2020	2021	2022	Provisional 2023	% Change 2014 to 2023
Research Institutions											
Clemson University	593	597	579	602	633	660	765	859	908	929	56.7%
U.S.C. - Columbia	1,245	1,174	1,110	1,002	948	926	865	834	861	899	-27.8%
Research Subtotal	1,838	1,771	1,689	1,604	1,581	1,586	1,630	1,693	1,769	1,828	-0.5%
Comprehensive Teaching Institutions											
The Citadel	73	51	45	45	37	33	38	41	40	39	-46.6%
Coastal Carolina University	774	758	709	758	698	672	671	666	628	648	-16.3%
College of Charleston	591	557	503	533	520	487	502	516	501	471	-20.3%
Francis Marion University	367	334	320	303	320	322	342	260	260	207	-43.6%
Lander University	427	431	429	423	452	422	423	423	350	370	-13.3%
South Carolina State Univ.	514	465	469	467	447	369	359	379	390	395	-23.2%
U.S.C. - Aiken	338	376	353	344	353	349	344	296	254	245	-27.5%
U.S.C. - Beaufort	126	133	122	137	127	127	116	94	98	91	-27.8%
U.S.C. - Upstate	830	660	646	651	657	602	525	469	438	382	-54.0%
Winthrop University	961	982	1,000	991	909	777	767	661	579	555	-42.2%
Comprehensive Subtotal	5,001	4,747	4,596	4,652	4,520	4,160	4,087	3,805	3,538	3,403	-32.0%

Public Subtotal	6,839	6,518	6,285	6,256	6,101	5,746	5,717	5,498	5,307	5,231	-23.5%
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¹ Education Programs include students enrolled in all programs within the 13.xxxx CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Fall Enrollment in Bachelor's Level Education Programs – Independent Institutions¹

Senior Independent Institutions											
Anderson University	504	502	514	551	512	511	497	445	420	417	-17.3%
Benedict College	152	121	80	82	135	86	66	64	59	38	-75.0%
Bob Jones University	330	391	351	381	333	409	390	392	375	310	-6.1%
Charleston Southern University	511	567	610	598	601	768	772	535	259	236	-53.8%
Clafin University	225	206	190	176	185	186	204	177	162	133	-40.9%
Coker University	137	97	97	90	79	89	62	51	42	36	-73.7%
Columbia College	195	193	196	206	207	185	181	217	249	274	40.5%
Columbia International Univ.	39	49	48	48	57	62	57	56	58	51	30.8%
Converse University	131	118	112	137	144	124	112	117	85	95	-27.5%
Erskine College	30	33	100	32	19	44	97	96	63	78	160.0%
Furman University	78	72	69	45	34	39	50	49	42	34	-56.4%
Limestone University	199	179	178	157	138	112	112	117	137	71	-64.3%
Morris College	78	90	81	76	61	46	36	27	26	30	-61.5%
Newberry College	165	161	166	146	152	138	119	108	80	117	-29.1%
North Greenville University	350	369	356	380	363	351	356	327	355	342	-2.3%
Presbyterian College	47	37	34	27	26	28	25	31	28	21	-55.3%
Southern Wesleyan University	141	116	145	214	145	131	109	115	125	147	4.3%
Voorhees University	10						134	104		133	1230.0%
Wofford College	12	9	9	10	8	5		1			NA
Sr Independent Subtotal	3,334	3,310	3,336	3,356	3,199	3,314	3,379	3,029	2,565	2,563	-23.1%
BACHELOR'S LEVEL TOTAL	10,173	9,828	9,621	9,612	9,300	9,060	9,096	8,527	7,872	7,794	-23.4%

¹ Education Programs include students enrolled in all programs within the 13.xxxx CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Fall Enrollment in Master's Level Education Programs¹

Institution	2014	2015	2016	2017	2018	2019	2020	2021	2022	Provisional 2023	% Change 2014 to 2023
Research Institutions											
Clemson University	298	310	295	388	501	622	654	642	576	619	107.7%
U.S.C. - Columbia	632	722	739	569	429	482	543	609	507	491	-22.3%
Research Subtotal	930	1,032	1,034	957	930	1,104	1,197	1,251	1,083	1,110	19.4%
Comprehensive Teaching Institutions											
The Citadel	212	240	247	246	211	169	170	214	219	222	4.7%
Coastal Carolina University	329	325	366	343	298	255	239	210	168	131	-60.2%
College of Charleston	127	128	124	88	78	63	58	93	88	63	-50.4%
Francis Marion University	104	100	75	77	113	110	111	114	108	86	-17.3%
Lander University	30	25	29	27	26	39	41	65	229	317	956.7%
South Carolina State Univ.	158	129	100	111	99	67	79	52	46	38	-75.9%
U.S.C. - Aiken	12	6	4	1	9	18	18	13	15	11	-8.3%
U.S.C. - Beaufort								12	12	5	NA
U.S.C. - Upstate	19	21	23	25	19	318	395	328	309	297	1463.2%
Winthrop University	292	264	273	218	210	219	228	243	202	165	-43.5%
Comprehensive Subtotal	1,283	1,238	1,241	1,136	1,063	1,258	1,339	1,344	1,396	1,335	4.1%
Public Subtotal	2,213	2,270	2,275	2,093	1,993	2,362	2,536	2,595	2,479	2,445	10.5%
Senior Independent Institutions											
Anderson University	171	188	181	203	198	222	228	216	228	171	0.0%
Benedict College											
Bob Jones University	46	40	56	57	75	55	70	94	92	88	91.3%
Charleston Southern University	62	65	58	41	87	50	36	35	33	33	-46.8%
Clafin University		16	28	25	17	15	13	9	8	10	NA
Coker University	10	26	18	35	48	29	36	34	34	18	80.0%

Columbia College	82	75	66	57	52	70	152	238	232	225	174.4%
Columbia International Univ.	56	63	69	69	56	189	302	353	251	216	285.7%
Converse University	157	126	168	170	201	157	136	101	70	70	-55.4%
Erskine College											
Furman University	92	100	129	96	93	75	68	64	64	48	-47.8%
Limestone University										13	NA
Morris College											
Newberry College										1	NA
North Greenville University	31	36	40	33	44	27	35	23	29	32	3.2%
Presbyterian College											
Southern Wesleyan University	193	217	172	112	96	97	85	50	28	21	-89.1%
Voorhees University									34	55	NA
Wofford College											
Sr Independent Subtotal	900	952	985	898	967	986	1,093	1,221	1,103	1,001	11.2%
MASTER'S LEVEL TOTAL	3,113	3,222	3,260	2,991	2,960	3,348	3,629	3,816	3,582	3,446	10.7%

¹ Education Programs include students enrolled in all programs within the 13.xxxx CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

BACHELOR'S+MASTER'S TOTAL	13,286	13,050	12,881	12,603	12,260	12,408	12,725	12,343	11,454	11,240	-15.4%
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Appendix E Website Links

Alternative Teacher Preparation Programs – SDE (PACE, etc.)

SCDE Alternative Certification Programs

SDE approved programs: <https://ed.sc.gov/educators/alternative-certification/programs/>

SDE PACE Program: <https://ed.sc.gov/educators/alternative-certification/pace/>

Forms and Guidelines: <https://ed.sc.gov/educators/alternative-certification/forms/guidelines/>

ABCTE: 2022-23 Annual Program Report

<https://www.scstatehouse.gov/reports/DeptofEducation/American%20Board%20Annual%20Report%202022-23%20School%20Year.pdf>

Teach for America: 2022-23 Annual Program Report

<file:///C:/Users/Owner/Downloads/EP04%20Attach%20Teach%20for%20America%20Report%202022%2023%2003%2024.pdf>

Teachers of Tomorrow: 2022-23 Annual Program Report

<file:///C:/Users/Owner/Downloads/EP05%20Attach%20Annual%20Report%20on%20Teachers%20of%20Tomorrow%20for%20the%202022-23%20School%20Year.pdf>

A Study of Teacher Recruitment Programs Funded with Education Improvement Act (EIA) Revenues, April 2022, presented to the EOC by Dr. Jo Anne Anderson and Dr. Loren Anderson

https://eoc.sc.gov/sites/eoc/files/Documents/Teacher%20Report%20Anderson/EIA%20Program%20Review_Anderson-08.19.2022.pdf

Call Me MISTER

<https://www.clemson.edu/education/programs/programs/call-me-mister.html>

CERRA

Home (Teaching Fellows, etc.) <https://www.cerra.org/>

Supply and Demand Reports <https://www.cerra.org/supply-and-demand.html>

Teacher Cadets <https://www.teachercadets.com/>

Reports and Appropriation Requests Presented to CHE:

Annual Report for FY 20-21 as presented 9/2/21, and Appropriation Request for FY 22-23 as presented 9/2/21

<https://dc.statelibrary.sc.gov/server/api/core/bitstreams/b81d6569-7834-4b4d-9360-15818cd0fa03/content> (2023 as of 4/30/24)

Annual Report for FY 22-23 with FY 24-25 Appropriations Request, as presented to CHE 9/7/23

[https://che.sc.gov/sites/che/files/Documents/Meetings/Meetings%202023/Board%20of%20Commissioners/September/6.02.B.CHE%20Memo CER RA Budget%20Request%20FY24-25WithAttachment.pdf](https://che.sc.gov/sites/che/files/Documents/Meetings/Meetings%202023/Board%20of%20Commissioners/September/6.02.B.CHE%20Memo_CER_RA_Budget%20Request%20FY24-25WithAttachment.pdf)

CHE

Home <https://che.sc.gov/>

Palmetto Fellows Scholarship Application Process Going Digital May 2024

<https://www.che.sc.gov/news/2024-04/palmetto-fellows-scholarship-application-process-going-digital-may>

Education Oversight (EOC) Teacher Loan Program Annual Reports

<https://eoc.sc.gov/policy-makers>

South Carolina Department of Education

Home <https://ed.sc.gov/>

Alternative Certification Programs <https://ed.sc.gov/educators/alternative-certification/>

Critical Needs <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/>

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

FY 2022-23 Fourth Quarter Report and FY 24-25 Appropriations Request

https://che.sc.gov/sites/che/files/Documents/Meetings/Meetings%202023/CAESS/August%2023/Committee%20on%20Access%20and%20Equity%20and%20Student%20Services%20August%202023_AGENDA.PDF.pdf

South Carolina Student Loan Corporation (SLC)

SLC Reports on Consolidated Financial Statements (Annual Audit Reports)

<https://www.scstudentloan.org/organization/financial-reports> (Links for Fiscal Years 6/30/2000 through 6/30/2023)

SLC Type 1 & Type 2 Loan Application 2024-25

https://www.scstudentloan.org/sites/default/files/24-25%20TLP_Career%20Changers%20ApplicationPN%20V2_Final3.18.24.pdf

SLC Type 3/PACE Loan Application 2023-24

https://www.scstudentloan.org/sites/default/files/PACE2023_Application_Updated%207.10.2023_V4.pdf (as of 4/28/24)

SC-TEACHER Profile of the SC Teacher Workforce Reports

<https://sc-teacher.org/profile-of-the-south-carolina-teacher-workforce-for-2020-2021/> December 2022

<https://sc-teacher.org/wp-content/uploads/2023/09/SCT-2023-004-Educator-Workforce-Profile-2021-22-F-web.pdf> August 2023