

2014-2015

SC TEACHER LOAN PROGRAM

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**



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Annual Report on the South Carolina Teacher Loan Program

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

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I. Summary of Findings and Recommendations

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

New Findings and Recommendations

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

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

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

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

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

II. Status of Educator Pipeline

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

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

Across the Nation

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

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

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

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

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

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

Aiken County School District

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

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

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

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

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

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

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

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

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

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

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

Table 1
Sources of New Teacher Hires

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

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

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

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

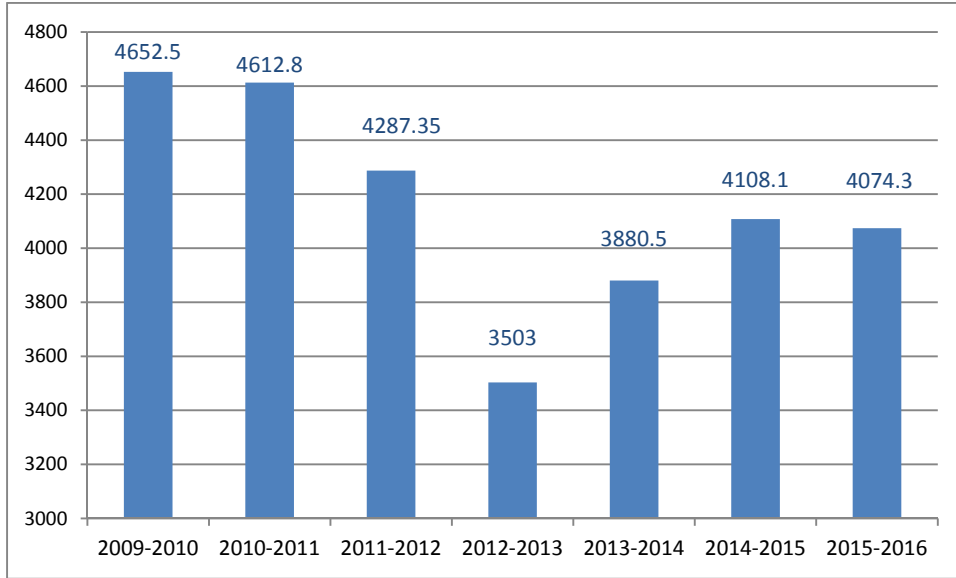
School year	Number of newly hired certified teachers	Number of certified teachers who did not return to their teaching positions*	Number of graduates who completed a SC teacher education program (data obtained from CHE)	Number of certified teachers who did not return after five or fewer years of classroom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

Source: Center for Educator Recruitment Retention and Advancement

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

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

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



III. Overview of the South Carolina Teacher Loan Program

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

Funding of the Teacher Loan Program

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

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

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

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

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

Source: South Carolina Student Loan Corporation

Critical Need Identification

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

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

**Table 4
Critical Need Subject Areas⁴**

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

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

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

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

Table 5
Critical Geographic Need Schools

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

Source: South Carolina Department of Education

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

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

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

IV. Applications to the Teacher Loan Program

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

**Table 6
Status of Applicants**

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

Source: South Carolina Commission on Higher Education

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

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

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2014-15 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes "teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help

students meet entry, retention, and exit program requirements.”⁶ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁷

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

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

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

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

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

Source: SC Commission on Higher Education

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

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

⁷ Ibid.

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

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

Source: South Carolina Commission on Higher Education

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

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

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

Source: South Carolina Commission on Higher Education

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

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

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

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

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

Source: South Carolina Commission on Higher Education

V. Recipients of a South Carolina Teacher Loan

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

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

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

Source: South Carolina Commission on Higher Education

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

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

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

Source: SC Commission on Higher Education

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

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

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

Institution	Number of Recipients	Institution	Number of Recipients
Anderson University	82	Limestone College	11
Arkansas State University	1	Mars Hill University	1
Ashland University	1	Newberry College	18
Charleston Southern University	18	North Carolina A&T State University	1
The Citadel	15	North Greenville University	24
Clemson University	83	PACE Loan	11
Coastal Carolina University	33	Presbyterian College	11
Coker College	30	SC State University	7
College of Charleston	105	Southern Wesleyan University	16
Columbia College	21	Strayer University	1
Columbia International University	2	University of South Carolina Columbia	250
Concordia University	2	University of South Carolina Upstate	55
Converse College	40	University of West Alabama	3
Emory & Henry College	1	University of West Georgia	1
Erskine College	10	Walden University	2
Fort Hays State College	1	Western Governors University	4
Francis Marion University	46	Wingate University	1
Furman University	19	Winthrop University	145
Grand Canyon University	4	Wofford College	2
Lander University	50	Grand Total	1,130
Liberty University	2		

Source: South Carolina Commission on Higher Education

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

⁹ Commission on Higher Education

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

Table 14
Teacher Loans to Historically African American Institutions

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

Source: South Carolina Commission on Higher Education

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

Teaching Fellows

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

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

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

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

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

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

Source: SC Commission on Higher Education

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

Table 16
Total Number of Scholarship Recipients for the Fall Terms

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

Source: SC Commission on Higher Education

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

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

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

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

Source: SC Commission on Higher Education

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

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

Source: SC Commission on Higher Education

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

Table 19
Mean SAT Scores¹¹

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

Source: South Carolina Commission on Higher Education

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

Repayment or Cancellation Status

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

Table 20
Borrowers as of June 30, 2015

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

Source: South Carolina Student Loan Corporation, 2015

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

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

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

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

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

Source: SC Commission on Higher Education

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

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

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

Source: SC Commission on Higher Education

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

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

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

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

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

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

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

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

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

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

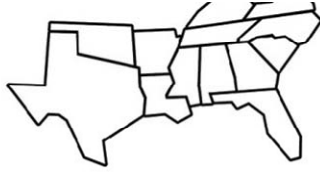
- Roy Jones – Clemson University
- Zona Jefferson – South Carolina Alliance of Black School Educators
- David Mathis – Saluda County School District
- Dr. Karen Woodfaulk – Commission on Higher Education
- Dr. David Blackmon – State Board of Education
- Patti Tate – Education Oversight Committee and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

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

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

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

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



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STATE RECRUITMENT AND RETENTION STRATEGIES

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

Recruitment

Alternative Certification Pathway Programs

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

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

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

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

Teach Mississippi Institute ([Link](#))

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

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

Cadet Programs

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

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

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

College Scholarships & Loans

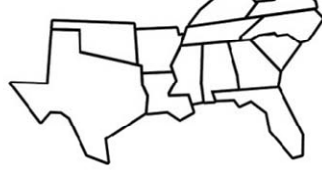
Mississippi Excellence in Teaching Program ([Link](#))

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

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

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

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



MASTER AND MENTOR TEACHER POLICIES IN SELECTED STATES

Background

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

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

Constituent Request

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

Master and Mentor Teacher Strategies in Selected States

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

Appendix B: Teacher Loan Fund Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notwithstanding another provision of this item:

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

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

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

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

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

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

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

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

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

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

1A.7. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

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

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