

AGENDA

SC Education Oversight Full Committee Meeting

Monday, June 10, 2024
1:00 p.m.
Room 433, Blatt Building

- I. Welcome.....April Allen
- II. Approval of Full Committee Minutes
for April 8, 2024April Allen
- III. Subcommittee Reports
Academic Standards & Assessments SubcommitteeDr. Patty Tate

Action Item:
Report on the Educational Performance of
Military-Connected Students in SC, 2024

EIA & Improvement Mechanisms Subcommittee Dr. Bob Couch

Action Item:
SC Teacher Loan Program Annual Report, 2022-23
- IV. Beating the Odds Investigative StudyDr. Rainey Knight
Director, Strategic Innovation &
Dr. Jenny May
Director, Qualitative Research
& Stakeholder Engagement
- V. Educational Credit for Exceptional Needs Children
(ECENC) Fund Report.....Dr. Jenny May
- VI. SC K-12 Military Readiness Task Force Report..... Dana Yow
- VII. Executive Director Update
- VIII. Adjournment

April Allen
CHAIR

Brian Newsome
VICE CHAIR

Terry Alexander
Melanie Barton
Russell Baxley
Neal Collins
Bob Couch
Bill Hager
Barbara B. Hairfield
Kevin L. Johnson
Sidney Locke
Dwight Loftis
Jeri McCumbee
Melissa Pender
Patty J. Tate
C. Ross Turner, III
Ellen Weaver

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Committee Meeting

Minutes of the Meeting

April 8, 2024

Members Present (in-person or remote): Melanie Barton, Russell Baxley, Representative Neal Collins, Bob Couch, Representative Bill Hager, Barbara Hairfield, Senator Kevin Johnson, Senator Dwight Loftis, Brian Newsome, Melissa Pender, Senator Ross Turner

EOC Staff Present: Dana Yow, Dr. Rainey Knight, Riley Dixon, Dr. Jenny May, Hope Johnson-Jones, Tenell Felder, Dr. Matthew Lavery

Guest(s) Present: Matthew Dr. Ferguson (SCDE), Martha Strickland (SC First Steps)

EOC Vice Chair Brian Newsome opened the meeting and asked for a motion to approve the minutes from the February 12th full committee meeting.

After the minutes were approved, Newsome introduced SC Broadband Office (SCBBO) Director Jim Stritzinger and Chief Technology Officer at the Office of Regulatory Staff Tom Allen to provide an update on broadband connectivity in South Carolina.

Stritzinger thanked EOC Director Dana Yow and Newsome for the opportunity to present to the committee.

He provided a brief overview of the broadband office, which was created on July 1, 2001 with a \$30 million budget. As of May 2022, the General Assembly has allocated \$400 million which Stritzinger described as extraordinary growth.

SCBBO's strategy in South Carolina is to ensure all main street municipalities have high speed internet.

Stritzinger shared that once construction completes in Norway and Ridge Spring, there will be high speed broadband connectivity to every mainstream municipality in South Carolina.

He also shared that the SCBBO completed the final piece of a \$185.1 million grant program.

Stritzinger presented the agency's broadband mapping repository website, [SCDigitalDrive.org](https://scdigitaldrive.org). The website provides maps of all 46 counties though Stritzinger noted the maps had not been refreshed recently.

He then showed how the maps illustrate areas that the state and federal government have invested in, along with tracking construction. The map is also used to ensure that the same areas are not being invested in by both entities.

Stritzinger then expanded on how the SCBBO prioritized providing broadband infrastructure where K-12 students lived, particularly in communities where the US Housing and Urban Development has categorized as low-income or places with no internet service providers.

The total number of Broadband Serviceable Locations (BSL) was approximately 60,000 – which equaled to roughly 50,000 residential homes and 10,000 businesses total that are missing broadband investment.

Stritzinger pointed out that in comparison, North Carolina has more than 200,000 remaining BSLs. The SCBBO will utilize \$35 million to reduce South Carolina's BSLs.

Stritzinger asserted that a key job of the SCBBO is to ensure its investments come into production. To help monitor this, the SCBBO has a construction dashboard that illustrates in real time broadband infrastructure that is being built.

Following this, Stritzinger introduced Allen to discuss digital equity.

Allen stated that while Stritzinger had presented on how the SCBBO is expanding infrastructure and service to all homes and businesses throughout South Carolina – he would present on what the state is doing to ensure that digital equity is achieved.

A main aspect of digital equity is to provide educational programs to help people learn how to use broadband services more successfully.

After the Governor's office transferred the Digital Opportunity Department to the South Carolina office of regulatory staff, Allen and his team created the vision for all South Carolinians to have access to affordable and reliable high-speed internet and the necessary skills to use this technology.

Allen reviewed the department's five Digital Equity goals for South Carolina which are as follows:

- **Broadband affordability:** Ensuring all households get this broadband infrastructure and can afford to use the internet.
- **Online Accessibility and Inclusivity:** Ensuring everyone has access to reliable high speed broadband service in their home and business.
- **Digital literacy:** Teaching the skills needed for online privacy and cybersecurity, making sure that all citizens in South Carolina are cyber-aware.
- **Online Privacy and Cybersecurity:** Ensuring every South Carolina resident can safely and securely utilize broadband services. The agency's plan was approved and made them eligible for \$12 million in federal funding.
- **Device Availability and Affordability:** Every resident of South Carolina can access a desktop or laptop computer at home or in an accessible location.

Following this, questions were accepted.

Representative Neal Collins asked if the construction dashboard was publicly available.

Stritzinger clarified that the dashboard is not publicly available, and that it is currently used as an in-house tool. He added they are trying to make some of the data more user friendly for public consumption.

Barbara Hairfield then asked if the Digital Opportunity Department had connected with any high schools to offer cybersecurity courses and if they have used any cross curricular support.

Allen answered that while they had not, one of their goals is to create a standardized cybersecurity curriculum throughout the state. He further explained that the department would like to take the best practices from each of the districts where there are programs in place and have guidelines for underserved districts.

Yow asked Allen to clarify if the mentioned partnerships would be with all school districts in the state and if it would focus on cybersecurity.

Allen responded that the partnership would be focused on the five Digital Equity goals.

He emphasized that they planned on working with South Carolina school districts.

Next, Senator Loftis asked about the public/private partnership between the SCBBO and private internet providers – specifically which entity provided internet connection.

Stritzinger clarified that the central role of the broadband office is to make investments in projects through the one-time cost of construction – and that they do not connect homes or run fiber. He further explained that there is always a private sector match for every project that ranges from 25% to 60%.

Senator Loftis then asked if a homeowner would be dealing with a private provider for internet access.

Stritzinger stated that Loftis was correct and added that the individual homeowner would pay for monthly internet service. He also stated it was his department's responsibility to help ensure that internet service comes at an affordable price to the consumer, most of which was done through a grant application process where they evaluate the monthly consumer cost in scoring the grant.

Senator Loftis then asked if the department considered overhead wiring since running underground is expensive.

Stritzinger confirmed this through stating that it takes approximately \$80,000 a mile to build fiber underground and about \$50,000 a mile to attach the telephone poles, though also clarifying that most projects are hybrid. He then stated that part of consideration of how projects are built depends on where they are located geographically, for example underground infrastructure might be used in a hurricane prone environment.

This concluded the question-and-answer period.

Next, Collins invited ASA Vice Chair Barbara Hairfield to give the report from the March subcommittee via Zoom.

Hairfield updated the committee on two information items that the ASA subcommittee received. First was the CERDEP 2022-23 and 2023-24 annual report. Hairfield shared the annual evaluation helps determine if the state's investment in educating four-year-olds is having a positive impact. The report showed that the state spent \$106.6 million on state funded 4K - the largest investment to date. In addition, pupils in poverty are more likely to demonstrate kindergarten readiness at 37% on the Kindergarten Readiness Assessment than other pupils in poverty who did not participate. This data point does indicate that the program is beneficial for four-year-old pupils in poverty.

Hairfield called EOC staff member Dr. Jenny May forward to answer questions from the committee then asked Dana Yow to facilitate.

Committee member Melanie Barton asked if state 4K programs had considered providing hearing referrals and screenings since they are currently done for kindergarteners.

Dr. May responded that she thought this would be an innovative idea that would benefit students and should be a part of the early childcare infrastructure. She referred that it was recommended in the report that all the Early Childhood stakeholders come together to look at these types of things to help ensure that all children are screened and referred that way.

Dr. Ferguson, special guest from the South Carolina Department of Education, added that many districts are currently screening 4K students and that he believes those screenings are dependent on the cost and the availability of the screeners.

Barton then commented that Governor McMaster was supportive of the recent CERDEP legislation, and that the governor's office was hoping to get more districts to participate, especially with the high reimbursement rate of \$5100 per student. She then asked if anyone was aware of new districts looking at getting state funded CERDEP programs.

Dr. Ferguson replied that there were three holdouts – Greenville, Beaufort and Horry counties and added that public charters are also another large district that does not currently participate in CERDEP because of concerns they would not be able to provide as many 4K slots.

Melanie Barton then mentioned the governor's support to train 4K teachers in early literacy. She also emphasized the need to look at chronic absenteeism from a holistic perspective for children who are in a 4k program. She stated that children need to get in the habit of attending school and for there to be a statewide emphasis on taking attendance. Barton then mentioned the statistic that 25% of SC students are absent for more than 10% of the school year.

Dr. May agreed with the need to collect accurate attendance data and said she believed that some conversations around that were happening at the state level. She noted the districts take daily attendance, but that it is not accessible at the state level. She then noted that First Steps has a different attendance policy and program where daily attendance is accessible.

She then reiterated the importance of attendance so that students receive a "full dose of 4K" which shows if invested money paid off on higher academic achievement and greater social wellbeing for SC four-year-olds.

Barton then reiterated the report shows that 37% of children in CERDEP were ready for kindergarten as compared to 27% who were in poverty who did not attend full-day 4K and that that kind of difference has a noticeable impact. She then thanked Dr. May for doing the report as it shows how the state's 4K investment is doing.

Yow commented that there is proviso language to expand the landscape of data the EOC receives, especially for the dashboard. She agreed with Barton that the main takeaway is that CERDEP is working.

Senator Loftis then asked if there was any insight into why some schools were not participating in CERDEP.

Dr. Ferguson said that some schools claim that it is because of CERDEP's cost but that he sees that as a less convincing argument as the reimbursement rate has gone up. He stated his opinion that the state reporting requirements is the issue. There are some requirements for certification curriculum, assessments that districts just choose not to participate in.

Loftis then asked if the number of students not receiving CERDEP is known.

Dr. Ferguson responded that the EOC produced a dashboard a few years back that shows this data.

Melissa Pender then asked for clarification about if CERDEP funding can be used in mixed classrooms where some kids are CERDEP and some are not.

Dr. Ferguson responded that it is allowed under certain circumstances.

Pender said she asked the question to try to get clarity into why her county was not participating in CERDEP. She stated she was under the impression that they wouldn't be able to serve nearly as many students if they utilized CERDEP funds.

With that, Barbara Hairfield, then spoke about the next information item of the Data Trailblazers Award. She updated the committee that 20 submissions had been received thus far and that the winners would be presented in August.

Next, Dr. Matthew Lavery was invited forward to present an information item on the Education Analytics Level Linking Study Results.

Dr. Lavery reviewed why the studies were done which included the following: to give educators guidance on how interim and benchmark scores correlate with SC READY, to independently verify the vendors' linking studies between their own products and to provide understanding on how well interim and benchmark growth predicted growth on SC READY.

Next, he reviewed that a Linking-Level Study determines the relationship between two different tests of similar constructs to find a roughly equivalent score on one given a specific score on the other.

He then showed that the studies indicated that the independent results were remarkably similar to the vendor conducted linking studies.

He then advised members to keep in mind that educators should not "over interpret" the I&B assessment scores as the scores give useful, but not complete information. He also reiterated that the cut scores are set a 50% likelihood of making a specific achievement level and are not a guarantee of a particular score. He also noted that the assessments measure important content and skills related to SC standards, but not the standards themselves.

Questions were then accepted.

Barton asked if the data used for the three assessments were South Carolina data and if they were from the most recent year or from multiple years.

Dr. Lavery clarified that they were from South Carolina and that the most recent data were used.

Barton then asked if teachers needed more explanation and guidance of the parameters of the probability of the test score.

Dr. Lavery stated that any support would likely be helpful and opened up the question to any educators on committee who would be able to provide insight.

Pender said that she would be able to and stated that she and her teachers make predictions based on assessment data and that they are able to target students who are showing that they are struggling in a particular area.

Hairfield also provided insight in stating that teachers and coaches use the data for goal setting for individual students.

Newsome agreed with Hairfield and commented teachers look at the biggest impact they can make to get more kids to move.

Dr. Couch then asked about the outlier groups, what percentage of those students passed or failed the assessment.

Dr. Lavery stated that while he has not personally calculated those data, that the predictions on a group level were very accurate but that on an individual level, probability was the better way to consider pass/ fail rates.

Dr. Ferguson then asked what information the EOC could use to assist districts in determining the best assessments to use.

Dr. Lavery responded that that would likely depend on what each district was specifically looking towards as its priority in assessments.

Following no other questions, Dr. Lavery gave an update of the field test of the WIDA- ALT assessment. He reviewed that WIDA recently conducted a field test for the new version of the test on March 8th.

Dr. Lavery stated that he believed the changes are positive and that the change is being made as an improvement.

He then shared that he expected the impact of the update to be very small for indicator rating points, extremely small on indicator ratings and negligible on overall ratings.

Dr. Lavery then accepted questions.

Barton asked roughly what percentage of SC's 1284 schools have an MLP.

Dr. Lavery responded that approximately half receive a rating on the Multilingual Learners Progress Metric.

Following no other questions, Dr. Lavery presented on the changes to the added-value growth scoring.

Dr. Lavery stated that for many years, SC used a norm-referenced value-added model and that we are in the process of transferring to a new Criterion-Referenced value model which is designed to encourage students to move up to the next highest level.

He then reviewed the main points of the new Added-Value Growth Model and how the target points are calculated.

Melanie Barton asked when the Federal government would approve or not approve the proposed changes to which Dr. Lavery responded that they had it currently at the time of the April 8 meeting.

Yow commented that the goal was to move students to grade level proficiency.

Dr. Ferguson commented that the Federal government had 90 days to provide a response from the last time that the request was made and that they have committed to having an answer before the report cards come out in October.

With no other questions, Newsome called Yow to present on the Beating the Odds Investigative Study (BTOIS), the 2024 EOC retreat, and the Military Task Force Meeting.

Yow stated she wanted to provide an update on the Beating the Odds Investigative Study as it had been a main part of EOC staff during the previous five months. She shared that the purpose of this stage of the study was to identify the practices and common characteristics of elementary schools with a high percentage of students in poverty that are demonstrating either high rates of achievement or rapid improvement. She also shared that a comment by Senator Kevin Johnson on wanting to see where students were doing well and excelling is what spurred EOC staff to develop the BTOIS.

Yow then reviewed the criteria of the BTOIS partner schools which included the following:

- Elementary school with enrollment of more than 100 students
- Overall rating of “Excellent” with no “Below Average” or “Unsatisfactory” indicator ratings
- At least 77.6% of students are classified as Pupils in Poverty (PIP)
- Open enrollment policies that do not permit or deny admission based on application or criteria.

She emphasized that the BTIOS was not to be considered a list of nominated schools, but rather were determined by the above criteria developed by EOC staff. She also emphasized that BTOIS was not to be considered to be an awards program.

Newsome commented that he applauded the EOC staff for undertaking the study as often time the negative is focused on. He anticipated the information being used to benefit other schools.

Yow then updated members of the retreat to be held on August 11-12 in Beaufort, SC and that additional information would be made available in future weeks.

Concerning the EOC Military Readiness Task Force, Yow updated the committee that the task force would meet again on April 22 and that the group’s recommendations would be presented to the EOC at the June 10th meeting.

With no other comments, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

DATE: June 10, 2024

COMMITTEE:

Academic Standards & Assessments Subcommittee

ACTION ITEM:

Educational Performance of Military-Connected Children in SC, 2024 Report

PURPOSE/AUTHORITY

§59-18-100: The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader- friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military- connected children.

CRITICAL FACTS

The 2024 report provides:

- Demographics details of military-connected students in SC from School Year 2022-23.
- An overview of the data collection and reporting at the State level related to military-connected students as well as an update on the federal Impact Aid program.
- An update on the academic performance and school attendance of military-connected students as reported for the most recent school years;
- Existing structures and support for military- connected students in the State; and
- Findings and recommendations.

TIMELINE/REVIEW PROCESS

Annual review

ECONOMIC IMPACT FOR EOC

Cost: \$10,000: study

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)

EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED STUDENTS IN SOUTH CAROLINA

2024 REPORT

PREPARED BY:

Dr. Sara Jane Arnett

PREPARED FOR:

The SC Education Oversight Committee

20 May 2024



EXECUTIVE SUMMARY

Contents of the Educational Performance of Military-Connected Students in South Carolina found in this report have been produced and published as required by Act 289, the Military Family Quality of Life Enhancement Act, which was passed by the South Carolina General Assembly in 2014. The purpose of Act 289 is to, “enhance quality of life issues for members of the armed forces” (2014).

The report provides critical areas of insight to include federal, state, and local level reporting, academic performance, graduation rates, school attendance, demographics, and Military Student Identifier (MSI) data collected from PowerSchool. Report findings and recommendations will be presented to the Education Oversight Committee's (EOC) Academic Standards and Assessments Subcommittee on 20 May 2024; additionally, report findings and recommendations will be presented and briefed to the EOC on 10 June 2024. Recommendations are included for future policies, procedures, and legislation to better support military-connected students and families such as enforcing Military-Connected Student reporting, continuing collaboration and partnerships with state and local military-connected stakeholders while working to close data gaps to continuously enhance quality of life issues for South Carolina’s military-connected community.



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Acknowledgements

The report's author gratefully acknowledges the support of military-connected student support professionals and organizations for their contributions to the integrity and development of this report.

To date, the Palmetto State's collaboration efforts have yielded high performance numbers that are steadily growing by creating a climate of trust through relationship-building. South Carolina continues to raise the bar on progress for our military-connected students through the support of Governor McMaster, state legislators, and many more state and community leaders.

With sincere appreciation to the following report contributors:

Riley Dixon, *Data Engineer* South Carolina Education Oversight Committee

Jason Fowler, *Military Affairs Coordinator* South Carolina Department of Veterans' Affairs

Sue Lopez, *Instructional Design* Military Child Education Coalition

Dr. Kim Priester, *South Carolina Commissioner* Military Interstate Children's Compact Commission, *Office of Student Support Services* South Carolina Department of Education

Ashley Schlicht, *State Coordinator for South Carolina* Military Child Education Coalition

Dana Yow, *Executive Director* South Carolina Education Oversight Committee

BACKGROUND

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance many quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military-connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

Federal Military-Connected Student (MCS) Requirements

The Every Student Succeeds Act codified the recognition of military-connected students as a district subgroup for reporting purposes which mandates the use of a Military Student Identifier (MSI). According to the Military Child Education Coalition (2023):

Schools regularly disaggregate student demographic and performance data to determine program effectiveness to identify areas requiring attention or resources and to detect students in need of specific academic assistance. MSI data provide an additional dimension that more finely attunes the schools' programs to respond to the needs of children.

The MSI is essential to improve and personalize academic and social/emotional responses for the unique military student population which is highly likely to move and frequently change schools during their K-12 education years.

By effectively using MSI, schools can also consider programs that recognize contributions of the military to their community as they do for other groups.



WHAT IS MCS?

According to the Military Connected Student Indicator Erratum (2023) “Students who are military connected: status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where “armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).”

Federal Military-Connected Student (MCS) Requirements (continued)

Table 1. Military-Connected Student Codes PowerSchool is the current South Carolina Student Information System (SIS)

Code	Meaning
00 or blank	Neither Parent nor Guardian is serving in any military service.
01	A Parent or Guardian is serving in the National Guard but is not deployed.
02	A Parent or Guardian is serving in the Reserves but is not deployed.
03	A Parent or Guardian is serving in the National Guard and is currently deployed.
04	A Parent or Guardian is serving in the Reserves and is currently deployed.
05	A Parent or Guardian is serving in the military on active duty but is not deployed.
06	A Parent or Guardian is serving in the military on active duty and is currently deployed.
07	The student's Parent or Guardian died while on active duty within the last year.
08	The student's Parent or Guardian was wounded while on active duty within the last year.

Per definition of MCS, students identified by Code 00, 01, or 02 are not considered MCS.



STATE MILITARY-CONNECTED STUDENT REPORTING

Table 2. Population of Military-Connected Students in South Carolina by School Year (SY)

Data collected within the Student Information System

Military Connection	MCS School Year District Level Counts (180-Day Enrollment Data)				
	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Active Duty Military, Not Deployed	9,314	9,672	9,540	9,465	10,778
*National Guard, Not Deployed	2,631	3,027	3,896	3,256	3,311
*Reserves, Not Deployed	2,075	2,308	2,276	2,257	2,748
Active Duty Military, Wounded within last year	591	1,087	1,368	1,430	1,131
Active Duty Military, Currently Deployed	1021	1,081	1,065	1,117	1,134
National Guard, Currently Deployed	506	543	525	502	583
Reserves, Currently Deployed	295	368	369	420	360
Active Duty Military, Deceased within last year	82	151	190	188	176
Totals:	16,515	18,237	19,229	18,635	20,221

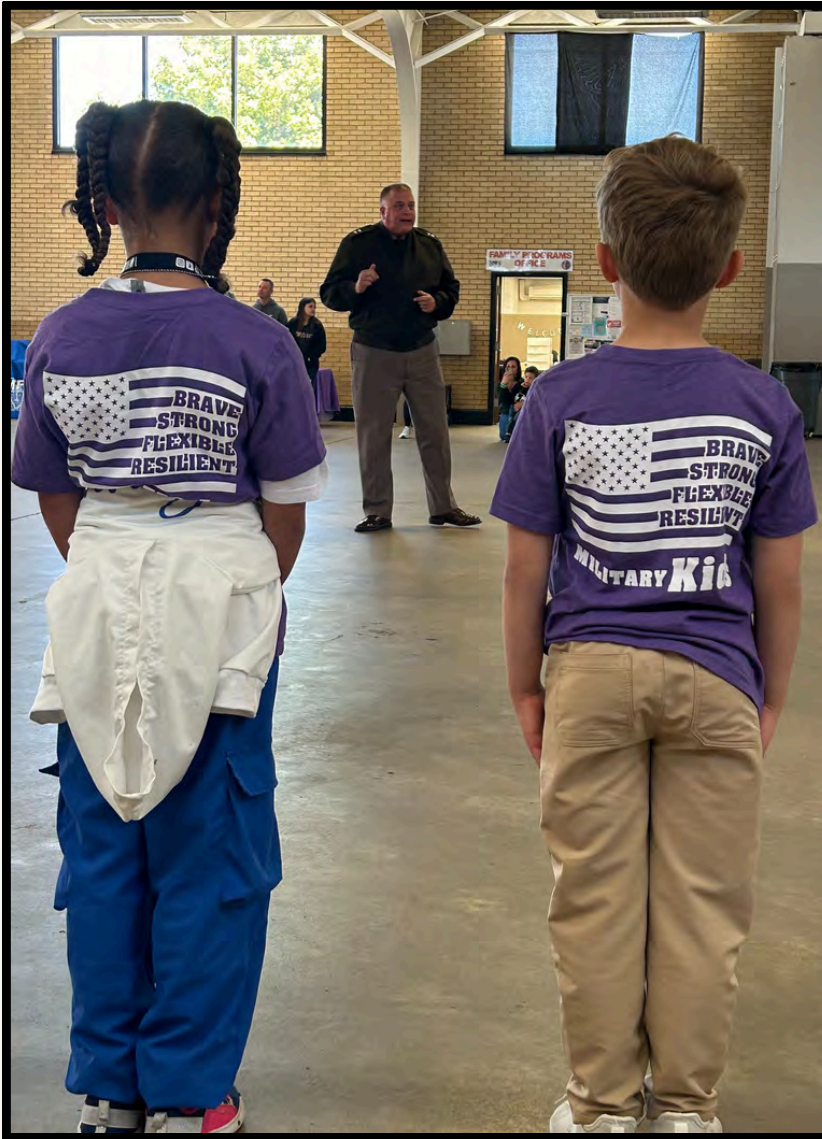
*While included in the totals above, *National Guard, Not Deployed* and *Reserves, Not Deployed* are not considered as military-connected students.

To date, there is no standard collection method and/or reporting standard for collecting student military-connected status by state, although a common practice of data collection is via a parent or guardian survey. South Carolina collects information about deceased and wounded military personnel so that appropriate school personnel can assist families and students who have experienced loss and grief. **Based on the data collected within the Student Information System and summarized above in Table 2, the population of military-connected students within the past five years, beginning in SY 2018-2019 to SY 2022-2023, has increased by 19.9%.**



LOCAL LEVEL REPORTING

PowerSchool serves as South Carolina's current Student Information System (SIS) which collects data related to MCS. District implementation and collection methods vary, making the accurate collection of all MCS an ongoing challenge. Twenty-five School Districts reported 0 MCS within SIS.



“ 14,162 military-connected students were reported by school districts to the South Carolina Department of Education (SCDE) in school year 2022-2023 based off of 180-day enrollment period. ”



Table 3. Population of Military-Connected Students by District Districts highlighted in **purple** are Purple Star Schools (please see page 16); Districts reporting less than 20 MCS are not included in the table below to protect student privacy. *Indicates South Carolina Public Charter Schools

District Name	# of MCS
Aiken	458
Anderson 1	237
Beaufort	1,056
Berkeley	1,639
Charleston	714
Chesterfield	69
Darlington	145
Dillon 4	33
Dorchester 2	1,405
Edgefield	40
Florence 1	364
Florence 2	21
Florence 3	61
Georgetown	106
Greenville	63
Horry	1,537
Kershaw	779
Lancaster	74
Lexington 1	551

District Name	# of MCS
Lexington 2	45
Lexington/ Richland 5	322
Newberry	27
Oconee	91
Orangeburg	76
Pickens	89
Richland 1	58
Richland 2	2,976
Spartanburg 2	60
Sumter	814
York 3	81
York 4	38
SC Public Charter School District	307
Charter Institute at Erskine	135

***Liberty Steam** **37**

***PACE Academy**

Table 4. School Districts with Largest Population of Military-Connected Students

Table highlights top twenty largest numbers of MCS from greatest to least.

District Name	# of MCS
Richland 2	2,976
Berkeley	1,639
Horry	1,532
Dorchester 2	1,405
Beaufort	1,056
Sumter	814
Kershaw	779
Charleston	714
Lexington 1	551
Aiken	458
Florence 1	364
Lexington/ Richland 5	364
SC Public School District	307
Anderson 1	237
Darlington	145
Charter Institute at Erskine	135
Georgetown	106
Oconee	91
Pickens	89
York 3	81

DEMOGRAPHICS OF MILITARY-CONNECTED STUDENTS

Demographics of Military-Connected Students in South Carolina are listed below in Tables 5, 6, and 7 compared to Non-MCS Student Population

Table 5. Racial Make-Up

	MCS	Non-MCS
American Indian or Alaska Native	0.32%	.28%
Asian	1.17%	1.79%
Black or African American	26.08%	31.36%
Hispanic or Latino	14.50%	12.98%
Native Hawaiian or Other Pacific Islander	0.44%	0.125%
Multiple Categories Reported	9.02%	5.70%
White	48.46%	47.76%

Table 6. Percentages by Grade

Grade Level	MCS	Non-MCS
K	7.22%	7.82%
1	7.60%	8.25%
2	7.42%	8.02%
3	7.46%	7.96%
4	7.45%	7.77%
5	7.58%	8.16%
6	7.69%	7.86%
7	7.83%	7.87%
8	8.15%	8.02%
9	9.41%	8.14%
10	8.35%	8.08%
11	6.85%	6.02%
12	6.98%	6.04%

Table 7. Advanced Placement Exam Passage

	MCS	Non-MCS
Gifted and Talented	16.01%	15.66%
Student with a Disability (SWD)	12.77%	14.76%
Limited English Proficient (LEP)	4.09%	9.48%
Pupil in Poverty (PIP)	28.28%	62.06%
Foster Care	*	0.46%
Homeless	0.37%	1.53%
Migrant	*	0.05%



- * indicates a number count of less than 20 (not displayed to protect student privacy)

Academic Performance of Military-Connected Students - KRA

This section compares the 2022-2023 school year performance of MCS to Non-MCS in South Carolina across various *measures*, including the Kindergarten Readiness Assessment (KRA), SC READY and SC PASS tests, End-of-Course Examination Program (EOCEP), Advanced Placement (AP) Examinations, and High School Graduation Rates.

Table 8. MCS and Non-MCS KRA Performance

	MCS	Non-MCS
Demonstrating Readiness	45.34%	37.96%
Approaching Readiness	36.01%	34.14%
Emerging Readiness	18.15%	27.24%

KRA Performance of MCS and Non-MCS

KRA measures readiness in
 1) Social Foundations
 2) Language/Literacy
 3) Mathematics and
 4) Physical Well-Being.
 During the 2022-2023 school year, MCS demonstrated readiness at a rate of 45.34% compared to 37.96% of Non-MCS students as shown in Table 8.



Tables 8, 9, and 10 Measures Acronyms:

KRA Kindergarten Readiness Assessment

EOCEP End-of-Course Examination Program

AP Advanced Placement

Academic Performance of Military-Connected Students: SC Ready and SCPASS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment designed to measure student performance in English Language Arts (ELA) and Mathematics for grades 3 - 8. The South Carolina Palmetto Assessment of State Standards (SCPASS) is another statewide assessment program that focuses solely on assessing science at 4th and 6th grades. During the 2022-2023 School Year, MCS were more likely to score Meets or Exceeds in Mathematics, ELA and Science.

Table 9. 2022-2023 School Year SC READY and SC PASS Performance

	Student Group	Count	% Does Not Meet	% Approaches	% Meet	% Exceeds	% Meets or Exceeds
SC Ready Math	MCS	6,308	11.76%	20.97%	28.44%	38.82%	67.26%
	Non-MCS	340,066	21.57%	24.87%	24.91%	28.65%	53.56%
SC Ready ELA	MCS	6,306	19.68%	28.85%	26.94%	24.53%	51.47%
	Non-MCS	340,154	31.06%	28.43%	20.83%	19.68%	40.51%
SC PASS Science	MCS	2,073	21.85%	19.92%	29.96%	28.27%	58.23%
	Non-MCs	111,819	33.70%	21.70%	24.48%	20.12%	44.60%

Academic Performance of Military-Connected Students - EOCEP

The End-of-Course Exams Performance (EOCEP) of MCS and Non-MCS section provides an overview and measures student performance on end-of-course exams for gateway courses that are awarded units of credit in English/Language Arts, Mathematics, Science and Social Studies. EOCEP examination scores have historically counted for 20% of a student’s final grade in gateway courses. To date, defined gateway courses include Algebra 1, Biology 1, English 2 and United States History and the Constitution.

Table 10 outlines the performance of military-connected students on end-of-course exams for the 2022-2023 school year. During the school year, MCS out-performed all students state-wide on EOCEP exams in Algebra 1, English 2, Biology 1 and United States History and the Constitution.

Table 10. EOCEP Performance

Subject	SY	# of MCS	Mean Score	% Passing (A, B or C)	# of Non-MCS	Mean Score	% Passing (A, B or C)
Algebra I	2022-23	1,125	73.38	57.42%	64,993	69.31	45.26%
English II	2022-23	1,111	81.73	79.30%	60,962	77.82	67.86%
Biology I	2022-23	1,091	71.62	53.80%	63,102	66.93	43.17%
US. History & the Constitution	2022-23	859	71.97	54.37%	54,706	67.56	44.82%



Photo courtesy of the South Carolina Department of Veterans' Affairs

Academic Performance of Military-Connected Students - Graduation Rates

Graduation Rates are calculated from the graduation cohort base file for the 2022-2023 SY. The graduation cohort included all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison, or juvenile facility following adjudication and properly documented transfer out of the state.

Table 11. Graduation Rates

School Year	MCS	Non-MCS
2022-2023	93.18%	83.93%
2021-2022	94.30%	83.90%
2020-2021	91.40%	83.20%
2019-2020	90.80%	82.00%
2018-2019	86.90%	81.10%



The data found below in Table 12 was provided by the South Carolina Department of Education; the statistics were pulled from PowerSchool to compute MCS and Non-MCS attendance rates. State-wide average percentage of Non-MCS attendance rates was 93.04% while MCS attendance was 93.65%.

Table 12. Attendance Rates

	MCS	Non-MCS
Average Days Absent	10	11.49
Average Days Attended	93.65%	93.04%

PURPLE STAR SCHOOLS (PSS)

The Purple Star School (PSS) Program is a statewide initiative that recognizes school districts and campuses which show a concerted and intentional commitment to military-connected families by providing extra support, resources and focus. The Purple Star School Program is overseen and managed by the South Carolina Department of Education's subcommittee, the Military Interstate Children's Compact Commission. The Purple Star School Program is designed to prepare schools to better understand and respond to the educational and social-emotional challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready (2024).

The South Carolina Department of Education (SCDE) adopted the Purple Star School (PSS) Program initiative in August 2019 to recognize districts and campuses who actively strive to show a major commitment to military-connected families through targeted supports and resources. The PSS Program is designed to prepare schools and educators to better understand, respond and meet educational needs, to include social-emotional challenges which military-connected children face during school transitions.

The Purple Star School Program is currently undergoing a strategic development plan to ensure the PSS Program's integrity and implementation while the overarching goal is to secure a standard operating procedure so that South Carolina's military-connected students receive a concerted effort of support from state and local leadership through a streamlined and efficient process.

As of 10 October 2023, 38 states have PSS designation programs, covering more than 550 school districts and 2,700 schools from elementary to high school while there are four states which have proposed legislation (2024). As of 1 May 2024, South Carolina has 13 school districts and two public charter schools that have earned PSS designation.



Findings & Recommendations

Table 13. Comparatives of Military-Connected Student Population in South Carolina from (1) School Year (SY) 2018-2019 to SY 2022-2023 & (2) SY 2021-2022 to SY 2022-2023.

Data presented below is collected in the South Carolina Student Information System (SIS) and based on 180-Day Enrollment. *Not included in MCS population designation.

Military Connection	PERCENTAGES					
	SY 2018-2019	SY 2022-2023	%	SY 2021-2022	SY 2022-2023	%
Active Duty Military, Not Deployed	9,314	10,778	15.72%	9,465	10,778	13.87%
*National Guard, Not Deployed	2,631	3,311	25.85%	3,256	3,311	1.68%
*Reserves, Not Deployed	2,075	2,748	32.43%	2,257	2,748	21.75%
Active Duty Military, Wounded within last year	591	1,131	91.37%	1,430	1,131	-20.9%
Active Duty Military, Currently Deployed	1021	1,134	11.07%	1,117	1,134	1.52%
National Guard, Currently Deployed	506	583	15.22%	502	583	16.14%
Reserves, Currently Deployed	295	360	22.03%	420	360	-14.29%
Active Duty Military, Deceased within last year	82	176	114.63%	188	176	-6.68%
Totals:	16,515	20,221	22.44%	18,635	20,221	8.51%



Findings & Recommendations (continued)

Finding One: Areas of concern are noted from the 2019 - 2024 (5 year period): Active Duty Military, injured within last year with an increase of 91.37%; Active Duty Military, deceased within last year is 114.63% and the percentage increase of the combined military fields (codes 1-8) has increased 21.8%.

Recommendation. Monitor the increase of MCS in SC schools, especially those who have experienced loss or trauma. Work with school-based liaisons and health professionals with specialized training to both identify these students and effectively support them.

Finding Two: Due to the lack of a uniform Military Student Identifier collection protocol at the national level, states experience the inability to accurately capture and report MCS. Until processes are in place to identify military-connected students, the accuracy of MCS reporting will continue to create ongoing reporting challenges. Per the 2023 Findings and Recommendations (Adgerdon, 2023), a six-bulleted presentation of data fails to utilize the Military Student Identifier; this reinforces the need for policies to formalize a standard MSI protocol.

Recommendation. Work to incentivize school-based reporting of MCS within school district student information systems; better data quality will allow state policymakers to make decisions using better data.

Recommendation. In collaboration with the SC Dept of Veterans Affairs, include MCS as filter on the SC Education Data Dashboard, allowing the general public to see data related this student group. By surfacing the data visually, districts who currently do not report will be incentivized to change internal practices to improve data collection and quality.

MILITARY SUPPORT RESOURCES

Military Interstate Children's Compact Commission (MIC3)

According to the South Carolina Department of Education (2021):

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010 and it became law in South Carolina on July 1, 2010.

As a member of the Interstate Commission, South Carolina has a seat at the table to discuss with other member states the Articles of the Compact and identify best practices to ensure the educational issues associated with military families during their transitions are successfully addressed.

MIC3 Students are children of the following:

- Active-duty members of the uniformed services including members of the National Guard and Reserve on active-duty orders (Title 10)
- Members or Veterans who are medically discharged or retired for one year
- Members who die on active duty, for a period of one year after death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA) and the United States Public Health Services (USPHS).



South Carolina - Military Interstate Children's Compact Commission, please visit:
<https://mic3.net> › state › south-carolina

Military Support References (continued)

Military Spouse Teacher Certification. To assist educators who may be required to change residence and employment on short notice due to military service, the Office of Educator Services provides expedited processing of certification applications for spouses of active duty military service members assigned to South Carolina.

Military Honor Cords Ceremony for SC High School Seniors. The SC Department of Education hosts an annual appreciation ceremony to publicly recognize high school seniors who will be or have enlisted in the U.S. Armed Forces or attending a military service academy. Seniors who have chosen to serve our country are presented with white and blue graduation honor cords that they wear during their high school graduation ceremonies.

Purple Up! (April). April is designated as the Month of the Military Child or *Purple Up! For Military Kids*. Nationally, states and school districts celebrate the important role of military children through special events and wearing the color purple.



Purple Star School Military Liaisons

School District/School	Point of Contact	Email Address
Aiken	Sondra Thomas	sthomas@acpsd.net
Anderson	Charity Kurlas	kurlasc@apps.anderson1.org
Beaufort	Latoshia Middleton	latoshia.middleton@beaufort.k12.sc.us
Berkeley	Kylon Middleton	middletonkylon@bcstdschools.net
Charleston	Antoinette Green	antoinette_green@charleston.k12.sc.us
Dorchester 2	Karean Troy	ktroy@dorchester2.k12.sc.us
Edgefield	Jerrilyn Harmon	jgharmon@edgefield.k12.sc.us
Horry	Velna Allen	vallen@horrycountyschools.net
Kershaw	Timothy Hopkins	timothy.hopkins@kcsdschools.net
Lexington 1	Zan Tracy Pender	zpender@lexington1.net
Liberty Steam Public Charter School	Micah Vaughn & Shereza Middleton	mvaughn@libertysteamcharter.org smiddleton@libertysteamcharter.org
PACE Academy Public Charter School	Brandon Riley & Adrian Peay	brandon.reilly@choosepace.org adrian.peay@choosepace.org
Richland 1	David Jackson	david.jackson@richlandone.org
Richland 2	Kelsie Carter	kecarter@richland2.org
Sumter	Tamara Collier	tamara.collier@sumterschools.net

Military Support References (continued)

School Liaison Officers serve as a POC for military families and students transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, visit: <https://www.dodea.edu/education/partnership-and-resources/department-defense-school-liaison-program>

Fort Jackson School Liaison. Provides ongoing educational support for military-connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts <https://jackson.armymwr.com/programs/school-liaison-officer>

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force, the United States Army Central Command and several associate units. School Liaison information is found in the following website: <https://www.thebestfss.com/family-youth/school-liaison-officer>

Marine Corps Air Station and the Marine Corps Recruit Depot The School Liaison Program (SLP) builds bridges for the academic success of military dependent children by obtaining educational information and assistance from local school districts. Additional information may be accessed at the following website: <https://southcarolina.usmc-mccs.org/marine-family-support/child-and-youth/school-liaison>

Joint Base Charleston. The Department of Air Force Liaison Program connects schools, families, and community services to enhance K-12 educational opportunities for military children. Visit the following website for more information: <https://www.jbcharleston.com/school-liaison>

Upcoming Academic Transition Support Metrics

To support the seamless transition of MCS, the Office of Student Intervention Services helps students and their families navigate grading measurements and point systems, age cutoffs for kindergarten entry, and social studies/history (and other subject credits). Other issues that impact the transitions of MCS and military-connected families are also included. The office is beginning to categorize and quantify the issues which are most common for MCS and their families. These new metrics will aim to assist in the development of targeted MCS policy recommendations.

Military Support References (continued)

MILITARY INSTALLATION POINTS OF CONTACT	
DAF School Liaison Program Manager 628th Force Support Squadron Joint Base Charleston	Chris Gerry christopher.gerry@us.af.mil
DAF School Liaison Program Manager (PreK-12) 628th Force Support Squadron Joint Base Charleston	Jennifer Ohmer jennifer.ohmer@us.af.mil
U.S. Army Fort Jackson School Liaison Officer, Family and Morale, Welfare and Recreation/Child & Youth Services	Fred Henley fred.c.henley.naf@army.mil
Shaw Air Force Base School Liaison Program Manager 20th Force Support Squadron	Deborah MacQueen deborah.macqueen@us.af.mil
MCAS Beaufort-Parris Island School Liaison Program	Kim Wiley kimberly.wiley@usmc.mil



Photo courtesy of the South Carolina Department of Veterans' Affairs

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APPENDICES

- A. Historical (2018 - 2023) Military-Connected Student Annual Report Findings and Recommendations RE: Military Student Identifier (MSI)
- B. Numbers of National Guard Dependents by School District
- C. Military Interstate Children's Compact Commission (MIC3) Fiscal Year 2025 State Totals

APPENDIX A: Historical (2018 - 2023) Military-Connected Student Annual Report Findings and Recommendations RE: Military Student Identifier (MSI):

According to Dr. Couch, findings from the **2018** report were as follows, “As a state, South Carolina continues to under report the number of military-connected students, but the difference in numbers reported at the state and at national level is closing. Over the past two years, there has been a 23% increase in the number of military-connected students reported in PowerSchool” (South Carolina Education Oversight Committee, 2018).

2019 “National, state and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate ... Data related to military-connected students are collected and reported by districts in PowerSchool” according to the South Carolina Education Oversight Committee, 2019).

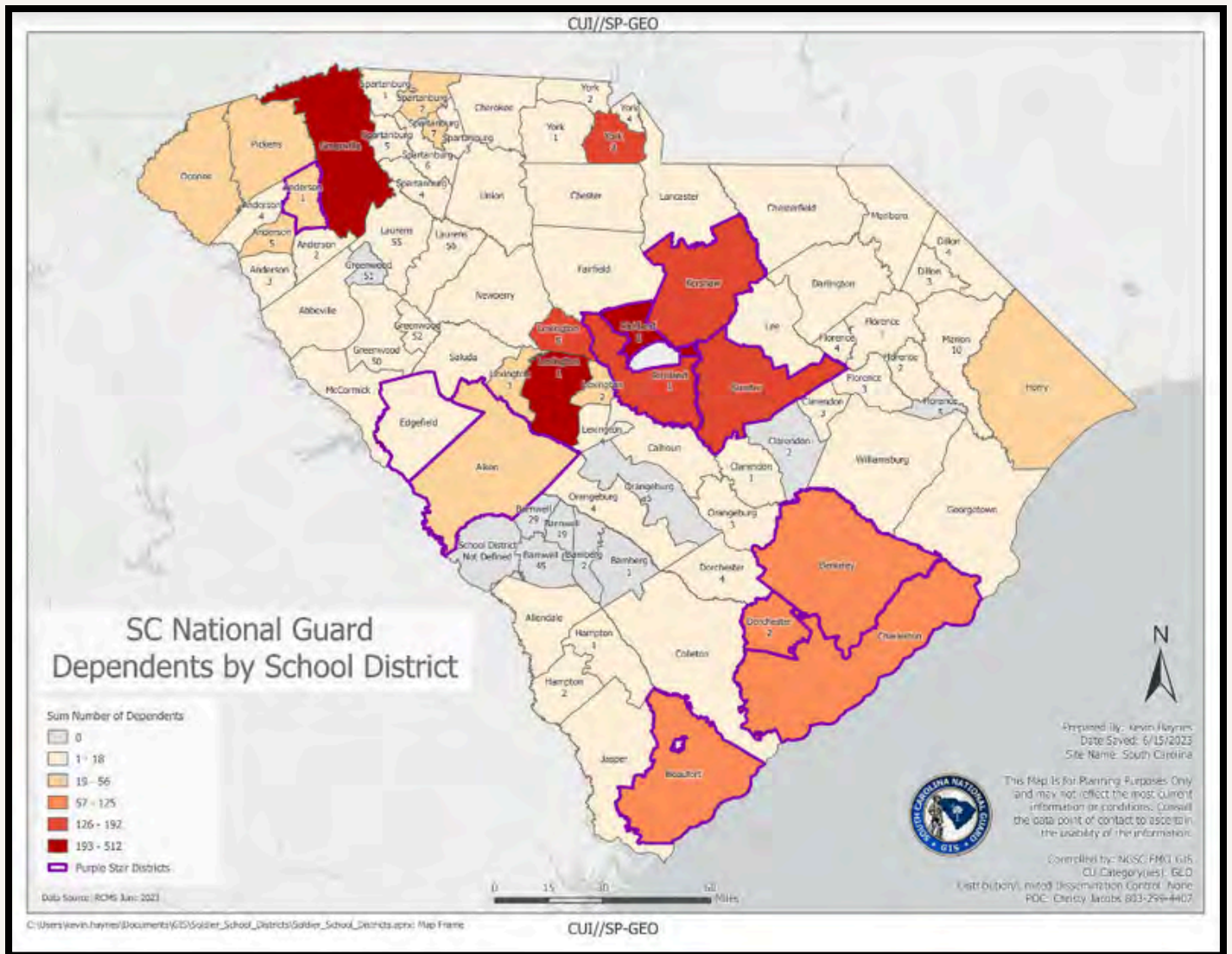
In **2020**'s report, “There was significant improvement in district reporting of military-connected students from 2016-17 to 2018-19 school years. Families and educators need to continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services. Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical, and academic challenges.”

Minutes from the **2021** South Carolina Education Oversight Committee meeting stated, “Every Student Succeeds Act or ESSA requires the identification and collection of Military-Connected Student data. Data reported by the South Carolina Department of Education (SCDE) regarding military-connected students are based on district entry of student information into the student information system.”

The following was listed as a **2022** number one recommendation, “Identifying military-connected students provides educators with critical information about students who are highly likely to move and frequently change schools, necessitating specialized attention of transitions and resources. EOC recommends staff work with school districts data personnel to identify the barriers in data collection and reporting of MCS. County and zip code level DEERS data will assist in the investigations” per the South Carolina Education Oversight Committee (2022).

In **2023**, the following was listed as second of the top six report findings, “Consistency in reporting to local, state, and federal institutions vary among institutions in SC concerning MCS. Efforts should be made to capture MCS more effectively” and “There is no standard collection and reporting standard for collecting student military-connected status by state, although all typically collect it via a survey of parents and guardians” (South Carolina Education Oversight Committee, 2023).

APPENDIX B. Numbers of National Guard Dependents by School District



APPENDIX C: Military Interstate Children's Compact Commission (MIC3) Fiscal Year 2025 State Projection Totals

State	Army	Navy	Marines	Aforce	SForce	CGuarc	*USPHS	*NOAA	Total	FY25 DUES		
										No TH	w/TH	DIFF
AL	5,970	547	258	2,201	115	745	15	1	9,852	\$ 11,330	\$ 11,330	\$ -
AK	3,456	61	18	3,845	5	946	218	0	8,549	\$ 9,831	\$ 9,831	\$ -
AZ	2,886	678	1,331	4,762	43	37	403	0	10,140	\$ 11,661	\$ 11,661	\$ -
AR	466	201	83	1,722	2	30	10	0	2,514	\$ 2,891	\$ 2,891	\$ -
CA	5,712	29,186	11,296	6,730	579	2,080	180	3	55,766	\$ 64,131	\$ 64,131	\$ -
CO	12,173	778	313	4,297	1,451	72	127	0	19,211	\$ 22,093	\$ 22,093	\$ -
CT	273	2,086	66	84	0	424	15	1	2,949	\$ 3,391	\$ 3,391	\$ -
DE	147	69	21	1,268	0	52	10	0	1,567	\$ 1,802	\$ 2,300	\$ (498)
DC	247	236	70	299	27	91	41	0	1,011	\$ 1,163	\$ 2,300	\$ (1,137)
FL	8,262	14,785	1,898	12,572	206	2,693	110	16	40,542	\$ 46,623	\$ 46,623	\$ -
GA	20,992	3,723	771	4,763	39	328	571	0	31,187	\$ 35,865	\$ 35,865	\$ -
HI	8,088	4,644	1,672	2,755	67	638	31	4	17,899	\$ 20,584	\$ 20,584	\$ -
ID	313	204	86	1,303	12	19	26	0	1,963	\$ 2,257	\$ 2,300	\$ (43)
IL	1,475	2,061	393	3,194	17	169	35	0	7,344	\$ 8,446	\$ 8,446	\$ -
IN	1,332	421	214	335	3	64	10	0	2,379	\$ 2,736	\$ 2,736	\$ -
IA	513	117	108	235	2	35	18	0	1,028	\$ 1,182	\$ 2,300	\$ (1,118)
KS	7,947	203	165	1,542	15	77	40	0	9,989	\$ 11,487	\$ 11,487	\$ -
KY	8,200	232	137	240	0	127	68	0	9,004	\$ 10,355	\$ 10,355	\$ -
LA	3,039	627	393	2,489	6	683	29	0	7,266	\$ 8,356	\$ 8,356	\$ -
ME	190	361	35	60	0	333	6	0	985	\$ 1,133	\$ 2,300	\$ (1,167)
MD	6,294	5,487	1,213	4,075	75	1,157	1,233	48	19,582	\$ 22,519	\$ 22,519	\$ -
MA	574	297	151	568	22	585	64	4	2,265	\$ 2,605	\$ 2,605	\$ -
MI	1,233	548	252	344	4	553	34	0	2,968	\$ 3,413	\$ 3,413	\$ -
MN	422	222	105	214	2	69	106	0	1,140	\$ 1,311	\$ 2,300	\$ (989)
MS	787	1,769	167	1,933	11	206	14	2	4,889	\$ 5,622	\$ 5,622	\$ -
MO	4,305	487	505	2,111	2	122	64	3	7,599	\$ 8,739	\$ 8,739	\$ -
MT	167	106	40	1,117	4	11	79	0	1,524	\$ 1,753	\$ 2,300	\$ (547)
NE	372	358	72	2,753	24	4	15	0	3,598	\$ 4,138	\$ 4,138	\$ -
NV	508	672	89	4,591	59	41	13	0	5,973	\$ 6,869	\$ 6,869	\$ -
NH	168	149	33	99	3	121	26	1	600	\$ 690	\$ 2,300	\$ (1,610)
NJ	1,055	448	253	1,947	2	614	59	0	4,378	\$ 5,035	\$ 5,035	\$ -
NM	584	158	96	3,782	100	15	186	0	4,921	\$ 5,659	\$ 5,659	\$ -
NY	7,190	1,090	431	564	15	420	81	0	9,791	\$ 11,260	\$ 11,260	\$ -
NC	23,739	3,945	11,263	3,315	10	1,412	170	2	43,856	\$ 50,434	\$ 50,434	\$ -
ND	108	43	4	2,275	12	3	26	0	2,471	\$ 2,842	\$ 2,842	\$ -
OH	1,465	724	364	3,836	129	350	42	2	6,912	\$ 7,949	\$ 7,949	\$ -
OK	4,726	1,075	184	3,191	15	37	336	0	9,564	\$ 10,999	\$ 10,999	\$ -
OR	444	259	137	186	3	401	63	12	1,505	\$ 1,731	\$ 2,300	\$ (569)
PA	1,803	843	454	654	13	216	88	2	4,073	\$ 4,684	\$ 4,684	\$ -
RI	220	769	126	88	6	148	8	5	1,370	\$ 1,576	\$ 2,300	\$ (725)
SC	4,771	2,035	1,525	3,857	18	553	30	0	12,789	\$ 14,707	\$ 14,707	\$ -
SD	138	42	16	1,154	1	1	92	0	1,444	\$ 1,661	\$ 2,300	\$ (639)
TN	8,392	1,744	215	561	4	129	15	0	11,060	\$ 12,719	\$ 12,719	\$ -
TX	36,855	4,976	1,760	15,406	104	1,235	287	0	60,623	\$ 69,716	\$ 69,000	\$ 716
UT	593	205	134	2,347	25	20	36	0	3,360	\$ 3,864	\$ 3,864	\$ -
VT	65	21	14	34	0	6	3	0	143	\$ 164	\$ 2,300	\$ (2,136)
VA	15,700	35,339	5,917	9,658	686	3,614	368	11	71,293	\$ 81,987	\$ 69,000	\$ 12,987
WA	12,922	8,737	301	2,832	12	820	122	6	25,752	\$ 29,615	\$ 29,615	\$ -
WV	238	108	25	122	3	70	60	2	628	\$ 722	\$ 2,300	\$ (1,578)
WI	762	391	135	265	8	220	30	0	1,811	\$ 2,083	\$ 2,300	\$ (217)
WY	83	43	12	1,151	6	6	24	0	1,325	\$ 1,524	\$ 2,300	\$ (776)
Total	228,364	134,310	45,321	129,726	3,967	22,802	5,737	125	570,352	\$655,905	\$655,951	\$ (46)

Data from USDOD DEERS Database, July 31, 2022

*NOAA and USPHS Data from USDOD DEERS Database, August 19, 2020

Approved November 9, 2023

Threshold (TH):

Minimum: \$2,300

Maximum: \$69,000



SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business persons and elected leaders. Created in 1998, the EOC is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION. If you have questions, please contact EOC Staff for more information. The phone number is (803) 734-6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

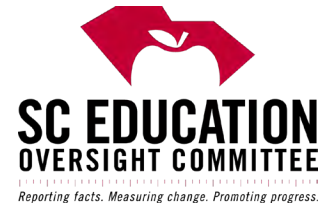
The EOC does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquires regarding employment, programs, and initiatives of the EOC are referred to the Executive Director, Dana Yow at (803) 734-6148.



SC Teacher Loan Program *Annual Report Summary 2022-23*

SC Teacher Loan Program

Annual Report Summary 2022-23



Overview of the South Carolina Teacher Loan Program:

The **South Carolina Teacher Loan Program (TLP)**, was authorized by the South Carolina General Assembly as part of the Education Improvement Act of 1984.

Purpose: The TLP is a financial incentive program offering forgivable loans to qualified state residents who enter the teaching profession in academic and/or geographic areas of critical need.* The program is governed by SC Code 59-26-20 and 59-26-30.

*Academic and/or geographic areas of critical need are defined by the *State Board of Education (SBE)* and are as follows:

- *Academic Area of Critical Need:* 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.
- *Critical Geographic Need Areas:* Areas are defined as schools with a report card rating of below average or unsatisfactory, 20% or more teacher turn over rate for the past three years and a poverty index of 70% or higher.

Funding: The program is funded through the General Assembly from the EIA and General Fund. The **SC Commission on Higher Education (CHE)** makes recommendations to request EIA funds. Separate funding was allocated to the Student Loan Corporation under SCDE Aid to school districts to add two more TLP loan forgiveness types (Type 2 and Type 3). Type 2 and 3 loans are funded through the General Fund.

Governance - Key Players:

State Board of Education (SBE)	SC Student Loan Corporation (SLC)	Education Oversight Committee (EOC)	SC Commission on Higher Education (CHE)	CERRA/TLAC
Annually defines the TLP’s Areas of Critical Needs pursuant to statutory requirements.	Administers the TLP-the process for applications, loans, loan forgiveness/ cancellation or repayment.	Reviews the TLP program annually, reports to the General Assembly.	Recommends to State Treasurer appropriations for loans and administrative costs incurred.	CERRA appoints and maintains the Teacher Loan Advisory Committee (TLAC).

TLP Loan Forgiveness Options:

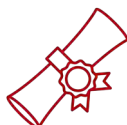
*See full report for specifics on loan qualification criteria.



Type 1/TLP: Program loans to individuals attending public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in SC areas of critical 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.*



Type 2/TLC: Program 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 PACE: Program loans on a reimbursement basis to assist state residents with PACE critical needs professional certification program expenses. *Current PACE participants may borrow up to \$750 per year, not to exceed a total maximum amount of \$5,000.*



Key Findings & Recommendations

▶ Key Findings on TLP Governance

TLP statute does not provide for a governance structure conducive to a single entity having clear authority to manage and direct the program.

Recommendations

- Designate 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.
- Assess long-standing Proviso 1A.6 establishing the Teacher Loan Advisory Committee to keep, modify, or sunset the TLAC; update program goals.
- Establish clearly-defined, targeted goals for the Teacher Loan Program with measurable outcomes, and the requirement to monitor and measure progress year-over-year.

TLP operations, funding and governance are stagnant.

Recommendations

- Direct the TLAC to perform a critical review of the TLP's core components using the 2022-23 TLP Report as a starting point. The review should include, but not be limited to:
 1. Program targets and goals, organization, loan structure and amounts, data and reporting, and loan cancellation provisions (including critical subject and geographic area needs).
 2. 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).
 3. Review the viability of consolidating some of the TLP responsibilities, and/or aligning with the Teaching Fellows Program, which (although not called a "loan") also has forgiveness provisions.
- Perform a critical assessment of alignment, parity, and effectiveness between the TLP and other teacher recruitment initiatives.

▶ Key Findings on Funding

All three loan types have consistent funding: Funding for all three loan types has remained at the same level for 10 years or more.

Loan Types 2 & 3 are funded through General Funds, loan Type 1 is funded through EIA funds.

RLF balance increase: 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 increased from \$8,695,425 to \$20,935,219.

Recommendations:

- Consolidate Type 2 and Type 3 funding with Type 1 EIA funding as a step towards streamlining and clarifying program operations and data reporting.
- Require fiscal year-end balances to be reported in all agency reporting for TLP cancellations, Revolving Loan Fund, and Unsubsidized Student Loan Interest.
- Allow the other 14 State Board of Education approved alternative preparation programs to have access to Type 3 loans.
- Allow use of TLP funds for summer courses and carry forward unused awards for TLP and Teaching Fellows.

▶ Key Findings on TLP Data Collection and Quality

The data collection and reporting processes for teacher mobility, loans, etc. continue to be labor-intensive, paper driven and include self-reported measures on some of the more significant data points. Disparate and loosely defined metrics used in the program reports make measuring impact and effectiveness challenging.

TLAC's third goal for the TLP is as follows: *Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.* However no data was available that could be used with integrity to evaluate or assess the status of this goal.

Recommendations

- Streamline and modernize the TLP application process.
 1. Transition from paper-based application and processes.
 2. Establish policies to securely connect existing electronic data systems.
 3. Add a Teaching Fellows field to the TLP application to record Teaching Fellow TLP loan applicants.
- Streamline and 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).
 1. Clarify expectations for annual reporting of accurate, meaningful data for all three TLP loan types.
 2. Require Type 2 and Type 3 information be included in the TLP EIA Program Budget Form.
 3. Monitor and report the number and percent of TLP borrowers still in cancellation status, disaggregated by cancellation rate (20% vs. 33.3% per year of teaching) and cancellation status.

▶ Key Findings on the Teacher Pipeline

Sources of teacher hires: Though overall they are a smaller percentage of teacher hires, the percentage of alternative certification programs and international teacher hires are the only sources that have increased within the past year. - *CERRA Supply and Demand Survey Reports 2015-2023* (See Table 6 in full report).

African Americans in the SC teaching force: African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force. The annual report found this goal fell short as only 8.9% of Type 1 and Type 2 loan recipients were African American, which is lower than the 15.3% 2021-22 SC Teacher Workforce figure.

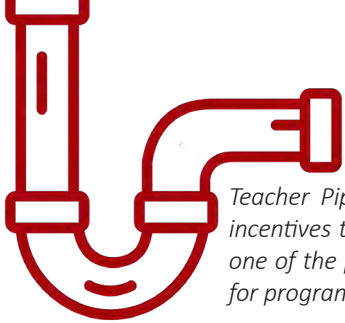
Males in the SC teaching force: The percentage of male applicants and recipients of TLP should mirror the percentage of males in the South Carolina teaching force. The annual report found this goal fell short as 19.2% of TLP applications were from males, which is slightly less than the SC-TEACH Workforce figure for SC (19.6%). The male application representation falls below the 23% of males in the 2020-21 national educator workforce.

Research institutions enrollment numbers: The University of South Carolina has seen a 28% decrease from 2014 to 2023 in the number of enrollments in its bachelor level education program while Clemson University has seen a 57% increase; however, it should also be noted that in 2014, USC had more than double the bachelor level education enrollments of Clemson University.

Teacher Cadets continue to provide a significant source of TLP recipients: 51% of TLP loan recipients were Teacher Cadets.

Recommendations

- Assign responsibility to school districts to invest in their district's Teacher Pipeline.
- Increase focus on early teacher pipeline initiatives (e.g., ProTeam, Teacher Cadets, graduates with college and/or career readiness credentials), Bridge programs, etc.
- Rethink/reorganize Teacher Recruitment initiatives to clarify intent, identify and establish best practices and effective pipelines; establish common metrics and reporting requirements to be used for measurable results. Examples:
 1. Use ProTeam/Teacher Cadet/Teaching Fellows as the starting point for a model.
 2. Develop "menu" of proven financial incentives and supports, parameters for loan forgiveness, TLP Revolving Loan Fund, other repayment funds, and carryover funds, etc.
 3. Require and fund academic and Praxis support programs that use proven methods.
- Develop a cohesive, statewide and district level teacher recruitment strategy with specific goals and expectations for each component of the teacher pipeline (e.g., for ProTeam and Teacher Cadet programs at the school and district level; goals to attract and retain students, etc.).
- Re-evaluate annual Teacher Supply and Demand format, approach, focus and data collection.



Overview of Teacher Pipeline Programs

Teacher Pipeline Programs provide career pathway supports, incentives, preparation, certification, and/or financial incentives to encourage students or SC citizens to enter the teacher pipeline. Individuals may participate in more than one of the programs described, excluding the Rural District Undergraduate Loan Forgiveness Program. *See full report for program specifics.

Icon Key



Scholarship



Minority focus



Forgivable Loan



Career pathway



Teacher Loan Program (TLP):

The TLP was authorized by the South Carolina General Assembly as part of the 1984 Education Improvement Act to provide forgivable loans to students entering the teaching profession. It was the first EIA funded teacher pipeline program.



Value to the Teacher Pipeline: *Incentivizes individuals to teach in areas of academic/ geographic need in SC public schools.*

- The TLP offers forgivable loans to encourage qualified state residents to enter the teaching profession in academic and/or geographic areas of critical need. (Consists of Type 1, Type 2 and Type 3 loans, see page 3 for more information)

Teacher Cadet Program:

The Teacher Cadet Program is a school-to-college partnership career pathway program where students may take two high school dual credit accrual courses.



Value to the Teacher Pipeline: *Encourages high school students to consider teaching as a profession.*

- The Teacher Cadet Program has been an essential source of potential candidates for the teacher pipeline – with nearly 48% of FY 2022-23 TLP loan applicants self-reported as having been in program.

Rural District Undergraduate Loan Forgiveness Program:

This Program incentivizes classroom-based teachers to seek and maintain employment within the Rural Recruitment Initiative districts. Eligible teachers may apply for up to \$5,000 per year towards any undergraduate loan for which no other loan forgiveness options apply.



Value to the Teacher Pipeline: *Incentivizes teachers to seek and maintain employment in rural districts.*

Teacher Pipeline Programs, cont ...

Teaching Fellows:

The SC General Assembly funded the Teaching Fellows Program to recruit talented high school seniors into the teaching profession. Provides maximum of \$24,000/ \$6,000 a year. Administered by the Center for Educator Recruitment, Retention and Advancement (CERRA).



Value to the Teacher Pipeline: *Incentivizes high school students to teach in SC public schools.*

- A Teaching Fellow can receive a TLP Type 1 loan
- 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. Recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Call me MISTER:

Development program for African American males to prepare and place them as teachers. Provides tuition support for students pursuing approved areas of study in teacher education at participating colleges.



Value to the Teacher Pipeline: *Incentivizes African American males to teach in SC public schools.*

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

Offers 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.



Value to the Teacher Pipeline: *Incentivizes high school students to teach in SC public schools.*

Clafin University's Bridge to Education (CUBE):

Recruits and prepares high school students along the I-95 corridor for the teaching profession. 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 Clafin's School of Education.



Value to the Teacher Pipeline: *Prepares high school students to teach in SC public schools.*

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

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. Program includes classes to help with the Praxis exam, refresher courses for those re-entering college and evening classes.



Value to the Teacher Pipeline: *Provides nontraditional minority students assistance to teach in SC public schools.*

EDUCATION OVERSIGHT COMMITTEE

DATE: June 10, 2024

SUBCOMMITTEE: EIA & Improvement Mechanisms Subcommittee

ACTION ITEM: Annual Report of the South Carolina Teacher Loan Program, 2022-23

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee (EOC) “shall review the (SC Teacher) loan program annually and report to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws of 1976, as amended.

CRITICAL FACTS

This report provides information for the Fiscal Year 2022-23 implementation of the South Carolina Teacher Loan Program.

TIMELINE/REVIEW PROCESS

The study began in March of 2024 with the collection and analysis of data conducted by the South Carolina Commission on Higher Education in collaboration with the South Carolina Student Loan Corporation, South Carolina Department of Education, and CERRA.

ECONOMIC IMPACT FOR EOC

Cost: \$10,000: study

Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)



SC Teacher Loan Program Annual Report 2022-23



**Reporting facts.
Measuring change.
Promoting progress.**

**Prepared by
Sally Cauthen, Dana Yow,
and Tenell Felder**



Acknowledgments

The Education Oversight Committee (EOC) staff expresses its appreciation to the following organizations that provided data and data analysis for this report:

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 Clafin “to partner with one or more institutions of higher education to establish a similar bridge program” (i.e., Clafin’s Bridge Program, “CUBE”).)



Clafin University’s Bridge to Education (CUBE):

In partnership with SCSU’s College of Education, Clafin 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 Clafin’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.

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;

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.



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.

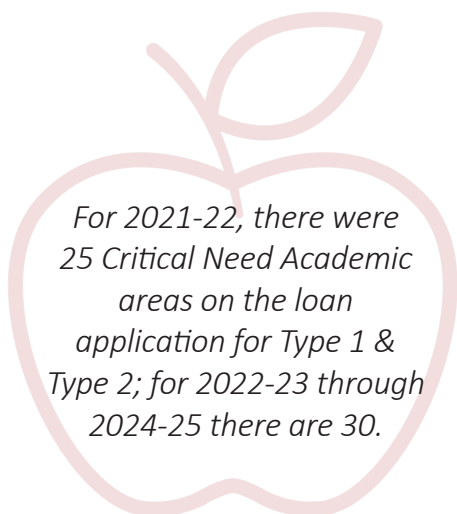
Funding Recommendations:

- 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



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.

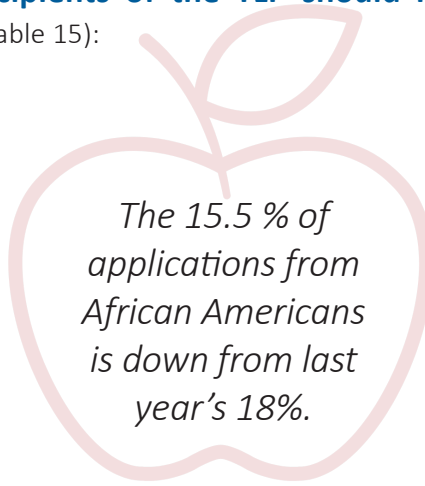
TLAC's Program Goals: Findings and Recommendations

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:

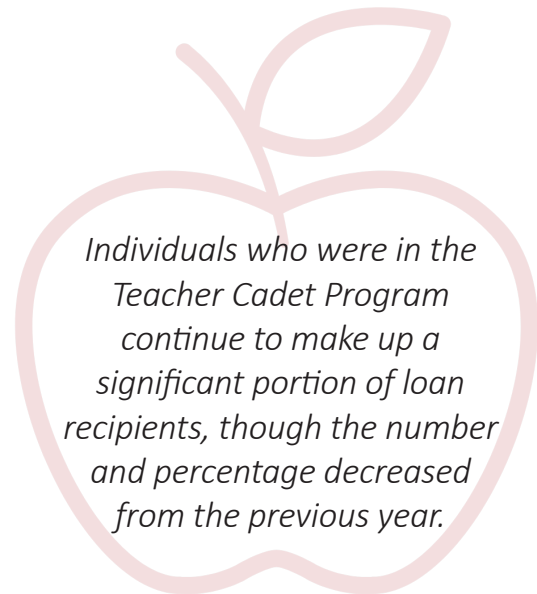
- SDE and CERRA definitions for identifying and counting/reporting vacancies and critical need subject areas need to be the same and should come from data systems, not self reported.
- For better determination of where the most critical teacher pipeline needs are, include turnover data disaggregated 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



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



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 \$7,500⁸ 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
	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 \(sc.gov\)](https://www.sc.gov/2024/04/30/2024-04-30-4-03-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
TOTAL (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
Clayton 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.

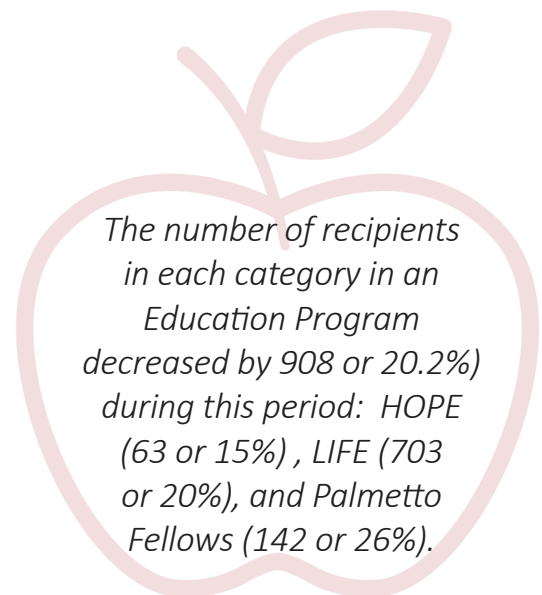


Table 18
Comparison of Scholarship Recipients and Education Programs*

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

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

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	504	502	514	551	512	511	497	445	420	417	-17.3%
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	10	9	10	8	5	134	104	133	133	1230.0%
Wofford College	12	9	9	10	8	5	1	1	NA	NA	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	2023	Provisional	% Change 2014 to 2023
Research Institutions												
Clemson University	298	310	295	388	501	622	654	642	576	619	619	107.7%
U.S.C. - Columbia	632	722	739	569	429	482	543	609	507	491	491	-22.3%
Research Subtotal	930	1,032	1,034	957	930	1,104	1,197	1,251	1,083	1,110	1,110	19.4%
Comprehensive Teaching Institutions												
The Citadel	212	240	247	246	211	169	170	214	219	222	222	4.7%
Coastal Carolina University	329	325	366	343	298	255	239	210	168	131	131	-60.2%
College of Charleston	127	128	124	88	78	63	58	93	88	63	63	-50.4%
Francis Marion University	104	100	75	77	113	110	111	114	108	86	86	-17.3%
Lander University	30	25	29	27	26	39	41	65	229	317	317	956.7%
South Carolina State Univ.	158	129	100	111	99	67	79	52	46	38	38	-75.9%
U.S.C. - Aiken	12	6	4	1	9	18	18	13	15	11	11	-8.3%
U.S.C. - Beaufort								12	12	5	5	NA
U.S.C. - Upstate	19	21	23	25	19	318	395	328	309	297	297	1463.2%
Winthrop University	292	264	273	218	210	219	228	243	202	165	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	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	2,445	10.5%
Senior Independent Institutions												
Anderson University	171	188	181	203	198	222	228	216	228	171	171	0.0%
Benedict College												
Bob Jones University	46	40	56	57	75	55	70	94	92	88	88	91.3%
Charleston Southern University	62	65	58	41	87	50	36	35	33	33	33	-46.8%
Clafin University		16	28	25	17	15	13	9	8	10	10	NA
Coker University	10	26	18	35	48	29	36	34	34	18	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%203%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/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

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%20on%20Access%20and%20Equity%20and%20Student%20Services%20August%20%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

EDUCATION OVERSIGHT COMMITTEE

Date: June 10, 2024

ACTION ITEM:

Report on the Educational Credit for Exceptional Needs Children (ECENC) Program, 2022-23

PURPOSE/AUTHORITY

Act 247, Section (E)(6)

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children (ECENC) Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year.

CRITICAL FACTS

The report addresses the following:

- Information on the approval process, participation, and compliance for ECENC schools;
- Information about the process for collecting assessment results used to document the impact of the ECENC program on student success;
- Updates to previous recommendations from the EOC report; and,
- A description of the differences between ECENC and the Educational Scholarship Trust Fund Program, which was established by the SC General Assembly pursuant to Act 8 of 2023.

TIMELINE/REVIEW PROCESS

The FY2022-23 Educational Credit for Exceptional Needs Children Program Report requires approval from the EOC and will need to be sent to the SC General Assembly and posted online.

ECONOMIC IMPACT FOR EOC

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

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)



Report on the Educational Credit for Exceptional Needs Children (ECENC) Program

FY 2022-23 June 2024

Prepared by Dr. Jenny May

**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.



INTRODUCTION

This report is the sixth annual report on the impact of the Educational Credit for Exceptional Needs Children (ECENC) program as required by Act 247 of 2018. The ECENC program provides grants and parental tax credits to students with exceptional needs attending private schools that meet specific eligibility requirements for approval by the Education Oversight Committee (EOC). Exceptional SC is a 501 (c) (3) that raises and accepts funds and reviews student grant applications for an ECENC grant. This evaluation was prepared using information and data from the state fiscal year 2021-22 and utilizes information prepared by the South Carolina Department of Revenue (SCDOR) and Exceptional SC. The law also specifically requires the EOC to annually:

Issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least 51% of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school and for participating students, in which there are at least 30 participating students who have scores for tests administered. If the Education Oversight Committee determines that the 30 participating student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating student cell size, but the cell size may not be reduced to less than 10 participating students. (Section 12-6-3790 (E) (6) of the SC Code of Laws).

This report seeks to provide the following about the ECENC program:

- Information on the approval process, participation, and compliance for ECENC schools;
- Information about the process for collecting assessment results used to document the impact of the ECENC program on student success;
- Updates to previous recommendations from the EOC report; and,
- A description of the differences between ECENC and the Educational Scholarship Trust Fund Program, which was established by the SC General Assembly pursuant to Act 8 of 2023.



ECENC Process, Participation and Compliance

Process

The law defines qualifying students and eligible schools. Grants may be awarded to students in an amount not exceeding \$11,000 or the annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

Term	Definition per Act 247
▶▶ Qualifying Student	A student who is an exceptional needs child is a South Carolina resident, and is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later grade for the applicable school year.
▶▶ Exceptional Needs Child	Means a child who has been evaluated in accordance with this state's evaluation criteria as set forth in S.C. Code Ann. Regs 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the federal Individuals with Disabilities Education Act. Or a child who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

The EOC approves and posts on its website a list of eligible schools annually. The eligible schools approved in FY 23 can be found in [Appendix A](#). These eligible schools must document that they meet the following criteria:

- Independent school, including those religious in nature, other than public schools, that offer a general education to primary or secondary school students;
- Does not discriminate on the basis of race, color, or national origin;
- Is located in South Carolina;
- Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both at progressive grade levels to determine student progress;
- Has school facilities that are subject to applicable federal, state, and local laws;
- Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent School Association, or Palmetto Association of Independent Schools; and
- Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students provides onsite educational services or supports to meet the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

An [application form](#) to apply to be an ECENC approved school and the current ECENC Manual can be found in Appendices B and C respectively.

ECENC School Approval Timeline

The following process and timeline were used by the EOC to determine school eligibility in the ECENC Program for fiscal year 2022-23. Each school, new or recurring, was required to comply with the same program standards and reporting requirements.

January 2, 2023

1. Notification sent by email to schools currently in good standing with the ECENC program in the 2021-2022 school year that the application process is open. The Application to Participate in the ECENC Program for 2022-23 was made available on the [EOC's website](#) with direct links to the ECENC Manual for the SY 2022-23, designed to be used as a guide to the application process. All documents must be completed, signed, attached and returned to EOC staff.
2. The completed application of schools meeting the standards and reporting requirements for SY 2021-22 were published on the [EOC's website](#).

February 28, 2023

1. The [Application to Participate](#) and [Document A – Statement of Services](#) was required to be submitted to EOC staff by February 28, 2023 to be approved for participation in the program for the FY 2022-23.
 - a. EOC staff called programs that have previously participated to remind them of the legislative due date so that they may submit required documents and continue to be eligible for the students they serve. This annual process is not legislatively required; however, it does serve children and families in South Carolina.
2. The EOC publishes [a list of schools](#) meeting the standards and reporting requirements for participation in the program for the FY 23.

June 30, 2023

1. [Document B](#) – Grants received must be completed, signed, and returned to EOC staff by June 30, 2023. This document must contain information on the number of students (K-12) who were enrolled in the school in 2022-23 and information on the number and amount of grants received in 2022-23. No personally identifiable information of students may be submitted.

September 1, 2023

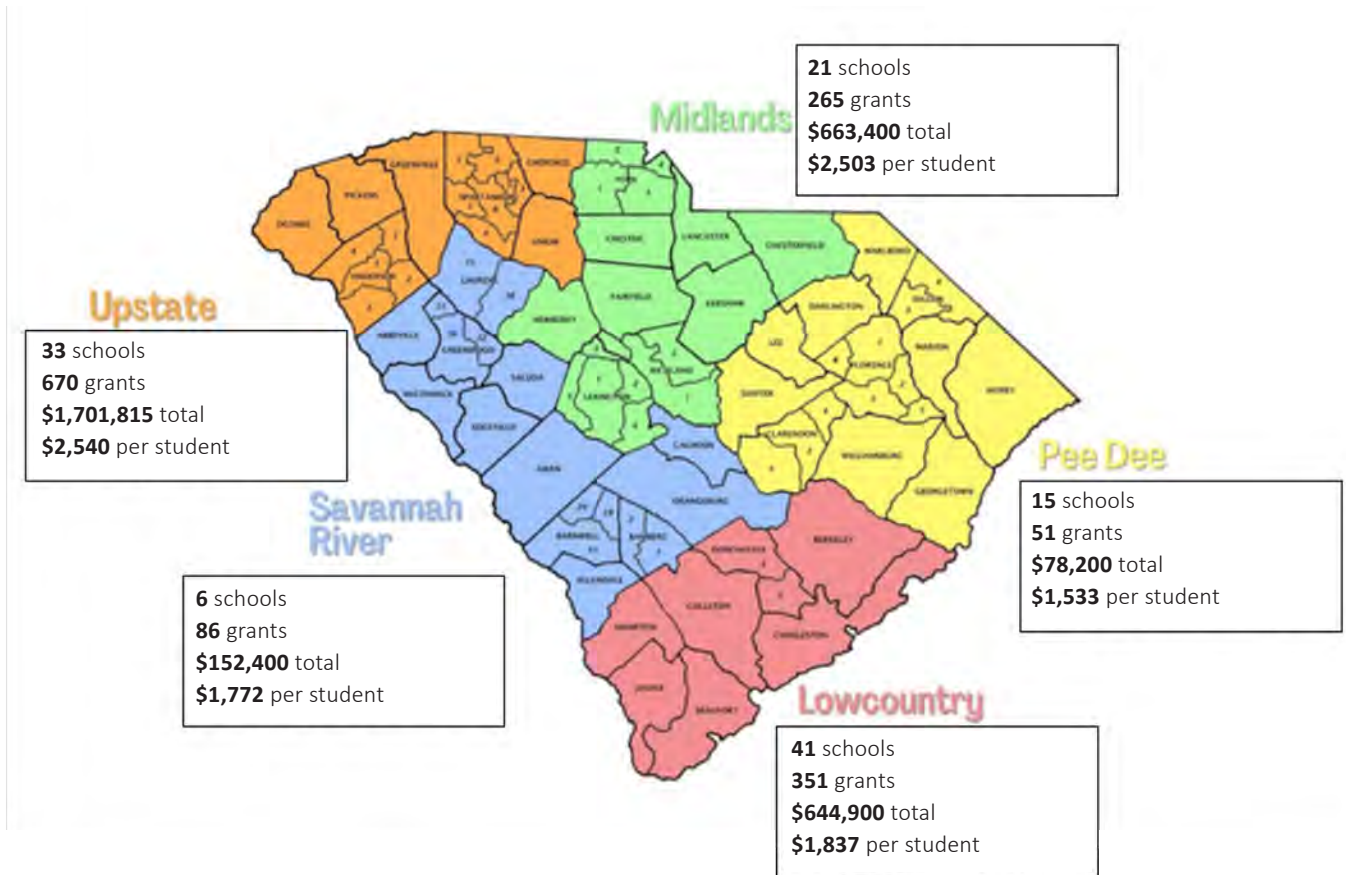
1. [Document C](#) – School level assessment results must be provided directly to the EOC with the name of each national achievement test administered and the scale scores/percentile rankings/stanines/grade level equivalents for ELA (Reading) and Mathematics. This information must be reported by grade level for classes with 10 or more students of all grades tested and attached by September 1, 2023. No personally identifiable information of students or teachers should be included in the submission.
2. [Document C](#) – Information on staff responsible for the submission of school level assessment results must be provided to the EOC staff by September 1, 2023. Document C must be completed, signed, and returned at that time.

November 15, 2023:

1. A “copy of compilation, review, or compliance audit of the organization’s financial statements as relating to the grants received, conducted by a certified public accounting firm” must be received by the EOC no later than November 15, 2023. No personally identifiable information of students should be submitted.

School Participation

Schools approved by the EOC to participate in the ECENC program in 2023-24 can be found in each of the five Center for Educator Recruitment, Retention, and Advancement (CERRA) regions of South Carolina. The Upstate, Region 1, has 33 approved schools and serves the most student recipients with 670 ECENC receiving a total of \$1,701,815 in grants, for an average grant amount of \$2,540 per student. The Savannah River Basin, Region 2, has 6 approved schools and 86 student recipients receiving a total of \$152,400. The average student grant in Region 2 is \$1,772. The Midlands make up CERRA Region 3, where 21 approved schools serve 265 grant funded students receiving a total of \$663,400. The average grant for a student in the Midlands is \$2,503. Fifteen approved schools are in CERRA Region 4, the Pee Dee, and serve 51 grant funded students receiving a total of \$78,200, or an average of \$1,533 per student. The Lowcountry makes up CERRA region 5 and has the highest number of approved schools. Forty-one schools serve 351 grant funded students with an average grant of \$1,837, for a total of \$644,900. There were 23 approved ECENC schools in the state that did not receive any grants from the program.



The total amount of grants spent in ECENC approved schools has decreased by \$1,618,349 between 2022-23 and 2023-24. During the same time, approved schools decreased by one, and the number of grants increased by 97 while the average grant amount per student decreased by \$1,387.

Table 1: ECENC Funding and Grants 2022-23 to 2023-24:

Region	Schools		Grants		Total Funding		Average Amount per Student	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Region 1 Upstate	31	33	663	670	\$2,613,100	\$1,701,815	\$3,941	\$2,540
Region 2 Savannah River Basin	7	6	85	86	\$223,400	\$152,400	\$2,628	\$1,772
Region 3 Midlands	21	21	237	265	\$1,000,500	\$663,400	\$4,222	\$2,503
Region 4 Pee Dee	16	15	44	51	\$107,100	\$78,200	\$2,434	\$1,533
Region 5 Lowcountry	42	41	297	351	\$914,964	\$644,900	\$3,081	\$1,837
State Total	117	116	1,326	1,423	\$4,859,064	\$3,240,715	\$3,664	\$2,277

Each ECENC approved school represents one or more of the independent accrediting associations for private schools, and were in good standing at the time of approval. The independent accrediting associations accepted by the ECENC program include:

- South Carolina Independent School Association (SCISA) accredits 66 ECENC approved schools.
- Southern Association of Colleges and Schools (SACS) accredits 63 with ECENC approved schools.
- South Carolina Association of Christian Schools (SCACS) accredits 20 ECENC approved schools.
- Palmetto Association of Independent School Accreditation (PAIS) accredits 16 schools.

Table 2 shows the Accrediting Association for ECENC schools by CERRA region for Fiscal Year 2022-23. Only the Pee Dee does not have representation of all four accrediting associations, as they have no PAIS accredited schools in the region. Several ECENC schools are members of more than one accrediting association, which is why there are more schools listed by accrediting association than the total of ECENC approved schools.

Table 2: Accrediting Associations by CERRA Region, Fiscal Year 2022-23

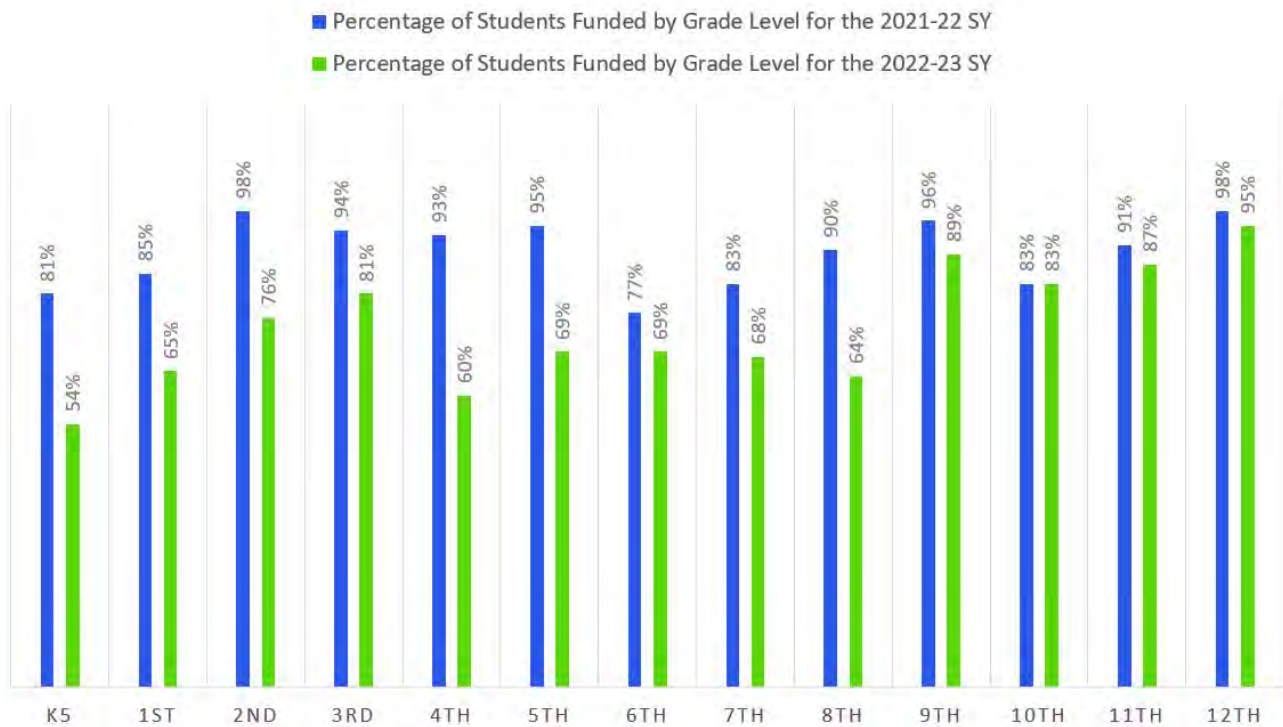
CERRA Region	SCISA	SACS	SCACS	PAIS
Upstate (1)	16	16	10	3
Savannah River (2)	4	4	1	1
Midlands (3)	11	9	5	4
Pee Dee (4)	8	4	3	0
Lowcountry (5)	27	30	1	8
Total	66	63	20	16

Student Participation

A total of 1,460 students (253 new and 1,207 incumbent) participated in the ECENC program in 2022-23, and nearly 68% of the scholarship recipients are from households earning \$100,000 or more annually. Approximately 23% of ECENC recipients are from households earning \$50,000 through \$100,000, which is an increase in this household income range from last year. Approximately 8% are from households earning \$50,000 or less annually. This data has been collected from the Department of Revenue and the full report published January 2024 can be seen in Appendix D.

Exceptional SC provided data on students rising Kindergarten through grade 12 who applied for and those who received an ECENC grant during the 2022-23 school year. Table 2 shows this data and indicates if that number is more or less than in the 2021-22 school year. In the 2021-22 school year, 1,387 or 90% of students who applied were funded, in contrast, for the 2022-23 school year, 74% of students applying received grants. There were 440 more applicants in the 2022-23 school year than in the previous year.

PERCENTAGE OF STUDENTS WHO RECEIVED ECENC SC GRANTS IN 2021-22 AND 2022-23



According to data from Exceptional SC, in the 2022-23 year, 73 more students were funded through the ECENC program than in the 2021-22 year. Between the 2021-22 and 2022-23 years the distribution of students funded by grade level shifted only slightly.

Student Grants and Funding:

Act 247 states that student grants may not exceed eleven thousand dollars or the total amount of tuition, whichever is less. The Exceptional SC Board for the 2022-23 year funded all incumbent students who applied for the grant with a cap of \$9,000, in a one-time payment made in the spring. Families who applied for the parental tax credit, but not a grant could receive up to \$11,000. A family who did apply for the grant and a parental tax credit, the maximum amount the family could receive was \$11,000 total, so the grant had to be deducted from the tax credit. While \$11,000 is the maximum a family could receive, the amount given is typically less and determined by the Exceptional SC board. In the 2022-23 school year, all incumbent and new students received some form of funding. Applications in Table 2 reflect both applications for grants and those who applied for parental tax credits whether a grant application was also submitted.

Compliance: Assessments and the Impact on Student Success:

In evaluating the impact of the ECENC program on student achievement and academic growth, there are challenges due to a lack of student level data and comparable assessments administered. ECENC schools are not required to provide individual student test scores for students who received an ECENC grant; compliance is monitored by receipt of aggregate scores from approved schools and information about what assessments are given to all students in the school. All approved schools administered assessments and maintained compliance; however, there is a lack of student level data to make comparisons or determine whether students have experienced measurable improvements as a result of the ECENC program. Approved schools do offer standardized or criterion referenced assessments as a condition of participation and these assessments can be found in Appendix E. Private and independent schools that administer national assessments typically select an assessment or assessments that

measure English and Language Arts (ELA) and Math competencies at a minimum. Examples of these assessments include Measures of Academic Progress (MAP) and the Iowa Test of Basic Skills (ITBS). The most used nationally normed assessments that ECENC approved schools administered in the 2021-22 school year include: PSAT, SAT, ACT, MAP and the Iowa Assessment which is similar to previous years.

Act 247 requires an evaluation of the ECENC program's impact on student achievement where a majority (51% or more) of students enrolled in a school received a grant from Exceptional SC. There are nine of these schools this year, as there were in the previous reporting year; seven of these schools have been on the list consistently. Schools meeting the reporting criteria in the 2022-23 are in the upstate, midlands or lowcountry.

Only one of the schools with more than 50% of the total enrollment accessing ECENC dollars is not identified on the website as a school specially designed to serve students with disabilities and admits students without disabilities as well. Appendix F contains more detailed data, including school assessment information for schools with more than 51% of total enrollment participating in the ECENC program. In accordance with Act 247, assessment information for fewer than 10 students are not shared to protect student privacy.

Table 3: Schools with Majority of Enrolled Students Accessing ECENC Funds

School	Percentage of Students Funded through ECENC	Total Amount per School	Average Amount per grant	Assessment(s) Used		CERRA Region
				Assessment	Grade	
The Chandler School	74%	\$137,600.00	\$3,276.19	Stanford 10	1-8 th	1
				OLSAT	1 st 3 rd 5 th 7 th	
				PSAT	8 th	
Hidden Treasure Christian School	68%	\$123,900.00	\$3,097.50	Woodcock-Johnson IV	K-12 th	1
Camperdown Academy	73%	\$520,250.00	\$3,689.72	Gates-MacGinitie Reading Test, GMADE Math Assessment	1 st -8 th	1
HOPE Academy	71%	\$65,600.00	\$1,490.91	MAP/NWEA	1-12 th	1
Einstein Academy	54%	\$10,500.00	\$1,500.00	MAP	1 st -8 th	1
Hope Christian Academy	100%	\$33,600.00	\$2,240.00	Woodcock-Johnson IV	4 th -5 th & 8 th -12 th	3
Glenforest School	59%	\$115,200.00	\$2,742.86	Fast Bridge	1 st - 12 th	3
				SRA Mastery	K-8 th	
				PSAT	10 th	
				ACT/SAT	11 th -12 th	
Sandhills School	61%	\$243,700.00	\$3,637.31	Woodcock-Johnson IV	1 st -8 th	3
				Pre ACT	9 th -11 th	
				Stanford 10	K-4 th	
Miracle Academy Preparatory School	67%	\$43,200.00	\$1,800.00	OLSAT	5 th -9 th	5
				ACCUPLACER	10 th	
				ACT	12 th	
				Stanford 10	K-4 th	

Recommendations:

Several recommendations that have been made in previous reports still remain relevant in the evaluation of the ECENC program.

Convene the Advisory Committee of the ECENC:

Act 247 requires that the EOC establishes an advisory committee and states that the advisory committee shall:

1. Consult with the EOC concerning requests for exemptions from the curriculum requirements
2. Provide recommendations on matters requested by the EOC

This advisory committee, Department of Education, EOC, and/or the Department of Revenue may not regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to Act 247, however the committee is required and a meeting will be held in June 2024. Members have agreed to meet and will: clarify the responsibilities of the Advisory Committee, hear from the SC Department of Education about implementation of the Education Scholarship Trust Fund, and determine next steps. The work of this committee and future steps will be provided in future ECENC Reports.

Member	Organization
Robbie Braciszewski	SCISA
Kimberly Tissot	Able SC
Amy Holbert	Family Connections SC
Patricia Parrish	SACSCOC
Ramsay Bokinsky	Sandhills School
Edward Earwood	SCACS
Matt Palyok	Parent

Offer Summative State Assessments to ECENC Students in Public Schools:

South Carolina students in private schools are not currently offered the opportunity to participate in South Carolina State Assessments. Examples of these assessments include SC-READY and End of Course (EOC) examinations. In the 2020-21, and 2021-22 ECENC Reports, a recommendation was made to allow students in private schools to participate in these assessments, and while that has not yet come to fruition, offering these examinations to students participating in the ECENC program would offer an assessment opportunity to determine ECENC program impact. It remains the recommendation of the EOC that ECENC funded students be offered the opportunity to participate in state summative assessments.

Consider Communication Around the ECENC Program and Other Scholarships:

Because the Educational Scholarship Trust Fund is in the first year of implementation and cannot be used in conjunction with ECENC funds by an individual student, it is the recommendation of the EOC to: 1. Remain informed about the implementation of the ESTF, and 2. Monitor if communication around the separate programs should be developed and distributed to prevent confusion. The EOC is involved in the evaluation of ESTF funds, per statute.

Next Steps:

The next steps for continued evaluation of the ECENC program include: convene an advisory committee, consider needed communication about the program, and consider any questions from the EOC and advisory committee. Questions can be directed to EOC staff. The phone number is 803-734-6148 and additional resources can be found at www.eoc.sc.gov.

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ECENC FY 22-23

Report

Appendices

Please visit eoc.sc.gov/ecenc-program and look under "ECENC Reports" to locate the appendices for this report or, click on the link above.

EDUCATION OVERSIGHT COMMITTEE

DATE: June 10, 2024

COMMITTEE:
Education Oversight Committee

ACTION ITEM:
SC K-12 Military Readiness Task Force Report

PURPOSE/AUTHORITY

On December 11, 2023, the EOC adopted the following language:

The EOC affirms the State Board of Education and SC State Dept. of Education-adopted vision statement which states that by 2030, at least 75% of students will be at or above grade level. This statement revises the current goal in the SC ESSA Plan that states that by 2035, 70% of students in grades 3-8 will be on grade level.

Furthermore, the EOC maintains the commitment made seven years ago to the Profile of the SC Graduate, foundational language that guides decisions that lead students in K-12 to ultimate success in college and careers. One notable career is the military, an economic engine in SC that generates one in every nine jobs in the state.

In January 2024, the EOC will create a working group of Military Recruiters, School Liaison Officers, School Liaison Program Managers, SC Purple Star School District Point of Contacts and Department of Education staff to define and measure the academic and physical characteristic of a “military-ready” student. The working group will make recommendations to the EOC no later than June 30, 2024. The Fort Jackson Post Command Team has offered to coordinate a briefing and tour of the Future Army Soldier Preparatory Course for EOC members to be conducted in early 2024.

SECTION 59-18-900(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school. (C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

CRITICAL FACTS

- The establishment of an EOC working group to consider making recommendations regarding military readiness was prompted by a joint meeting of the EOC and SC State Board of Education held on November 8, 2023 in Columbia. At that meeting, the State Board of Education adopted the following vision statement previously adopted by the SC Dept. of Education: by 2030, at least 75% of students will be at or above grade level. By 2030, all SC students will be college, career, or military ready. The EOC delayed a vote on the vision statement to further consider the inclusion of “military ready” in the statement.
- The Task Force met on February 6, 2024 and May 21, 2024; both meetings were held in Columbia.

TIMELINE/REVIEW PROCESS

EOC adopted language requires recommendations be provided to full committee no later than June 30, 2024.

ECONOMIC IMPACT FOR EOC

Cost: no fiscal impact

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)

SC K-12 MILITARY READINESS TASK FORCE

A special subcommittee established by the SC Education Oversight Committee

FINDINGS AND RECOMMENDATIONS
TO BE PRESENTED TO THE EOC

JUNE 10, 2024

SC K-12 Military Readiness Task Force
A special subcommittee of the SC Education Oversight Committee
Findings and Recommendations

Background

Pursuant to the SC Code of Laws, the SC Education Oversight Committee (EOC) makes decisions about the accountability system for SC public schools, determining the methodology and criteria by which schools are held accountable. Through the inclusion of an accountability system that meets both state and federal laws and guidelines, the goal is to drive continuous improvement in schools, leading to successful outcomes for SC young people.

***SECTION 59-18-900(4)** The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.*

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is

provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

Inclusion of military readiness is currently reflected in one part of the accountability system; a minimum scale score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB) is included as one of five approved measures of career readiness in the accountability system that impacts SC high schools.

In South Carolina, a student is considered college or career-ready for school accountability if they meet one of the 11 options for college or career readiness. High schools are held accountable for students four years after they enter school as a ninth grader. The College and Career Readiness indicator counts 19 points out of a total of 100 available points. Also, a measure of college or career-readiness is not a requirement for graduation.

Within the same statute, the EOC is also directed to produce an annual report on the performance of military-connected students in the state. Overall, the EOC consistently reports that military connected students typically perform better than their non-military connected peers in most instances. Even so, there is a need for schools and educators to recognize the unique challenges faced by military-connected students and provide them with appropriate support to

succeed academically. Schools can benefit from adopting policies that prioritize the needs of military-connected students and provide them with resources to address them.

It should also be noted that, as is reported annually, data collection and accurate reporting of military-connected students is an ongoing challenge for some SC school districts.

(H) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.

The establishment of an EOC working group to consider making recommendations regarding military readiness was prompted by a joint meeting of the EOC and SC State Board of Education held on November 8, 2023 in Columbia. At that meeting, the State Board of Education adopted the following vision statement previously adopted by the SC Dept. of Education: by 2030, at least 75% of students will be at or above grade level. By 2030, all SC students will be college, career, or military ready.

The EOC delayed a vote on the vision statement to further consider the inclusion of “military ready” in the statement. On December 11, 2023, the EOC adopted the following language:

The EOC affirms the State Board of Education and SC State Dept. of Education-adopted vision statement which states that by 2030, at least 75% of students will be at or above grade level. This statement revises the current goal in the SC ESSA Plan that states that by 2035, 70% of students in grades 3-8 will be on grade level.

Furthermore, the EOC maintains the commitment made seven years ago to the Profile of the SC Graduate, foundational language that guides decisions that lead students in K-12 to ultimate success in college and careers. One notable career is the military, an economic engine in SC that generates one in every nine jobs in the state.

In January 2024, the EOC will create a working group of Military Recruiters, School Liaison Officers, School Liaison Program Managers, SC Purple Star School District Point of Contacts and Department of Education staff to define and measure the academic and physical characteristic of a “military-ready” student. The working group will make recommendations to the EOC no later than June 30, 2024. The Fort Jackson Post Command Team has offered to coordinate a briefing and tour of the Future Army Soldier Preparatory Course for EOC members to be conducted in early 2024.

On February 6, 2024, the first meeting of the SC Military Readiness Task Force was held. Follow-up research and subsequent meetings were held with State Superintendent of Education Ellen Weaver, Brigadier General Christopher Amrhein, Commander of the Air Force Recruiting Service and his team, as well as policy staff at the Education Commission of the States (ECS).

The second meeting of the task force was held on Tuesday, May 21 in Columbia. At this meeting, task force members reviewed draft findings and recommendations. The following findings and recommendations emerged as a result of discussions and consensus among task force members.

Key Findings

- A lack of a basic understanding of civics, misunderstanding of military service (service in general) and opportunities, poor health/low fitness levels, low academic achievement are cited as major reasons why recruiters and other military personnel are seeing a decrease in enlistment; these trends are not specific to SC and are being observed nationally.
- It is difficult for military readiness to be defined because of the different requirements for each branch of service, as well as fluctuations in standards that are impacted by recruitment needs. Given the differing standards for each military branch, it was suggested that a generalized military standard be considered.
- Military readiness should not be considered “lower tier” than college ready or career ready. Some branches of the military automatically enter students into credit bearing college level coursework as part of their military training and work to find a “best fit” given a young person’s individual talents and skill sets.
- SC currently uses the lowest published qualifying score (31)¹ that any military branch uses for career-ready designation, although task force members noted that ASVAB scores are not consistently exclusionary. Students may graduate from high school without earning an approved measure of college or career-readiness. Currently, the ASVAB, a battery of tests, is the primary metric for evaluating military readiness and determining qualification for military service. According to research from the Education Commission of the States (ECS) submitted to the EOC in March 2024, 34 states include some portion of the ASVAB in their state accountability system and require a measure of college or career readiness for a student to successfully graduate from high school.
 - The ASVAB includes 10 tests, many technical in nature. Scores from four of the tests—Word Knowledge (WK), Paragraph Comprehension (PC), Arithmetic Reasoning (AR), and Mathematics Knowledge (MK)—are combined to compute a score on what is referred to as the Armed Forces Qualification Test (AFQT). Scores on the AFQT are used to

¹ [ASVAB Test Explained | Military.com](https://www.military.com/education/asvab-test-explained)

determine eligibility for enlistment in the Army, Navy, Air Force, or Marine Corps while scores on all the ASVAB tests are used to determine eligibility for specific jobs in the military.

- Alabama and Texas continue to try and include military enlistment as a criteria for student success in their state accountability systems. Lack of quality, defensible data continues to be an impediment to successful inclusion.
- Although there is a one credit physical education requirement for SC students to graduate, there is not currently a quantifiable, widely used way to measure physical fitness and general health among K-12 students. This presents a concern since lack of overall health is cited as a deterrent to military enlistment. According to one task force member, one-fourth of candidates are disqualified due to physical readiness issues.
 - The Presidential Fitness Test, first introduced in 1966, is now known as the Presidential Youth Fitness Program. It is voluntary and not required to be implemented in schools.
 - According to ECS research, Alabama and Connecticut have developed state assessments of physical fitness and require they be administered to students in different grade levels.
- Meeting military readiness markers, enlistment, or receiving designations such as Purple Star should be incentivized for students and schools.
- Task force members and others expressed the importance of students being exposed to careers in the military while in school and ensuring that students, families, and educators know that being military ready isn't moving backward, but that it can provide opportunity and advancement for young people.
 - The importance of service to one's country and one's community was also cited as being lost in the minds of many young people. The de-emphasis of social studies and civics has potentially been a contributing factor.

Recommendations

1. Begin including military enlistment and/or entrance into an Officer Commissioning Program (i.e., NROTC, Naval Academy, Air Force Academy, etc.) as part of the Five-Year Student Success measure of high school accountability provided the data are provided from an authorized source and not self-reported by high schools or school districts. Task force members expressed optimism that these data would be available and accessible for this purpose.
2. In the upcoming cyclical review of the accountability system, scheduled for 2025, consider the requirement of including a college or career ready measure as a requirement for graduation.
3. Continue to incorporate military readiness as a career readiness measure. It is not advisable for military readiness to be a separate category for school accountability or within the establishment of a unified vision statement.
4. Support the removal of the state budget proviso that suspends the testing of social studies in grades 3-8 to promote the teaching of social studies and civics education.
5. Work with the SC State Department of Education, SC Department of Veterans Affairs, and others to strengthen the measures by which schools and school districts are recognized as Purple Star Schools Districts and provide financial or other incentives when applicable.
6. Include military designations and awards like Purple Star prominently on a school and/or district's Report Card.
7. Continue to work with the SC Dept of Education and others to assist recruiters and other military personnel reasonable and equal access to students and families in order to provide accurate information about military service and career options within the service branches.
8. Work with the State Dept. of Education and other state agencies to create a State award or certificate to be given to students who have chosen military service as a career path during the awards programs at their individual schools.
9. As part of the 2025 Cyclical Review of the Accountability System, consider the creation or procurement of a required assessment of physical health and fitness for students. This recommendation was seen as a way to amplify

the growing obesity epidemic among children, compounded by decreased time outside and increased screen time.

SC K-12 Military Readiness Task Force Members

Sara Jane Arnett, *Military Child Education Coalition Program*
Kaitlin Baker, *Military Child Education Coalition Program*
Kevin Brown, *Navy Talent Acquisition Group*
Kelsie Carter, *Richland County School District Two*
Tamara Collier, *Sumter County School District, Purple Star Liaison*
Col. Kenneth del Mazo, *U.S. Marine Corps Recruiting, MCRD Parris Island*
Jason Fowler, *SC Department of Veterans Affairs*
Shelly Galloway, *Sumter School District Purple Star Liaison*
Ethan Gardner, *U.S. Army Columbia Recruiting Battalion Recruiter Chief*
Antionette Green, *Charleston County School District Purple Star Liaison*
Fred Henley, *Ft Jackson-Army Student Liaison Officer/Program Manager*
Timothy Hopkins, *Kershaw County School District Purple Star Liaison*
Charity Kurlas, *Anderson School District One Purple Star Liaison*
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Micheal Norman, *U.S. Army Columbia Recruiting Battalion Recruiter*
Jennifer Ohmer, *Joint Base Charleston, USAF Student Liaison
Officer/Program Manager*
Master Sgt. Jose Pineda, *U.S. Air Force Recruiter*
Kim Priester, *SC Department of Education Military Interstate Children's
Compact Commission (MIC3)*
Steven Richardson, *U.S. Air Force Recruiter*
Ashley Schlicht, *Military Child Education Coalition Program State
Coordinator*
Tim Sharp, *U.S. Marine Corps Recruiter*
Sondra Thomas, *Aiken County Public School District Purple Star Liaison*
Karean Troy, *Dorchester County School District Two Purple Star Liaison*
Kristen Wildman, *Shaw Air Force Base - USAF Student Liaison
Officer/Program Manager*

EOC Staff Support

Ms. Tenell Felder; Ms. Hope Johnson-Jones, Dr. Matthew Lavery, and Ms. Dana Yow

This response was prepared for Dana Yow, South Carolina Education Oversight Committee

Your Question:

You asked for information on high school graduation requirements that address military readiness, including the Armed Services Vocational Aptitude Battery (ASVAB) and physical education. You also expressed interest in state fitness assessments.

Our Response:

Armed Services Vocational Aptitude Battery (ASVAB) Requirements

Many states require assessments as part of their high school graduation requirements. According to Education Commission of the States' [50-state comparison on high school graduation requirements](#), at least 34 states require students to complete specific assessments for graduation. Of those 34 states, at least four allow students to take the ASVAB and some require specific scores on the Armed Forces Qualification Test (AFQT) portion of the ASVAB.

Colorado, as part of their high school graduation guidelines, provides a [menu of college and career-ready demonstration](#) options for school districts to choose from. A score of 31 on the AFQT portion of the ASVAB is among the options.

Among **Indiana** graduation requirements is a requirement that students demonstrate college or career readiness through a pathway established by the state board of education. The ASVAB is one of the assessments included in state [code](#) as an allowable pathway requirement.

While **Mississippi** [administrative code](#) does not require the ASVAB, it is among several options students can use as a substitute for required end-of-course assessments. Students who choose this option must score 36 on the AFQT **and** either earn a Career Planning and Assessment System score that meets Federal Perkins requirements **or** earn an industry approved certification.

The ASVAB is one of eight [graduation pathways](#) in **Washington**. For this pathway, students must score at least the minimum established by the military for eligibility to serve in a branch of the armed services. Schools are encouraged to schedule an armed services vocational aptitude battery career exploration program interpretation seminar after the test so students can participate in high school and beyond planning and learn about available military and nonmilitary occupations for which they have an aptitude.

Physical Education Requirements

Education Commission of the States [found](#) that physical education and health courses are required for graduation in at least 41 states and the District of Columbia. Some states allow students to substitute another course or activity to earn physical education credits. The following state examples illustrate a variety of approaches:

Alabama [requires](#) one physical education credit for high school graduation. Students may substitute physical-activity based subjects (e.g. marching band, athletics) and other subject areas under “exceptional circumstances” under the following conditions:

- A detailed plan must be developed (except for JROTC) that reflects collaboration with the physical education teacher at the school and submitted to the State Superintendent of Education to ensure that students will master the required content standards and benchmarks as outlined in the Alabama Course of Study: Physical Education.
- The [Alabama Physical Fitness Assessment](#) must be administered to grade 2-12 students, including students who receive exemptions from the State Superintendent of Education.
- Any other conditions prescribed by local boards of education are met.

Connecticut [requires](#) one credit in physical education and wellness for graduation. In addition, students in grades 4, 6, and 8 are required to participate in the [Connecticut Physical Fitness Assessment](#), which evaluates aerobic endurance; flexibility; upper body strength and endurance; and abdominal strength and endurance.

Tennessee [requires](#) 0.5 credit in physical education. In addition, the state requires 0.5 credit in personal finance, which may be substituted with three years of JROTC if the the JROTC instructor attends personal finance training conducted by the Department of Education. Students in grades 4, 6, 8, and one year in high school take the [FitnessGram PACER test](#), which measures aerobic capacity.

Utah [requires](#) 1.5 physical education credits for graduation, including 0.5 in participation skills, 0.5 in fitness for life, and 0.5 in individualized lifetime activities. A student may earn 0.5 credits per sport for team sport/athletic participation up to a maximum of one credit with district approval to replace participation skills and individualized lifetime activities requirements. Utah Core Standards for physical education [include](#) standards for fitness assessment.

Military Readiness in State Accountability Systems

Education Commission of the States’ [50-state comparison on state school accountability systems](#) identifies several states that include military readiness as part of their school quality and student success (SQSS) indicator in their state ESSA plans. For example:

- **Alabama** [includes](#) being accepted for enlistment into any branch of the military as a measure of college and career readiness.
- **Montana** [allows](#) students to demonstrate college and career readiness with a “military ready” indicator.
- **Tennessee’s** Ready Graduate indicator [includes](#) a military readiness option. Students demonstrate military readiness by completing early postsecondary opportunities and scoring at or above the state’s designated score on the ASVAB AFQT.
- **Texas** [includes](#), in both its student achievement and SQSS indicators, measures of college, career, and military readiness. Military readiness is demonstrated by enlistment in the armed forces or Texas National Guard.
- **Wyoming** [provides](#) three options for demonstrating college and career readiness, one of which is completion of a college preparatory curriculum **or** a CTE pathway **and** a military-readiness score on the ASVAB.

Additional Resource

[National Association of State Boards of Education School Health Policy Database](#) – this resource includes information on states’ school health policies in a variety of categories including physical education and activity.

EOC Retreat 2024 Beaufort



When and Where:

Sunday, August 11 - Monday, August 12, 2024
Meeting to be held at the Beaufort Memorial Medical and
Administrative Center at 990 Ribaut Road, Beaufort

Lodging:

Sunday night lodging at the
Best Western Sea Island Inn
1015 Bay St., Beaufort, SC 29902

Lodging Reservations:



You must **reserve your room by June 24** to receive the discounted rate in our reservation block. Book at <https://sceoc.info/3JSjjl7> or by using the QR code.

Additional retreat details to follow
Contact Tenell Felder with any questions at ftenell@eoc.sc.gov