

EDUCATION OVERSIGHT COMMITTEE

**Agenda
Monday, April 8, 2013
1:00 p.m.
433 Blatt Building**

- | | | | |
|------|--|----------------|--|
| I. | Welcome and Introductions | Mr. Robinson | |
| II. | Approval of the Minutes of February 11, 2013 | Mr. Robinson | |
| III. | Special Guest

Dr. Dave Conley, Founder and Chief Executive Officer
Educational Policy and Improvement Center (EPIC) | | |
| IV. | Subcommittee Reports | | Neil C. Robinson, Jr.
CHAIR |
| | A. Academic Standards and Assessments
Information: Cyclical Review of the Accountability
System | Dr. Merck | Barbara B. Hairfield
VICE CHAIR

Phillip Bowers

Dennis Drew

Mike Fair

Nikki Haley

R. Wesley Hayes, Jr.

Alex Martin

John W. Matthews, Jr.

Daniel B. Merck |
| | B. EIA and Improvement Mechanisms
Information: FY2013-14 Budget Update
Information: PASS Performance of 2006-07 and
2007-08 CDEPP Cohorts
Action: Annual Review of SC Teacher Loan Program | Mr. Drew | |
| | C. Special Reading Subcommittee | Mrs. Hairfield | Joseph H. Neal

Andrew S. Patrick

Evelyn R. Perry

J. Roland Smith

Ann Marie Taylor

John Warner

David Whittemore

Mick Zais |
| V. | Adjournment | Mr. Robinson | |
| | | | Melanie D. Barton
EXECUTIVE DIRECTOR |

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
February 11, 2013

Members Present: Mr. Robinson; Mr. Bowers; Senator Fair; Senator Hayes; Mrs. Hairfield; Dr. Merck; Rep. Neal; Rep. Smith; Mr. Warner; Mr. Whittemore; and Dr. Zais

- I. Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.
- II. Approval of the Minutes of the December 10, 2012 Meeting - The minutes were approved as distributed.
- III. Subcommittee Reports

The committee then turned to the Subcommittee reports.

A. Academic Standards and Assessments:

Dr. Merck updated the committee on the panel that will provide recommendations to the EOC on the cyclical review of the accountability system including an overview of the panel's meeting schedule.

B. EIA and Improvement Mechanisms

In the absence of Mr. Drew, Mrs. Barton summarized the Governor's EIA budget recommendations for Fiscal Year 2013-14 and the status of the budget in the House Ways and Means Committee. She also notified members that the EOC will present its budget and proviso recommendations to the K-12 Subcommittee of Senate Finance on March 6.

C. Public Awareness

First, Mrs. Hairfield reported on the public release of South Carolina's progress toward the 2020 Vision. A press conference was held at 11:00 a.m. in the State House lobby with Neil Robinson and Herb Johnson, Director of Community Relations at Michelin North America, providing comments. Representatives from Lexington One and Lexington Five school districts also participated. The event was well attended by all major media outlets in the midlands and across the state as the event was streamed live. Mrs. Hairfield focused on the four indicators and the state's progress toward meeting the objectives. Mr. Bowers asked if there were any common characteristics of the At-Risk schools. Sen. Fair responded that extreme poverty dominates in many of these schools whereas in other schools of comparable poverty strong leadership at the district level has promoted progress.

Then Mrs. Hairfield detailed the 2013 Annual Report which will be provided to the members of the General Assembly on March 1. Sen. Fair moved and Sen. Hayes seconded a motion to approve the report with staff given the ability to make cosmetic changes as needed.

The EOC then watched four videos, winners of the EOC's video contest among middle and high school students on innovation.

Finally Mr. Warner introduced to the committee a platform on Innoventure.com that can be used by public schools to present innovative ideas and connect resources and individuals to schools and classroom implementing innovative practices. Clemson University has a similar platform on the website. Next High School, which is in the process of developing a public school utilizing web-delivered instruction and project-based learning, is an example of an innovative school already on the website. Rep. Neal asked for clarification about the process an individual would go through to be on the website. The committee discussed working with New Carolina, the organization that is taking the lead in the innovation initiative, while offering our staff's expertise on innovative practices. Sen. Fair moved that the EOC be engaged in helping to engage educators in posting information on the website and to oversee the content. Senate Hayes seconded the motion. The motion passed unanimously.

IV. Discussion of Comprehensive Vision for Systemic Change in Reading

Mr. Robinson began the discussion noting the stagnant reading scores of our state in both PASS and NAEP. Mr. Warner recommended that the EOC staff contact David Bolton, a literacy expert for additional information. Mrs. Hairfield summarized the engagement of the deans of the colleges of higher education on this issue. She also voiced concern that all teachers need the additional training in literacy. She provided an example that when the state went to a certification for middle-school level teachers all existing teachers were grandfathered-in, a policy decision that did not improve instruction or build capacity. Mr. Bowers asked about the impact of universal four-old kindergarten on readiness assessments. Mr. Warner and Mr. Neal talked about the impact of poverty and family environment on many of our students' ability to develop vocabulary. Mr. Robinson stated that he would appoint a subcommittee to begin work in the next two weeks on proposals to be presented to the General Assembly for systemically improving reading in our schools. Members interested in serving would need to tell him or staff.

V. Adjournment

Having no other business, the EOC adjourned.

Cyclical Review of the Accountability System

SECTION 59-18-910. Cyclical review of accountability system; stakeholders.

Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

EOC staff began in November and December of last year soliciting input from EOC members as well as others about potential individuals to serve on the review panel. The staff then tried to enlist members from all geographic areas of the state. To date, there are 34 confirmed members of the panel. We are still waiting to hear from potential members of the House who will serve.

Below is a schedule of the panel's meeting as well as focus group discussions that will occur across the state:

February 13, 2013 at 2:00 p.m. First Meeting of the Panel

April 8, 2013 at 10:00 a.m. Second Meeting of the Panel

Focus Group Discussions Held and Facilitated by EPIC staff:

Charleston Focus Group

April 9, 1:00-5:00 p.m.
Trident Technical College, Building 410
7000 Rivers Ave., North Charleston, SC 29406

Columbia Focus Group

April 10, 1:00-5:00 p.m.
Olympia Learning Center
621 Bluff Rd., Columbia, C 29201

Greenville Focus Group

April 11, 1:00-5:00 p.m.
M.T. Anderson Support Center
100 Blassingame Rd., Greenville, SC 29605

June 3, 2013 Final Meeting of the Panel

June 10, 2013 Dave Conley to Present to EOC

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: April 8, 2013

INFORMATION

Budget and Proviso Recommendations, Fiscal Year 2013-14

PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

August 3, 2012	EIA program report and budget request surveys online
September 4, 2012	Preliminary EIA revenue projections for FY14 made by BEA
September 21, 2012	Agency budget and proviso reports due to Governor
October 1, 2012	All EIA program reports and budget requests due to EOC
October 8, 2012	Subcommittee meets and EIA-funded programs offered opportunity to present
November 9, 2012	First official revenue forecast for FY14 made by BEA
November 19, 2012	Subcommittee meets and makes budget recommendations
December 10, 2012	Subcommittee meets and finalizes budget recommendations
December 10, 2012	EOC meets and adopts budget and proviso recommendations
March 5, 2013	Ways and Means Committee introduces, H.3710, 2013-14 General Appropriation Bill
March 13, 2013	House gives third reading to H.3710
March 13, 2013	H.3710 introduced and read in Senate and referred to Senate Finance

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For Information

Approved

ACTION TAKEN

Amended

Not Approved
(explain)

Action deferred



MEMORANDUM

TO: Members, Education Oversight Committee
FROM: Melanie Barton *Melanie Barton*
DATE: March 19, 2013
RE: H.3710, 2013-14 General Appropriation Bill

On December 10, 2012 the EOC adopted the budget recommendations for the EIA budget for Fiscal Year 2013-14. These recommendations are based upon the following principles that guide a ***student-centered, performance-based funding model***:

- Public funds for education will be allocated based on the needs of students with the ultimate goal being that all children are prepared for success in a career or in postsecondary education.
- Educators will be empowered to allocate resources at the school and classroom levels to best meet the academic needs of individual students. Such flexibility will allow teachers to provide innovative strategies and interventions to prepare all students for success in a career or in postsecondary education.
- Schools and school districts will be held accountable for the results, which will be based on student performance and the ability of each student to succeed in a career or postsecondary education.
- Consolidation of line item appropriations assists in the simplification of the public education funding system and in the targeting of resources to students.

Neil C. Robinson, Jr.
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Budget and Proviso Recommendations as Adopted by the House of Representatives

On March 13, 2013 the House of Representative gave third reading to H.3710, the 2013-14 General Appropriation Bill. Appendix A compares the EOC's budget recommendations for the EIA with the EIA budget as adopted by the House of Representatives. The House had \$4.6 million fewer EIA dollars to allocate when the proceeds from the sales tax on cars was diverted from the general fund of the state for road maintenance.

As noted, the most significant difference between the EOC's recommendations and the House version of the budget is the funding level for instructional materials. The EOC recommended annualization of funding for instructional materials of \$13,727,331 and an increase in funding of \$19,160,647 to purchase instructional materials that have been approved by the State Board of Education.

Regarding provisos, the House adopted the EOC's recommendations to create a Center for Educational Partnership at USC and a special panel on technology. Appendix B contains the provisos of interest to the EOC.

Regarding the Education Finance Act, the House funded the base student cost at \$2,101. In the current fiscal year the base student cost is \$2,012. The Board of Economic Advisors projected a base student cost of \$2,771 which, if funded, would have required an additional \$364 million.

Senate Finance Committee Deliberations

On Wednesday, March 6 the EOC presented the budget recommendations to the K-12 Subcommittee of Senate Finance. The full Senate Finance Committee will deliberate the budget during the week of April 30 with Senate floor debate scheduled to begin May 14.

Appendix A

EIA Budget Recommendations	Recurring EIA Base	Changes Recommended by EOC	House
Recurring EIA Base: \$616,727,053	2012-13	2013-14	2013-14
Students:			
CDEPP–SCDE (\$4,218 per child; 4,716 children served plus \$348,910 for state transportation)	\$17,300,000	\$2,940,998	\$2,940,998
Leadership and Teacher Support:			
Teach for America SC (Expand from 110 to 125 teachers)	\$2,000,000	\$1,000,000	\$1,000,000
Teacher Supplies (\$275 per all eligible teachers)	\$12,999,520	\$396,480	\$396,480
Consolidate Teacher Salary Supplement & Teacher Salary Support Into One Line Item			
Teacher Salary Support State Share	\$38,625,010	(\$38,625,010)	(\$38,625,010)
Teacher Salaries	\$77,061,350	\$38,625,010	\$38,625,010
Science PLUS (Expand from 111 to 320 science teachers served)	\$150,000	\$353,406	\$353,406
Teacher Loan Program (Fund all eligible applicants, approximately 1,720 or a 506 increase)	\$4,000,722	\$1,999,278	\$1,089,159
CERRA – Teaching Fellows Scholarships (\$400,000 for 175 scholarships) and Teacher Cadet (\$110,000)		\$500,000	\$500,000
Greater Accountability and Consolidation:			
Writing Improvement Network (USC)	\$182,761	(\$182,761)	(\$182,761)
SC Geographic Alliance (USC)	\$155,869	(\$155,869)	(\$155,869)
School Improvement Council Project (USC)	\$127,303	(\$127,303)	(\$127,303)
E. Leadership/2.State/Other Operating (Proviso 1A.8.)			
Middle Grades Initiative	\$75,000	(\$75,000)	(\$75,000)
SC Educational Policy Center (USC)	\$75,000	(\$75,000)	(\$75,000)
<i>NEW:</i> Center for Educational Partnerships (USC)	\$0	\$1,000,000	\$715,933

EIA Budget Recommendations	Recurring EIA Base	Changes Recommended by EOC	House
<i>New: SC Council on Economic Education (Proviso 1A.18.)</i>		\$300,000	\$300,000
Education Oversight Committee (Along with decrease of \$200,000 in General Funds)	\$1,193,242	(\$100,000)	\$100,000
Cost-Savings:			
National Board Supplement – Due to projected decline in number of teachers receiving supplement	\$64,000,000	(\$10,000,000)	(\$10,000,000)
Annualization of Non-Recurring EIA Funds:			
Teacher Salaries	\$0	\$10,070,600	\$10,070,600
State Agency Teacher Pay	\$209,381	\$506,942	\$506,942
STEM Centers SC	\$0	\$1,750,000	\$1,750,000
SCDE Requests:			
PowerSchool and Student Longitudinal Data System	\$5,000,000	\$2,500,000	\$2,500,000
Technical Assistance	\$5,250,000	\$750,000	\$750,000
Instructional Materials Total of \$32,167,978 (Annualization of \$13,727,331 and increase of \$19,190,647)	\$20,922,839	\$25,842,499	
Transportation – (Move to General Fund, SCDE Budget)	\$17,462,672	(\$17,462,672)	(\$1,115,387)
SC Youth Challenge-(Move to General Fund; Adjutant General's Budget)	\$1,000,000	(\$1,000,000)	
ETV-K-12 Education – (Move to General Fund)	\$2,829,281	(\$2,829,281)	
ETV Infrastructure – (Move to General Fund)	\$2,000,000	(\$2,000,000)	
TOTAL Recurring EIA Increase:		\$15,902,317	\$11,242,198
Non-Recurring -- Instructional Materials *		<u>\$6,325,479</u>	<u>\$8,000,000</u>
TOTAL EIA:		\$22,227,796	\$19,242,198

Appendix B Provisos of Interest

1A.9. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which *at least* seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. ~~The current year administrative base reduction may be applied proportionately between CERRA and SC State University while none of the reduction may be applied to Teaching Fellows Scholarships.~~ 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 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also establish, appoint, and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. Initial appointments must be made by July 1, 2013, at which time the member representing CERRA shall call the first meeting. At the initial meeting, a chairperson and vice-chairperson must be elected by a majority vote of 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.52. (SDE-EIA: XII.F.2. Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

1A.53. (SDE-EIA: XII.F.2. STEM Centers SC) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

1A.55. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

1A.58. (SDE-EIA: XII.F.2-CERRA/Teaching Fellows) The additional funds provided to CERRA in the current fiscal year must only be used to support the Teaching Fellows and Teacher Cadet programs.

91.28. (LEG: Technology Panel) Of the Funds appropriated in XII.E.2. for Technology there is to be created a panel to study South Carolina's current and future educational technology needs and make recommendations on the distribution of technology funds to meet the needs for software, hardware, connectivity, professional development and instructional technologies for public schools. The panel would also assess the connectivity needs of the state regarding households and business, especially in rural South Carolina. The panel will provide recommendations to the House Education and Public Works Committee, the House Ways and Means Committee, the Senate Education Committee and the Senate Finance Committee no later than January 15, 2014. The panel would include three appointees from the K-12 School Technology Initiative, the State Superintendent of Education or his designee, one appointee from the Budget and Control Board's Division of State Information Technology, one appointee from the South Carolina Telecommunications Association, three appointees from higher education institutions and/or the Commission on Higher Education, the Secretary of Commerce or his designee, one appointee from a School District serving less than 2,000 pupils, one appointee from a School District serving between 2,001 and 5,000 pupils and one appointee from a school district serving more than 5,000 pupils each made by the Superintendent of Education. Staff for the panel will be provided by legislative staff to include the Education Oversight Committee, if requested. Members shall serve without compensation.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: April 8, 2013

INFORMATION

PASS Performance of the 2006-2007 and 2007-2008 CDEPP Cohorts

PURPOSE/AUTHORITY

Pursuant to Section 59-6-10, the EOC is responsible for recommending and supervising implementation "of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984." EIA funds are used to fund CDEPP in public schools with \$17.3 million in EIA funds appropriated for CDEPP in the current fiscal year.

CRITICAL FACTS

In Fiscal Years 2007-08 through 2009-10, the General Assembly appropriated to the EOC funds to evaluate the implementation and impact of CDEPP over time. The original design of the study included individual student assessments over time of CDEPP participants; however, the General Assembly eliminated funding of the longitudinal evaluation in Fiscal Year 2010-11.

TIMELINE/REVIEW PROCESS

The academic performance of students who participated in CDEPP in 2006-07 and in 2007-08 on the third and fourth grade reading and research and mathematics assessments of the Palmetto Assessment of State Standards (PASS) in 2011 and 2012 was analyzed and compared to that of students who did not participate in CDEPP. Individuals who participated in private and public CDEPP programs were included in the analysis but not differentiated. Trends over time are presented, as is an analysis of gains made by students from grade 3 to grade 4.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond last year's appropriation

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

PASS Performance of the 2006-2007 and 2007-2008 CDEPP Cohorts

Introduction

Since 1994 South Carolina has provided for at least half-day programs in public schools for at-risk four-year-old students using Education Improvement Act (EIA) funds. In many districts, half-day programs have been enhanced to full-day programs using other state, local, and federal funds.

Beginning in 2006-07 the South Carolina General Assembly implemented the Child Development Education Pilot Program (CDEPP). CDEPP provides for a full-day early childhood education for at-risk four-year-old students in the plaintiff and trail districts in the Abbeville County School District, et a., v. State of South Carolina, et al. court ruling. At-risk children who are eligible to participate in CDEPP must be four-years old by September 1 and must be eligible for the free or reduced-price federal lunch program and/or Medicaid. CDEPP districts tend to be rural and have high poverty levels as measured by the percentage of students either participating in the free or reduced-price federal lunch program or receiving Medicaid services. CDEPP classrooms can be in either public schools or private childcare centers which are licensed by the South Carolina Department of Social Services. The South Carolina Department of Education oversees implementation of CDEPP in public schools while the Office of First Steps to School Readiness oversees implementation in private child care settings. Finally, based upon the January 2010 evaluation of CDEPP, approximately 78 percent of four-year-olds at-risk for school failure due to poverty were being served with a publicly-funded pre-kindergarten program in school districts implementing CDEPP.

Cohort Data

The first cohort of students who participated in CDEPP in 2006-07, either in a public school or private child care setting, are hereafter referred to as Cohort 1. If all of these students advanced from one grade to the next each year, Cohort 1 would have been in grade 3 in the 2010-11 academic year and in grade 4 in the 2011-12 academic year.

The second cohort of students who participated in CDEPP in 2007-08, either in a public school or private child care setting, are hereafter referred to as Cohort 2. If all of these students advanced from one grade to the next each year, Cohort 2 would have been in grade 3 in the 2011-12 academic year.

Table 1. Student Grade Level for Students in each Cohort.

Academic Year	Cohort 1	Cohort 2
2006-2007	4K (CDEPP)	
2007-2008	5K	4K (CDEPP)
2008-2009	Grade 1	5K
2009-2010	Grade 2	Grade 1
2010-2011	Grade 3	Grade 2
2011-2012	Grade 4	Grade 3

The Education Oversight Committee (EOC) staff obtained complete lists of students enrolled in CDEPP from data files provided to the agency in 2007 by the Office of First Steps and the South Carolina Department of Education. Among the information these data files contained was the unique student identifier, a number assigned by the SCDE to all students enrolled in public schools in South Carolina. By arrangement with the Office of First Steps, each student participating in CDEPP at a private institution also was assigned a unique student identifier. The unique student identifier is a number associated with a student throughout his or her enrollment in public schools, which enables students to be followed over time. Students in Cohort 1 and Cohort 2 were identified using information included in these data files. For this study, the EOC used the unique student identifier and other demographic information (e.g., gender, date of birth) to obtain Palmetto Assessment of State Standards (PASS) scores in reading and research and mathematics administered in 2011 and 2012 for CDEPP and non-CDEPP students.

Questions to be Answered

1. How many CDEPP students were in each Cohort 1 and Cohort 2?
2. How many CDEPP students in Cohort 1 and in Cohort 2 were identified through PASS scores in grades 3 and 4?
3. Of the students identified in Cohort 1 and Cohort 2, how many students were identified as attending public schools in CDEPP districts in 2010-11 and 2011-12?
4. How did the performance of the CDEPP students compare to:
 - a. All other students in the state?
 - b. All other 3rd and 4th grade students in state who were eligible for subsidized meals?
 - c. All other students in the CDEPP districts?
 - d. All other students in CDEPP districts who received subsidized meals?
5. Did the CDEPP students in Cohort 1 make academic gains from grade 3 to grade 4 that were comparable, less than or greater than:
 - a. All other students in the state?
 - b. All other 3rd and 4th grade students in the state who were eligible for the free/reduced price lunch program in the state?
 - c. All other students in the CDEPP district?
6. With implementation of CDEPP, did the overall performance of students in these CDEPP districts improve?

Results

The number of students served in CDEPP increased from the first cohort (2006-2007) to the second cohort (2007-2008), both in the public and the private school settings. In both cohorts, approximately 90 percent of students attended full-day four-year-old kindergarten in a public school and 10 percent in a private daycare setting.

Table 2. Number of CDEPP Students in Each Cohort.

Cohort	Public School	Private	Total
1	2,612 (89.9%)	294 (11.1%)	2,906
2	3,828 (89.5%)	450 (10.5%)	4,278

Using the unique student identifier and additional information, the PASS achievement scores were obtained for students in Cohorts 1 and 2. For a number of reasons the PASS information for all students enrolled in CDEPP could not be obtained. Some students may have moved out of South Carolina since their enrollment in CDEPP, other students may have been enrolled in private schools that are not required to assess students with PASS. As indicated in Table 1, students in Cohort 1 who were promoted each year and not retained would have taken the PASS as grade 3 students in the Spring of 2011, and as grade 4 students in the Spring of 2012. Students in Cohort 2 who were promoted each year and not retained would have taken the PASS as grade 3 students in the Spring of 2012.

The percentages of CDEPP students for whom PASS results were obtained are presented in Table 3. For Cohort 1, PASS scores in grade 3 were obtained for approximately 76% of students and PASS scores in grade 4 were obtained for approximately 74% of students. Three hundred ninety-four Cohort 1 students were retained in grade level at some time and were assessed for the first time with PASS in the Spring of 2012 as grade 3 students. These students were not included in analyses for this study. For Cohort 2, PASS scores in grade 3 were obtained for 75.2% of students.

Table 3. Number of Students in Each Cohort Matched to PASS Data.

Cohort/PASS Match	Public School	Private	Total Number of Matches	Percent of Total Cohort
Cohort 1:				
Matched to 2011 PASS (Grade 3)	2,013	201	2,217	76.3
Matched to 2012 PASS (Grade 4)	1,957	194	2,151	74.0
Matched to BOTH PASS 2011 (Grade 3) and PASS 2012 (Grade 4)	1,789	189	1,978	68.1
Cohort 1: Retained Students				
Matched to PASS 2012 (Grade 3)	354	40	394	
Cohort 2:				
Cohort 2 to PASS 2012 (Grade 3)	2,918	299	3,217	75.2

Approximately 68% of the students in Cohort 1 were matched to PASS scores both as grade 3 students in the Spring of 2011 and as grade 4 students in the Spring of 2012. The gains made

by these students can be compared to the gains made by students who did not participate in CDEPP and took PASS in grades 3 and 4.

Table 3 also documents that 14 percent of all children in Cohort 1 were retained once between the year that the children were enrolled in CDEPP through the 2011-12 school year. The data also document that 14 percent of children served in public schools and 14 percent of children served in private child care centers were retained.

As already indicated, the achievement of CDEPP students were compared to:

- 1) all non-CDEPP students;
- 2) non-CDEPP students who resided in CDEPP districts at the time of testing;
- 3) all non-CDEPP students who received subsidized meals; and
- 4) non-CDEPP students who both resided in CDEPP districts at the time of testing and who received subsidized meals.

Comparing the achievement of CDEPP students to all students is a meaningful first reference because the goal of CDEPP and other similar educational programs is to provide help to students that will ultimately allow them to achieve at the same or higher level as the general population of students.

Previous results demonstrate that students eligible for subsidized meals score lower on PASS than do students who pay full price for their meals. This pattern of achievement can easily be seen by examining results of the PASS assessment from the Spring of 2012 (<http://www.ed.sc.gov/data/pass/2012>). By comparing CDEPP students to non-CDEPP students who receive subsidized meals, a comparison is made between students who may have faced similar barriers to academic achievement at some point in their educational experiences. This comparison is imperfect because CDEPP students were identified as eligible for subsidized meals at the time of their enrollment in 4K, and non-CDEPP students were identified for subsidized meals at the time of PASS testing – two different points in time.

Another way to compare CDEPP students to students more likely to be similar to CDEPP students in their initial achievement is to compare CDEPP students to other students enrolled in CDEPP districts. These students live in the same communities and may share a variety of educational, cultural and environmental experiences.

Appendices B and C each contain 3 tables that present summary information that describes the PASS Reading and Mathematics achievement for all of the groups described above.

1) Comparing CDEPP students to all non-CDEPP students (Tables B-1, B-2, and B-3).

Non-CDEPP students consistently score higher than CDEPP students. Evidence for this pattern is present in data obtained in the Reading scores of both Cohort 1 and Cohort 2.

For Cohort 1 in grade 3 (Table B-1):

- The percentage of non-CDEPP students scoring Exemplary is 15% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 16% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met 7% is lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower for Mathematics.

For Cohort 2 in grade 3 (Table B-2):

- The percentage of non-CDEPP students scoring Exemplary is 14% higher than the percentage of CDEPP students scoring Exemplary in both Reading and Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 6% lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower in Mathematics.

For Cohort 1 in grade 4 (Table B-3):

- The percentage of non-CDEPP students scoring Exemplary is 14% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 16% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 8% lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower in Mathematics.

2) Comparing CDEPP students to all non-CDEPP students in CDEPP School Districts (Tables C-1, C-2, and C-3).

Non-CDEPP students again score higher than CDEPP students, although the differences have been made smaller by considering only students in CDEPP School Districts.

For Cohort 1 in grade 3 (Table C-1):

- The percentage of non-CDEPP students scoring Exemplary is 6% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 8% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 3% lower than the percentage of CDEPP students scoring Not Met in Reading, and 4% lower for Mathematics.

For Cohort 2 in grade 3 (Table C-2):

- The percentage of non-CDEPP students scoring Exemplary is 4% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 5% higher in Mathematics.

- The percentage of non-CDEPP students scoring Not Met is 1% lower than the percentage of CDEPP students scoring Not Met in Reading, and 2% lower in Mathematics.

For Cohort 1 in grade 4 (Table C-3):

- The percentage of non-CDEPP students scoring Exemplary is 6% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 8% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% lower than the percentage of CDEPP students scoring Not Met in Reading, and 4% lower in Mathematics.

3) Comparing CDEPP students to all non-CDEPP students eligible for subsidized meals (Tables B-1, B-2, and B-3).

It should be noted that the non-CDEPP students may have participated in some pre-kindergarten program but such participation cannot be documented. The differences in achievement between CDEPP and non-CDEPP students eligible for subsidized meals are minimal. Although there are differences in the percentages Exemplary between the two groups and differences in the percentages Not Met, the differences are not large enough to claim that these groups differ.

For Cohort 1 in grade 3 (Table B-1):

- The percentage of non-CDEPP students scoring Exemplary is 2% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 3% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and 1% lower for Mathematics.

For Cohort 2 in grade 3 (Table B-2):

- The percentage of non-CDEPP students scoring Exemplary is the same as the percentage of CDEPP students scoring Exemplary in both Reading and Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and the same in Mathematics.

For Cohort 1 in grade 4 (Table B-3):

- The percentage of non-CDEPP students scoring Exemplary is the same as the percentage of CDEPP students scoring Exemplary in Reading, and 3% higher in Mathematics.

- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and 3% lower in Mathematics.

4) Comparing CDEPP students to all non-CDEPP students eligible for subsidized meals in CDEPP Districts (Tables C-1, C-2, and C-3).

In this comparison, CDEPP students are compared to non-CDEPP students who are most similar to CDEPP students.

For Cohort 1 in grade 3 (Table C-1):

- The percentage of non-CDEPP students scoring Exemplary is 3% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 2% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 3% higher than the percentage of CDEPP students scoring Not Met in Reading, and 5% higher for Mathematics.

For Cohort 2 in grade 3 (Table C-2):

- The percentage of non-CDEPP students scoring Exemplary is 7% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 5% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 6% higher than the percentage of CDEPP students scoring Not Met in Reading, and 7% higher in Mathematics.

For Cohort 1 in grade 4 (Table C-3):

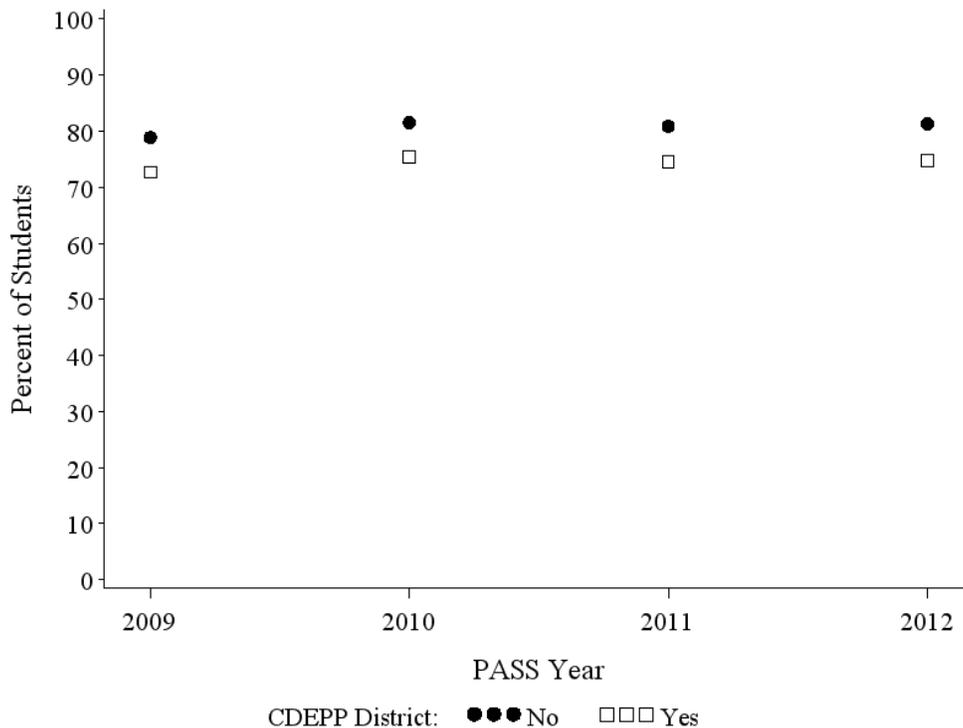
- The percentage of non-CDEPP students scoring Exemplary is 4% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 2% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 5% higher than the percentage of CDEPP students scoring Not Met in Reading, and 3% higher in Mathematics.

Considering the results of the previous four comparisons together, an important trend is evident: Although CDEPP students clearly have lower achievement levels than non-CDEPP students in the general population, by successively comparing CDEPP students to a more similar group of students, their relative performance increases. When comparing CDEPP students to other students that are most similar in their educational circumstances, CDEPP students have higher achievement levels.

Examining the PASS performance of students in CDEPP districts to the PASS performance of students in non-CDEPP districts over time (Figures 1 & 2).

If CDEPP students improved their achievement more than they would have without having had access to CDEPP, one would expect greater improvement in the PASS performance of CDEPP districts beginning with the 2011 administration of PASS. The pattern of PASS results for students in CDEPP districts was compared to the pattern of PASS results in non-CDEPP districts.

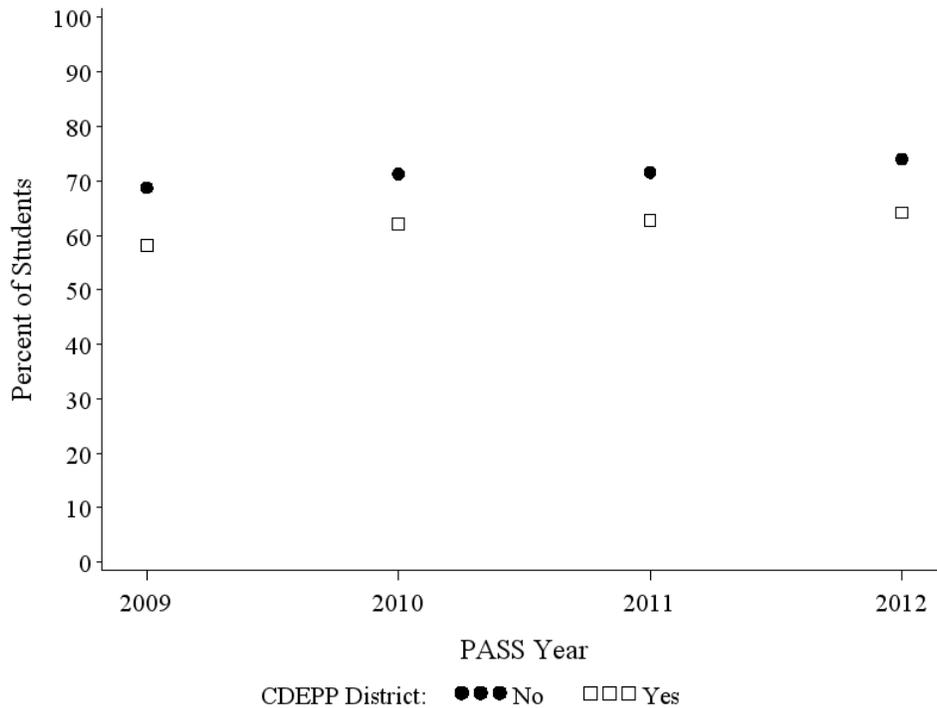
Figure 1. PASS Reading – Percent Met or Exemplary from 2009 to 2012 for Grade 3 students in CDEPP Districts and Grade 3 students in non-CDEPP Districts.



From Figures 1 and 2, there does not appear to be a trend in which CDEPP districts improve in their PASS performance compared to non-CDEPP districts. There are two major limitations to this line of inquiry: (1) Year-to-year differences between each cohort always occur, and we can only observe whether an increase in student achievement occurs beginning with the 2011 grade 3 PASS scores. Attributing any observed increase to the CDEPP program is not be justified without ruling out all other possible explanations; and (2) students who participated in CDEPP make up a small percentage of students tested in CDEPP districts. The PASS achievement as summarized here contains the achievement of many students who did not participate in CDEPP. The comparison presented is not between CDEPP and non-CDEPP students, it is between CDEPP and non-CDEPP districts.

Appendix C presents the percentages of students Met or Exemplary on PASS from 2009 to 2012 for each CDEPP school district.

Figure 2. PASS Mathematics – Percent Met or Exemplary from 2009 to 2012 for Grade 3 students in CDEPP Districts and Grade 3 students in non-CDEPP Districts.

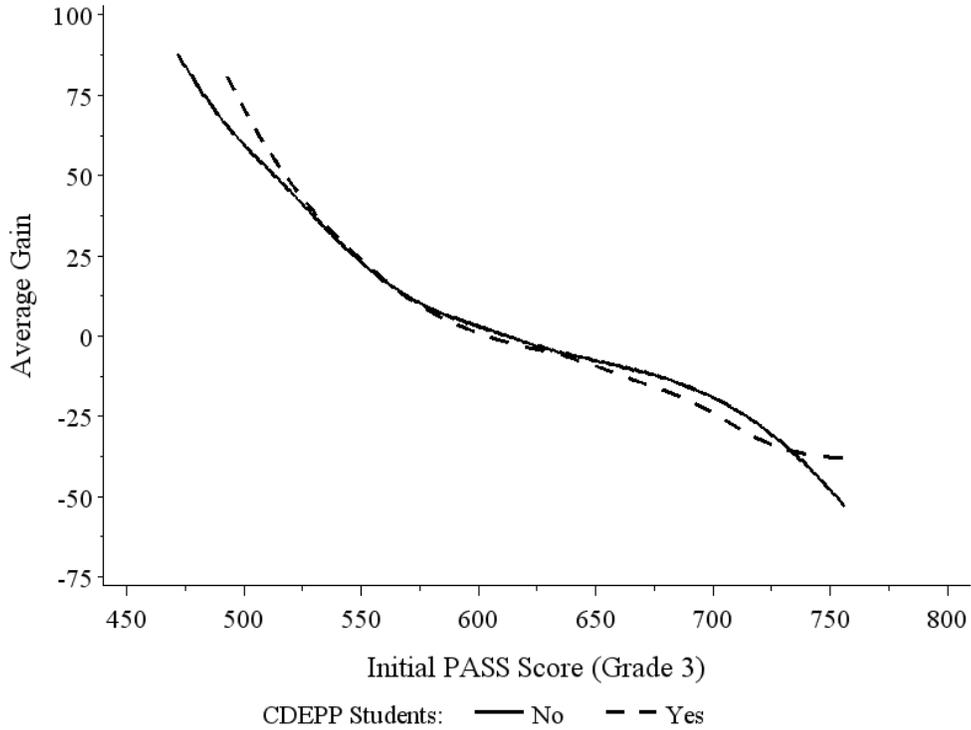


Gains in student achievement from grade 3 to grade 4 for CDEPP and non-CDEPP students.

The final question addressed in this study was whether students who participated in CDEPP achieved greater academic gains over time. Just more than two-thirds (68%) of Cohort 1 students have taken PASS as grade 3 students (Spring 2011) and as grade 4 students (Spring 2012). The gains made by CDEPP students were compared to the gains made by all other students who had PASS scores in both 2011 and 2012.

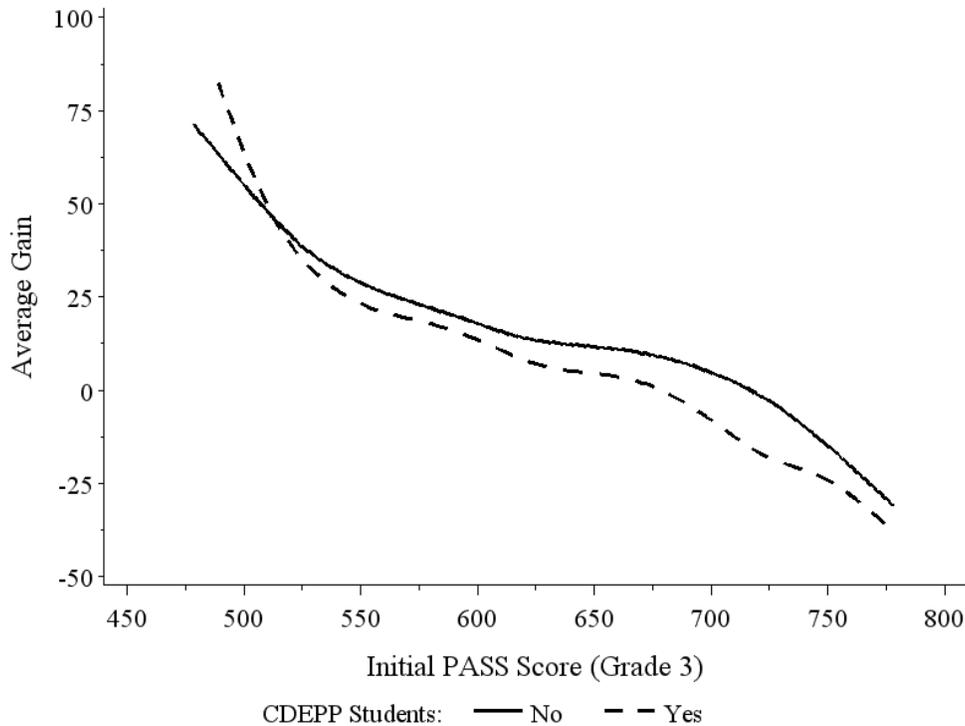
Figure 3 presents the patterns of gains for Reading. CDEPP students make gains similar to those of other students. Although differences appear for students who score below 525 on grade 3 PASS, and near 700; most students score from 525 to 650, the range for which differences between CDEPP and non-CDEPP students are minimal.

Figure 3. PASS Reading Gains from Grade 3 to Grade 4 by Initial (Grade 3) PASS Score for CDEPP and non-CDEPP Students.



In Mathematics (Figure 4), CDEPP students appear to gain less than non-CDEPP students. The amount of the difference in gains varies depending on the initial (grade 3) score of the students. For example, the average gain made by CDEPP students initially scoring 650 is approximately 5 points and the average gain made by a non-CDEPP student initially scoring 650 is approximately 12 points. The average gain is smaller for initial (grade 3) scores less than 650, and larger for initial scores greater than 650. Using this 7 point difference as the average of the differences across all initial scores – and is the best estimate of the difference in gains made between CDEPP and non-CDEPP students. Should this difference in student gains occur each year and be compounded across years, CDEPP students may fall further behind than do non-CDEPP students.

Figure 4. PASS Mathematics Gains from Grade 3 to Grade 4 by Initial (Grade 3) PASS Score for CDEPP and non-CDEPP Students.



Conclusions

Analysis of PASS scores for students who participated in the Child Development Education Program (CDEPP) in school years 2006-07 and 2007-08 reveal the following:

Within CDEPP districts, students who participated in CDEPP outperformed students who did not participate in CDEPP and who were eligible for the free or reduced-price lunch program in grades 3 and 4.

- The percentages of CDEPP students that are Exemplary is larger than the percentage of non-CDEPP students that are Exemplary.
 - For Reading the percentage of CDEPP students that are Exemplary is from 3% to 7% higher than for non-CDEPP students.
 - For Mathematics the percentage of CDEPP students that are Not Met is from 2% to 5% higher than for non-CDEPP students.
- The percentages of CDEPP students that are Not Met are consistently lower than the percentages of non-CDEPP students that are Not Met.
 - For Reading the percentage of CDEPP students that are Not Met is from 4% to 6% lower than for non-CDEPP students.

- For Mathematics the percentage of CDEPP students that are Not Met is from 3% to 7% lower than for non-CDEPP students.

Within CDEPP districts, students who participated in CDEPP and all other students, the percentages of CDEPP and non-CDEPP students that are Exemplary are within 1% of one another for Reading, and within 3% of one another for Mathematics. The magnitude of these differences is small enough that these groups cannot be called different in their achievement.

Comparing the performance of CDEPP students to all other students in the state, there still remain significant gaps in achievement.

The results duplicate national research as well as the prior evaluations published by the EOC on CDEPP. The National Institute for Early Education Research (NIERR) issued a Policy Report on February 25, 2013 clarifying the evidence of Pre-K intervention. The report notes that “pre-K does produce substantial long-term gains, particularly when programs are properly designed. . . The decline in effects over time is not adequately explained by ‘bad’ public education or the evaporation of temporary ‘hot housing’ that produces artificial gains in test scores. Instead it seems that at least some of the decline in effect sizes over time is due to the compensatory efforts of public schools that help the children who are most behind catch up. These greater efforts by the schools for children who did not benefit from preschool education are reflected in the benefit-cost analyses that document the cost savings from prevention.” Other studies in the United States and abroad show that “preschool education has larger benefits for disadvantaged children, but that high-quality programs still have substantive benefits for other children.”

While it should not be compared to a statewide or public pre-kindergarten program, the Perry Preschool Program study found a benefit-cost ratio of \$16 to \$1 by following the children to age 40. “Nevertheless, the study demonstrates that even very high-quality pre-K can yield a high rate of return, and helps establish the links between initial program impacts on cognitive and social development and long-term outcomes like greater school success, reduced crime and delinquency and increased earnings over a lifetime.:

In October 2010 the EOC issued a report on CDEPP, the “*2009-10 Student and Classroom Assessment Report*.” The report found that “across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.” The evaluation also included classroom observations with the *CLASS PRE-K* assessment tool. The observations found that while the domains of Emotional Support and Classroom Organization were similar to other investigations, in the domain of Instructional Support ratings were significantly lower. The report found and recommended the following:

For the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten education services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level

early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel.

The classroom evaluations showed evidence that instructional quality could be improved with targeted professional development. In essence, student achievement gains could be even greater.

Appendix A. School District Participation in CDEPP by Academic Year

2006-07	2007-08
Abbeville	Abbeville
Allendale	Allendale
Bamberg 2	Bamberg 2
Barnwell 19	Barnwell 19
Berkeley	Berkeley
Clarendon 1	Clarendon 1
Clarendon 2	Clarendon 2
Clarendon 3	Clarendon 3
Dillon 1	Dillon 1
Dillon 2	Dillon 2
Dillon 3	Dillon 3
Florence 1	Florence 1
Florence 2	Florence 2
Florence 3	Florence 3
Florence 4	Florence 4
Florence 5	Florence 5
Hampton 1	Hampton 1
Hampton 2	Hampton 2
Jasper	Jasper
Laurens 55	Laurens 55
Laurens 56	Laurens 56
Lee	Lee
Lexington 4	Lexington 4
Marion 2	Marion 2
Marion 7	Marion 7
Orangeburg 3	Orangeburg 3
Orangeburg 4	Orangeburg 4
Orangeburg 5	Orangeburg 5
Williamsburg	Williamsburg
	Bamberg 1
	Barnwell 29
	Chesterfield
	McCormick
	Marion 1
	Marlboro

Appendix B. PASS Performance of Cohort 1 in Grade 3 and Grade 4, and Cohort 2 in Grade 3.

Table B-1. Number and Percent of Cohort 1 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 3 in Spring of 2011.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	869 (41%)	27,803 (56%)	12,364 (43%)
Met	673 (32%)	12,388 (25%)	8,720 (30%)
Not Met	556 (27%)	9,788 (20%)	8,033 (28%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	596 (28%)	21,982 (44%)	8,963 (31%)
Met	656 (31%)	13,654 (27%)	8,758 (30%)
Not Met	847 (40%)	14,404 (29%)	11,438 (39%)

Table B-2. Number and Percent of Cohort 2 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 3 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,609 (46%)	28,435 (60%)	12,616 (46%)
Met	1,003 (29%)	10,248 (22%)	7,419 (27%)
Not Met	909 (26%)	9,026 (20%)	7,507 (27%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,084 (31%)	21,251 (45%)	8,518 (31%)
Met	1,152 (33%)	13,973 (29%)	8,920 (32%)
Not Met	1,286 (37%)	12,543 (26%)	10,139 (37%)

Table B-3. Number and Percent of Cohort 1 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 4 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	623 (29%)	21,343 (43%)	8,329 (29%)
Met	907 (42%)	17,716 (36%)	11,985 (41%)
Not Met	620 (29%)	10,479 (21%)	8,733 (30%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	537 (25%)	20,435 (41%)	8,096 (28%)
Met	930 (43%)	18,922 (38%)	12,581 (43%)
Not Met	684 (32%)	10,239 (21%)	8,396 (29%)

Appendix C. PASS Performance of Cohort 1 in Grade 3 and Grade 4, and Cohort 2 in Grade 3 – of students in a CDEPP School District.

Table C-1. Number and Percent of Cohort 1 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 3 in Spring of 2011.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	869 (41%)	2,859 (47%)	1,581 (38%)
Met	673 (32%)	1,688 (28%)	1,298 (31%)
Not Met	556 (28%)	1,510 (25%)	1,294 (31%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	596 (28%)	2,155 (36%)	1,082 (26%)
Met	656 (31%)	1,710 (28%)	1,229 (29%)
Not Met	847 (40%)	2,200 (36%)	1,870 (45%)

Table C-2. Number and Percent of Cohort 2 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 3 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,609 (46%)	2,935 (50%)	1,562 (39%)
Met	1,003 (29%)	1,480 (25%)	1,148 (29%)
Not Met	909 (26%)	1,438 (25%)	1,257 (32%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,084 (31%)	2,092 (36%)	1,016 (26%)
Met	1,152 (33%)	1,740 (30%)	1,226 (31%)
Not Met	1,286 (37%)	2,024 (35%)	1,727 (44%)

Table C-3. Number and Percent of Cohort 1 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 4 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	623 (29%)	2,103 (35%)	1,020 (25%)
Met	907 (42%)	2,201 (37%)	1,689 (41%)
Not Met	620 (29%)	1,630 (28%)	1,409 (34%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	537 (25%)	1,927 (33%)	957 (23%)
Met	930 (43%)	2,357 (40%)	1,739 (42%)
Not Met	684 (32%)	1,654 (28%)	1,423 (35%)

Appendix D. Percent of Students Met or Exemplary on PASS from 2009 to 2012.

Table C-1. CDEPP School Districts

District	Reading				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
Abbeville	86.5	84.8	88.3	89.6	84.0	78.9	86.6	86.8
Allendale	45.7	48.8	60.5	45.4	32.5	29.3	44.2	28.7
Bamberg 1	79.3	75.0	68.4	72.8	60.8	70.3	64.2	69.3
Bamberg 2	68.2	58.3	50.0	37.5	36.4	24.6	19.3	15.0
Barnwell 19	57.1	78.6	56.8	64.1	37.0	46.7	32.4	31.4
Barnwell 29	70.6	81.8	79.7	73.6	53.3	80.6	65.2	67.9
Berkeley	80.0	84.6	82.8	85.1	67.0	73.9	74.2	76.0
Chesterfield	73.8	70.3	77.5	75.6	66.0	62.6	73.8	73.0
Clarendon 1	70.1	85.5	81.7	78.8	39.6	71.7	67.2	74.6
Clarendon 2	75.0	77.7	80.9	82.2	57.0	75.9	72.8	81.7
Clarendon 3	80.5	80.7	78.5	87.5	75.2	65.7	61.6	80.3
Dillon 1	65.1	83.3	64.1		42.8	68.0	65.6	
Dillon 2	73.1	76.2	75.7		62.5	68.4	70.5	
Dillon 3	75.4	78.2	75.2	73.8	67.7	70.4	69.6	68.0
Dillon 4				66.6				60.3
Florence 1	78.4	85.0	83.7	83.5	64.2	67.5	71.8	72.8
Florence 2	73.2	84.5	80.2	79.3	50.0	63.8	58.3	55.7
Florence 3	69.7	65.2	60.3	68.2	53.0	53.6	49.0	56.5
Florence 4	55.0	54.2	31.7	27.3	30.4	28.2	13.4	13.6
Florence 5	83.5	87.9	81.8	85.4	76.3	81.5	74.2	76.2
Hampton 1	71.7	79.1	72.7	73.0	59.9	66.5	70.1	65.7
Hampton 2	44.7	57.0	52.2	69.5	36.9	29.1	35.5	35.6
Jasper	65.3	53.1	52.6	59.9	32.0	30.2	30.9	38.9
Laurens 55	82.3	74.1	77.1	78.4	70.4	62.3	64.6	68.8
Laurens 56	76.8	81.2	75.3	75.9	56.2	69.0	66.2	69.7
Lee	48.2	67.2	59.7	56.7	29.1	38.0	42.6	29.8
Lexington 4	65.6	69.2	65.8	63.3	52.6	55.9	55.2	51.3
McCormick	76.6	80.7	82.2	75.8	66.1	73.3	67.8	54.5
Marion 1	68.5	67.4	63.7	61.2	50.3	54.8	45.3	42.0
Marion 2	47.5	66.4	65.2	69.8	32.6	39.7	52.2	43.4
Marion 7	80.5	75.0	73.8	77.5	47.7	46.4	64.3	67.4
Marlboro	61.1	59.9	64.3	59.7	49.0	53.2	56.8	52.2
Orangeburg 3	55.9	72.7	67.1	65.6	42.0	49.6	39.9	53.7
Orangeburg 4	50.9	58.3	58.4	51.7	45.1	51.6	46.0	48.4
Orangeburg 5	74.7	70.6	75.2	72.3	48.8	54.4	53.8	59.8
Williamsburg	70.6	67.6	66.5	67.8	54.8	51.2	45.5	50.4

Table D-2. non-CDEPP School Districts

District	Reading				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
Aiken	79.7	81.7	79.8	79.1	68.8	63.1	63.7	69.3
Anderson 1	89.4	88.5	89.3	88.3	76.6	82.4	84.6	83.8
Anderson 2	88.6	87.2	85.6	87.8	79.4	82.5	79.7	80.6
Anderson 3	75.9	78.3	77.3	79.4	51.9	60.0	65.0	64.9
Anderson 4	85.1	88.1	91.1	88.9	78.0	79.0	75.7	75.6
Anderson 5	84.4	82.9	82.9	81.7	72.5	72.7	71.6	77.2
Barnwell 45	57.7	76.0	69.5	60.5	42.4	67.2	62.1	52.8
Beaufort	73.4	77.4	78.1	79.8	59.7	64.4	69.2	71.8
Calhoun	86.4	80.5	80.8	84.0	72.6	75.7	65.6	74.8
Charleston	80.0	81.0	79.7	81.5	70.2	70.1	69.7	74.0
Cherokee	72.5	71.6	69.1	69.3	66.7	67.7	64.4	62.0
Chester	67.5	71.5	67.2	71.9	55.7	57.3	57.0	58.0
Colleton	67.5	72.0	78.8	71.7	53.3	58.1	60.8	67.2
Darlington	72.5	79.6	75.8	81.8	63.0	68.2	69.7	75.7
Dorchester 4	72.2	83.7	81.7	82.1	65.7	75.2	76.2	71.7
Edgefield	80.9	80.3	76.2	73.8	59.4	56.8	61.0	64.5
Fairfield	56.5	61.9	71.6	75.3	43.2	42.8	55.8	62.6
Georgetown	75.2	81.2	80.1	80.6	67.7	70.0	67.0	72.1
Greenville	78.3	83.4	83.7	83.3	70.2	74.6	75.9	77.3
Greenwood 50	70.5	78.5	78.5	77.9	61.3	67.5	68.5	72.9
Greenwood 51	85.1	75.0	91.2	88.7	71.8	82.4	83.0	81.6
Greenwood 52	91.6	95.5	88.6	86.5	84.7	91.0	87.0	83.8
Horry	84.0	83.4	84.3	84.7	73.6	77.0	76.4	79.7
Kershaw	81.4	80.9	81.0	80.0	71.2	71.2	71.9	68.9
Lancaster	73.8	82.6	79.0	78.6	67.0	73.6	69.7	70.9
Lexington 1	84.1	87.6	85.5	85.3	78.2	76.8	76.1	79.3
Lexington 2	73.9	77.7	76.5	75.8	64.5	67.5	63.0	64.4
Lexington 3	70.3	75.5	75.2	73.5	59.2	62.9	69.5	66.6
Lexington 5	85.6	88.4	87.4	86.3	81.2	82.3	80.1	82.3
Newberry	71.7	70.2	71.7	77.3	59.5	60.1	71.7	77.8
Oconee	81.5	81.3	79.6	80.1	68.2	68.9	72.6	69.2
Pickens	84.4	86.6	86.3	88.0	74.6	79.8	78.8	79.2
Richland 1	73.0	76.4	74.6	73.0	53.6	60.4	60.5	62.9
Richland 2	79.6	85.0	82.4	79.2	67.7	71.1	68.4	68.2
Saluda	72.4	69.5	77.1	77.5	65.6	67.0	67.5	72.8
Spartanburg 1	85.3	89.0	92.8	88.1	76.4	81.5	87.9	86.7
Spartanburg 2	79.5	83.1	85.1	85.8	74.5	77.5	78.4	80.4
Spartanburg 3	76.5	79.4	81.8	79.9	67.0	77.1	74.2	77.6
Spartanburg 4	76.5	75.4	82.0	82.9	71.0	74.0	74.1	73.4
Spartanburg 5	85.1	82.7	82.4	83.3	73.7	75.5	76.4	73.9
Spartanburg 6	79.8	78.3	77.0	83.2	64.5	72.6	71.9	75.0
Spartanburg 7	70.1	77.5	73.0	69.3	58.1	64.1	65.5	62.3
Sumter 2	77.6	80.8	74.0		64.7	72.7	65.8	
Sumter 17	77.1	78.3	77.5		65.3	60.7	63.4	
Union	71.0	77.0	85.7	82.0	62.4	68.7	75.1	70.6
York 1	73.5	76.7	71.8	75.1	63.3	63.2	60.7	69.2
York 2	86.7	87.7	86.1	90.3	81.9	82.8	84.5	89.0
York 3	80.2	79.8	78.7	80.5	73.2	72.0	73.3	75.7
York 4	92.2	90.6	92.5	93.6	86.9	84.5	86.1	88.7
SC Public School Charter District	74.0	72.5	73.7	78.4	51.4	52.2	54.5	55.3

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PASS
PERFORMANCE OF
THE 2006-2007 &
2007-2008 CDEPP
COHORTS REPORT

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: EIA and Improvement Mechanisms

DATE: April 8, 2013

INFORMATION

Annual Report on the South Carolina Teacher Loan Program, 2011-12

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee "shall review the [SC Teacher] loan program annually and report to the General Assembly (Section 59-26-20 (j), SC Code of Laws of 1976, as amended.) This report is the annual report on the SC Teacher Loan Program covering the year 2011-12.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

Study began in February 2013 and completed in March 2013 with data collection beginning in October 2012

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

2011-12

THE SC TEACHER LOAN PROGRAM

Annual Review

Annual Report on the South Carolina Teacher Loan Program

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2011-12 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

April 8, 2013

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ACKNOWLEDGEMENTS

The Education Oversight Committee (EOC) staff expresses its appreciation to the following individuals who provided data and data analysis for this report. First, Mim Armour and Camille Brown at the South Carolina Commission on Higher Education were instrumental in merging files from the South Carolina Student Loan Corporation, the Professional Certified Staff (PCS) data file from the South Carolina Department of Education and scholarship data files from the Commission. The EOC thanks Linda Wargel of the South Carolina Student Loan Corporation and Marta Burgin and Bill Billingsley of the South Carolina Department of Education for their timely provision of data. The EOC is also grateful for data on South Carolina's teaching workforce and on hiring trends over time provided by the Center for Educator Recruitment, Retention, and Advancement at Winthrop University.

Section I

Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program was established through action of the South Carolina General Assembly with the passage of the Education Improvement Act (EIA) of 1984. According to Section 59-26-20(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 whereby 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 intent of the program was to encourage prospective college students from South Carolina to remain in the state to become teachers by offering loans that could be cancelled (or forgiven) if the recipient taught in a critical needs area. The program was one of a number of incentive programs included in the original EIA legislation. Beginning with an initial EIA appropriation of \$1.5 million, the annual appropriation for the Teacher Loan Program has varied from \$1.2 to \$5.4 million since inception. In Fiscal Years 2010-11 through 2012-13 the General Assembly appropriated \$4,000,722 in EIA revenues for the program. The South Carolina Student Loan Corporation (SCSL) administers the program for the state of South Carolina.

Eligibility

According to regulations promulgated by the Commission on Higher Education (R. 62-120) and communicated by the SCSL on its website, eligible applicants for the South Carolina Teacher Loan program must meet the following criteria:

- Complete an application and sign a promissory note;
- Be a citizen or permanent resident of the United States;
- Be a resident of South Carolina as defined by state laws that determine residency for tuition and fee purposes at public colleges and universities in the state;
- Be enrolled in good standing and making satisfactory academic progress at an accredited public or private college or university on at least a half-time basis;
- Be enrolled in a program of teacher education or have expressed intent to enroll in such a program;
- For freshman applicants, be ranked the top 40 percent 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 high school graduation;
- For enrolled undergraduate students, have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis I Exam. Students with an SAT score of 1100 or greater (1650 or greater for exams taken on or after March 1, 2005 when the Writing Section was added to the SAT) or an ACT score of 24 or greater are exempt from the Praxis I requirement;
- For entering graduate students, have an undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale;

- For enrolled graduate students who have completed at least one term, have a grade point average of 3.5 or better on a 4.0 scale; and
- If the applicant had previously been certified to teach, the applicant must be seeking **initial** certification in a **critical subject area**.¹

Students must reapply every year to the program with priority given to borrowers who are renewing their loans. There is no expedited process for existing loan recipients. Furthermore, according to SCSL, changes in federal laws regarding student loans have not impacted the administration of the South Carolina Teacher Loan program.

Loan Amounts and Forgiveness

College freshmen and sophomores may receive loans for up to \$2,500 per year, while juniors, seniors, and graduate students may borrow up to \$5,000 per year. The cumulative maximum amount is \$20,000. The loan can be used for any purpose at the discretion of the recipient; it is not designated for tuition, room, board, books, etc. Loans may not exceed the cost of attendance as determined by the college Financial Aid Office.

Under current guidelines, teacher loans may be cancelled at the rate of 20 percent annually or \$3,000, whichever is greater, for each full year of teaching in a critical subject **or** a critical geographic area within the state. Should both criteria be met, teaching in a critical subject **and** in a critical geographic area simultaneously, the loan may be cancelled at an annual rate of 33 1/3 percent or \$5,000, whichever amount is greater for each full year of teaching. As stated on the application, “the subject areas deemed critical at the time of application will be honored for forgiveness when teaching begins; critical geographic areas must be deemed critical at the time of employment.” The State Board of Education annually reviews potential need areas and makes designations; therefore, areas of critical need may change from year to year.

If the loan recipient fails to teach in an area of critical need, either subject or geographic area, the recipient must repay the full amount borrowed plus accrued interest. The interest rate for the Teacher Loan Program is the maximum interest rate on the Federal Stafford Loan, which is currently 6.8 percent, plus 2 percent.

After a borrower has signed a contract to teach in a critical need area or areas, the teacher submits a completed “SC Teachers Loan Forgiveness/Interest Rate Reduction Request”(Form 9250) to SCSL. After receipt and approval of the form, payments are deferred for the school year. Prior to the end of the school year, the borrower is mailed instructions for completing the “SC Teachers Loan and Governor’s Teaching Scholarship Confirmation Form” (Form 9260). If the borrower fails to complete the form, the borrower is mailed another 9260 form with instructions to complete the form by August 1. If the form has not been received by August 1, another form 9260 with instructions is mailed. Upon receiving and reviewing the completed form, SCSL calculates the forgiveness benefit and applies it to the outstanding balance of the respective loan. Both Forms 9250 and 9260 include sections that must be completed and certified by the district personnel officer or the school district superintendent. The forms are also available on SCSL’s website.

¹ South Carolina Student Loan Corporation. Accessed on February 27, 2013.
<<http://www.scstudentloan.org/students/loanprograms/scteacheersloanprograms.aspx>>.

Funding of the Teacher Loan Program

With funds from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the loan program in the amounts shown in Table 1. Data in the table also include the administrative costs of the program and the amount of funds utilized from repayments. Total administrative costs have declined annually since 2004-05. In 2011-12, 7.2 percent of all funds expended for the program were spent on administration.

Table 1
SC Teacher Loan Program: Revenues and Loans Over Time

Year	EIA Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Administration	Amount Loaned
1984-85	1,500,000	0	0	1,500,000	124,033	8.3	300,000
1985-86	1,250,000	0	0	1,250,000	71,214	5.7	1,008,115
1986-87	1,943,059	75,000 ¹	0	1,943,059	84,376	4.3	1,776,234
1987-88	2,225,000	75,000 ¹	100,000	2,325,000	98,976	4.3	2,277,402
1988-89	2,925,000	75,000 ¹	350,000	3,275,000	126,941	3.9	2,889,955
1989-90	3,300,000	0	300,000	3,600,000	154,927	4.3	3,284,632
1990-91	4,600,000	1,000,000 ²	300,000	4,900,000	210,741	4.3	3,978,476
1991-92	4,600,000	1,000,000 ²	900,000	5,500,000	217,981	4.0	4,350,908
1992-93	4,775,000	1,175,000 ²	1,350,000	6,125,000	248,703	4.1	4,628,259
1993-94	4,775,000	1,175,000 ²	1,350,000	6,125,000	254,398	4.2	4,805,391
1994-95	5,016,250	1,233,750 ²	1,135,000	6,151,250	272,260	4.4	4,761,397
1995-96	3,016,250	0	1,885,000	4,901,000	219,058	4.5	3,999,053
1996-97	3,016,250	0	1,108,500	4,124,500	222,557	5.4	3,936,538
1997-98	3,016,250	0	2,067,000	5,083,000	248,704	4.9	4,393,679
1998-99	3,016,250	1,000,000 ³	2,565,000	4,581,250	295,790	6.5	4,423,446
1999-2000	3,016,250	1,000,000 ³	2,550,000	4,566,250	272,115	5.0	4,240,693
2000-2001	3,916,250	0	3,000,000	6,916,250	279,800	4.1	5,556,854
2001-2002	3,016,250	145,216*	3,265,000	6,136,034	321,058	5.2	5,815,382
2002-2003	2,863,826	144,471*	2,950,000	5,669,355	346,601	6.1	5,332,946
2003-2004	3,016,250	129,980*	2,953,266	5,863,826	362,600	6.2	5,476,936
2004-2005	3,209,270	0	1,821,610	5,030,880	392,375	7.8	4,638,505
2005-2006	5,367,044	0	354,175	5,721,219	402,300	7.0	5,318,915
2006-2007	5,367,044	0	939,900	6,306,944	437,885	6.9	5,869,059
2007-2008	5,367,044	81,325*	1,801,962	7,087,681	415,216	5.9	6,672,465
2008-2009	5,054,521	841,460*	3,500,000	7,713,061	413,739	5.4	7,299,322
2009-2010	4,000,722	0	3,000,000	7,000,722	360,619	5.2	6,640,103
2010-2011	4,000,722	0	1,000,000	5,000,722	345,757	6.9	4,654,965
2011-2012	4,000,722	0	1,000,000	5,000,722	359,201	7.2	4,641,521
2012-13	4,000,722						

Source: South Carolina Student Loan Corporation, 1995-2012.

*Mid-year budget cuts. ¹Transferred to SC State for Minority Recruitment.

²Transferred to Governor's Teaching Scholarship Program. ³Transferred to SDE for Technology and GT Identification

In Fiscal Year 2011-12 the General Assembly appropriated \$4,000,722 in EIA revenues to the Teacher Loan Program, which represents the same level of funding as in the prior two fiscal years. To supplement the number of loans available, SCSL used \$1,000,000 in revolving funds to make loans in 2011-12. The Revolving Fund includes monies collected by SCSL from individuals who do not qualify for cancellation. At the end of Fiscal Year 2010-11, the Revolving

Fund had balance of \$8,405,304. At the end of Fiscal Year 2011-12, the balance was \$9,588,106. The total amount of monies loaned in 2011-12 was \$4,641,521 with the average loan amount \$4,285.

Critical Need Identification

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

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all 83 regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions, teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). SCDE then determines the number of teaching positions available in the school year that were vacant or filled with candidates not fully certified in the particular subject area. Table 2 documents the critical need subject areas since 2009-10 as approved by the State Board of Education. Subject areas in bold type were added as critical need subject areas. In 2011-12 music was eliminated from the list (Table 2).

Table 2
Critical Need Subject Areas

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

	2009-10	2010-11	2011-12
1	Business Education	Business Education	Agriculture
2	Family/Consumer Science	Speech and Drama, Theater	Media Specialist
3	Media Specialist	Industrial Technology	Business Education
4	Speech and Drama, Theater	Media Specialist	Dance
5	Agriculture	Science (Biology, Chemistry, Physics, and Science)	Health
6	Science (Biology, Chemistry, Physics, and Science)	Mathematics	Family/Consumer Science
7	Dance	Family/Consumer Science	Science (Biology, Chemistry, Physics, and Science)
8	Foreign Languages (French, Spanish, Latin, and German)	Foreign Languages (French, Spanish, Latin, and German)	Speech and Drama, Theater
9	Speech Language Therapist	All Middle-level areas	Middle-Level areas (language arts, mathematics, science, social studies)
10	Industrial Technology	English	English
11	English	Agriculture	Industrial Technology
12	All Middle-level Areas	Special Education – All Areas	Special Education-All Areas
13	Special Education – All Areas	Speech Language Therapist	Mathematics
14	Physical Education	Art	Foreign Language (Spanish, French, Latin, and German)

	2009-10	2010-11	2011-12
15	Art	Physical Education	Speech Language Therapist
16	Health	Music	
17	Mathematics		
18	Music		

Table 3 below summarizes the total number of vacant positions for the past four years as well as the total number of allocated teacher positions as documented by CERRA in its annual Teacher/Administrator Supply and Demand Survey.² With approximately 80 districts and special schools reporting, *the number of vacancies increased by 60 percent over the prior year with vacancies in science, career and technology, English, and mathematics accounting for almost half of all high school vacancies.*³ Overall, there was an increase of over 2,300 in the number of allocated teacher positions.

Table 3
Teacher and Supporting Staff Positions

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Vacant Teacher Positions	296.6	203.75	189.75	170.8	272.4
Total Number of Allocated Teacher Positions	52,420.76	50,889.69	48,744.71	48,094.85	50,395.50

Source: CERRA

The criteria used in designating critical geographic schools have evolved over time. The State Board of Education has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the Federal free and reduced price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 4 documents the number of geographic critical need schools in South Carolina since 2008-09.

² *Fall 2012 Teacher/Administrator Supply and Demand Survey, December 2012*, Center for Educator Recruitment, Retention, & Advancement, http://cerra.org/media/documents/2012/12/2012_Supply_and_Demand_Report_FINALz.pdf.

³ Ibid, p. 3.

Table 4
Critical Geographic Need Schools

Year	Total Schools	Type of School					Qualification		
		Career Centers	Primary Schools	Elementary Schools	Middle Schools	High Schools	Absolute Rating	Teacher Turnover	Poverty Index
2008-09	754	3	26	402	200	111	470	266	629
2009-10	785	3	29	420	209	106	476	286	669
2010-11	751	6	30	429	184	102	255	284	684
2011-12	742	2	34	455	204	103	174	218	706

Source: South Carolina Department of Education

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

In 2011-12 there were 742 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2012-13 there were a total of 1,240 schools in the state.⁴ Therefore, 60 percent all schools were critical geographic need schools. It should be further noted that 70 percent of all primary, elementary, and middle schools in the state in 2011-12 had a poverty index of 70 percent or higher based on the 2012 school report cards. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase.

⁴ Includes all charter schools, Felton Lab, SC School for the Deaf and Blind, Department of Juvenile Justice, Palmetto Unified, and Wil Lou Gray. <<http://ed.sc.gov/agency/programs-services/128/>>.

Section II Applications to the Teacher Loan Program

During the first ten years of the Teacher Loan Program, 11,387 individuals received a loan through the Teacher Loan Program; however, specific demographic information is not available for these recipients. Information on applicants since 1994-95 is available.

Since 1994-95, the South Carolina Student Loan Corporation has received and processed 34,848 applications for the Teacher Loan Program (Table 5). The number of applicants is a duplicated count as one applicant could have applied for loans in multiple years. Of the 34,848 applications, 68 percent were approved; 26 percent were denied, and 6 percent were cancelled by the applicant. Applications generally were denied for several reasons. Since 1994-95 41 percent of all denials were due to the failure of the applicant to meet the academic grade point criteria. Inadequate funds accounted for another 28 percent of all denials.

**Table 5
Status of Applicants**

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
1994-95	2,242	1,416	176	650	241	48	240	69	52
1995-96	2,024	986	176	862	229	8	490	115	20
1996-97	1,446	982	118	346	262	5		51	28
1997-98	1,545	1,117	119	309	201	3		63	42
1998-99	1,569	1,138	128	303	182	10		54	57
1999-00	1,532	1,121	85	326	206	6		69	45
2000-01	2,028	1,495	112	421	244	16		86	75
2001-02	2,297	1,536	106	655	312	8	157	122	56
2002-03	2,004	1,332	110	562	219	3	126	139	75
2003-04	1,948	1,345	118	485	189	1	104	125	66
2004-05	1,735	1,101	93	541	148	1	267	65	60
2005-06	1,902	1,299	154	449	145	2	111	102	89
2006-07	2,033	1,466	150	417	206	3	37	78	93
2007-08	2,451	1,711	169	571	249	10	114	122	76
2008-09	2,676	1,888	126	662	263	10	193	118	78
2009-10	2,228	1,555	92	581	147	13	300	75	46
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
TOTAL	34,848	23,688	2,210	8,950	3,648	152	2,527	1,587	1,036
%		68%	6%	26%					

Source: South Carolina Student Loan Corporation, 1995 - 2012

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

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

In 2011-12 the total number of applications to the Teacher Loan Program declined by 14 percent over the prior year. Comparing the number of applications from 2008-09, the year when

applications was the highest, to 2011-12, there were 1,205 fewer applicants, an overall decline of 45 percent. There are no data to explain the reduction.

Of the 304 applications denied in 2011-12, 80 or approximately 26 percent were due to limited program funding. SCSL estimates that an additional \$342,800 would have been needed to fund all eligible applications in 2011-12.

Description of Applicants

In the 1990s several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2012-13 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes “teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.”⁵ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁶

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

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

Historically, applicants for the program have been overwhelmingly white and/or female (Tables 6 and 7). This trend continued in 2011-12 with 76 percent of all applicants female and 80 percent white. In the 2011-12 school year approximately 79 percent of all public school teachers in the state were white and 78 percent female.⁷ The data also show that the number of black

⁵ 2012-13 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2012. <<http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx>>.

⁶ Ibid.

⁷ Original Source South Carolina Department of Education. Accessed on February 28, 2013. <http://www.cerra.org/media/documents/2013/1/TeacherRaceGender_1112.pdf>.

male teachers employed in public schools in school year 2011-12 in South Carolina was approximately 5,858 or 12 percent of all teachers. Therefore, by gender and ethnicity, applicants to the South Carolina Teacher Loan Program reflect the gender and ethnicity of the existing South Carolina public school teaching force.

Table 6
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male		Female		Unknown	
		#	%	#	%	#	%
1994-95	2,242	246	11.0%	1,476	65.8%	520	23.2%
1995-96	2,024	305	15.1%	1,692	83.6%	27	1.3%
1996-97	1,446	195	13.5%	1,189	82.2%	62	4.3%
1997-98	1,545	247	16.0%	1,241	80.3%	57	3.7%
1998-99	1,569	261	16.6%	1,267	80.8%	41	2.6%
1999-00	1,532	263	17.2%	1,212	79.1%	57	3.7%
2000-01	2,028	299	14.7%	1,628	80.3%	101	5.0%
2001-02	2,297	288	12.5%	1,769	77.0%	240	10.4%
2002-03	2,004	246	12.3%	1,599	79.8%	159	7.9%
2003-04	1,948	253	13.0%	1,480	76.0%	215	11.0%
2004-05	1,735	261	15.0%	1,413	81.4%	61	3.5%
2005-06	1,902	282	14.8%	1,305	68.6%	315	16.6%
2006-07	2,033	328	16.1%	1,482	72.9%	223	11.0%
2007-08	2,451	410	16.7%	1,845	75.3%	196	8.0%
2008-09	2,676	483	18.0%	2,102	78.6%	91	3.4%
2009-10	2,228	418	18.8%	1,763	79.1%	47	2.1%
2010-11	1,717	316	18.4%	1,324	77.1%	77	4.5%
2011-12	1,471	281	19.1%	1,122	76.3%	68	4.6%
TOTAL:	34,848	5,382	15.4%	26,909	77.2%	2,557	7.3%

Source: South Carolina Student Loan Corporation, 1995 - 2012.

Table 7
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
1994-95	2,242	210	9	20	1	1,580	70	432	19
1995-96	2,024	271	13	31	2	1,664	82	58	3
1996-97	1,446	236	16	14	1	1,115	77	81	6
1997-98	1,545	258	17	12	1	1,195	77	80	5
1998-99	1,569	301	19	9	1	1,193	76	66	4
1999-00	1,532	278	18	14	1	1,164	76	76	5
2000-01	2,028	310	15	25	1	1,555	77	138	7
2001-02	2,297	361	16	15	1	1,630	71	291	13
2002-03	2,004	280	14	14	1	1,506	75	204	10
2003-04	1,948	252	13	13	<1	1,426	73	257	13
2004-05	1,735	263	15	17	1	1,357	78	98	6

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2005-06	1,902	267	14	28	1	1,416	74	191	10
2006-07	2,033	356	17	20	1	1,495	74	162	8
2007-08	2,451	401	16	37	1	1,823	74	190	8
2008-09	2,676	453	17	54	2	2,059	77	110	4
2009-10	2,228	317	14	38	2	1,802	81	71	3
2010-11	1,717	228	13	35	2	1,373	80	81	5
2011-12	1,471	215	15	20	1	1,171	80	65	4
TOTAL	34,848	5,042	15	396	1	25,353	76	2,586	8%

Source: South Carolina Student Loan Corporation, 1995 - 2012.

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and school so that they will be civic advocates of education." Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. In 2011-12 60% or 41 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program, the highest percentage since data were collected in 1995 (Table 8).

Table 8
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	%	Not Teacher Cadets	%	UNKNOWN	%
1994-95	2,242	761	34	1,348	60	133	6
1995-96	2,024	751	37	1,203	59	70	3
1996-97	1,446	537	37	864	60	45	3
1997-98	1,545	545	35	946	61	54	4
1998-99	1,569	577	37	939	60	53	3
1999-00	1,532	560	37	896	58	76	5
2000-01	2,028	685	34	1,245	61	98	5
2001-02	2,297	773	34	1,369	60	155	7
2002-03	2,004	727	36	1,209	60	68	3
2003-04	1,948	669	34	1,186	61	93	5
2004-05	1,735	567	33	1,051	60	117	7
2005-06	1,902	580	31	1,006	53	316	17
2006-07	2,033	695	34	1,269	62	69	3
2007-08	2,451	792	32	1,523	62	136	6
2008-09	2,676	819	31	1,670	62	187	7

Year	Number Applications	Teacher Cadets	%	Not Teacher Cadets	%	UNKNOWN	%
2009-10	2,228	811	36	1,352	61	65	3
2010-11	1,717	662	39	1,024	60	31	2
2011-12	1,471	601	41	830	56	40	3
TOTAL	34,848	12,112	35	20,930	60	1,806	5

Source: South Carolina Student Loan Corporation, 1995-2012

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 9 showcases the number of applicants by academic level. While historically only 18 percent of program applicants are freshmen, consistently 59 percent are continuing undergraduates. In 2011-12 two-thirds of all applicants were continuing undergraduates. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 9
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		#	%	#	%	#	%	#	%	#	%
1994-95	2,242	491	22	1,403	60	76	3	171	8	101	5
1995-96	2,024	435	21	1,280	60	92	4	155	8	62	3
1996-97	1,446	261	18	897	60	73	10	164	11	51	4
1997-98	1,545	272	18	876	60	138	10	202	13	57	4
1998-99	1,569	295	19	856	60	146	10	224	14	48	3
1999-00	1,532	331	22	863	60	135	10	196	13	7	<1
2000-01	2,028	440	22	1,087	50	194	10	300	15	7	1
2001-02	2,297	545	24	1,241	54	215	9	291	13	5	<1
2002-03	2,004	336	17	1,183	59	205	10	277	14	3	<1
2003-04	1,948	298	15	1,177	60	194	10	263	14	16	<1
2004-05	1,735	232	13	1,068	62	162	9	256	15	17	1
2005-06	1,902	281	15	1,083	57	231	12	248	13	59	3
2006-07	2,033	363	18	1,157	57	209	10	251	12	53	3
2007-08	2,451	445	18	1,471	60	186	8	233	9	116	5
2008-09	2,676	428	16	1,534	57	265	10	278	10	171	6
2009-10	2,228	404	18	1,370	61	204	9	207	9	43	2
2010-11	1,717	230	13	1,136	66	140	8	195	11	16	1
2011-12	1,471	246	17	961	65	112	8	140	10	12	1
TOTAL	34,848	6,333	18	20,643	59	2,977	9	4,051	12	844	2

Source: South Carolina Student Loan Corporation, 1995-2012.

Section III Recipients of a South Carolina Teacher Loan

To reiterate, over time, approximately two-thirds of all applicants to the Teacher Loan Program have qualified and received a South Carolina Teacher Loan. In 2011-12 of the 1,471 applications received, 1,086 or 74 percent received a Teacher Loan. According to the South Carolina Student Loan Corporation, the average loan amount in 2011-12 was \$4,285.

Table 10 documents the distribution of loan recipients over time by academic level. In 2011-12 85 percent of all Teacher Loan Program recipients were undergraduate students. Looking at the undergraduate recipients, 65 percent were juniors or seniors. Across years the data show that there is an annual decline in loan recipients between freshman and sophomore years. There are several possible reasons for the decline: (1) individuals may decide that they do not want to become teachers; (2) some students may leave college after freshman year; and (3) some individuals may no longer meet the qualifications to receive the loans. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional TLP loans until the Praxis I was passed.

**Table 10
Distribution of Recipients of the Teacher Loan Program by Academic Level Status**

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
1994-95	268	143	290	381	37	64	41	12
1995-96	8	108	246	395	34	91	45	3
1996-97	137	71	228	359	31	70	67	18
1997-98	173	105	225	338	37	165	45	22
1998-99	292	107	228	330	34	168	67	8
1999-00	225	93	205	324	36	143	88	7
2000-01	291	145	278	376	48	231	104	19
2001-02	318	166	306	400	35	208	82	8
2002-03	183	143	274	396	31	218	72	13
2003-04	168	114	317	386	55	187	86	26
2004-05	121	69	248	392	50	118	82	20
2005-06	185	89	230	419	67	203	85	21
2006-07	221	148	267	441	61	212	92	15
2007-08	344	195	345	469	61	207	80	8
2008-09	328	225	426	459	59	284	85	22
2009-10	286	165	362	452	48	157	76	9
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1

Source: South Carolina Student Loan Corporation, 1995 - 2012

Table 11 compares the academic status of applicants to actual recipients in 2011-12. The data show that generally the percentage of applicants who are undergraduates reflects the percentage of recipients who were undergraduates.

**Table 11
Comparisons by Academic Level of Applicants and Recipients, 2011-12**

	Undergraduate	Graduate	Unknown	TOTAL
Applicants	1,207 (82%)	252 (17%)	12 (1%)	1,471
Recipients	926 (85%)	160 (15%)	--	1,086

Teacher Loan recipients attended forty universities and colleges in 2011-12 of which twenty-eight or 70 percent were South Carolina institutions with a physical campus. For comparison purposes, the Commission on Higher Education reports that there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.⁸ Table 12 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

**Table 12
Teacher Loan Recipients by Institution of Higher Education, 2011-12**

	Institution	Number Recipients
1	American Public University System	1
2	Anderson University	60
3	Cambridge College	1
4	Charleston Southern University	18
5	Claflin University	1
6	Clemson University	120
7	Coastal Carolina University	44
8	Coker College	27
9	College of Charleston	92
10	Columbia College	20
11	Converse College	50
12	Covenant College	1
13	Erskine College	9
14	Francis Marion University	31
15	Furman University	25
16	Lander University	48
17	Liberty University	1
18	Limestone College	7
19	Mars Hill College	1
20	Newberry College	32
21	North Greenville University	21
22	Presbyterian College	15
23	Randolph-Macon College, Ashland	1
24	SC State University	11

⁸ Commission on Higher Education. <http://www.che.sc.gov/InfoCntr/Coll_Univ.htm>.

	Institution	Number Recipients
25	Southern Wesleyan University	10
26	St. Andrews Presbyterian College	2
27	The Citadel	8
28	Tri-County Tech College	1
29	University of Nebraska at Kearney	1
30	University of Phoenix	2
31	USC-Aiken	33
32	USC-Beaufort	5
33	USC-Upstate	56
34	USC-Columbia	209
35	University of West Alabama	2
36	Walden University	1
37	Warner Southern College	1
38	Western Carolina University	2
39	Western Governors University	2
40	Winthrop University	114
TOTAL		1,086

Source: South Carolina Student Loan Corporation, 2012

The number of loan recipients at historically African American institutions continues to be low. According to the Commission on Higher Education and SCSL, in 2011-12 there were a total of 12 teacher loans given to students attending South Carolina State University and Claflin University (Table 13).

Table 13
Teacher Loans to Historically African American Institutions

Institution	2011-12	2010-11	2009-10	2008-09	2007-08
Benedict College	0	0	2	6	14
Claflin University	1	0	1	7	2
Morris College	0	0	0	0	2
S.C. State University	11	9	9	22	24
TOTAL:	12	9	12	35	42

Source: South Carolina Student Loan Corporation, 2012

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the Hope Scholarships. The Palmetto Fellows Program, LIFE Scholarships, and Hope award scholarships to students based on academic achievement, but are not directed to teacher recruitment. In 1999 the General Assembly created the Teaching Fellows Program to recruit up to 200 high achieving high school seniors each year into teaching. Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application (scholastic profiles, school and community involvement, references, and an interest paragraph), an interview and presentation in front of a team of three educators, and a scored written response. Teaching Fellows are

awarded up to \$6,000 per year to attend one of eleven Teaching Fellows Institutions in the state of South Carolina as long as they continue to meet criteria for participation. Teaching Fellows must maintain a minimum GPA of 2.75, attend regular Teaching Fellows meetings on their campus, engage in service learning activities, and participate in advanced professional development. Recipients agree to teach in South Carolina at least one year for each year they receive an award, and they sign a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Working with the Commission on Higher Education, the South Carolina Student Loan, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 14 shows over the last thirteen years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. The merged data found a total of 2,612 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina in 2011-12, a 12 percent increase above the prior year.

Table 14
Loan Recipients serving in South Carolina schools and having received LIFE, Palmetto, Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
1998-1999	11	*		11
1999-2000	93	*		93
2000-2001	227	*		227
2001-2002	370	*		370
2002-2003	533	2	**	535
2003-2004	701	10	0	711
2004-2005	898	27	0	925
2005-2006	1,069	39	0	1,108
2006-2007	1,306	59	5	1,370
2007-2008	1,552	72	26	1,650
2008-2009	1,775	93	49	1,917
2009-2010	1,932	116	67	2,115
2010-2011	2,097	145	93	2,335
2011-2012	2,331	171	110	2,612

Source: Commission on Higher Education, 2012

*Data Not Available

**Hope Scholarship established in 2002-03.

Policymakers have also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 15 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 15
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
1998	14,618	**	
1999	16,374	**	
2000	16,560	**	
2001	19,469	2,606	
2002	23,330	2,915	2,085 *
2003	25,450	3,358	2,324
2004	27,105	3,663	2,343
2005	27,832	4,316	2,449
2006	28,362	4,755	2,408
2007	29,140	5,148	2,615
2008	29,943	5,516	2,590
2009	31,607	5,894	2,716
2010	32,125	6,122	2,844
2011	32,600	6,410	2,853

Source: Commission on Higher Education, 2012.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Of these individuals receiving scholarships in the fall of 2011, the following had declared education as their intended major (Table 16).

Table 16
Comparison of Scholarship Recipients and Education Majors, Fall 2011

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	283	2,853	9.9%
LIFE	3,317	32,600	10.2%
Palmetto Fellows	402	6,410	6.3%
TOTAL	4,002	41,863	9.6%

In the first year of the LIFE Scholarships 7.2 percent of the scholarship recipients declared as education majors (Table 17). In the fall of 2011, 10.2 percent of LIFE scholarship recipients had declared education as their major. Overall, in the fall of 2011 9.6 percent of all Hope, LIFE, and Palmetto Fellows scholarship recipients had declared education as a major. The trends show consistency across the most recent years.

Table 17
Percent of Students that Received Scholarships for each Fall Term
and had Declared an Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
1998	7.2	**	*	7.2
1999	7.7	**	*	7.7
2000	7.4	**	*	7.4
2001	11.0	5.9	*	10.4
2002	11.4	6.1	14.3	11.1
2003	12.1	7.0	13.9	11.7
2004	12.1	6.3	13.2	11.5
2005	12.2	7.1	15.1	11.7
2006	11.7	7.1	14.7	11.3
2007	11.3	6.8	14.6	10.9
2008	11.0	6.4	13.1	10.4
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6

Source: Commission on Higher Education, 2012.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Finally, over time, average SAT scores of loan recipients have increased. In 1998-99 the mean SAT score for Teacher Loan recipients was 961. Individuals who received the loan in the academic year 2011-12 had mean SAT scores of 1,153, over 181 points higher than the state average. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 18). And, if a student took the test more than once, the most recent score is used. In 2011-12, the average SAT score of 1,153 was well above the 2011 national SAT average of 1011 in critical reading and mathematics.

Table 18
Mean SAT Scores⁹

Year	Teacher Loan Program Recipients	SC
1998	961.1	951
1999	960.9	954
2000	971.3	966
2001	997.9	974
2002	1,024.1	981
2003	1,056.9	989
2004	1,069.6	986
2005	1,076.7	993
2006	1,076.8	986
2007	1,081.2	984
2008	1,095.6	985
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012		969

Source: South Carolina Student Loan Corporation, 2012 and College Board.

Repayment or Cancellation Status

South Carolina Student Loan (SCSL) reports that as of June 30, 2012, “16,107 borrowers were in a repayment or cancellation status.”¹⁰ Of these 5,304 or one-third had their loans cancelled fully by fulfilling their teacher requirements. The following table is a comprehensive list of the status of all borrowers:

Table 19
Borrowers as of June 30, 2012

Number Borrowers	% of Borrowers	Status
2,563	16%	Never eligible for cancellation and are repaying loan
409	3%	Previously taught but not currently teaching
1,223	8%	Teaching and having loans cancelled
6,420	40%	Have loans paid out through monthly payments, loan consolidation or partial cancellation
104	1%	Loan discharged due to death, disability or bankruptcy
84	1%	In Default
<u>5,304</u>	33%	Loans cancelled 100% by fulfilling teaching requirement
16,107		

Source: South Carolina Student Loan Corporation, 2012

⁹ The composite score is the sum of the average Verbal and Math Score (1998-2005) and the Critical Reading score average and the Mathematics score average (2006-2012).

¹⁰ 2012-13 EIA program Report as provided to the EOC by the South Carolina Student Loan Corporation, October 2012.

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

What information exists about the current employees of public schools in South Carolina who had received a Teacher Loan? Data files from SCSL and South Carolina Department of Education (SCDE) were merged. There were 6,856 Teacher Loan recipients employed by public schools in 2011-12 up 332 258 or 5 percent over the prior school year. Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly white and female (Table 20).

Table 20
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2011-12

Gender	Number	Percent
Male	868	12.7
Female	5,940	86.6
Unknown	48	0.7
Total	6,856	

Ethnicity	Number	Percent
African American	905	13.2
Caucasian	5,739	83.7
Asian	16	0.2
Hispanic	43	0.6
American Indian	4	0.1
Unknown	149	2.2
Total	6,856	

These, 6,856 individuals served in a variety of positions in 2011-12 (Table 21).

Table 21
Loan Recipients Employed in SC Public Schools as of 2011-12 by Position

Position Code	Description	Number
1	Principal	91
2	Assistant Principal, Coprincipal	169
3	Special Education (Itinerant)	17
4	Prekindergarten (Child Development)	119
5	Kindergarten	290
6	Special Education (Self-Contained)	367
7	Special Education (Resource)	441
8	Classroom Teacher	4,516
9	Retired Teacher	4
10	Library Media Specialist	276
11	Guidance Counselor	152
12	Other Professional Instruction-Oriented	73
13	Director, Career & Technology Education Center	1
15	Coordinator, Job Placement	1
16	Director, Adult Education	4
17	Speech Therapist	145
19	Temporary Instruction-Oriented Personnel	10

Position Code	Description	Number
47	Director, Athletics	1
48	Assistant Superintendent, Noninstruction	2
50	District Superintendent	1
53	Director, Instruction	2
54	Supervisor, Elementary Education	1
57	Director, Career and Technology Education	1
58	Director, Special Services	5
72	Coordinator, Mathematics	1
78	Coordinator, Special Education	17
83	Coordinator, Parenting/Family Literacy	2
84	Coordinator, Elementary Education	1
47	Director, Athletics	1
48	Assistant Superintendent, Noninstruction	2
50	District Superintendent	1
53	Director, Instruction	2
85	Psychologist	12
86	Support Personnel	4

Position Code	Description	Number
23	Career Specialist	8
27	Technology/IT Personnel	4
28	Director, Personnel	5
29	Other Personnel Positions	3
33	Director, Technology	2
35	Coordinator, Federal Projects	5
38	Orientation/Mobility Instructor	1
43	Other Professional Noninstructional Staff	23
44	Teacher Specialist	5

Position Code	Description	Number
89	Title I Instructional Paraprofessional	3
92	Kindergarten Aide	2
93	Special Education Aide	5
94	Instructional Aide	6
97	Instructional Coach	46
98	Adult Education Teacher	2
99	Other District Office Staff	10
85	Psychologist	12
	TOTAL	6,856

Analyzing the data in another way, two-thirds of the recipient graduates were employed in public schools as regular classroom teachers, another 12 percent were working in special education classrooms, and another 6 percent in four-year-old child development and kindergarten classes (Table 22). Approximately 8 percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 22
Loan Recipients Employed in Public Schools By Various Functions, 2011-12

Position Code	Description	# Positions	Percent
04	Prekindergarten	119	2%
05	Kindergarten	290	4%
03, 06, 07	Special Education	825	12%
08	Classroom Teachers	4,516	66%
10	Library Media Specialist	276	4%
11	Guidance Counselor	152	2%
17	Speech Therapist	145	2%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	533	8%
	Total	6,856	

Table 23 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2011-12.

Table 23**Loan Recipients Employed in SC Public Schools in 2011-12 by Primary Certification Area**

Code	Certification Subject	Number Certified	Code	Certification Subject	Number Certified
1	Elementary	2,978	72	Secondary Principal	4
2	Generic Special Education	139	78	School Psychologist III	1
3	Speech - Language Therapist	138	80	Reading Teacher	8
4	English	372	81	Reading Consultant	1
5	French	33	84	School Psychologist II	5
6	Latin	1	85	Early Childhood	846
7	Spanish	83	86	Guidance - Elementary	56
8	German	3	89	Guidance - Secondary	12
10	Mathematics	444		Unknown/Not Reported	8
11	General Mathematics	3	1A	Middle School Language Arts	2
12	Science	145	1B	Middle School Mathematics	2
13	General Science	15	1C	Middle School Science	2
14	Biology	42	1D	Middle School Social Studies	5
15	Chemistry	13	1E	Middle Level Lang. Arts	87
16	Physics	1	1F	Middle Level Mathematics	74
20	Social Studies	170	1G	Middle Level Science	20
21	History	9	1H	Middle Level Social Studies	66
26	Psychology	2	2A	Sp.Ed. Ed. Mentally Disabled	95
29	Industrial Technology Education	8	2B	Special Education-Education of the Blind and Visually Impaired	4
30	Agriculture	6	2C	Special Education Trainable Mentally Disabled	3
32	Distributive Education	1	2D	Special Education-Education of Deaf and Hard of Hearing	3
35	Family and Consumer Science (Home Ec)	12	2E	Special Education-Emotional Disabilities	93
40	Commerce	1	2G	Special Education-Learning Disabilities	183
47	Business Education	44	2H	Special Education-Mental Disabilities	33
49	Advanced Fine Arts	1	2I	Special Education-Multicategorical	72
50	Art	132	2J	Special Education-Severe Disabilities	2
51	Music Ed. - Choral	49	4B	Business/Marketing/Computer Tech	28
53	Music Ed. - Voice	2	5A	English As a Second Language	4
54	Music Ed. - Instrumental	63	5C	Theatre	7
57	Speech and Drama	2	5G	Literacy Teacher	2
58	Dance	9	7B	Elementary Principal Tier I	1
60	Media Specialist	91	AC	Health Science Technology	1
63	Driver Training	7	AV	Electricity	2
64	Health	1	BF	Small Engine Repair	1
67	Physical Education	75	DB	Protective Services	1
71	Elementary Principal	25		TOTAL	6,856

Section IV Teacher Supply and Demand

Annually since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted a Teacher/Administrator Supply and Demand Survey. CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. The results of the latest survey were released in December 2012.¹¹ Table 26 documents the total number of teachers hired and leaving school districts since 2001 as documented by CERRA.

**Table 26
Teachers Hired and Leaving, 2001-2012¹²**

Year	Teachers Hired	Teachers Leaving
2001	6,553.50	5,049.50
2002	5,581.70	5,333.00
2003	4,828.75	4,808.00
2004	6,486.75	5,222.00
2005	7,444.80	5,630.00
2006	8,101.00	6,354.00
2007	8,416.70	6,530.00
2008	7,159.20	5,746.00
2009	3,619.30	4,652.50
2010	3,514.59	4,612.80
2011	4,588.40	4,287.35
2012	5,739.50	4,583.30

Source: CERRA

“The total number of teachers hired in South Carolina’s public school districts and special schools this year was 5,739.50 or a 25 percent increase.”¹³ Of the teachers hired,

- 36% were new graduates from teacher education programs in South Carolina;
- 28% were teachers who transferred from one South Carolina school district to another
- 14% were teachers from another state.
- 9% were new graduates from teacher education programs in another state
- 5% were from alternative certification programs
- 4% were inactive teachers who returned to teaching
- 2% were teachers from outside the United States
- 2% were other teachers.¹⁴

¹¹ *Fall 2012 Teacher/Administrator Supply and Demand Survey, December 2012, Center for Educator Recruitment, Retention, & Advancement,*
<http://cerra.org/media/documents/2012/12/2012_Supply_and_Demand_Report_FINALz.pdf>.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

The data reflect that, while teacher education programs in the state provided 36 percent of the new hires in 2011-12, approximately 28 percent of the hires came from another state, teacher education program in another state or alternative certification programs.

Alternative Certification Programs

Appropriations from the General Fund also support two other teacher loan programs – Career Changers and PACE (Program for Alternative Certification for Educators). The Career Changers Program was designed to recruit individuals with undergraduate degrees in areas other than teaching who have been working for at least three years. Participants in the Career Changers Program must be at least half-time students and are eligible to borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.

PACE, originally named the Critical Needs Certification Program, places qualified applicants in South Carolina classrooms as teachers; the participants possess an undergraduate degree or equivalent in the content area in which they are teaching, but lack the courses needed for certification. PACE participants teach full-time and take courses toward certification while employed. They are eligible for up to \$750 per year for up to four years to help defray educational costs. In Fiscal Years 2011-12 the General Assembly appropriated \$1,065,125 for these programs.

CERRA also reports that in 2011-12 there were two other alternative certification programs that assisted in the recruitment of teachers. First, the American Board for Certification of Teacher Excellence (ABCTE) provided 23.2 FTEs while Teach For America supplied 81 FTEs. In the prior year, Teach For America provided 29 FTEs.¹⁵

Analyzing the number of loan recipients who were also employed in public schools in 2011-12, Tables 24 and 25 provide the following information. Among the 1,246 individuals who were in the PACE program and who were employed in public schools in 2011-12, a higher percentage were male, 28.5 percent, as compared to 12.7 percent of the individuals who received a Teacher Loan Program and were employed in public schools in 2011-12. Similarly, 37.8 percent of the 1,246 individuals employed in public schools in 2011-12 who were PACE participants were African American as compared to 13.2 percent of the 6,856 individuals employed in public schools in 2011-12 who were Teacher Loan Program recipients. The Career Changers program also has a higher percentage of African Americans and males employed in public schools than does the Teacher Loan Program. Tables 24 and 25 also mirror the findings of CERRA. Of the teacher hired to fill vacancies in 2011-12, “approximately 20 percent are minorities and another 20 percent are males. These statistics are marginally larger than the portion of minority and male teachers that make up the total population in the state.”¹⁶

Table 24
Loan Recipients in South Carolina Schools by Gender, 2011-12

Gender	Career Changers	PACE	Teacher Loan Program	TOTAL
Female	356 (81.8%)	882 (70.8%)	5,940 (86.6%)	7,178
Male	72 (16.6%)	355 (28.5%)	868 (12.7%)	1,295
Unknown	7 (1.6%)	9 (0.7%)	48 (0.7%)	64
TOTAL:	435	1,246	6,856	8,537

¹⁵ Ibid, p.3.

¹⁶ Ibid.

Table 25
Loan Recipients in South Carolina Schools by Ethnicity, 2011-12

Race	Career Changers	PACE Program Critical Needs	Teacher Loan Program	TOTAL
African American	80 (18.4%)	471 (37.8%)	905 (13.2%)	1,456
American Indian	1 (0.2%)	4 (0.3%)	4 (0.1%)	9
Asian	0 (0.0%)	7 (0.6%)	16 (0.2%)	23
Caucasian	339 (7.9%)	715 (57.4%)	5,739 (83.7%)	6,793
Hispanic	3 (0.7%)	25 (2.0%)	43 (0.6%)	71
Unknown	12 (2.8%)	24 (1.9%)	149 (2.2%)	185
Total	435	1,246	6,856	8,537

Section V Summary of Findings

Findings from Previous Reports Confirmed

- The Teacher Loan Program continues to fulfill the statutory mission to attract individuals into the teaching profession and into areas of critical need as measured by the annual increase in applications and in the number of Teacher Loan Program recipients teaching in public schools in South Carolina.
- The average SAT score of Teacher Loan recipients continues to increase.
- Approximately 10 percent of all Hope, Life and Palmetto Fellows Scholarships were awarded to students who had declared education as a major.
- Over time, one-third of all Teacher Loan recipients had their loans cancelled by fulfilling the teaching requirement with another 9 percent in the process of teaching and having their loans cancelled. The default rate has been consistently one percent of all loans made.
- The Teacher Cadet program continues to be a pipeline for individuals pursuing education degrees.
- Applicants continue to be denied loans due to insufficient EIA funding.
- Administrative costs of the program continue to be below 8 percent.

New Findings from the 2011-12 Report

- The number of applicants to the Teacher Loan Program continues to decline. The number of applicants, who applied in 2011-12, 1,471, reflects a 45 percent decline since 2008-09.
- In 2011-12 Teacher Loans were made to 1,086 individuals with the average loan amount being \$4,285.
- In 2011-12 80 Teacher Loan applications were denied due to inadequate funding, down from 308 in the prior year. The cost of funding these 80 applications would have been approximately \$342,800.
- In 2011-12 41 percent of Teacher Loan applicants had participated in a Teacher Cadet program.
- In the 2011-12 school year there were 6,856 individuals employed by public schools in the state who had received a South Carolina Teacher Loan with two-thirds of the loan recipients employed in public schools as regular classroom teachers, 12 percent working in special education classrooms, and 6 percent in four-year-old child development and kindergarten classes.
- While state teacher education programs provided 36 percent of the new teacher hires in 2011-12, approximately 28 percent of the hires came from another state, teacher education program in another state or alternative certification programs.
- Individuals who receive certification through alternative certification programs are more likely to be African American and male than the existing teacher population.
- Individuals employed in the public schools of South Carolina in 2011-12 through alternative certification programs were as follows:

Program	Full-time Teachers
American Board for Certification of Teacher Excellence	23.2
Teach For America	81.0
PACE	1,246.0
Career Changers	435.0
TOTAL:	1,785.2

Appendix

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

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

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

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

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

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

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

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

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

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time. Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

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

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

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

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall

receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

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

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

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

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

Notwithstanding another provision of this item:

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

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

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

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

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

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

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

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

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

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

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