

2013-14

South Carolina Teacher Loan Program

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Annual Report on the South Carolina Teacher Loan Program

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2013-14 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

June 8, 2015

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I. Summary of Findings and Recommendations

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

New Findings and Recommendations

Finding 1: In 2014-15, there were 2,219 individuals who graduated from a South Carolina teacher education program; however, there were nearly 5,300 teachers who left their classrooms.¹ The gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program is growing. This state trend is occurring in nationally as well.

Finding 2: In 2013-14, state teacher education programs provided one-third of the new teacher hires. Another 30 percent of the hires came from another state, new graduates from teacher education programs in others, or through alternative certification programs.

Finding 3: In 2013-14 the number of applications to the Teacher Loan Program, 1,426, declined for the second consecutive fiscal year. Consequently, the number of loans approved also declined to 1,109.

Finding 4: For the first time since 1986-87 no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. At the end of Fiscal Year 2013-14, the balance in the Revolving Loan Fund was \$13,878,579. The Revolving Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. And, for the first time since 1986-87, the program had a balance, which totaled \$241,926, at the end of the fiscal year. The total amount of monies loaned in 2013-14 was \$4,517,984, a decline of \$1.1 million from the prior fiscal year. All eligible loans were funded, with the average loan in Fiscal Year 2013-14 being \$4,070.

Finding 5: Approximately 68 percent of all schools in 2013-14 met the definition of critical need geographic schools.

Recommendation 1: To encourage students to choose teaching as a career and make college more affordable, a tiered loan forgiveness approach should be considered. Such a system would provide some form of loan forgiveness to all loan participants who teach in any public school in South Carolina, rather than just those students teaching in a critical need subject or geographic schools. And, if a student teaches in a critical need subject and/or in a critical need school the loan would be forgiven in a shorter period of time.

Recommendation 2: The Teacher Loan Advisory Committee and the Center for Educator Recruitment, Retention, and Advancement (CERRA) should continue their efforts to engage education partners in publicizing the Teacher Loan Program on their websites and in

¹ 1,170 of these teachers went to teach in another SC district.

communication materials. In addition they should explore and implement new marking and communication strategies to increase the applications to the Teacher Loan Program.

Findings from Previous Reports

- ⇒ 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.
- ⇒ 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 with 38 percent of Teacher Loan applicants having participated in the Teacher Cadet program.
- ⇒ While the number of critical need subject areas declined over multiple years, from 2012-13 to 2013-14, the number rose. Vacancies in secondary mathematics, science, English and Special Education continue to exist. Special Education vacancies continue to exist across all levels, as well as middle level vacancies.
- ⇒ The number of critical need geographic schools continues to increase with approximately two-thirds of all schools meeting the defined criteria due to the increase in the number of schools that are eligible based on the poverty index.

II. Status of Educator Pipeline

After studying student achievement on various standardized assessments, the Rand Corporation concluded that an effective teacher greatly impacts student achievement:

- ⇒ Teachers matter more to student achievement than any other aspect of schooling,
- ⇒ Nonschool factors influence student achievement, but they are largely outside a school's control,
- ⇒ Effective teachers are best identified by their performance, not by their background or experience, and
- ⇒ Effective teachers tend to stay effective even when they change schools.²

In addition to test scores, teachers' impact on learning can also be measured by the quality of the teacher-child interaction. During a recent visit to South Carolina, Dr. Robert Pianta of the University of Virginia noted:

- ⇒ Early history of relationships with adults forms the "infrastructure" for school success, including: social competence with peers; self-regulation, emotional self-control, task orientation, persistence, and following directions.
- ⇒ Relationships and interactions with teachers and caregivers define quality and value of early education and are the path to improving school readiness.
- ⇒ Interactions are really important for children from low-income families and those who have difficulty adjusting to classroom environments may particularly benefit from exposure to high-quality early learning environments.³

National Perspective

Given the extreme importance of the quality of teachers and teacher-child interactions, it is crucially important that effective teachers instruct South Carolina's students. However, in order for the state's school districts to recruit, employ and retain effective teachers, the pipeline or supply of teachers must be adequate. There is a national trend that may directly impact South Carolina's teacher pipeline. A newly released report from ACT indicates interest in the teaching profession continues to decrease nationally. As part of the 2014 ACT college entrance exam, graduating high school students were surveyed about their future career interests. The survey made four critical findings:

- ⇒ While interest in becoming school administrative and support staff has increased, students are less interested in becoming teachers than they were in 2010.

² Rand Corporation (2014). http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html#relatedProducts.

³ Dr. Robert Pianta, *Elevating the Capacity of Classroom Experiences for Promoting Students' Learning and Development: Observation and Improvement of Teacher-Child Interactions* (February 12, 2015) Presentation hosted by Francis Marion University's Center of Excellence to Prepare Teachers of Children and Poverty.

- ⇒ On average, students interested in an education major do not score as well on the ACT. Those students who are interested in becoming education majors are not the highest-achieving.
- ⇒ Male students are not interested in majoring in education. Male interest in pursuing early-childhood education is especially low.
- ⇒ There is a lack of diversity among students interested in education. ACT estimates that 71 percent of students interested in education are white.⁴

States are also experiencing significant drops in enrollment in teacher preparation programs:

Massive changes to the profession, coupled with budget woes, appear to be shaking the image of teaching as a stable, engaging career. Nationwide, enrollments in university teacher-preparation programs have fallen by about 10 percent from 2004 to 2012, according to federal estimates from the U.S. Department of Education’s postsecondary data collection.⁵

A possible reason for the decrease in enrollment preparation programs is the increase in student debt. Nationally, about 69 percent of college seniors who graduated from public and private nonprofit colleges had student loan debt.⁶ For public and nonprofit graduates, state averages for debt at graduation ranged widely in 2013, from \$18,650 to \$32,800.⁷ Table 1 indicates South Carolina had the tenth highest average debt level for the class of 2013. Approximately 59 percent of South Carolina students in the class of 2013 graduated with debt. In 2013, graduates of high-debt public colleges had an average debt ranging from \$33,950 to \$48,850.⁸ Nationally, the Citadel and Clemson University were among the top twenty schools in the nation with the highest debt for its graduates.

Even Teach For America is experiencing unprecedented declines. According to a February 2015 report, “for the second year in a row, applicants for the elite program have dropped, breaking a 15-year growth trend. Applications are down by about 10 percent from a year earlier on college campuses around the country as of the end of last month.”⁹

⁴ Brenneman, R., “Fewer High School Students Show Interest in Teaching, Study Says,” *Education Week* (April 21, 2015). http://blogs.edweek.org/teachers/teaching_now/2015/04/fewer-students-report-wanting-to-teach-study.html.

⁵ Sawchuk, S., “Steep Drops Seen in Teacher-Prep Enrollment Numbers,” *Education Week* (October 21, 2014). www.edweek.org/ew/articles/2014/10/22/09.

⁶ Institute for College Access and Success, *Student Debt and the Class of 2013*, (November 2014), 1.

⁷ Ibid.

⁸ Ibid, 7-8.

⁹ Rich, M. “Fewer Top Graduates Want to Join Teach for America,” *New York Times*. (February 5, 2015), <http://www.nytimes.com/2015/02/06/education/fewer-top-graduates-want-to-join-teach-for-america.html>.

Table 1¹⁰
States with the Highest Average Debt per Student Upon Graduation

State	Average Debt Per Student
New Hampshire	\$32,795
Delaware	\$32,571
Pennsylvania	\$32,528
Rhode Island	\$31,561
Minnesota	\$30,894
Connecticut	\$30,191
Main	\$29,934
Michigan	\$29,583
Iowa	\$29,370
South Carolina	\$29,092

South Carolina Perspective

Since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted an annual Teacher/Administrator Supply and Demand Survey. CERRA surveys each school district as well as the Department of Juvenile Justice and the Palmetto Unified School District to determine the number of authorized and filled teaching positions. 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). While state teacher education programs provided one-third of the new teacher hires in 2013-14, approximately 30 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs (Table 2).

¹⁰ Ibid at 3.

Table 2
Sources of New Teacher Hires

	2013-14	2012-13
New Graduates from Teacher Education Programs in SC	32.5%	36%
Transferred from one district in SC to another district	27%	28%
Hired from another state	15%	14%
New Graduates from Teacher Education Programs in Other States	8%	9%
Alternative Certification Programs	6.5%	5.5%
Inactive Teachers who Returned to Teaching	4%	3.5%
From Outside US	2%	2%
Other Teachers	5%	3%

Source: CERRA, Fall 2012 and Fall 2013, Supply and Demand Survey Reports.

Table 3 summarizes the results of the most recent supply and demand reports released by CERRA. The number of graduates coming out from our state’s colleges and universities is nearly half the number of new teacher hires each year. For 2014-15, there were 2,219 individuals who graduated from a South Carolina teacher education program but there were nearly 5,300 teachers who left their classrooms.¹¹ And, the gap is not closing.

¹¹1,170 of these teachers went to teach in another SC district.

Table 3
Key Data from CERRA's Supply and Demand Reports

School year	Number of newly hired licensed teachers	Number of licensed teachers who did not return to their classroom*	Number of graduates who completed a SC teacher education program (data obtained from CHE)	Number of licensed teachers who did not return after five or fewer years in the classroom*	Number of licensed teachers who did not return after one year or less in the classroom*
2012-2013	5,739.5	3,503	2,050	1,186.8	403.4
2013-2014	5,797.7	3,880.5	2,447	1,154.5	438
2014-2015	6,217.9	4,108.1	2,219	1,309	529.7

Source: CERRA

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

Note: Full reports can be accessed at <http://cerra.org/research/supplyanddemand/overview.aspx>.

III. Overview of the South Carolina Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the Teacher Loan Program. Table 4 documents the amounts appropriated and expended over the past five fiscal years. In 2013-14, 6.2 percent of all funds expended for the program were spent on administration with \$4.5 million used to make loans, a decline of \$1.1 million from the prior fiscal year. All eligible loan applications were funded.

For the first time since 1986-87 no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. At the end of Fiscal Year 2013-14, the balance in the Revolving Loan Fund was \$13,878,579. And, for the first time since 1986-87, the Teacher Loan Program had a balance, which totaled \$241,926 at the end of the fiscal year. The total amount of monies loans in 2013-14 was \$4,517,984, a decline of \$1.1 million from the prior fiscal year. All eligible loans were funded, with the average loan in Fiscal Year 2013-14 being \$4,070.

Table 4
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
2009-10	\$4,000,722	0	\$3,000,000	\$7,000,722	\$360,619	5.2	\$6,640,103
2010-11	\$4,000,722	0	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	0	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	0	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	0	\$0	\$5,089,881	\$329,971	6.5	\$4,517,984

Source: South Carolina Student Loan Corporation

Critical Need Identification

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical need geographic and subject areas. Statute 59-26-20(j) 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.”¹² Beginning in the fall of 1984, the SBE has defined the certification and geographic areas

¹² See Appendix A for full legislative language of Section 59-26-20.

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.

Data from CERRA’s annual Supply and Demand Survey are used to determine critical need subject areas. 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 5 documents the critical need subject areas since 2010-11 as approved by the State Board of Education. While the number of critical need subject areas declined for multiple years, it rose in 2013-14. Vacancies in secondary mathematics, science, English and Special Education continue to exist. Middle level and Special Education experience vacancies in all areas.

Table 5
Critical Need Subject Areas¹³

	2010-11	2011-12	2012-13	2013-14
1	Business Education	Agriculture	Business Education	Business Education
2	Speech and Drama, Theater	Media Specialist	Family/Consumer Science	Theatre
3	Industrial Technology	Business Education	Science (Biology, Chemistry, Physics, and Science)	Industrial Technology Education
4	Media Specialist	Dance	Media Specialist	Foreign Languages
5	Science (Biology, Chemistry, Physics, and Science)	Health	Theater	Media Specialist
6	Mathematics	Family/Consumer Science	Agriculture	Middle-Level areas (language arts, mathematics, science, social studies)
7	Family/Consumer Science	Science (Biology, Chemistry, Physics, and Science)	Secondary Mathematics	Science (Biology, Chemistry, Physics, and Science)
8	Foreign Languages (French, Spanish, Latin, and German)	Drama and Theatre	Secondary English	Family/Consumer Science
9	All Middle-level areas	Middle-Level areas (language arts, mathematics, science, social studies)	Art	Agriculture
10	English	English	Foreign Languages (French, Spanish,	Music

¹³ Ranked in Order of Greatest Number of Positions Vacant or Filled by not Fully Certified Candidates

	2010-11	2011-12	2012-13	2013-14
			Latin, and German)	
11	Agriculture	Industrial Technology	Health	English as a Second Language
12	Special Education – All Areas	Special Education- All Areas	Special Education – All areas	Secondary English
13	Speech Language Therapist	Mathematics	Middle-Level areas (language arts, mathematics, science, social studies)	Secondary Mathematics
14	Art	Foreign Language (Spanish, French, Latin, and German)		Special Education All Areas
15	Physical Education	Speech Language Therapist		Computer Programming
16	Music			

Source: SCDE and CERRA

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 6 documents the number of geographic critical need schools in South Carolina since 2009-10.

Table 6
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
2009-10	785	3	29	420	209	106	476	286	669
2010-11	751	6	30	429	184	102	255	284	684
2011-12	742	2	34	455	204	103	174	218	706
2012-13	810	7	35	445	203	114	192	187	765
2013-14	850	3	37	463	214	133	147	200	803

Source: South Carolina Department of Education

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

Data used to calculate the number of critical geographic need schools is based upon the most current data available. For example, the data used to calculate critical geographic need school for 2013-14 was based on the 2011-12 school year. In 2013-14 there were 850 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2013-14 there was a total of 1,254 schools in the state.¹⁴ Therefore, 68 percent of all schools were critical geographic need schools. It should be further noted that the state poverty index in 2012-13 was 70.7 percent. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase.

¹⁴ Includes all schools that received a state report card in 2014. < <http://www.ed.sc.gov/data/report-cards/2014/index.cfm>.

IV. Applications to the Teacher Loan Program

As in the prior fiscal year, applications to the Teacher Loan Program in 2013-14 declined to a total of 1,462. Of the 1,462 applications, 1,109 were approved (Table 7). Of the 280 applications who were denied, the overriding reason for denial was due to the failure of the applicant to meet the academic grade point criteria.

**Table 7
Status of Applicants**

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

Source: South Carolina Student Loan Corporation

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

**"Other" reasons include but are not limited to the following: (1) applicant was not a SC resident; (2) applicant was enrolled less than half time; (3) applicant was not seeking initial certification.

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 2013-14 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.”¹⁵ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”¹⁶

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 8 and 9). This trend continued in 2013-14 with almost 81 percent of all applicants female and 79 percent, white. However, the number of African Americans who applied for the loan increased. Historically, about 79 percent of all public school teachers in the state are white and 79 percent are female while historically 12 percent of all teachers are black males.

¹⁵ 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>>.

¹⁶ Ibid.

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

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

Source: South Carolina Student Loan Corporation.

Table 9
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

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

Source: South Carolina Student Loan Corporation.

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 2013-14, 41 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program (Table 10).

Table 10
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

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

Source: South Carolina Student Loan Corporation.

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 11 showcases the number of applicants by academic level. While historically only 18 percent of program applicants are freshmen, consistently 60-plus percent are continuing undergraduates. In 2013-14 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 11
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	
		#	%	#	%	#	%	#	%	#	%
2009-10	2,228	404	18	1,370	61	204	9	207	9	43	2
2010-11	1,717	230	13	1,136	66	140	8	195	11	16	1
2011-12	1,471	246	17	961	65	112	8	140	10	12	1
2012-13	1,472	230	16	992	67	98	7	131	9	21	1
2013-14	1,462	263	18	974	67	96	7	113	8	16	1

Source: South Carolina Student Loan Corporation.

V. Recipients of a South Carolina Teacher Loan

In 2013-14 of the 1,462 applications received, 1,109 or 76 percent received a Teacher Loan. Table 12 documents the distribution of loan recipients over time by academic level. In 2013-14 87 percent of the loan recipients were undergraduate students. Looking at the undergraduate recipients, two-thirds were juniors or seniors, the same levels as in the prior year. Across the past five 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 2.75 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 12
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

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

Source: South Carolina Student Loan Corporation.

Table 13 compares the academic status of applicants to actual recipients in 2013-14. The data show that generally the percentage of applicants who are undergraduate reflects the percentage of recipients who were undergraduates.

Table 13
Comparisons by Academic Level of Applicants and Recipients, 2013-14,

	Undergraduate	Graduate	Unknown	Total
Applicants	1,237 (85%)	209 (14%)	16(1%)	1,462
Recipients	966(87%)	143(13%)	--	1,109

Teacher Loan recipients attended forty universities and colleges in 2013-14 of which twenty-seven or two-thirds were South Carolina institutions with a physical campus. For comparison purposes, the Commission on Higher Education reports that there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in

the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.¹⁷ Table 14 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

Table 14
Teacher Loan Recipients by Institution of Higher Education, 2013-14

	Institution	Number Recipients
1	American Public University System	1
2	Anderson University	65
3	Charleston Southern University	20
4	Clemson University	93
5	Coastal Carolina University	33
6	Coker College	39
7	College of Charleston	115
8	Columbia College	23
9	Columbia International University	1
10	Converse College	34
11	Covenant College	1
12	Emory and Henry College	1
13	Erskine College	4
14	Fort Hays State University	1
15	Francis Marion University	54
16	Furman University	14
17	Gardner-Webb University	1
18	Grand Canyon University	2
19	Lander University	49
20	Liberty University	3
21	Limestone College	5
22	Mars Hill College	1
23	Newberry College	24
24	North Greenville University	27
25	NOVA Southeastern University	1
26	Presbyterian College	15
27	SC State University	14
28	Southern Wesleyan University	11
29	The Citadel	18
30	University of Southern California	1
31	USC-Aiken	29
32	USC-Beaufort	1
33	USC-Lancaster	1
34	USC-Upstate	52
35	USC-Columbia	212

¹⁷ Commission on Higher Education
<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

	Institution	Number Recipients
36	University of West Alabama	5
37	Walden University	1
38	Western Governors University	5
39	Winthrop University	130
40	Wofford College	2
TOTAL		1,109

Source: South Carolina Student Loan Corporation

The number of loan recipients at historically African American institutions remains significantly low. According to the Commission on Higher Education and SCSL, in 2013-14 there were a total of 14 teacher loans given to students attending South Carolina State University (Table 15).

Table 15
Teacher Loans to Historically African American Institutions

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

Source: South Carolina Student Loan Corporation and CHE

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 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 the approved 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. 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 Corporation, 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 16 shows over the last five years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. The merged data found a total of 3,154 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina in 2013-14, a 9 percent increase over the prior year. Since Fiscal Year 2009-10 the number has increased by one-third.

Table 16
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and Hope Scholarships

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

Source: Commission on Higher Education

*Data Not Available

**Hope Scholarship established in 2002-03.

Policymakers also questioned how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 17 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 17
Total Number of Scholarship Recipients for the Fall Terms

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

Source: Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2013, 9 percent of scholarship recipients had declared education as their intended major (Tables 18 and 19). The data, however, show a downward trend in the percentage of these very talented students initially declaring education as a major since the fall of 2005. With the policy goal of increasing the pool and improving the quality of teachers in classrooms, this trend raises concerns.

Table 18
Comparison of Scholarship Recipients and Education Majors, Fall 2013

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	398	3,185	12.5%
LIFE	3,234	34,378	9.3%
Palmetto Fellows	401	6,818	5.9%
Total	4,033	44,781	9.0%

Source: Commission on Higher Education

Table 19
Percent of Students who Received Scholarships for each Fall Term and had Declared an Education Major

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

Source: Commission on Higher Education

Finally, over time, average SAT scores of loan recipients have increased. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 20). And, if a student took the test more than once, the most recent score is used. In 2013-14, the average SAT score of 1,220.4 was well above the South Carolina average of 971 and the national 2013 SAT average of 1,010 in critical reading and mathematics.

Table 20
Mean SAT Scores¹⁸

Year	Teacher Loan Program Recipients	SC
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969
2013	1,220.4	971

Source: South Carolina Student Loan Corporation and College Board.

Repayment or Cancellation Status

South Carolina Student Loan Corporation (SCSL) reports that as of June 30, 2014, 17,423 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 21
Borrowers as of June 30, 2014

Number Borrowers	% of Borrowers	Status
2,563	15%	Never eligible for cancellation and are repaying loan
402	2%	Previously taught but not currently teaching
1,325	8%	Teaching and having loans cancelled
7,177	41%	Have loans paid out through monthly payments, loan consolidation or partial cancellation
114	1%	Loan discharged due to death, disability or bankruptcy
85	1%	In Default
5,757	33%	Loans cancelled 100% by fulfilling teaching requirement
17,423	TOTAL	

Source: South Carolina Student Loan Corporation, 2014

¹⁸ The composite score is the sum of the Critical Reading score average and the Mathematics score average (2006-2014).

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 previously received a Teacher Loan? Data files from South Carolina Student Loan Corporation and South Carolina Department of Education (SCDE) were merged. There were 7,450 Teacher Loan recipients employed by public schools in 2013-14, an increase of 290 or 4 percent over the prior year. Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly white and female (Table 22). These 7,450 individuals served in a variety of positions in 2013-14 (Table 23).

Table 22
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2013-14

Gender	Number	Percent
Male	956	12.8
Female	6,444	86.5
Unknown	50	0.7
Total	7,450	

Ethnicity	Number	Percent
African American	967	13.0
Caucasian	6,274	84.2
Asian	20	0.3
Hispanic	44	0.6
American Indian	5	0.1
Unknown	140	1.9
Total	7,450	

Table 23
Loan Recipients Employed in SC Public Schools as of 2013-14 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	122	47	Director, Athletics	2
2	Assistant Principal, Coprincipal	204	48	Assistant Superintendent, Noninstruction	1
3	Special Education (Itinerant)	19	49	Assistant Superintendent, Instruction	3
4	Prekindergarten (Child Development)	152	50	District Superintendent	1
5	Kindergarten	341	53	Director, Instruction	2
6	Special Education (Self-Contained)	376	55	Supervisor, Secondary Education	2
7	Special Education (Resource)	456	57	Director, Career and Technology Education	3

in other positions, working in public schools in in administrative rather than direct or indirect instructional capacities (Table 24).

Table 24
Loan Recipients Employed in Public Schools By Various Functions, 2013-14

Position Code	Description	# Positions	Percent
04	Prekindergarten	152	2%
05	Kindergarten	341	5%
03, 06, 07	Special Education	851	11%
08	Classroom Teachers	4,804	64%
10	Library Media Specialist	284	4%
11	Guidance Counselor	167	2%
17	Speech Therapist	157	2%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.		9%
	Total	7,450	

Table 25 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2013-14.

Table 25

Loan Recipients Employed in SC Public Schools in 2013-14 by Primary Certification Area

Code	Certification Subject	Number Certified	Code	Certification Subject	Number Certified
1	Elementary	3,181	67	Physical Education	94
2	Generic Special Education	128	70	Superintendent	2
3	Speech - Language Therapist	155	71	Elementary Principal	24
4	English	406	72	Secondary Principal	4
5	French	32	78	School Psychologist III	1
6	Latin	1	80	Reading Teacher	5
7	Spanish	79	84	School Psychologist II	4
8	German	2	85	Early childhood	970
10	Mathematics	476	86	Guidance -Elementary	53
11	General Mathematics	4	89	Guidance – Secondary	11
12	Science	154		Unknown/Not Reported	12
13	General Science	14	1A	Middle School Language Arts	3
14	Biology	50	1B	Middle School Mathematics	3
15	Chemistry	11	1C	Middle School Science	2
16	Physics	2	1D	Middle School Social Studies	3
20	Social Studies	165	1E	Middle Level Lang. Arts	106
21	History	8	1F	Middle Level Mathematics	99
26	Psychology	1	1G	Middle Level Science	30
29	Industrial Technology Education	8	1H	Middle Level Social Studies	97
30	Agriculture	6	2A	Sp.Ed. Ed. Mentally Disabled	89
32	Distributive Education	1	2B	Special Education-Education of the Blind and Visually Impaired	4
35	Family and Consumer Science (Home Economics)	13	2C	Special Education Trainable Mentally Disabled	3
40	Commerce	1	2D	Special Education-Education of Deaf and Hard of Hearing	5
47	Business Education	41	2E	Special Education-Emotional Disabilities	102
49	Advanced Fine Arts	1	2G	Special Education – Learning Disabilities	185
50	Art	141	2H	Special Education-Mental Disabilities	34
51	Music Ed. - Choral	55	2I	Special Education-Multicategorical	89
53	Music Ed. - Voice	3	2J	Special Education-Severe Disabilities	3
54	Music Ed. - Instrumental	76	2K	Special Education-Early Childhood Ed	1
57	Speech and Drama	2	4B	Business/Marketing/Computer Tech	27
58	Dance	15	4C	Online Teaching	3
60	Media Specialist	97	AV	Electricity	2

Code	Certification Subject	Number Certified
63	Driver Training	9
5A	English As a Second Language	4
5C	Theatre	8
5G	Literacy Teacher	4
AC	Health Science Technology	1

Code	Certification Subject	Number Certified
BF	Small Engine Repair	1
DB	Protective Services	1
DC	Media Technology	1
7B	Elementary Principal Tier 1	21
7C	Secondary Principal Tier 1	1
TOTAL		7,450

VI. South Carolina Teacher Loan Advisory Committee

Proviso 1A.9. of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). The Committee is charged with: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.¹⁹ For Proviso 1A.9 language, refer to Appendix B.

The Committee was formed in the fall of 2013. Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development. Serving on the Committee between the fall of 2013 and May of 2015 are the following individuals and the institution they represent:

- ⇒ Dr. Karen Woodfaulk – Commission on Higher Education,
- ⇒ Dr. David Blackmon – State Board of Education,
- ⇒ Patti Tate – Education Oversight Committee and Educator from York 3,
- ⇒ Jane Turner – CERRA,
- ⇒ Chuck Sanders – SC Student Loan Corporation,
- ⇒ Dr. Ed Miller – University of South Carolina, representing the SC Association of Student Financial Aid Administrators,
- ⇒ Gwendolyn Connor of Lancaster County School District, representing the SC Association of School Personnel Administrators,
- ⇒ Dr. Ed Jadallah of Coastal Carolina University, representing a public higher education institution with an approved teacher education program,
- ⇒ Dr. Valerie Harrison of Claflin University, representing a private higher education institution with an approved teacher education program, and
- ⇒ Dr. Sharon Wall – State Board of Education (will serve for 2015-16).

At the time of this report, the Committee met five times between January 2014 and April 2015. During this time, the Committee addressed Teacher Loan Program challenges and policy issues:

- ⇒ Communication strategies to enhance awareness of the Teacher Loan Program. CERRA staff integrated Teacher Loan Program information into its current communication activities, including the College Financial Newsletter.
- ⇒ Development of a Teacher Loan Program brochure in 2015. The Committee discussed translating the brochure into Spanish and the possible creation of a web-based application for the brochure.
- ⇒ Pending legislation and budget provisos impacting Teacher Loan Program, such as recruitment and retention of teachers in rural schools with higher turnover rates.

¹⁹ Proviso 1A.9. of the 2013-14 General Appropriation Act.

- ⇒ Differing semester structures impact the timing of a students' ability to apply for the loan.
- ⇒ A tiered loan forgiveness approach that would provide some form of loan forgiveness to all loan participants who taught in any South Carolina public school, rather than just those students teaching in a critical need subject or geographic school.
- ⇒ The criteria used by South Carolina Department of Education to determine critical need geographic schools. Since nearly two-thirds of all schools make the list each year, Committee members recommended raising the poverty index utilized to 80 percent or more.
- ⇒ The current South Carolina Department of Education formula used to determine critical need subject areas. The Committee was concerned it may not be an appropriate reflection of the areas that should be eligible for loan forgiveness. PACE teacher hires should not be considered 'irregular' and removed from the formula.
- ⇒ New partnerships with other education organizations, such as the South Carolina Alliance of Black School Educators.

Appendix A – Teacher Loan Fund Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notwithstanding another provision of this item:

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

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

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

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

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

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

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

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

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

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

Appendix B – SC Teacher Loan Advisory Committee

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. 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.

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.