

FY 2020-21

SC TEACHER LOAN PROGRAM

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2020-21

June 13, 2022

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2020-21 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

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South Carolina Commission on Higher Education

South Carolina Student Loan Corporation

South Carolina Department of Education

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

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

I. Summary of Findings

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

Finding 1:

A total of 1,250 applications to the TLP were made in 2020-21. Of those applications, 1,063 (85%) were approved and funded.

Finding 2:

From 2019-20 to 2020-21, applications to the TLP decreased by 176, and the number of recipients decreased by 92 in 2020-21. Of the 132 applications that were denied, the most prevalent reason for denial (43.9 percent) was the failure of the applicant to meet the academic grade point criteria. Fifty-three (53) TLP applications were cancelled at the request of the school or the borrower.

Finding 3:

In 2020-21, 8.8 percent of all funds allocated for TLP were expended on administration, a 1.2 percent decrease from 2019-20. According to communication with the South Carolina Student Loan Corporation during the previous reporting period, the fluctuation in administrative costs is due to additional costs associated with using an external service provider.

Finding 4:

Historically, applicants to the TLP have been predominantly white and/or female. In 2020-21, seventy-seven (77) percent of all applicants were female and seventy-three (73) percent were white. These demographics trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles.

Finding 5:

The TLP met the goal that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American applicants to the South Carolina Teacher Loan Program increased in 2020-21 to nineteen (19) percent from 14.7 percent. This representation is well above the 7 percent African American representation in the national teacher workforce, and it surpasses the 15 percent of African American educators in the South Carolina teacher workforce.

Finding 6:

The percentage of African American TLP recipients did mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American recipients of the TLP was 16.51 percent in 2020-21 which was a 3.51 percent increase from 2019-20. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Finding 7:

The TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force. The percentage of male applicants, as outlined in Table 8, was 20.3 percent, an increase from 18 percent in 2019-20. Male applicant representation was similar to the 19 percent of males currently in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce.

Finding 8:

The percentage of male TLP recipients almost mirrored the percentage of males in the South Carolina teaching force. The percentage of male TLP recipients was 18.5 percent in 2020-21. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13). Noteworthy, 1.63 percent of recipients did not identify their sex. Therefore, there may be unidentified male recipients for 2020-21.

Finding 9:

The number of loan recipients at historically African American institutions increased to 10 in 2020-21 from 4 in 2019-20 (see Table 17). Future TLP reports should provide information regarding reasons for significantly lower number of applicants from HBCUs, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Finding 10:

The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility declined by 1.63 percent from the previous year. Only 22 percent of new hires are recent graduates of an in-state teacher preparation program. The total number of newly hired SC teachers for the 2021-22 school year was 7,014 in comparison to 6,038 in 2020-21 which is an increase of 11 percent.

Finding 11:

South Carolina districts reported 937.79 certified teaching positions still vacant at the beginning of the 2021-22 school year. This number signifies an increase of 323.29 vacant positions compared to data reported for 2020-21 (Table 2). According to CERRA's Supply and Demand study, school districts reported fewer teacher departures overall despite the increase in vacancies..

Finding 12:

There are discrepancies in TLP data reported by the SC Commission on Higher Education and the SC Teacher Loan Program. Possible explanations include inclusion of TLP recipients attending out-of-state institutions and those who enter the Program of Alternative Certification for Educators (PACE).

II. Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program encourages talented and qualified residents to enter the teaching profession.

Freshmen and sophomores may borrow up to \$2,500 per year. Juniors, seniors, and graduate students may borrow up to \$5,000 per year. The aggregate maximum is \$27,500 for undergraduate and graduate students. Career Changers may borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.

To be eligible for a South Carolina Teacher Loan, a student must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.

Entering freshmen must have been ranked in the top 40% of their high school graduating class and have an SAT/ACT score equal to or greater than the South Carolina average for the year of the high school graduation. Currently, the average SAT score is 1058, and the average ACT score is 20.

Enrolled undergraduate students, including second term freshman, must have a grade point average of at least 2.75 and must have passed the Praxis Core. Students with an SAT score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement. Graduate students who have completed at least one term must have a grade point average of 3.5 or better on a 4.0 scale.

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

Funding of the SC Teacher Loan Program

In 2003, the Education Improvement Act (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, SC Student Loan Corporation, 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):

- 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.

With revenues from the EIA Trust Fund, the General Assembly appropriates monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program (see Appendix A). Table 1 documents the amounts appropriated and expended over the past ten fiscal years. **In 2020-21, 8.8 percent of all funds allocated for TLP were expended on administration, a 1.2 percent decrease from 2019-20.** According to communication with the South Carolina Student Loan Corporation during the

previous reporting period, the fluctuation in administrative costs is due to additional costs associated with using an external service provider.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for TLP loan applications. As a result of the \$1,061,135 available in revolving funds from repayment in 2020-21, the total amount of monies loaned in 2020-21 increased by \$894,150 for a grand total of \$5,573,559.

Table 1
SC Teacher Loan Program: Revenues and Loans from 2010-2020

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

Source: South Carolina Student Loan Corporation

South Carolina Teacher Loan Forgiveness Options

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is responsible for determining areas of critical need: “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.”¹ Beginning in the fall of 1984, the SBE 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 assist in the determination of critical subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of teacher positions, teachers hired, teachers leaving, and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE).

Table 2 shows the number of certified, vacant positions reported to CERRA for the beginning of 2021-22 school year. South Carolina districts reported 937.79 certified teaching positions still vacant at the beginning of the 2021-22 school year. This number signifies an increase of 323.29 vacant positions compared to data reported for 2020-21 (Table 2). According to CERRA’s Supply and Demand study, school districts reported fewer teacher departures overall despite the increase in vacancies. There were an additional 125 vacant certified, service positions. This is an increase of 40.6 positions compared to data reported for 2020-21. More vacant positions were seen across all school levels. Fields with the largest increase in vacancies were early childhood/elementary, special education, mathematics, science, English/language arts, social studies, and literacy/reading. Noteworthy, vacancies in early childhood/elementary and social studies more than doubled, and vacant literacy/reading positions approached that level.

Importantly, the increase in the total number of FTEs available for the 2020-21 may have contributed to the number of vacancies at the beginning of the 2021-22 academic year. Districts added a combined 1,200 new positions during 2020-21 for the 2021-22 academic year. Some districts established the new positions as a result of the Elementary and Secondary School Emergency Relief (ESSER) Fund. Future reports will note if a significant decrease in FTEs is observed and possibly the result of a sustainability challenge for districts.

¹ Section 59-26-20(j) accessed at:

https://www.scstatehouse.gov/query.php?search=DOC&searchtext=Teacher%20Loan%20Program&category=CODEOFLAWS&conid=8504971&result_pos=0&keyval=17837&numrows=10

Table 2
Certified Positions Vacant at the Beginning of the 2021-22 School Year

Teaching Fields	Number of Vacant Teaching Positions, By Grades Served			
	PK – 5	6 – 8	9 – 12	Total
Agriculture		0.00	1.00	1.00
Art	15.38	9.13	8.00	32.51
Business & Marketing (includes Computer Technology/Science)	0.00	2.00	7.00	9.00
Career & Technical Education (CTE work-based fields)		5.00	24.00	29.00
Dance	2.00	1.00	1.00	4.00
Driver Training			1.00	1.00
Early Childhood/Elementary (grades PK-2)	77.00			77.00
Early Childhood/Elementary (grades 3-5)	115.00			115.00
English for Speakers of Other Languages (ESOL)	10.38	5.13	10.50	26.01
English/Language Arts		37.00	34.00	71.00
Family & Consumer Science		1.00	2.00	3.00
Gifted & Talented	7.50	1.25	1.25	10.00
Health	0.13	0.13	1.00	1.26
Industrial Technology		0.00	1.00	1.00
Literacy/Reading (includes interventionists)	30.00	7.50	6.00	43.50
Mathematics (includes interventionists)	5.50	44.50	67.00	117.00
Montessori	3.00	0.00	0.00	3.00
Music	11.00	7.00	6.50	24.50
Physical Education	9.71	10.71	9.34	29.76
Science (biology, chemistry, physics, etc.)		42.00	43.00	85.00
Social Studies (economics, history, psychology, etc.)		28.00	21.00	49.00
Special Education	41.00	55.00	66.50	162.50
Theater	2.00	1.25	5.00	8.25
World Language	4.50	6.00	20.00	30.50
Other	0.00	2.00	2.00	4.00
Total Vacant Teaching Position	334.10	265.60	338.09	937.79

Number of Vacant Service Field Positions				
School Librarian				18.50
School Counselor				20.00
School Psychologist				39.50
Speech Language Pathologist				46.00
Other				1
Total Vacant Service Positions				125.00
Total Vacant Positions				1062.79

Source: CERRA

Table 3 shows the top ten critical need subject areas specifically for the Teacher Loan Program since 2016-17 as determined by the South Carolina State Board of Education (SBE). The certification areas with the highest vacancies and the content areas identified as critical needs are partially aligned.

Table 3

Top Ten Critical Need Subject Areas by School Year

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	Special Education	Special Education – All Areas	Secondary Mathematics, Secondary Sciences (Biology, Chemistry, Physics, and Science), Secondary English	Secondary Mathematics, Secondary Sciences, Secondary English	Secondary Mathematics	School Librarian
2	Early Childhood/Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist	Media Specialist	Media Specialist	Secondary Sciences	Business/Marketing/Computer Technology
3	Mathematics (middle and high)	Speech Language	Special Education (all areas)	Special Education	Media Specialist	Theater
4	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)	Spanish, French, Latin, German, English as a second language, Chinese	Spanish, French, Latin, German	Special Education	Art, Dance, Music
5	English/Language Arts	Arts	Family & Consumer Science (Home Economics)	Family & Consumer Science (Home Economics)	Foreign Languages- Spanish, French, Latin, German	Computer Science
6	Speech Language Therapist	Career and Technology	Business/Marketing/Computer Technology	Business/Marketing/Computer Technology	Family & Consumer Science (Home Economics)	World Languages
7	Media Specialist	Business/Marketing/Computer Technology	Theatre	Theatre	Art, Dance, Music	Gifted and Talented Education
8	Art	Family Consumer Science	Middle Level Social Studies, Math, Language Arts, Science	Middle Level Social Studies, Math, Language Arts, Science	Industrial Technology	Science
9	Music	Literacy	Art, Dance, Music	Art, Dance, Music	Business/Marketing/Computer Technology	Literacy
10	Foreign Languages- Spanish, French, Latin, German	Health	Health	Health	Elementary Ed / Early Childhood	Mathematics

Source: [Critical Need Areas - South Carolina Department of Education, accessed 06/10/2022 5:05 PM \(sc.gov\)](https://www.scdoe.org/Portals/0/Files/2022-23/Critical%20Need%20Areas%20-%202022-23.pdf)

The criteria used in designating critical geographic schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. 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; or (3) schools with a poverty index of 70 percent or higher. Table 4 documents the 841 schools that were classified as critical need schools in South Carolina for 2020-21.

**Table 4
Critical Geographic Need Schools in 2020-21**

Year	Cancellation Year	Number of Qualifying Schools by Type					
		Total Number of Schools	Career Technology Education Centers	Primary	Elementary	Middle	High
2020-21	2021-22	1,365	40	64	674	334	253
		Number of Qualifying Schools by Criterion					
		2019 Absolute Rating		Teacher Turnover		Poverty Index	
		232		405		661	

Source: SC Department of Education, April 2021.

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

Section III Applications to the Teacher Loan Program (TLP)

Compared to 2019-20, applications to the TLP decreased by 176, and the number of approved applications decreased by 92 in 2020-21. Of the 132 applications that were denied, the most prevalent reason for denial (43.9 percent) was the failure of the applicant to meet the academic grade point criteria. Fifty-three (53) TLP applications were cancelled at the request of the school or the borrower. In comparison, 132 applications to TLP were denied in 2019-20 due to inadequate funds; no applications were denied due to inadequate funds for 2020-21 (see Table 5).

Table 5
Status of Applications to Teacher Loan Program

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

Source: SC Commission on Higher Education

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

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

Description of Applicants

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) published a “Profile of the South Carolina Teacher Workforce for 2018-19” in September 2020. This report investigated the demographics of the educator workforce in South Carolina and compared South Carolina’s educator profile to that of educators throughout the United States. According to this report, South Carolina’s teacher workforce has more Black teachers, fewer Hispanic teachers, and more female teachers as compared to the national educator workforce.

Table 6
Profile of the Educator Workforce in South Carolina and Nationally

Teacher Workforce	Gender		Ethnicity			
	Female	Male	African American	Hispanic	White	All Other
	%	%	%	%	%	%
South Carolina	81	19	15	2	79	4
National	76	24	7	9	79	5

Source: SC-TEACHER

Tables 7 and 8 illustrate trends in the distribution of applicants to the South Carolina Teacher Loan Program by race/ethnicity and gender. **Historically, applicants to the TLP have been predominantly white and/or female. In 2020-21, seventy-seven (77) percent of all applicants were female and seventy-three (73) percent were white.** These demographic trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles.

Table 7 shows the percentage of African American applicants to the South Carolina Teacher Loan Program which increased in 2020-21 to nineteen (19) percent from 14.7 percent in 2019-20. This representation is well above the 7 percent African American representation in the national teacher workforce, and it surpasses the 15 percent of African American educators in the South Carolina teacher workforce. As a result, **the TLP met the goal that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force.**

Similarly, Table 8 details the percentage of male applicants was 20.3 percent, a slight increase from 18 percent in 2019-20. Male applicant representation was similar to the 19 percent of males currently in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce. Thus, **the TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force.**

Table 7
Applications to the Teacher Loan Program by Race/Ethnicity

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

Source: SC Student Loan Corporation

Table 8
Applications to the Teacher Loan Program by Gender

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

Source: SC Student Loan Corporation

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce K-12 students 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 educator applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."² 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. Table 9 (below) provides detailed information about the distribution of applicants to the Teacher Loan Program by the Teacher Cadet Program. In 2020-21, the number of Teacher Cadet applicants decreased from the previous year by 72, for a total of 644. However, Teacher Cadets represented 51.5 percent, a 1.3 percent increase from the previous year, of the total distribution of TLP loans awarded.

Table 9
Teacher Loan Program Applicants from Teacher Cadet Program

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

Source: SC Commission on Higher Education

² CERRA Website, April 2019. Accessed at: <https://www.teachercadets.com/>.

Table 10 displays the number of TLP applicants by academic level. In 2020-21, the number of freshman applicants decreased by 2.3 percent from the previous year while the number of continuing undergraduate applicants decreased by 1.3 percent. The percent of first semester graduate students increased by 0.7 percent in 2020-21, while the percent of continuing graduate student increased by 2.7 percent. The total number of TLP applications in 2020-21 decreased by 176, to 1,250 in 2020-21 from 1,426 applicants in 2019-20.

Table 10

Teacher Loan Program Applicants by Academic Level

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

Source: SC Commission on Higher Education

IV. Recipients of a South Carolina Teacher Loan

Table 5 indicated that of the 1,250 TLP applications received in 2020-21, 1,063 (85 percent) received a Teacher Loan. Table 11 details the funding distribution of TLP loan recipients over time by academic level. A significant majority of the 1,063 recipients, about 87.3 percent, were undergraduate students. Of the undergraduate recipients, about 55.4 percent were juniors or seniors in 2020-21. In the past ten years, the data show there is an annual decline in TLP loan recipients between freshman and sophomore years. 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 or met the higher ACT/SAT score required for TLP qualification. No data exist on how many of the applicants were rejected for not having passed Praxis or how many had simply not taken the exam.

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

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3
2017-18	236	154	255	338	21	94	32	2
2018-19	230	170	299	344	14	101	47	2
2019-20	201	166	296	350	18	76	50	1
2020-21	184	150	232	357	5	55	78	1
2020-21 Total								1,063*

Source: SC Commission on Higher Education

*the academic level of one TLP recipient is unknown.

Table 12 compares the academic status of TLP applicants to TLP recipients in 2020-21. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing about 87.3 percent of both applicants and recipients, and graduate students representing 12.6 percent.

Table 12
Comparisons by Academic Level of Applicants and Recipients, 2020-21

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,065	85.2	180	14.4	5	0.4	1,250
Recipients	928	87.3	134	12.6	1	0.1	1,063

Source: SC Commission on Higher Education

Teacher Loan Program Recipients and the Profile of South Carolina Educators

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. There have been a total of 10,858 Teacher Loan recipients employed by public schools as of 2019-20, representing an increase of 2,310 recipients. Like the applicants, the TLP recipients who were employed in South Carolina’s public schools were majority white and female. These educators served in a variety of positions in 2019-20 in South Carolina public schools (see Tables 13, 14 and 15).*

South Carolina and national percentages for gender and ethnicity are included for reference and review of progress toward 2004 Student Loan Program goals.

The percentage of African American TLP recipients did mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American recipients of the TLP was 16.51 percent in 2020-21 which is a 3.51 percent increase from the previous years. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Similarly, **the percentage of male TLP recipients almost mirrored the percentage of males in the South Carolina teaching force.** The percentage of male TLP recipients was 18.5 percent in 2020-21. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13). Noteworthy, 1.63 percent of recipients did not identify their sex. Therefore, there may be unidentified male recipients for 2020-21.

Table 13
Teacher Loan Recipients in SC Schools by Gender and Ethnicity, 2020-21

Gender	TLP Loan Number	TLP Loan Percent	South Carolina Teacher Workforce*	National Teacher Workforce*
Male	1,168	13.4%	19%	24%
Female	7,522	86.1%	81%	76%
Unknown	50	0.6%		
Total	8,740			
Ethnicity	TLP Loan Number	TLP Loan Percent	South Carolina Teacher Workforce	National Teacher Workforce
African American	1,157	13.2%	15.2%	7%
White	7,365	84.3%	78.7%	79%
Asian	28	0.3%	1.5%	2%
Hispanic	64	0.7%	1.8%	9%
American Indian	8	0.1%	.2%	1%
Unknown	118	1.4%	2.6%	NA
Total	8,740			

Source: SC Commission on Higher Education, SC-TEACHER

*The updated State and national data for 2020-21 was unavailable at the time of this report

Table 14
Loan Recipients Employed in SC Public Schools as of 2018-19 by Position

Position Code	Description	Number
1	Principal	209
2	Assistant Principal, Co-principal	325
3	Special Education (Itinerant)	24
4	Prekindergarten (Child Development)	193
5	Kindergarten	353
6	Special Education (Self-Contained)	417
7	Special Education (Resource)	519
8	Classroom Teacher	5,260
9	Retired Teachers	13
10	Library Media Specialist	354
11	Guidance Counselor	176
12	Other Professional Instruction-Oriented	163
13	Director, Career & Technology Education Ctr.	6
14	Assistant Director, Career & Technology Education	4
15	Coordinator, Job Placement	2
16	Director, Adult Education	5
17	Speech Therapist	171
19	Temporary Instruction-Oriented Personnel	2
20	Director, Finance/Business	1
22	Bookkeeper	1
23	Career Specialist	10
27	Technology/IT Personnel	9

Position Code	Description	Number
28	Director, Personnel	10
29	Other Personnel Positions	5
31	Director, Alternative Program/School	0
33	Director, Technology	5
34	Director, Transportation	5
35	Coordinator, Federal Projects	8
36	School Nurse	2
37	Occupational/Physical Therapist	1
38	Orientation/Mobility Instructor	1
40	Social Worker	1
41	Director, Student Services	4
43	Other Professional Noninstructional Staff	30
44	Teacher Specialist	7
45	Principal Specialist	1
46	Purchased-Service Teacher	5
47	Director, Athletics	6
48	Assistant Superintendent, Noninstructional	7
49	Assistant Superintendent, Instruction	6
50	District Superintendent	6
52	Area Superintendent	0
53	Director, Instruction	9

Position Code	Description	Number	Position Code	Description	Number
54	Supervisor, Elementary Education	2	83	Coordinator, Parenting/Family Literacy	1
55	Supervisor, Secondary Education	2	84	Coordinator, Elementary Education	4
58	Director, Special Services	9	85	Psychologist	16
60	Coordinator, AP/G&T	3	86	Support Personnel	11
62	Coordinator, Fine Arts	3	87	Reading Coach	119
65	Coordinator, English	4	88	Vacant	17
66	Coordinator, Reading	2	89	Title I Instructional Paraprofessional	1
68	Coordinator, Health/Science Technology	1	90	Library Aide	1
72	Coordinator, Mathematics	5	91	Child Development Aide	3
74	Coordinator, Science	1	92	Kindergarten Aide	7
75	Educational Evaluator	2	93	Special Education Aide	16
76	Coordinator, Social Studies	1	94	Instructional Aide	21
78	Coordinator, Special Education	16	97	Instructional Coach	73
81	Coordinator, Guidance	4	98	Adult Education Teacher	7
82	Coordinator, Early Childhood Education	1	99	Other District Office Staff	49
Grand Total					8,740

*The updated data for 2019-20 was unavailable at the time of this report

Table 15
Loan Recipients Employed in SC Public Schools in 2018-19 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,597	16	Physics	3
2	Special Education-Generic Special Education*	122	20	Social Studies	218
3	Speech-Language Therapist	162	21	History	6
4	English	443	29	Industrial Technology Education	6
5	French	35	30	Agriculture	13
6	Latin	2	35	Family and Consumer Science	12
7	Spanish	81	47	Business Education*	37
8	German	4	49	Advanced Fine Arts	1
10	Mathematics	520	50	Art	151
11	General Mathematics*	2	51	Music Education--Choral	65
12	Science	177	53	Music Education--Voice	3
13	General Science*	11	54	Music Education--Instrumental	113
14	Biology	53	57	Speech and Drama	1
15	Chemistry	13	58	Dance	12
60	Media Specialist	118	2B	Special Education-Education of the Blind and Visually Impaired	8
63	Driver Training	8	2C	Special Education-Trainable Mentally Disabled*	4
64	Health	1	2D	Special Education-Education of Deaf and Hard of Hearing	4
67	Physical Education	144	2E	Special Education-Emotional Disabilities	130
70	Superintendent	3	2G	Special Education-Learning Disabilities	233
71	Elementary Principal*	74	2H	Special Education-Intellectual Disabilities	38
72	Secondary Principal*	2	2I	Special Education-Multi- categorical	163
78	School Psychologist III	1	2J	Special Education-Severe Disabilities	1
80	Reading Teacher*	6	2K	Special Education-Early Childhood Ed.	25

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
84	School Psychologist II	5	4B	Business and Marketing Technology	22
85	Early Childhood	1,036	4C	Online Teaching	4
86	Guidance Elementary	50	5A	English as a Second Language	11
89	Guidance Secondary	14	5C	Theater	8
1A	Middle School Language Arts*	2	5E	Literacy Coach	4
1B	Middle School Mathematics*	3	5G	Literacy Teacher	22
1C	Middle School Science*	2	7B	Elementary Principal Tier I	70
1D	Middle School Social Studies*	4	7C	Secondary Principal Tier I	2
1E	Middle-Level Language Arts	175	8B	Montessori-Early Childhood Education	1
1F	Middle-Level Mathematics	174	AC	Health Science Technology, previously Health Occupations	2
1G	Middle-Level Science	70	AV	Electricity	1
1H	Middle-Level Social Studies	151	BF	Small Engine Repair	1
2A	Special Education-Educable Mentally Disabled*	80		Unknown/Not Reported	229
Grand Total					8,740

*The updated data for 2019-20 was unavailable at the time of this report.

Teacher Loan Program Recipients Experience in University / College

TLP recipients attended 29 of the 57 South Carolina universities and colleges with physical campuses in South Carolina as described by SC Commission on Higher Education. Table 16 shows the number of TLP recipients attending South Carolina public and private institutions. Of the 1,654 TLP recipients, approximately 33 percent or 553 attended the following four institutions: USC-Columbia, Winthrop University, Anderson University and Clemson University.

Appendix F outlines enrollment in Bachelor's and Master's Level Education programs by institution provided by the SC Commission on Higher Education.

Table 16
Teacher Loan Recipients by Institution of Higher Education, 2020-21

Institution	Number of Recipients	Institution	Number of Recipients
ANDERSON UNIVERSITY	130	NORTH CAROLINA STATE UNIVERSITY	1
BOB JONES UNIVERSITY	1	NORTH GREENVILLE UNIVERSITY	46
CHARLESTON SOUTHERN UNIVERSITY	23	PRESBYTERIAN COLLEGE	3
CITADEL, THE MILITARY COLLEGE	7	SOUTH CAROLINA STATE UNIVERSITY	6
CLAFLIN UNIVERSITY	2	SOUTHERN WESLEYAN UNIVERSITY	15
CLEMSON UNIVERSITY	117	UNION COLLEGE	1
COASTAL CAROLINA UNIVERSITY	29	UNIVERSITY OF NORTH CAROLINA - GREENSBORO	1
COKER COLLEGE	8	USC - AIKEN	27
COLLEGE OF CHARLESTON	48	USC – BEAUFORT	6
COLUMBIA COLLEGE	12	USC – COLUMBIA	182
COLUMBIA INTERNATIONAL UNIVERSITY	3	USC - LANCASTER	1
CONVERSE COLLEGE	29	USC - UPSTATE	94
ERSKINE COLLEGE	3	UNIVERSITY OF SOUTHERN MISSISSIPPI	1
FRANCIS MARION UNIVERSITY	45	UNIVERSITY OF TENNESSEE	1
FURMAN UNIVERSITY	13	UNIVERSITY OF WEST GEORGIA	4
GRAND CANYON UNIVERSITY	4	VALDOSTA STATE UNIVERSITY	1
KANSAS STATE UNIVERSITY	1	VALLEY CITY STATE UNIVERSITY	1
LANDER UNIVERSITY	80	WESTERN CAROLINA UNIVERSITY	1
LIBERTY UNIVERSITY	3	WESTERN GOVERNORS UNIVERSITY	6
LIMESTONE COLLEGE	9	WINTHROP UNIVERSITY	124
METHODIST UNIVERSITY	1	WOFFORD	1
MIDLANDS TECHNICAL COLLEGE	1	PACE LOAN	360
NEWBERRY COLLEGE	6		
TOTAL			1457*

Source: SC Teacher Loan Program *Out of State Students - 22

The number of loan recipients at Historically Black Colleges and Universities (HBCUs) increased to 10 in 2020-21 in comparison to 4 in 2019-20 (see Table 17). A majority of the HBCU recipients, 80 percent, are enrolled at South Carolina State University. Future TLP reports should provide information regarding reasons for significantly lower number of applicants from identified minority institutions, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Table 17
Teacher Loans to Students Attending Historically African American Institutions

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

Source: SC Teacher Loan Program

Recipients of the Teacher Loan Program Receiving Other State Scholarships

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, and HOPE award scholarships to students based on academic achievement but are not directed specifically to teacher recruitment.

Table 18 shows over the past ten years, the number of Teacher Loan recipients who also participated in the HOPE, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 4,675 2019-20 loan recipients who were also LIFE, Palmetto Fellows or HOPE Scholarships recipients and employed in public schools in South Carolina.

Table 18
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and HOPE Scholarships

Fiscal Year	LIFE	Palmetto Fellows	HOPE	Total
2009-10	1,932	116	67	2,115
2010-11	2,097	145	93	2,335
2011-12	2,331	171	110	2,612
2012-13	2,582	188	125	2,895
2013-14	2,796	211	147	3,154
2014-15	2,980	232	165	3,377
2015-16	3,208	265	194	3,667
2016-17	3,285	262	202	3,749
2017-18	3,583	292	230	4,105
2018-19	3,835	302	264	4,401
2019-20	4,061	321	293	4,675

Source: SC Commission on Higher Education

*The updated data for 2020-21 was unavailable at the time of this report.

Policymakers also question how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 19 shows the total number of scholarship recipients each year. It includes a duplicated count across years.

Table 19
Comparison of Scholarship Recipients and Education Majors, Fall 2020

Scholarship	Number of Scholarships Received Overall	Number of Education Majors	Percent of Education Majors
HOPE	3,900	409	10.5
LIFE	42,315	3,524	8.3
Palmetto Fellows	9,359	552	5.9
Total	55,574	4,485	8.1

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2020, about 8.1 percent of scholarship recipients had declared education as their intended major (Tables 19 and 20). There is a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 20
Student Percentage Receiving Scholarships
for Fall Term and Declaring Education Major

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

Source: SC Commission on Higher Education

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina. Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly.

A Teaching Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Minority Recruitment

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.

In 2020-21, the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University was appropriated EIA revenues by proviso in the amount of \$339,482. 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.” The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives

The Call Me MISTER (Mentoring, Instructing, Students, Toward, Effective, Role Models) has a strong history in South Carolina. During FY 2020-21, the Call Me Mister Program received \$500,000 in EIA. African American men make up 2 percent of the teachers in the U.S. In South Carolina, the Call Me MISTER® program works to increase the pool of available teachers from more diverse backgrounds, particularly among the lowest-performing elementary schools. Ninety percent of students in the Call Me MISTER program are residents of South Carolina. Eighty-five percent of the 275 who graduated from the Call Me Mister program since 2004 continue to serve as classroom teachers with 12 percent serving in leadership or administrative roles. The program started as a single program at Clemson University and is now at 25 participating institutions in South Carolina.

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2020, 20,946 teacher loans have been issued. Of these, 2,465 recipients (11.76 percent) have never been eligible for cancellation and are repaying their loans. Three hundred and forty-four (344) recipients previously taught, but are not currently teaching and, 1,073 recipients are presently teaching and having their loans cancelled. The following table is a comprehensive list of the status of all borrowers:

Table 21
TLP Recipients as of June 30, 2021

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,465	11.76%
Previously taught but not currently teaching	344	1%
Teaching and having loans cancelled	1,129	5%
Have loans paid out through monthly payments, loan consolidation or partial cancellation	9,646	46%
Loan discharged due to death, disability, or bankruptcy	151	0.72%
In Default	91	0.43%
Loans cancelled 100% by fulfilling teaching requirement	7,120	34%
TOTAL	20,946	98.91%*

Source: South Carolina Student Loan Corporation

*There is a duplicated count across years.

There have been 16,395 recipients to have their loans satisfied. Of these, 9,646 satisfied their loans through regular monthly payments, loan consolidations, or through partial cancellations (i.e., taught less than 5 years in a critical geographic or subject area). In addition, the loans for 151 borrowers were repaid through the filing of a death claim, disability or bankruptcy; and 91 borrowers have had default claims filed. Seven thousand one hundred and twenty (7,120 or 34 percent) SC Teacher Loan recipients had their loans cancelled by fulfilling their teaching requirement in a geographic or critical subject area.

V. Status of Educator Pipeline

According to the U.S. Department of Education, teacher preparation programs – including both traditional and alternative certification programs – currently produce enough teachers to meet total classroom demand across the country.³ However, South Carolina school districts have long voiced concerns about the difficulty staffing classrooms.

It is important to recognize that teacher labor markets are not national. Teachers are not necessarily looking to move across state lines to a better job market. Instead, most teachers seek employment in a school near where they were trained and hold certification. In addition, aggregate numbers of teachers often mask the severity of subject area shortages and declines in enrollment in regional teacher preparation programs. To put regional teacher shortages in context, it is essential to have localized data.

The following Table 22 and Table 23 highlight localized data for enrollment in undergraduate public education preparation programs. The data reveals a twenty-three (23) percent decline in public education preparation programs enrollment over the past decade and thus, a 23% decline in the number of new teachers entering the profession. However, enrollment in Master's level education preparation programs increased by 22.4% over the past decade.

Table 22
Fall Enrollment in Bachelor's Level Education Preparation Programs

Year	Public Institution Total
2012	6,683
2013	6,333
2014	6,310
2015	6,083
2016	5,899
2017	5,861
2018	5,671
2019	5,323
2020	5,194
2021	5,090

³ William J. Hussar and Tabitha M. Bailey, Projections of Education Statistics to 2027: Forty-sixth Edition (U.S. Department of Education, National Center for Education Statistics, 2019)

Table 23
Fall Enrollment in Master’s Level Education Preparation Programs

Year	Public Institution Total
2012	2,113
2013	2,047
2014	2,166
2015	2,237
2016	2,234
2017	2,056
2018	1,959
2019	2,329
2020	2,521
2021	2,587

Source: Commission on Higher Education

South Carolina has the benefit of two excellent recent reports focusing on South Carolina specific data as it relates to the educator pipeline and the overall profile of the South Carolina educator workforce. Each of these reports was relied upon for the creation of this TLP report.

Since 2001, CERRA has produced the Annual Educator Supply & Demand Report. This annual report seeks to collect information on South Carolina teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. In November 2021, CERRA published its report for the 2021-22 school year (see Appendix D). The 2021-22 Annual Educator Supply & Demand Report found fewer teacher departures overall but a larger proportion of early-career departures and more overall vacancies representing the largest number of vacancies since the inception of the Supply and Demand Report. CERRA provided a mid-year update to this report in February 2022 finding an additional 977 teacher departures and 88 additional vacancies since the initial district reports for the Supply & Demand report.

Noteworthy, the CERRA report found that **the number of SC students who graduated with a Bachelor’s degree and teacher certification eligibility declined by 1.63 percent from the previous year. Only 22 percent of new hires are recent graduates of an in-state teacher preparation program.** The total number of newly hired SC teachers for the 2021-22 school year was 7,014 in comparison to 6,038 in 2020-21, an increase of 11 percent.

Table 24
Key Data from CERRA Supply and Demand Survey Reports 2015-2021

School year	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Certified teachers who did not return to any teaching position	6927	6000	6650	7340	4842	4074
Graduates who completed a SC teacher education program	1569	1700	1752	1684	1720	1793
Certified teachers who did not return after five or fewer years of teaching	2390	2520	2394	2564	2465	2807
Certified teachers who did not return after one year or less of teaching	820	960	864	585	616	579

Table 25
Sources of Teacher Hires from CERRA Supply and Demand Survey Reports 2015-2020

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
New Graduates from Teacher Education Programs in SC	22.37%	24%	22.8%	21.6%	21.0%	24.7%	29%	32%
Transferred from one district, charter school or special school in SC to another district	28.97%	29%	30.7%	31%	30.9%	33.5%	31%	27%
Hired from another state	15.52%	23%	13.0%	16%	16.9%	15.3%	15%	15%
Alternative Certification Programs	8.8%	10%	5.6%	8.5%	7.4%	6.2%	5%	6%
From Outside US	4.4%	1.0%	0.8%	5%	4.8%	3.7%	3%	2%
Other Teachers	10.14%		4.3%		7.1%	4.9%	2%	6%

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is a more recent addition and was commissioned to ascertain, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness in South Carolina. In September 2020, SC-TEACHER published a “Profile of the South Carolina Teacher Workforce for 2018-19” (see Appendix E).

This report looked at the overall educator workforce in South Carolina and found that compared nationally, South Carolina has more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. Rural schools in South Carolina tend to have teachers with lower performance on the assessment portion of the state teaching evaluation, fewer National Board-certified teachers, and more Black and international teachers than urban schools. Moreover, higher poverty schools in South Carolina tend to have more teachers with a master’s degree or higher, more teachers scoring “met” on ADEPT, more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board certified teachers than lower poverty schools.

States have the responsibility to work with teachers and other stakeholders to improve the reality and the perception of the education workforce. Over the past several decades, expectations have dramatically changed what it means to teach.

The Education Commission of the States (ECS) recently released an article entitled *State Policy Levers to Address Teacher Shortages*.⁴ The ECS report noted the five factors below that should be considered by state policymakers when addressing the teacher shortage:

1. The teacher labor market varies across and within states;
2. Shortages tend to be concentrated in specific subject areas;
3. Shortages tend to be concentrated in specific schools and communities;
4. Shortages may be more severe when equitable access to quality teaching is taken into consideration; and
5. Concern about teacher shortage is not new given the documented shortages across the nation for decades.

⁴ <https://www.ecs.org/state-policy-levers-to-address-teacher-shortages/>

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 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 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:
2019-20
SC Teacher Loan Advisory Committee

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

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

Appendix C: Rural Recruitment Initiative

Under the FY21 Proviso 1A.51, the Center for Educator Recruitment, Retention, and Advancement (CERRA), in collaboration with the SC Department of Education and the SC Education Oversight Committee, was charged with the continued development and implementation of the program of recruitment and retention incentives available to districts. To be eligible to participate, districts must have experienced a five-year average teacher turnover rate of greater than 11%, as reported on the district's five most recent State Report Cards, and districts may not be one of the top fifteen wealthiest districts in the state, based on the index of taxpaying ability.

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY21 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, an FY21 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2021.

For the 2020-21 school year (FY21), 43 public school districts in the state were eligible to apply for funds through the RRI. However, effectiveness data for these districts will not be available until next academic year, so this section of the report will focus on the 35 districts that were eligible for funds during the 2019-20 school year (FY20). All but one of the 35 eligible districts requested funds for teacher recruitment and/or retention incentives during FY20. Based on the 2020-21 Supply and Demand Survey data, 29 of these districts reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both. It should be noted that one of the eligible districts did not submit a survey for the 2020-21 school year. Further data analysis showed that 27 rural districts experienced fewer teacher departures overall. 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience; 17 of these districts reported a decrease in the number of first-year departures specifically. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching/service positions still vacant at the beginning of the current school year. Such a decline could be expected considering the statewide increase in vacancies reported this year.

Table 26
Rural Teacher Recruiting Initiative Funding during FY 2015 - FY 2021

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	\$1,500,000
2016-17	1A.64	\$9,748,392
2017-18	1A.59	\$12,974,900
2018-19	1A.59	\$9,748,392
2019-20	1A.59	\$ 7,597,392
2020-21	1A.54	\$7,059,836

Proviso 1A.54 continued during 2020-21 within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. During FY21, forty-three (43) districts were determined to be eligible, as shown in Table 27.

Table 27
Districts Eligible for Rural Teacher Recruiting Initiative FY 2020-21

Allendale	Colleton	Hampton 1	Saluda
Anderson 2	Darlington	Hampton2	Spartanburg 3
Anderson 3	Dillon 3	Jasper	Spartanburg 7
Anderson 4	Dillon 4	Laurens 55	Sumter
Anderson 5	Dorchester 4	Lee	Union
Bamberg 2	Edgefield	Lexington 2	Williamsburg
Barnwell 19	Fairfield	Lexington 4	York 1
Barnwell 29	Florence 2	Marion	
Barnwell 45	Florence 3	Marlboro	
Chester	Florence 4	McCormick	
Clarendon 1	Greenwood 50	Newberry	
Clarendon 2	Greenwood 51	Orangeburg	

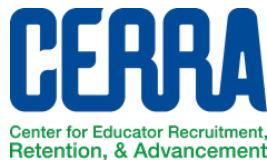
Source: CERRA, 2021

Appendix D:

CERRA South Carolina Annual Educator Supply & Demand Report (2020-21 School Year)

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT

NOVEMBER 2021



GROWING TEACHERS FOR SOUTH CAROLINA • CERRA.ORG • @CERRASC
Stewart House at Winthrop University • Rock Hill, SC 29733 • P: 803.323.4032 or 800.476.2387 • F: 803.323.4044

Appendix E:
SC-TEACHER Profile of the South Carolina Teacher Workforce for 2018-19



**PROFILE OF THE SOUTH CAROLINA
TEACHER WORKFORCE
FOR 2018-2019**

**WORKING PAPER SERIES II:
WHAT WE KNOW ABOUT THE SOUTH CAROLINA
TEACHER WORKFORCE**

Tammiee S. Dickenson, Xumei Fan, Fan Pan, Gina M. Kunz, and Thomas E. Hodges
University of South Carolina | September 2020



sc-teacher.org



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Appendix F: Fall Enrollment in Bachelor's and Master's Level Education Programs by Institution

Fall Enrollment in Bachelor's Level Education Programs, Unduplicated Headcounts

	Fall Semester										% Change Between 2012 and 2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Research Institutions											
Clemson University	698	620	593	597	579	602	633	660	765	859	23.1%
U.S.C. - Columbia	1,016	1,086	1,088	1,031	950	852	789	773	724	687	-32.4%
Research Subtotal	1,714	1,706	1,681	1,628	1,529	1,454	1,422	1,433	1,489	1,546	-9.8%
Comprehensive Teaching Institutions											
The Citadel	240	135	65	39	39	38	34	30	32	41	-82.9%
Coastal Carolina University	817	782	774	758	707	758	698	672	671	664	-18.7%
College of Charleston	592	509	470	493	497	527	513	477	495	507	-14.4%
Francis Marion University	371	402	367	334	320	303	320	322	284	260	-29.9%
Lander University	351	339	347	355	358	330	356	331	333	340	-3.1%
South Carolina State Univ.	511	471	514	465	469	467	408	333	322	341	-33.3%
U.S.C. - Aiken	351	343	338	376	353	344	353	349	344	296	-15.7%
U.S.C. - Beaufort	110	25	126	133	122	137	127	127	116	94	-14.5%
U.S.C. - Upstate	824	801	830	660	646	651	657	602	525	469	-43.1%
Winthrop University	802	820	798	842	859	852	783	647	583	532	-33.7%
Comprehensive Subtotal	4,969	4,627	4,629	4,455	4,370	4,407	4,249	3,890	3,705	3,544	-28.7%
Public Institution Total	6,683	6,333	6,310	6,083	5,899	5,861	5,671	5,323	5,194	5,090	-23.8%

Fall Enrollment in Master's Level Education Programs, Unduplicated Headcounts

	Fall Semester										% Change Between 2012 and 2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Research Institutions											
Clemson University	309	272	298	310	295	388	501	622	654	642	107.8%
U.S.C. - Columbia	560	477	586	690	698	532	396	449	528	601	7.3%
Research Subtotal	869	749	884	1,000	993	920	897	1,071	1,182	1,243	43.0%
Comprehensive Teaching Institutions											
The Citadel	195	225	212	240	247	246	211	169	170	214	9.7%
Coastal Carolina University	241	300	329	325	366	343	298	255	239	210	-12.9%
College of Charleston	171	153	127	127	124	88	77	63	58	93	-45.6%
Francis Marion University	104	84	104	100	75	77	113	110	111	114	9.6%
Lander University	38	45	30	25	29	27	26	39	41	65	71.1%
South Carolina State Univ.	150	157	158	129	100	111	99	67	79	52	-65.3%
U.S.C. - Aiken	17	17	12	6	4	1	9	18	18	13	-23.5%
U.S.C. - Beaufort										12	N/A
U.S.C. - Upstate	18	21	19	21	23	25	19	318	395	328	1722.2%
Winthrop University	310	296	291	264	273	218	210	219	228	243	-21.6%
Comprehensive Subtotal	1,244	1,298	1,282	1,237	1,241	1,136	1,062	1,258	1,339	1,344	8.0%
Public Institution Total	2,113	2,047	2,166	2,237	2,234	2,056	1,959	2,329	2,521	2,587	22.4%

Source: SC Commission on Higher Education

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

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.
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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.