



South Carolina Commission on Higher Education

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Interim Executive Director

TO: Chairman Tim M. Hofferth and Members, SC Commission on Higher Education

FROM: Mr. Hood Temple and Members of the Committee on Access & Equity and Student Services

SUBJECT: Items for Consideration on October 1, 2015

DATE: September 25, 2015

The attached items for your review and consideration at the October 1 Commission meeting were considered at the meeting of the Committee on Access & Equity and Student Services on September 9, 2015.

If you have any questions about a particular item, or if you need additional information, please contact Dr. Karen Woodfaulk at (803) 737-2244.

- 8.03A FY-2016-17 Appropriations Request for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University** *(For Approval)*
- 8.03B Guidance on Residency for Tuition/Fee and State Scholarship/Grant Purposes of US Citizen Students with Undocumented Parents** *(For Approval)*
- 8.03C College Transition Need-based Grant Program Policy Guidelines for the 2015-16 Academic Year and Budget Request for FY 2016-17** *(For Approval)*
- 8.03D College Application Month (CAM), College Goal SC (CGSC) and Budget Request for FY2016-17** *(For Approval)*
- 8.03E FY2015-16 SC National Guard College Assistance Program** *(For Information, No Action Required)*
- 8.03F SAT Redesign** *(For Information, No Action Required)*

Enclosures

FY 2014-15 Annual Report and FY 2015-2016 EIA Appropriations Request for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University

October 1, 2015

Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or independent colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY 1986-87. In FY 1986-87, a separate appropriation to South Carolina State University (SCSU) was made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SCSU have been made both through EIA and the General Fund. Beginning in FY 1990-1991, appropriations for the SC Teacher Recruitment Center (now the Center for Educator Recruitment, Retention and Advancement [CERRA] at Winthrop University) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University have been provided solely through EIA funds.

Beginning in FY 1988-89, CHE was required by a proviso included in the Appropriations Act to “monitor the use” of these funds and to report on the “effectiveness of the programs” to the Senate and House Committee and to the EIA Select Committee. The FY 1990-91 Appropriations Act included a more comprehensive proviso which instructed CHE to “ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review the use of funds, and... have prior program and budget approval.” The proviso directing allocations and providing direction for CHE authority has continued each year. CHE is directed by the proviso to review the effectiveness of the programs annually and report findings and budget recommendations annually to Senate and House Education Committees, the State Department of Education (SDE) and the Education Oversight Committee (EOC) in a format agreed upon by SDE and EOC.

In FY 2014-15, the proviso included for the teacher recruitment programs - Part 1B Proviso 1A.8 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) - directed allocation of \$4,243,527 in EIA funds, which flow through SDE to CHE for allocation, to two teacher recruitment programs, CERRA and SC-PRRMT. Of these funds, the proviso directs 92% or \$3,904,045 to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) is directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs, of which \$166,302 must be used for specific programs to recruit minority teachers. In FY 2015-16, the appropriations remained level and direction by proviso regarding the recruitment programs also remained the same as the prior year (Part 1B Proviso 1A.7 SDE-EIA: XII.F.2- CHE/Teacher Recruitment).

Due to continued concerns raised by the Committee on Access & Equity and Student Services regarding the costs to administer the program, per student costs based on the overall budget, and the program’s recruitment efforts throughout the state, meetings took place with the Committee Chair and Student Services staff and SCSU officials in August 2013. Information regarding the SC-PRRMT FY 2014-15 proposed budget, personnel costs, and possible plans to recruit more students in the program were discussed and SCSU officials agreed to review the proposed budget for possible ways to increase the number of students and sites. At its meeting on August 27, 2013, the Committee on Access & Equity and Student Services expressed concerns about SC-PRRMT’s

cost per student, the limited geographical areas served by the program, and the low percentage of graduates meeting the goal of the program as outlined in the proviso. The Committee requested that SCSU officials provide additional information about the program's personnel costs, costs per student, number of graduates, critical subject areas and schools, as well as plans to expand the program. A revised FY 2014-15 budget was submitted to the Committee by SCSU official in addition to an Expansion Plan of Action. The SC-PRRMT budget and Expansion Plan was subsequently approved by the Commission on November 7, 2013.* In addition, the Commission approved the Committee on Access & Equity and Student Services' recommendation to place SC-PRRMT on conditional status.

Subsequent to this approval, SC-PRRMT submitted a revised FY 2015-16 budget proposal on October 15, 2014, which directed all funding to forgivable student loans only. No funds were to be used for administrative oversight of the program. At its meeting on November 6, 2014** the Commission reviewed alternatives in consideration of the SC-PRRMT FY 2015-16 revised proposed budget and approved the FY2015-16 budget in the amount of \$339,482 for a minority Teacher recruitment program provided that the following conditions were met:

- a. All funds appropriated to SC-PRRMT in FY 2015-16 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program. SCSU must submit a revised FY 2015-16 budget to the Committee by no later than October 15, 2014;
- b. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
- c. CHE shall retain approval for the budget and monitor the use of funds to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis.

SC-PRRMT EIA Appropriations Budget Request and Actual Budget for FY2012—13, FY2013-14, FY2015-16 and Request for FY2016-17

Below is the FY 2016-17 SC-PRRMT proposed budget submitted to CHE which directs all funds in the amount of \$339,482 towards forgivable teacher loan awards to new and current participants. SCSU officials stated that the University would absorb all administration costs for SC-PRRMT to include the establishment of additional sites throughout the state.

SCSU officials informed Commission staff that there were no carried forward funds from the previous year(s). According to SCSU officials, in addition to the \$339,482, funds repaid in SC-PRRMT in collections are used to augment yearly appropriations in the forgivable loan budget line item, if needed. These funds will be used for forgivable loans. SCSU officials will provide the amount of funds received from collections for this program by September 18, 2015.

*http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda_Item_703A.pdf

**http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda_Item_603A.pdf

Table I. EIA Budget for FY 2012-2013, FY 2013-2014, FY 2014-2015, FY 2015-2016 and Proposed FY2016-17.

	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 Actual*	Proposed Budget 2016-2017*
Revenue					
Collections	\$136,176.66	\$170,771.68	\$193,247.14	\$193,247.14	\$193,247.14
Carried Forward	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	136,176.66	170,771.68	193,247.14	193,247.14	193,247.14
+Personnel Services					
1. Salaries	146,388.57	146,388.57	119,053.04	-0-	-0-
2. Fringes	31,344.71	31,344.71	25,289.00	-0-	-0-
OTHER EXPENDITURES					
Office Support	1,082.33	1150.72	2,598.55	-0-	-0-
Postage	460.00	400.00	239.00	-0-	-0-
Equipment & Maintenance	3,451.39	750.00	261.50	-0-	-0-
Telephone (WATS LINE)	837.00	400.00	200.08	-0-	-0-
Printing <i>Newsletter/Annual Reports and other documents</i>	-0-	440.00	-0-	-0-	-0-
Forgivable Loans	153,743.00	155,063.00	182,826.00	339,482.00	339,482.00
Promotional Service <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	-0-	-0-	402.49	-0-	-0-
Intervention/Workshops for Pre-Service Teachers	-0-	-0-	-0-	-0-	-0-
Travel <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	2,175.00	3,545.00	8,612.34	-0-	-0-
TOTAL OTHER EXPENDITURES	\$161,748.72	\$161,748.72	\$195,139.79	\$339,482.00	\$339,482.00
TOTAL PROJECT EXPENDITURES	\$339,482.00	\$339,482.00	\$339,482.00	-0-	-0-
TOTAL PROJECT APPROPRIATIONS	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
APPROPRIATIONS REQUESTED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	
Total Appropriations/Collections Revenue/Carried Forward	\$475,658.66	\$510,253.68	\$532,749.14	\$532,749.14*	\$532,749.14*
+Personnel Services	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct I Instructors(8)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (-0-) Adjunct Instructors (9)	Program Manager (1) Adjunct Instructors (15)

*FY 2015-16 budget directed all funding to student costs only. No funds are used for administrative oversight of the program.
Proposed FY 2016-17 budget continues direct funding to students.

Forgivable Teacher Loans Awarded to Eligible SC-PRRMT Participants

To be eligible for a forgivable teacher loan, SC-PRRMT participants must be residents of South Carolina and possess a high school diploma or high school equivalent. In addition, eligible participants must be employed as academic or support staff in South Carolina's public school system and have a cumulative grade point average of 2.75 or above on a 4.0 scale in an Associate of Arts or Associate of Science degree at one of South Carolina's technical colleges or in general education courses. Students must be admitted to SCSU, enrolled in the teacher education program of study full-time (12+ credit hours) or part-time (6+ credit hours) and agree to teach in South Carolina. Graduate students must be fully admitted and enrolled in the Master of Arts in Teaching (MAT) degree program at SCSU and have a cumulative grade point average of 3.00 or above.

Seventy students participated in SC-PRRMT during FY 2014-15. Fourteen freshmen, 10 sophomores, 10 juniors, 8 seniors and 13 MAT students were in the program. In addition, 15 students graduated from the program during FY 2014-15. Of the 15 FY2014-15 graduates, four graduates majored in a critical need subject areas and 13 of the 15 graduates were placed in critical geographic area schools (87%).

During FY 2015-16, SC-PRRMT's projected enrollment is 80 students. Beginning fall 2015, 2 freshmen, 14 sophomores, 10 juniors, 13 seniors and 6 graduate students are enrolled in SC-PRRMT (after the official fall 2015 drop/add period), and 5 students are expected to graduate by the end of fall term 2015 (total = 50). The program expects to recruit more students for the 2016 spring term. By FY 2016-17, the projected enrollment is 100 participants.

For FY 2014-2015, the average cumulative cost per graduate was \$11,065 (increase of 9.9% from FY 2013-14). The average forgivable loan award per SC-PRRMT participant was \$3,472.30 in the fall term and \$3,472.30 during the spring term. According to SCSU officials, the average forgivable loan award per participant will remain the same amount (fall \$3,472.30/spring \$3,472.30) for FY 2015-16.

Expansion Plan Approved by the Commission on Higher Education

SC-PRRMT's Expansion Plan included the objective to recruit 15 students beginning in FY 2013 and 25 students during spring 2014. The number of sites would increase each year by adding three new sites in FY 2013-14, in addition to two sites in FY 2012-13 SCSU and Berkley County. Using funding from FY 2013-14, budget three sites were to be established (Richland County District 1, Georgetown County and Williamsburg County), adding three additional sites in FY 2014-15 (Richland County District 2, Fairfield County and Florence County), four sites in FY 2015-16 (Clarendon County, Horry County, Marion County and Marlboro County), three sites in FY 2016-17 (Beaufort County, Hampton County and Jasper County), and finally three sites in FY 2017-18 (Allendale County, Bamberg County, and Barnwell County), thereby increasing the number of sites from two in FY 2012-13 to 18 sites by FY2017-18. The projected number of students enrolled at each site was seven (average N=7) and classes were to be held at program sites in designated public schools.

+ Counties per Expansion Plan	Established Sites	# of Students enrolled from County (as of 9/3/15)
FY 2013-14 Counties		
South Carolina State Campus	SC State	29
Berkley County	St. Stephan	12
Richland District 1	*Richland County (combined site)	19
Georgetown County	**On line (combined site)	3
Williamsburg County	**On line (combined site)	2
FY 2014-15 Counties		
Richland #2	*On line (combined site)	2
Fairfield	*On line (combined site)	3
Florence	**On line (combined site)	2
FY 2015-16 Counties		
Clarendon County	Anticipated opening Spring 2016	
Horry County	**On line (combined site)	2
Marion County	Anticipated opening Spring 2016	
Marlboro County	Anticipated Opening Spring 2016	
FY 2016-17 Counties		
Beaufort County		
Hampton County		
Jasper County		
FY 2017-18 Counties		
Allendale County		
Bamberg County		
Barnwell County		

+South Carolina Program for the Recruitment and Retention of Minority Teachers Expansion Plan of Action, Satellite Teacher Education Program Sites pp.9-10, September 2013

**Combined sites include Richland 1, Richland 2, and Fairfield County School Districts*

***Combined sites include Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County*

However, according to SCSU officials, SC-PRRMT combined sites with students from various areas in South Carolina. On line classes were started as an innovative method to help reduce administrative cost and to assist with statewide recruiting efforts. Some of the combined sites in the various areas also have face-to face classes in central locations. The combined sites, according to SCSU, are Richland County/Fairfield, which is comprised of Richland 1, Richland 2, and Fairfield County School Districts, and Florence/Georgetown/ Williamsburg/Horry which consists of Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County. Some of the combined sites also have face-to face classes in central locations.

The FY 2015-16 SC-PRRMT approved budget placed all funding towards forgivable teacher loans. Review of forgivable teacher loan disbursements, loan repayments and debt collections should be continued throughout FY 2016-17 to determine if funds are used to efficiently and effectively to increase the number of minority teachers in the state per the proviso. Monitoring the effectiveness of this program throughout the current year and during FY 2016-17 should include: 1) average cost per participant; 2) number of critical sites established throughout the state; 3) forgivable teacher loans amounts awarded to each participant; 4) annual loan amounts/debt collections; 5) number of graduates; and 6) number of graduates who entered the teaching profession in South Carolina (critical geographic/needs areas).

SC-PRRMT is funded as a recruitment program to attract minorities to the teaching profession (Part 1B Proviso 1A.7 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment). SC-PRRMT should develop sustainable partnerships with existing teacher recruitment programs throughout the state during the upcoming year and in FY 2016-17. Because the important goal is to increase the number of minority teachers throughout the state, and in an effort to serve as many eligible students as financially possible, SC-PRRMT's Expansion Plan was to: 1) increase the number of teachers through statewide delivery of coursework to non-traditional students; and 2) increase the program's effectiveness through the use of forgivable teacher loans to attract minority students to the teaching profession.

Recommendation:

The Committee on Access & Equity and Student Services commends favorably to the Commission:

- 1) Approval of the FY 2016-17 SC-PRRMT budget in the amount of \$339,482 for minority teacher recruitment at SCSU provided that the following conditions are required:
 - a. All funds appropriated to SC-PRRMT in FY 2016-17 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program;
 - b. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; verify the number of graduates of the program and report the placement of graduates to CHE;
 - c. CHE shall retain approval for the budget and monitor the use of funds to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis; and
 - d. The mission and program history of SC-PRRMT should be provided to the House Ways and Means Committee and Senate Finance Committee.
- 2) SC State University provide collections/carry forward documentation for SC-PRRMT from FY 2013 through FY 2015.



South Carolina Program for the
Recruitment & Retention of Minority Teachers

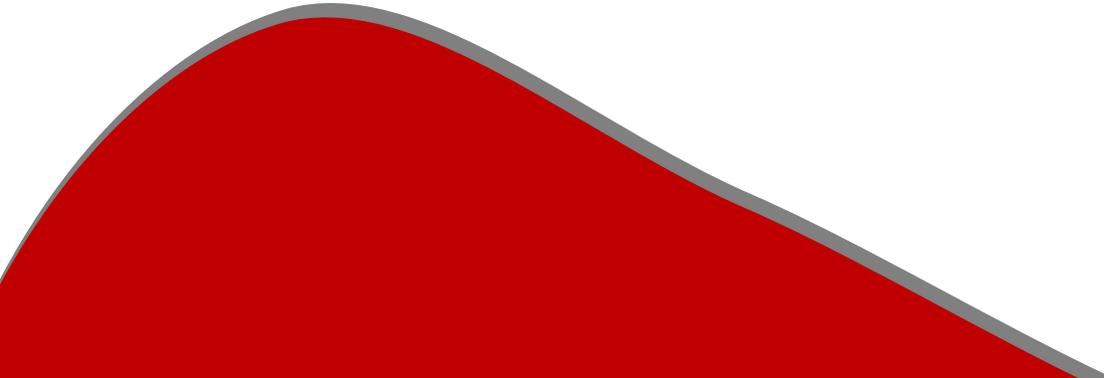
Lift a Life...Teach

**2014 - 2015
ANNUAL REPORT**

**Prepared for: The South Carolina Commission on Higher Education
Submitted by: Reinell Thomas-Myers, Program Manager**

**South Carolina State University
Orangeburg, South Carolina
August 2015**

Dr. W. Franklin Evans, Interim President



ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE
RECRUITMENT AND RETENTION OF MINORITY TEACHERS 2014-2015
SOUTH CAROLINA STATE UNIVERSITY
EXECUTIVE SUMMARY

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote 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. In collaboration with South Carolina State University’s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

PROGRAM OBJECTIVES AND OUTCOMES 2014-2015



Objective 1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University.

OUTCOME:

**TABLE 1
ENROLLMENT FIGURES FALL 2011 - SPRING 2015**

Year	Number
Enrollment 2011-2012	27
Enrollment 2012-2013	27
Enrollment 2013-2014	52
Enrollment 2014-2015	70
Mean	44

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program’s average enrollment in Teacher Education Curricula is 44 for fall 2011-spring 2015.

Objective 2

On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

OUTCOMES:

**TABLE 2
STATE- DECLARED CRITICAL NEEDS**

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2011-2012	7	5 (71%)	6 (86%)	100%
2012-2013	12	2 (17%)	10 (83%)	100%
2013-2014	14	2 (14%)	14 (100%)	100%
2014-2015	15	4 (27%)	14 (93%)	*14 (100%)

* Information for one 2014-2015 graduate was being researched at the time of this report.

Program Graduates’ Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2015 199 (95%)
 Number of Graduates in State-Declared Critical Need Subject Areas 67 (32%)
 No. of Graduates Placed in Critical Geographic Schools 174 (87%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective 3

To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- ◆ The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.
- ◆ Fifty-two (91%) undergraduate Program participants maintained their eligibility during the 2014-2015 Academic Year. Forty (70%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or better. One hundred percent of the Program's M.A.T. participants (13) maintained their eligibility.
- ◆ For academic year 2014-2015, ninety-two percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(13)
3.50 – 3.74	(17)
3.00 – 3.49	(23)

- ◆ For the 2014-2015 Academic Year, 15 students graduated; all 15 (100%) met certification requirements.
- ◆ Of the Program's fifteen 2014-2015 graduates, to date, 14 (93%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.
- ◆ Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.
- ◆ The teaching experience of graduates range from 1 to 21 years.
- ◆ One hundred and forty-five (76%) of the Program's placed graduates have gained 5 to 21 years teaching experience, and the mean years of teaching for all graduates is 17.5 years.

The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s).

TABLE 3

**TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N = 149**

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
4	5	0%	3	5	150%
4	6	20%	5	6	200%
9	7	40%	5	7	250%
4	8	60%	6	8	300%
10	9	80%	8	8	350%
3	10	100%	-	-	-
6	11	120%	-	-	-
4	12	140%	-	-	-
6	13	160%	1	13	550%
6	14	-	-	-	-
0	15	200%	-	-	-
7	16	220%	-	-	-
12	17	240%	-	-	-
15	18	260%	-	-	-
17	19	280%	-	-	-
11	20	300%	-	-	-
3	21	320%	-	-	-
TOTAL 121	-		TOTAL 28	-	-

Of the 121 Bachelor's participants, 74.46% (90 out of 121 participants) years of teaching range from 10 years to 21 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 320%.

Of the M.A.T. participants, 100% (28 out of 28 participants) years of teaching range from 5 to 13. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 550%.

***THE SUPPORT OF STATEWIDE RECRUITMENT AND
RETENTION EFFORTS***

- ◆ The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13 and continued FY 2014-2015.
- ◆ The Program Recruiter was a presenter at Williamsburg County School District's Summer Institute June 2015. The collaboration is part of the continuing partnership with Williamsburg County to retain and increase program participation in the area.
- ◆ SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2014-2015.
- ◆ Program recruitment activities for AY 2014-2015 also included: recruitment exhibitions and participation in fall open house, Youth Day, and spring open house at SC State University, freshman orientation, mailings and responses to program inquiries, visits to school districts, technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase. Recruitment activities/events included the following:

Aiken Technical College
Berkeley County Schools
Calhoun County Schools
Central Carolina Technical College
Florence County School District #3
Florence-Darlington Technical College
Freshman University Fair (SC State)
Georgetown County Schools
Greenville Technical College
Midlands Technical College
SCSU Open House (Spring and Fall)
Piedmont Technical College
Richland County School District One
Technical College of the Low Country
Trident Technical College
Trident Technical College – Palmer Campus
Williamsburg County Schools
York Technical College

***EIA BUDGET
PROPOSED BUDGET
FY 2016-2017***

BUDGET REQUEST \$339,482.00

Forgivable Loans	\$339,482.00
TOTAL PROJECT APPROPRIATIONS	\$339,482.00

Budget for FY 2012-2013, FY 2013-2014, FY 2014-2015, and Current FY 2015-2016.

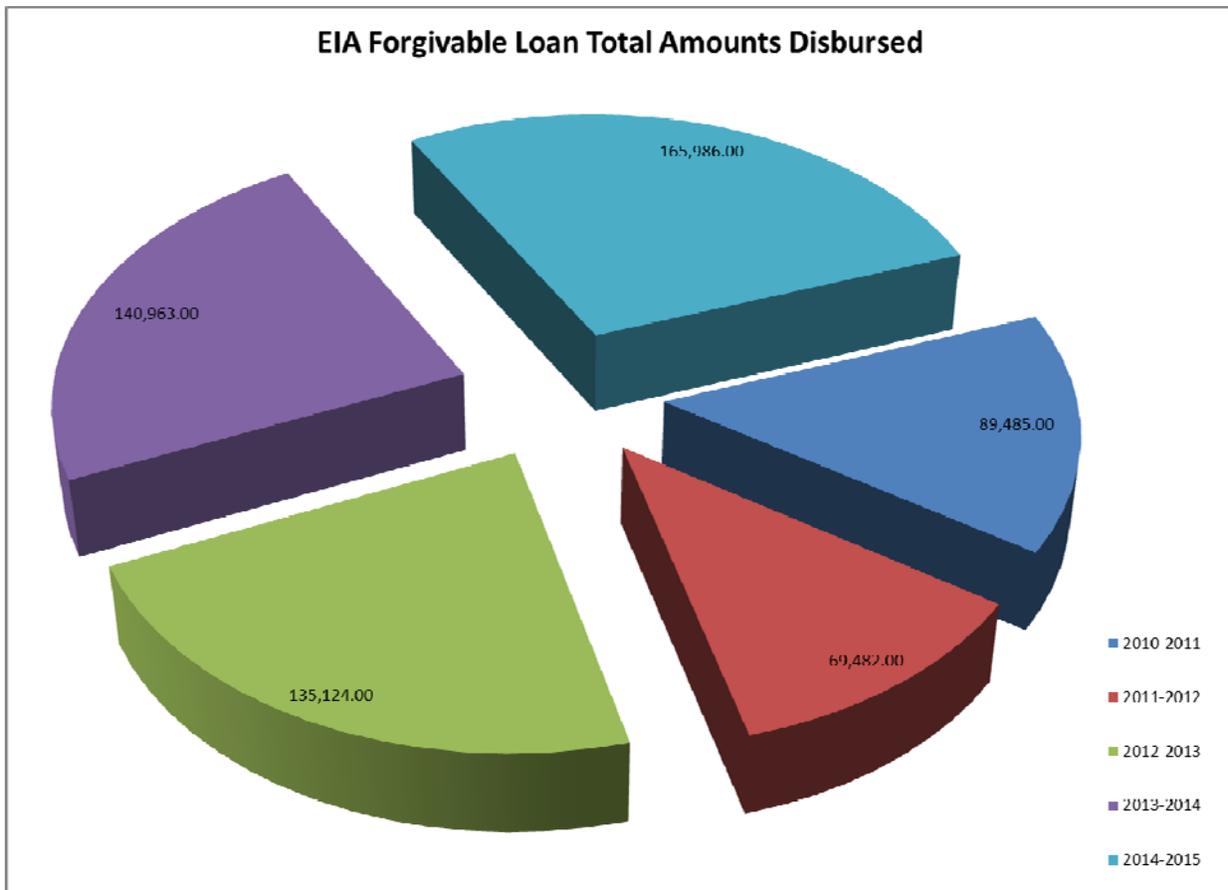
Funding Source	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	Current 2015-2016 Estimated
EIA	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
General Fund	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr.	-0-	-0-	-0-	-0-
TOTAL	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Expenditures	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	Current 2015-2016 Estimated
Personnel Service	\$146,388.57	\$146,388.57	119,053.04	-0-
Contractual Services	1,101.00	740.00	402.49	-0-
Supplies and Materials	2,379.00	1,150.72	3,037.63	-0-
Fixed Charges	1,150.00	1,250.00	261.50	-0-
Travel	2,175.00	3,545.00	8,612.34	-0-
Equipment	1,200.72	-0-	-0-	-0-
Employer Contributions	31,344.71	31,344.71	25,289.00	-0-
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-	-0-
Other: Forgivable Loans	153,743.00	155,063.00	182,826.00	-0-
Balance Remaining	-0-	-0-	-0-	-0-
TOTAL	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
TOTAL Collections/Revenue Carried Forward	\$136,176.66	\$170,771.68	\$193,247.14	\$193,247.14
TOTAL (Appropriations Received/Collections Revenue/Carried Forward)	\$475,658.66	\$510,253.68	\$532,749.14	\$532,749.14
Expenditures	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	Current 2015-2016 Estimated
Personnel Service	Program Manager (1)	Program Manager (1)	Program Manager (1)	Program Manager(1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter Position deleted by SC State Administration
	Secretary (1)	Secretary (1)	Secretary(-0-)	Secretary(-0-)
	Adjunct Instructors(8)	Adjunct Instructors(8)	Adjunct Instructors(9))	Adjunct Instructors (15)

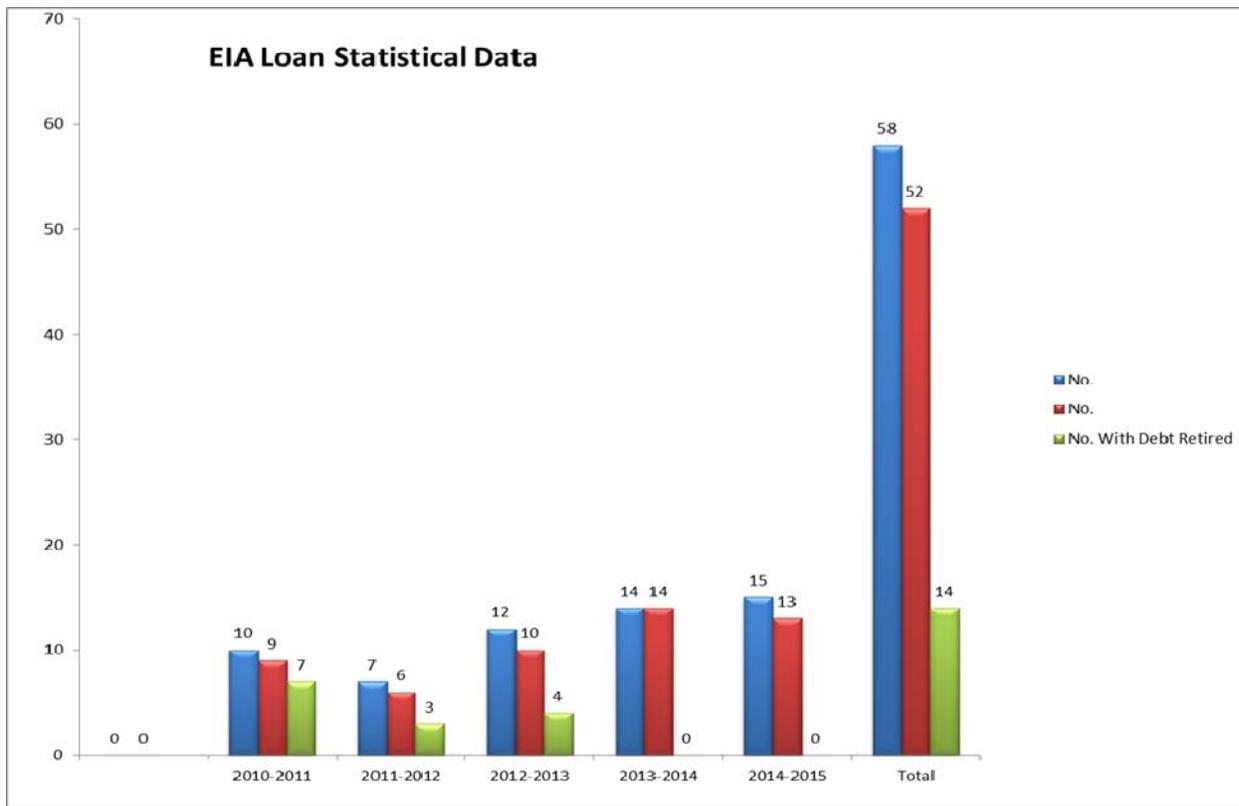
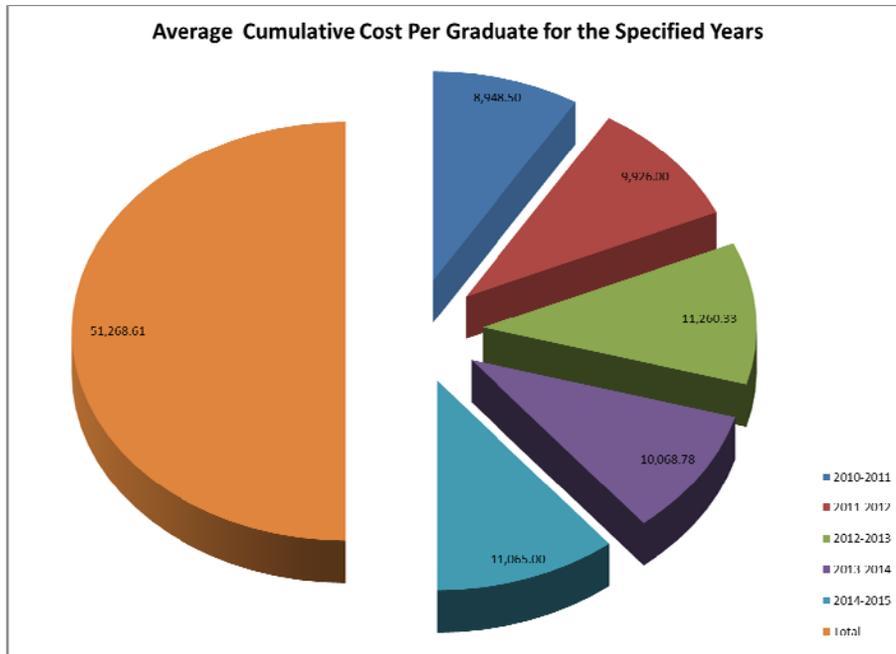
Collections Revenue used if needed for additional Forgivable Loans.

EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2010-2011, FY 2011-2012, FY 2012-2013, FY 2013-2014, and FY 2014-2015.

	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2010-2011	10	9	89,485.00	7	8,948.50
2011-2012	7	6	69,482.00	3	9,926.00
2012-2013	12	10	135,124.00	4	11,260.33
2013-2014	14	14	140,963.00	0	10,068.78
2014-2015	15	14	165,986.00	0	11,065.00
Total	58	53			





Total number of participants per year by gender and race/ethnicity.

Distribution of Participants

Years	BF	WF	Asian/ His.F	BM	WM	Asian/ His.M.	Number of Participants
2010-2011	17	7	2	2	0	0	28
2011-2012	18	4	1	3	1	0	27
2012-2013	20	3	1	2	1	0	27
2013-2014	40	1	1	9	1	0	52
2014-2015	52	3	1	14	0	0	70

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- ◆ forgivable loan awards for students
- ◆ classes for the Praxis exam. Students must pass all parts of the Praxis Core examination to enter the Teacher Education program
- ◆ refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students
- ◆ longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- ◆ all program materials, supplies, and equipment
- ◆ part-time personnel/instructors
- ◆ program marketing and recruitment
- ◆ normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET
Budget for FY 2012-2013, 2013-2014, FY 2014-2015, 2015-2016 and Proposed FY 2016-2017

	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 ESTIMATED	Proposed Budget 2016-2017
Revenue					
Amount in Collections	\$136,176.66	\$170,771.68	\$193,247.14	\$193,247.14	\$193,247.14
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	\$136,176.66	\$170,771.68	\$193,247.14	\$193,247.14	\$193,247.14
Expenditures					
+Personnel Services					
1. Salaries	146,388.57	146,388.57	119,053.04	-0-	-0-
2. Fringes	31,344.71	31,344.71	25,289.00	-0-	-0-
OTHER EXPENDITURES					
Office Support	1,082.33	1150.72	2,598.55	-0-	-0-
Postage	460.00	400.00	239.00	-0-	-0-
Equipment & Maintenance	3,451.39	750.00	261.50	-0-	-0-
Telephone (WATS LINE)	837.00	400.00	200.08	-0-	-0-
Printing <i>Newsletter/Annual Reports and other documents</i>	-0-	440.00	-0-	-0-	-0-
Forgivable Loans	153,743.00	155,063.00	182,826.00	\$339,482.00	\$339,482.00
Promotional Service <i>TV Ad, Website, Promotional/ Recruitment Materials</i>	-0-	-0-	402.49	-0-	-0-
Intervention/Workshops for Pre-Service Teachers	-0-	-0-	-0-	-0-	-0-
Travel <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i>	2,175.00	3,545.00	8,612.34	-0-	-0-
TOTAL OTHER EXPENDITURES	\$161,748.72	\$161,748.72	\$195,139.79	\$339,482.00	\$339,482.00
TOTAL PROJECT EXPENDITURES	\$339,482.00	\$339,482.00	\$339,482.00	-0-	-0-
TOTAL PROJECT APPROPRIATIONS	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
APPROPRIATIONS REQUESTED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
APPROPRIATIONS CUTS	-0-	-0-	-0-	-0-	
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward	\$136,176.66	\$170,771.68	\$193,247.14	\$193,247.14	\$193,247.14
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$475,658.66	\$510,253.68	\$532,749.14	\$532,749.14	\$532,749.14
Collections Revenue used if needed for additional Forgivable Loans.					

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

+Personnel Services	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(8)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Secretary(-0-) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (-0-) Secretary(-0-) Adjunct Instructors (9)	Program Manager (1) Adjunct Instructors (15)
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**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

PRRMT

Expansion Plan of Action

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

August 2015

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT and establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2015-2016 and subsequent years, the program will need additional funding.**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote 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.

A Purpose Number 1

To increase the pool of teachers in the State.

B. Specific Objective Number 1

To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

C. Performance Evaluation Measure: Increased enrollment resulting in an increase in the number of graduates.

Ongoing (Fall 2013 – Spring 2018)

1.1 Recruitment and expansion activities remain ongoing (Fall 2013 – Spring 2018).

For AY 2014-2015 the program had established sites and offered classes to students in Berkeley, Columbia (Richland County), Fairfield, Florence, Horry, Georgetown, and Williamsburg counties. For 2015-2016 classes will continue in these areas. Interest meetings will be scheduled in Chesterfield, Marion, Marlboro, and Horry counties. Administrators asked that the meetings be postponed until the upcoming academic year.

In order to expand into different areas of the state, PRRMT's original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. In keeping with the overall expansion initiative, by spring 2018 the goal is to establish sites in each region. Below is a breakdown of the regions:

Region 1 – Columbia (Richland County), Fairfield, Lexington, Newberry

Region 2 – Berkeley, Charleston, Dorchester

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Region 3 – Chesterfield, Dillon, Florence, Marion, Marlboro

Region 4 – Georgetown, Horry, Williamsburg

Region 5 – Abbeville, Aiken, Barnwell, Edgefield, Laurens, McCormick, Saluda

Region 6 – Allendale, Bamberg, Calhoun, Orangeburg

Region 7 – Beaufort, Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

Region 10 – Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg

- a. Contact district personnel and set up initial visit
- b. Provide marketing materials to district to determine interest
- c. Meet with instructional assistants (teacher aides)
- d. Disseminate and assist in the completion of necessary admissions and financial aid documents
- e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
- f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
- g. Analyze applicants transcripts to determine eligibility
- h. Process students for enrollment

1.2 Maintain current sites and establish additional sites.

Selected sites and areas will be charged with assisting to locate qualified instructors in the area.

- a. Coordinate with district personnel to determine infrastructure currently in place
- b. Review participants transcripts to determine courses needed
- c. Prepare a schedule of classes
- d. Contract instructors
- e. Implement instruction by virtual delivery
 - 1). Online classes
 - 2). Video Conferencing
 - 3). Combine sites for classes

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

- f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.
 - g. Facilities Usage Fee
 - h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.
- Six online/hybrid classes were offered for 2014 – 2015.
There are four instructors per site, per semester.
Four online classes are being offered fall 2015.

1.3 Award Forgivable Loan.

Determine if student meets the requirements for a forgivable loan award.
So that funds may reach more participants, awards will be based on need.
The served population is non-traditional students and many do not qualify for other types of financial aid.
Budget reductions also limit the number of students the program can award assistance.

1.4 Increase the number of program graduates.

The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.
Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.
Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites.

Maintain copies of participant transcripts, and state required examination scores.
Schedule intervention workshops.
Coordinate with districts to offer workshops and enhancement seminars.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

Enrollment Projections

Table 2

Satellite Teacher Education Program Sites

	Total Number of Enrollees for all PRRMT Sites (Provided funding is available)	Actual Number of Enrollees for PRRMT	Enrollees per Site
2013 - 2014	40	52 Increase of 79% from 2012-2013	Berkeley - 9 Richland One - 11 SC State Campus - 32 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus.
2014 - 2015	70	70	Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 30
2015 - 2016	80		
2016 - 2017	100		
2017 - 2018	120		

Table 3

Projected Graduation Rates

	Total Number of Graduates for all PRRMT Sites	Actual Number of Graduates for PRRMT
2013 - 2014	12 - 14	14
2014 - 2015	15 - 17	15
2015 - 2016	18 - 20	
2016 - 2017	20 - 22	
2017 - 2018	22 - 24	

Table 4

**Classification of Participants
as of May 2015 - AY 2014-2015**

Graduates	15
Seniors	8
Juniors	10
Sophomores	10
Freshmen	14
MAT	13

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote 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.

A. Purpose Number 2

To increase the pool of teachers in the State.

B. Specific Objective Number 2

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

C. Performance Evaluation Measure:

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

MILESTONES	TIME FRAME
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education’s Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates.	Ongoing
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State’s Office of Admissions and Recruitment and SCSU’s Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites.	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION**

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- A Purpose Number 3**
To increase the pool of teachers in the State.

- B. Specific Objective Number 3**
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiatives that focus upon teacher recruitment and issues in educating minorities.

- C. Performance Evaluation Measure:** Published newsletter, Conference printed programs, correspondence.

MILESTONES	TIME FRAME
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association.	January/spring each annual year providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
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2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
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2.15 Prepare program reports.	September 1 annually October 1 annually

South Carolina Department of Education

Recruitment Plan 2011-2016

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote 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.

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3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

South Carolina Department of Education

Recruitment Plan 2011-2016

**Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)**

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

**South Carolina State University
South Carolina Department of Education**

Recruitment Plan 2011-2016

South Carolina Department of Education

Recruitment Plan 2011-2016

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

<p>Strategy 1: Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here: http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm. Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.</p>		
<p>Action Step 1: <u>DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year.</u></p> <p>COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit</p> <ol style="list-style-type: none">1. Devise a process where faculty can receive the schedule for ED-OP recruitment days. <i>(Responsible Persons: Recruitment Committee)</i>2. Have faculty members sign up for their preferred recruitment visit day .3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained information-wise.		

South Carolina Department of Education

Recruitment Plan 2011-2016

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

<ol style="list-style-type: none">4. Obtain list of contact students at end of ED-OP visits.5. Divide up contact information by program.6. Have program faculty contact/correspond with prospects (<i>Responsible Persons: Program Coordinators</i>)		
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**South Carolina Department of Education
Recruitment Plan 2011-2016**

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

<p>Strategy 2: The Department of Education will increase the number of Education majors by 20% by the 2015-2016 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.</p>		
<p>Action Step 1: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures (\$500.00), LCD Projectors and Laptops (\$1,000 if DOE equipment must be replaced).</p> <ol style="list-style-type: none"> 1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State. 2. The DOE Recruitment Committee and the scholars program advisors will create a plan and schedule for meeting with each of the organizations. The length and time would be established by contacting the middle school 	<p>Action Step 2: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p>COST ANALYSIS: (\$3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.</p> <ol style="list-style-type: none"> 1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long. 2. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers about what education topics 	<p>Action Step 3: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts</u></p> <p>COST ANALYSIS: (\$100 at minimum) for travel to schools if necessary.</p> <ol style="list-style-type: none"> 1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days. 2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers. 3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty. 4. Survey administered online (e.g. SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete survey at their school's cpu labs if

**South Carolina Department of Education
Recruitment Plan 2011-2016**

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

<p>organization’s advisor (through the school’s principal).</p> <p>3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are “declared education majors” for comparison when these same tallies are made in 2015.</p> <p>4. Faculty members will complete their assigned presentation dates for 2011-2012.</p>	<p>will engage children</p> <p>3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school’s principal).</p> <p>4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012).</p> <p>5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools. (Early Fall)</p> <p>6. PD will be conducted with survey data collected. (October 2012 Tentative)</p> <p>7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall)</p> <p>8.</p>	<p>necessary.</p> <p>5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation.</p>
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**South Carolina Department of Education
Recruitment Plan 2011-2016**

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF
EDUCATION MAJORS BETWEEN 2011-2016**

<p>Strategy 3: The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the attendees to declare Education as a major.</p>		
<p>Action Step 1: <u>Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments.</u></p> <p>COST ANALYSIS: (\$500.00) for refreshments, equipment.</p> <ol style="list-style-type: none"> 1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently. 2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components. 3. At the event hand out TE brochures, program studies; have faculty members speak briefly on each area; answer questions; have students to sign a contact form; 	<p>Action Step 2: <u>Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices</u></p> <p>COST ANALYSIS: (\$1,000 depending on types of resources)</p> <ol style="list-style-type: none"> 1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget. 2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least exploring the possibility. 3. DOE Recruitment Committee presents ideas 	<p>Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors</p> <p>COST ANALYSIS: None(?)</p> <ol style="list-style-type: none"> 1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets). 2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty. 3. Committee works with SCSU webmaster to update system as requested. 4. Website is upgraded and launched.

South Carolina Department of Education
Recruitment Plan 2011-2016

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
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<p>have change of major forms for students to complete on site.</p> <p>4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared as education majors; follow-up with other students for the rest of the CURRENT semester.</p>	<p>to CARE Center which helps to identify what the center can handle space-wise.</p> <p>4. DOE Recruitment Committee Presents final plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes.</p> <p>5. DOE Committee gives info to Chair to order materials.</p> <p>6. Resources are integrated into CARE Center.</p> <p>7. Resources are made available to students.</p>	
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**South Carolina Department of Education
Recruitment Plan 2011-2016**

Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

<p>Strategy 4: Expand the number of non-traditional enrollees by 25%.</p>		
<p>Action Step 1: <u>SC-PRRMT makes contact with and visits school districts.</u></p> <p>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials (\$500.00).</p> <ol style="list-style-type: none"> 1. Make Presentation 2. Distribute marketing materials on the SC-PRRMT 3. Distribute information from Admissions Office 4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information 5. Process SC-PRRMT Personal Data Recruitment Forms 	<p>Action Step 2: <u>Forward student’s completed SC State Application and other required documents to Admissions Office for processing and evaluation.</u></p>	<p>Action Step 3: <u>Obtain Official Letter of Acceptance from Office of Admissions</u></p>
<p>Action Step 4: <u>Obtain student’s G.P.A., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..</u></p>	<p>Action Step 5: <u>Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student’s financial status.</u></p>	<p>Action Step 6: <u>Process student for enrollment and determine EIA Forgivable Loan Award.</u></p>
<p>Action Step 7: <u>Schedule of Classes Prepared by Program Manager and Program Recruiter.</u></p>		

For additional information, write or call

**The South Carolina Program for the Recruitment
and Retention of Minority Teachers
Post Office Box 7793
South Carolina State University
Orangeburg, South Carolina 29117-0001
(803) 536-8818
Fax: (803) 533-3611
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**Residency for Tuition/Fee and State Scholarship/Grant Purposes of US Citizen
Students with Undocumented Parents**

Guidance

October 1, 2015

I. Introduction

The South Carolina Commission on Higher Education is currently a party in litigation brought on behalf of students who are United States citizens but are dependent on a parent or guardian who has an undocumented immigration status. The Commission first learned of such a scenario in 2013, and have since learned of other cases where this unique factual circumstance has presented itself to admissions and financial aid officials at South Carolina's colleges and universities.

The purpose of this document is to provide guidance to institutional residency officials and institutional residency appeal committees when this scenario is encountered. As the state higher education coordinating authority, this guidance sets forth the Commission's recommendations. However, in providing this guidance, the Commission fully recognizes that South Carolina statutory law places the responsibility for making residency determinations on the designated residency official for each institution. It is the designated residency official who is charged with the duty "to administrate the provisions of this chapter." S.C. Code Ann. § 59-112-80. In issuing this guidance, the Commission is not attempting to usurp or assume the ultimate authority of the colleges and universities in making residency determinations consistent with state law and Commission regulations.

II. Commission Recommendations

In determining the legal residency status of a student, South Carolina law differentiates between students who are independent and those who are still dependent on a parent or guardian. If the student is dependent, state law provides that the student is *presumed* to have the same residency status as the parent or guardian on whom he/she is dependent. S.C. Reg. § 62-603(B) specifically provides that "the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian."

Therefore, in the typical case, where a student is dependent on a parent or guardian, that student's residency is *presumed* to be that of the parent or guardian. Where the student is dependent on a parent or guardian who has an undocumented immigration status, the preliminary residency decision will typically be that the student qualifies as a "non-resident alien." According to Commission regulations, a "non-resident alien" is defined as "a person who is not a citizen or permanent resident of the United States. By virtue of their non-resident status 'non-resident aliens' generally do not have the capacity to establish domicile in South Carolina." S.C. Reg. § 62-602(K).

However, *where that student is also a United States citizen*, the Commission recommends that the analysis should not stop there. In that circumstance, the Commission recommends that the student should be informed that state law only presumes that he/she is a "non-resident alien" like the parent or guardian on whom he/she is dependent. That presumption is *rebuttable*, and the burden remains on the student to rebut that presumption, if possible, by presenting evidence to establish that that student is entitled to in-state residency status notwithstanding the undocumented status of his/her parent or guardian.

The Commission recommends that the following information may be obtained from the student to form the basis for the determination by the college or university that the U.S. citizen student may be granted in-state residency status:

1. Years that the student has resided continuously in South Carolina.
2. Official high school transcript(s) showing whether the student graduated from a South Carolina high school and showing years of attendance at a South Carolina high school.
3. Possession by the student of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card.
4. Possession of a valid SC vehicle registration if the student owns a motor vehicle.
5. Proof that the student filed South Carolina tax returns as a resident for prior tax years.
6. Proof that the parent or guardian on whom the student is dependent filed South Carolina tax returns as a resident for prior tax years.
7. Other proof that the parent or guardian on whom the student is dependent is living in South Carolina, including evidence of employment in South Carolina, a lease showing a rental home or apartment in South Carolina, utility bills, and the like.

This list is not intended to be exhaustive, and no single piece of evidence is necessarily conclusive. However, the Commission recommends that the institutional residency official weigh the evidence to make a determination whether the U.S. citizen student is domiciled in South Carolina. Students with an undocumented parent or guardian should not gain any advantage over other students whose parent or guardian on whom they are dependent qualify as a "non-resident," such as a resident of another state or country. However, a U.S. citizen student who can establish domicile in South Carolina should not be denied in-state residency status on the basis of his/her parent's undocumented status.

The Commission further recommends that a U.S. citizen student who is denied in-state residency status by the institutional residency official should be advised of his/her right to appeal that decision to the institution's residency appeal committee.

The Commission further recommends that the ultimate residency decision reached by the institutional residency official, and as applicable, the residency appeal committee, should be fully documented. The residency decision reached by the college or university shall be final. There is no appeals process by which the Commission will review and reverse or modify the residency decision reached by the college or university. Likewise, to the extent it has the authority, the Commission will not impose any sanction on the college or university for its residency decision made with regard to students who are United States citizens but are dependent on a parent or guardian who has an undocumented immigration status.

**Consideration of College Transition Need-based Grant Program Policy Guidelines
For the 2015-16 Academic Year**

October 1, 2015

Background

The General Assembly included Proviso 11.19 in the FY 2013-14 Appropriations Act to enable funds appropriated to the College Transition Connection be redirected through the need-based grant program to be available as need-based grants for student enrolled in recognized College Transition Programs (CTP) at South Carolina institutions as of spring 2015 includes: Clemson University, Coastal Carolina University, College of Charleston, University of South Carolina, and effective spring 2015 Winthrop University.

Analysis

The U.S. Department of Education offers financial aid to those students enrolled or accepted for enrollment in a comprehensive transition and postsecondary program for students with intellectual disabilities at post-secondary institution that participates in the *federal student aid programs. Institutions must participate in a federal approval process in order to provide federal funds to students enrolled in these programs. As of July 1, 2014 there were 34 approved programs with South Carolina being home to four of those programs. A fifth program had been initiated and in spring 2015 was recognized by the U.S. Department of Education.*

Initial efforts to assist intellectually disabled students were directed by the College Transition Connection (CTC). During the FY 2013-14, CTC works with select colleges and universities in South Carolina to design, create and fund transition and post-secondary opportunities for young adults with intellectual disabilities. The CTC worked with the South Carolina General Assembly and the South Carolina Commission on Higher Education (CHE) in an effort to redirect funds for the purposes of creating a state based program to provide additional financial assistance to students who enroll in these programs in South Carolina.

In working with CHE, CTC helped to identify the eligible South Carolina CTP's. The CTP serves students with intellectual disabilities who demonstrate financial need. These programs allow for students to attend a four-year institution and engage in academics, independent living environments, employment/career opportunities, and socialization. These programs are non-degree seeking and successful completion of these programs allows for students to receive a non-degree certificate of post-secondary education.

Proviso 11.16 in the FY 2013-2014 Appropriations Act went into effect July 1, 2013.

11.16 College Transition Connection Need-Based Grants: Funds appropriated for the College Transition Connection shall be transferred to the Commission on Higher Education Need-Based Grant program. These funds shall be used to provide need-based grants to South Carolina resident students enrolled at a public institution of higher education in an established college transition program that serves students with intellectual disabilities. The Commission on Higher Education, in consultation with College Transition Connection, shall develop guidelines for awarding these need-based grants and shall allocate the available funds to eligible institutions on the basis of student need and enrollment in the established college transition programs. All other grants and gift aid for which these students are eligible must be applied first to the cost of attendance prior to using the need-based grant funding. If the cost of attendance for an eligible student is met with all other grants and gift aid, the need-based

grant shall not be used. The participating institutions, in cooperation with the Commission on Higher Education and College Transition Connection, shall track the number of grant recipients and other information determined necessary to evaluate the effectiveness of these grants in assisting students with intellectual disabilities in college transition programs. No more than the amount transferred in Fiscal Year 2013-2014 for College Transition Connection may be expended from currently appropriated Commission on Higher Education Need-Based Grant funding for grants for students in college transition programs.

The Proviso transfers and dedicates recurring funds provided to CTP for the purpose of need-based student grants. The guidelines developed provide for eligibility consistent with eligibility with the financial assistance programs authorized under Title IV of the Higher Education Act of 1965. Participants of this program are required to complete a Free Application for Federal Student Aid (FAFSA) and demonstrate financial “need” as well as meet the established South Carolina residency requirements in order to receive funding. The redirected funds totaled \$179,178 FY 2013-14. Funding is limited to the level of FY 2013-14, FY 2014-15, and FY 2015-16 appropriations remain at \$179,178. All eligible students who demonstrated financial need were awarded during the 2013-14 academic year. CHE staff met with key personnel from each of the five eligible institutions to engage in discussions as to how to best move forward in identifying and awarding eligible students. As tasked, CHE staff in collaboration with CTP personnel, provide the attached guidelines that have been developed as a result of discussions, suggestions, and insight from CTP personnel and CHE staff. **(Attachment I)**

Below is a brief overview of the South Carolina CTP programs and disbursements.

Institution	Length of Program (All programs offer on and off campus housing)	Certification Awarded	Total Participants 2013-14	Total Participants Fall 2014-15	Total Participants Fall 2015
Clemson University	2 Years An optional 3 rd year is available for select students	Certificate of Postsecondary Education upon completion of 2-year program	1	2	3
Coastal Carolina University	4 Years	University Certificate of Completion	8	9	9
College of Charleston	4 Years	Certificate of Completion	3	0	0
University of South Carolina	Students have the option to enroll in a 2, 3, or 4 Year program	Certificate of Completion	8	7	8
Winthrop University*	2 Years	Letter of Completion	N/A	8	11

Institution	Award Disbursement 2013-14 Academic Year	Award Disbursement 2014-15 Academic Year	Projected Award Disbursement Fall 2015 Only
Clemson University	\$6,300	\$13,340	\$5,304
Coastal Carolina University	\$55,736	\$55,713	\$26,865
College of Charleston	\$21,000	\$0	\$0
University of South Carolina	\$56,000	\$45,500	\$23,880
Winthrop University*	N/A	\$28,000	\$32,835

**Effective Spring 2015 Winthrop University's CTP program received final federal approval required for their program implementation. Winthrop University is currently operational with enrollment for this Spring 2015 term and moving forward.*

Collaboration and development of the CTP programs have resulted in the following outcomes:

1. Guidelines for determining eligibility for a student enrolled in an eligible CTP program.
2. Process for grant award disbursement and requesting funds from CHE.

Because the CTP is directed by a temporary one-year budget proviso, considerations for the program in subsequent and future years will be subject to any statutory or regulatory changes that may occur during the upcoming 2016 Session of the General Assembly or renewal of the budget proviso for FY 2016-17. Due to the increase in the number of CTP participants, a request for an increase in funding was presented at the September 9, 2015 Committee on Access & Equity and Student Services meeting. **(Attachment II)**

Recommendation

The Committee on Access & Equity and Student Services commends favorably to the Commission approval of the proposed College Transition Need-based Grant Program Policy Guidelines for dissemination to the eligible College Transition Programs in the State. In addition, the Committee recommends to the Commission an increase in funding for the College Transition Need-based Grant Program from its current funding level of \$179,178 to \$350,000 for FY 2016-17.

College Transition Need-based Grant Program

Policy Guideline

Purpose

The South Carolina General Assembly included a provision in the FY 2013-14 Appropriations Act to initiate need-based grants for students in College Transition Programs (CTP). The proviso¹ directed funds totaling \$179,178 that had appropriated in the prior year for the College Transition Connection Program, a non-profit organization, to the Commission on Higher Education (CHE) Need-based Grant Program. The budget proviso dedicated the transferred funds to provide need-based grants to South Carolina resident students enrolled at a public institution of higher education in an established CTP that serves students with intellectual disabilities.

As of FY 2013-14 proviso and subject to annual continuation of the budget proviso and program funding, eligible students have an opportunity to enroll in an eligible CTP at a South Carolina post-secondary institution as a non-degree seeking student and receive need-based grant funds. The eligible CTPs that participate are as follows: Clemson University, Coastal Carolina University, College of Charleston, University of South Carolina, and effective spring 2015 Winthrop University. CTP institutional personnel are responsible for identifying and verifying program participants' eligibility and administering the grants per the outlined guidelines established by CHE in coordination with the College Transition Connection and institutions with the CTPs.

I. General Eligibility Requirements

A. CTP students will need to be verified for U.S. Citizenship or legal permanent residency and South Carolina residency (SC Code § 59-101-430)

B. A Free Application for Federal Student Aid (FAFSA) will need to be completed and submitted by each eligible student and determined "needy" as defined under Title IV Regulations for determining Federal Student Aid.

C. The FAFSA application is to be completed and submitted each academic year in which the CTP student plans to enroll. The financial aid office at the institution will review the FAFSA results, determine eligibility, and conduct any essential follow up with the student(s) for additional required documentation requests.

D. A student must be verified as an enrolled student in an eligible CTP during a fall or spring term.

¹FY 2013-14 Appropriation Act Part IB Proviso 11.19 initiated this program. The provision is continued in FY 2014-15 per Proviso 11.16 (CHE: College Transition Need-based Grants). A copy is accessible at http://www.scstatehouse.gov/sess120_2013-2014/appropriations2014/ta14ndx.php.

II. Continued Eligibility Requirements

A. The CTP student must be an enrolled student in an eligible CTP at an eligible institution during a fall or spring term.

B. The CTP student must be in compliance with Satisfactory Academic Progress (SAP) as defined by Title IV Regulation, as well as demonstrate that they are in good standing with the eligible CTP and the eligible CTP home institution.

III. Procedures for Awarding and Disbursement of Funds

A. Each year CHE will determine an annual award amount per student. ~~based on the continuation of the program as directed by the South Carolina General Assembly the total funds made available, and anticipated number of eligible students.~~

~~B. The maximum established award amount for the 2013-14 academic year is \$7,000.~~

B ~~C~~. A student's CTP Need-based Grant award may not exceed the student's cost of attendance as established by Title IV Regulation.

C ~~D~~. All other grants and gift aid for which these students are eligible, including Federal, State, private and institutional funds must be applied first to the cost of attendance prior to using the CTP Need-based Grant funding. If the cost of attendance for an eligible student is met with all other grants and gift aid, the CTP Need-based Grant shall not be used.

D ~~E~~. Half of the CTP Need-based Grant shall be awarded during the fall term and half shall be awarded during the spring term. There are no summer disbursements. The CTP Need-based Grant may be renewed for up to a maximum of eight terms.

E ~~F~~. Each CTP will provide to CHE by October 15th each fall term and March 15th each spring term an invoice to include eligible CTP student identifiers ~~and an Inter-Departmental Transfer (IDT)~~. Invoices provided on eligible CTP students to CHE after the aforementioned dates will still be eligible to receive an award, but will be disbursed in accordance with CHE policies. Spring invoices that include both the spring and fall terms must designate the requested amount for each eligible student for the fall and spring terms.

1. Invoices ~~and IDTs~~ will be provided to Student ~~Services Financial Support~~ at CHE by the established date for each fall and spring term. Included on the submitted invoice will be a signature from CTP personnel certifying verification of eligibility in the CTP program and a signature from financial aid personnel at the eligible institution verifying the determination of "needy."

IV. Appeals Procedure

A. Students who are in good standing as defined by the eligible institution, but are not meeting SAP standards have an option to appeal the loss of CTP funds. Should the student need to file an appeal for loss of CTP funds, the student will follow the established institutional and/or CTP program appeals process.



Mr. Gary Glenn

Dr. Karen Woodfault

RE: Budget request 2016-2017

In consultation with Senator Joel Lurie, we have determined that additional funding is needed for FY2016-17 to support the College Transition Need-Based Grant program in order to meet the anticipated growth of eligible South Carolina students with financial need.

As you are aware, College Transition Programs are need-based grant programs at South Carolina colleges and universities that serve South Carolina residents with intellectual disabilities. These programs offer academic and a structured curriculum to support students who want to continue their academic career and independent living instruction to prepare for gainful employment. At present USC, Clemson, College of Charleston, Coastal Carolina and Winthrop University offer College Transition Programs in South Carolina.

We are requesting the amount of funding for the College Transition programs be increased from its current funding level of \$179,178 to \$350,000 for FY2016-17.

I would like to place this request for additional funding before the Committee on Access & Equity and Student Services for consideration at their September 9, 2015 meeting at the Commission. I will be happy to present additional information regarding this request.

Regards,

A handwritten signature in black ink that reads 'Donald Bailey'. The signature is written in a cursive, flowing style.

Donald Bailey, Executive Director

**College Application Month, College Goal SC and College Signing/Commitment Day
Proposed Budget FY2016 through FY2018**

October 1, 2015

Background

College Application Month (CAM) and College Goal SC (CGSC)

CAM and CGSC have evolved into statewide efforts in a ‘Step 1-Step 2’ college access process. This process includes two important steps to accessing higher education - Step 1: applying to college and Step 2: paying for college.

The College Application Month (CAM) initiative began with a small pilot in 2009 implemented by the Commission on Higher Education (CHE) under the federal College Access Challenge Grant program. In 2010, this initiative was expanded to include an endorsement and a kick-off by former United States Secretary of Education and former South Carolina Governor, the Honorable Richard C. Riley, and CHE. College Application Month events have grown across South Carolina from 12 participating high schools with 1,000 high school seniors completing over 2000 applications to over 214 high schools with over 43,000 high school seniors completing an estimated 64,000 college applications. College Application Month events are designed for one critical purpose: to make the first step of the college access process (applying to college) a positive experience for South Carolina students. This effort is supported by CHE Staff and the Carolinas Association of Collegiate Registrars and Admissions Officers. **(Attachment I)**

The College Goal SC initiative began in 2006 when CHE was awarded a three-year grant from the Lumina Foundation, a non-profit education policy foundation to support College Goal Sunday. The purpose of College Goal Sunday was to increase the number of college-bound students who complete the Free Application for Federal Student Aid (FAFSA). This project was initially piloted in South Carolina in 17 counties along the I-95 corridor which stretches from Jasper County to Marlboro County. Today, College Goal Sunday has evolved into College Goal South Carolina (CGSC) as an annual event hosted during the month of February primarily by financial aid officials and volunteers around the state. Similar to the College Application Month model, students and families who attend CGSC events receive one-on-one assistance in completing the FAFSA.

CGSC is currently funded by the National College Access Network, a foundation that supports initiatives that focus on college access and workforce initiatives. This funding will end in FY2016. CHE has built a statewide network of sustainable partnerships with the support of the South Carolina Association of Student Financial Aid Administrators (SCASFAA). During the month of February 2015, CGSC events were hosted in 38 higher education institutions, high schools, and libraries throughout the state. A total of 1045 students and parent/guardians participated in these statewide events (reported by sign-in sheets from each location). Out of the total number of participants, 642 (61%) reported as a college bound student or current senior in high school and of the 526 (50%) students who completed the participant survey, 305 reported they submitted a FAFSA form. **(Attachment II)**

Proposal - Step Three - College Signing/Commitment Day

A third step - College Signing Day or College Commitment Day - would allow students and families to celebrate their success as they enter into higher education. A college signing day would gather a community’s high school seniors and celebrate their commitment to attend college, enroll in a certificate program or other post-secondary training (similar to the celebrations experienced by athletes as they sign intent letters to colleges of their choice). As the third step in this triad, planning events to celebrate the postsecondary paths of graduating high school seniors could include declaring the month of May as “College Signing/Commitment” month in South Carolina. This low-cost step would involve

coordinating a social media campaign and publication of an online CHE guide on how high schools can celebrate the postsecondary plans of ALL their graduating seniors in ways that entice the student body, attract the local media, and encourage a college-going culture. The third step - College Signing/Commitment Day would be funded with existing state carryover funds. **(Attachment III)**

Recommendation:

The Committee on Access & Equity and Student Services commends favorably to the Commission funding of College Application Month, College Goal SC, and College Signing/Commitment Day in the amount of \$20,417.00 through existing grant funding and for FY 2016-17 supplemented with existing carryover funds.

College Application Month Data

South Carolina

	2009	2010	2011	2012	2013	2014
Total # of Participating High Schools	12	57	121	152	186	214*
Total # of high school seniors reported by site coordinators	1,000	15,000	20,820	32,178	39,358	43,931
Total # of volunteers and college representatives who assisted with CAM events.	N/A	N/A	N/A	N/A	1,763	2,240
# of high school seniors who signed into a CAM event	N/A	N/A	N/A	N/A	20,262	20,416**
# of signed in high school seniors that completed the Student Survey	N/A	N/A	N/A	4,958	8,302	8,505
# of students who completed the Student Survey self-reported as "First in Family"	N/A	N/A	N/A	N/A	N/A	2,475
# of completed college applications reported from high school seniors who completed the Student Survey/sign in sheet	N/A	N/A	N/A	8,638	14,497	26,907
Estimated # of completed college applications for all high school seniors who signed into a CAM event	N/A	N/A	N/A	N/A	35,382	64,598***

N/A = information was either not collected or requested by ACE during that specific program year

**There are ~293 public high schools and ~207 private high schools in South Carolina*

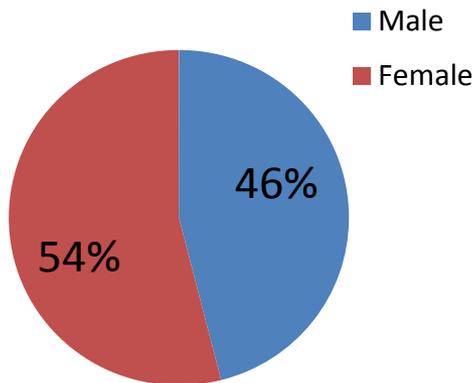
***201 out of 214 End of Event reports were submitted to CHE following CAM events by the deadline (1/30/15)*

****Total # of high school seniors who signed-in to a CAM event divided by # of signed-in high school seniors who completed the Student Survey multiplied by the # of completed college applications reported by high school seniors who completed the Student Survey/sign in sheet.*

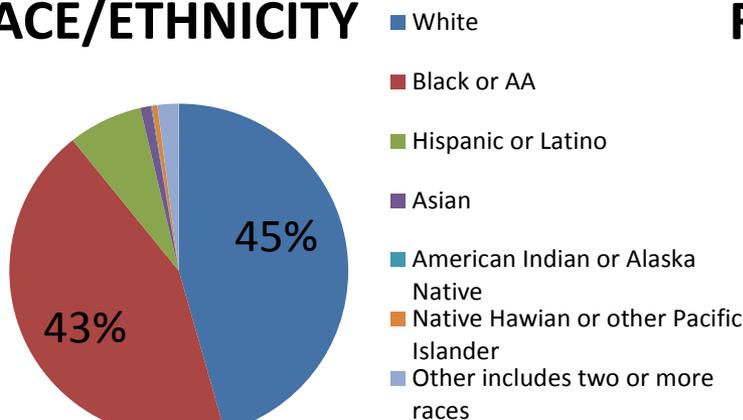
College Application Month Survey

n=8,505

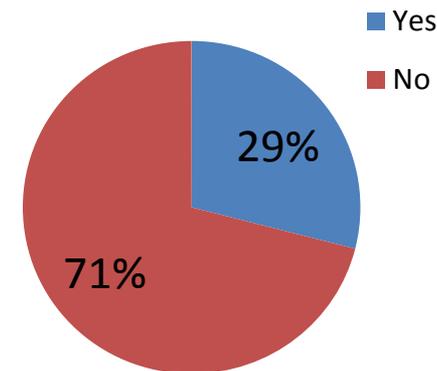
GENDER



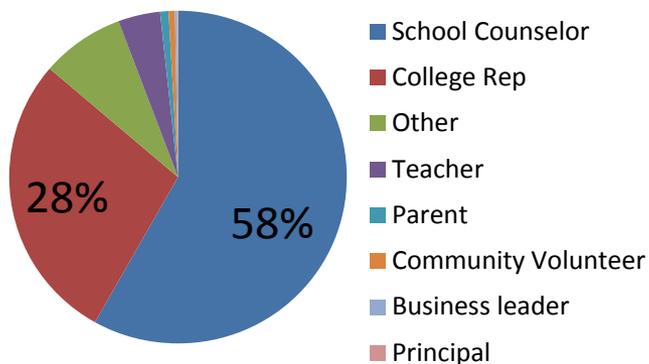
RACE/ETHNICITY



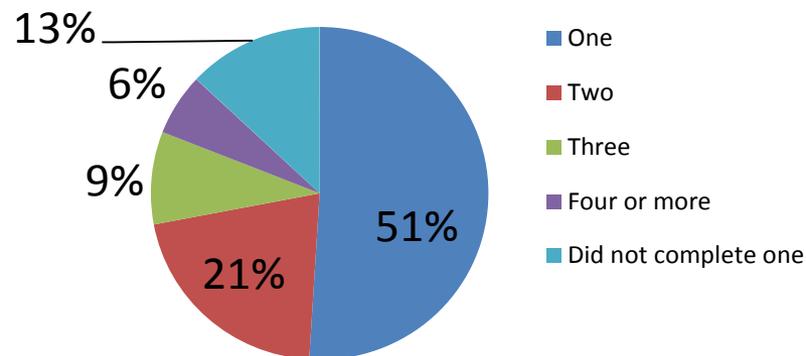
FIRST IN FAMILY



APPLICATION ASSISTANCE



COMPLETION OF APPLICATIONS



College Goal South Carolina 2015 Site Locations

Event locations	Total students and parents/guardians by site	College-bound student (entered on sign-in form reported by site coordinator)	% of total participants were reported college bound students	# of FAFSAs submitted (n-526 reported on participant survey)
Aiken Technical College	23	11	48%	3
Andrews High School	29	23	79%	*
Bluffton High School (Technical College of the Lowcountry hosted)	33	17	52%	5
C.E. Murray High School (SC GEAR UP)	12	5	42%	4
Central Carolina Technical College (Sumter location, FE Dubose location, Kershaw location, and Lee location)	66	49	74%	35
Central High School (USC Lancaster hosted)	9	4	44%	2
Clafin University	4	1	25%	2
Columbia International University	2	1	50%	1
Estill High School (SC GEAR UP)	15	8	53%	4
Francis Marion University	10	6	60%	15
Goose Creek High School	37	16	43%	1
Greenville Technical College	3	2	67%	1
Horry Georgetown Technical College (Georgetown location and Conway Campus location)	140	106	76%	62
Midlands Technical College	63	30	48%	14
Northeastern Technical College	5	4	80%	5
Rock Hill (USC Lancaster hosted)	4	4	100%	0
Spartanburg Community College (Cherokee County Campus location)	25	11	44%	13
St. John's High School (SC GEAR UP)	7	1	14%	1
Technical College of the Lowcountry	16	8	50%	7
Timberland HS (Trident Technical College hosted)	24	15	63%	0
Tri County Technical College (Anderson Campus location)	5	5	100%	5
Tri-County Technical College (Easley Campus location)	23	11	48%	10
Tri-County Technical College (Main Campus location)	12	8	67%	1
Trident Technical College	26	12	46%	16
Trident Technical College (Berkeley location)	14	8	57%	*
TriO - Richland Public Library	104	62	60%	6
University of South Carolina Lancaster	21	18	86%	10
University of South Carolina Union	17	14	82%	16
University of South Carolina Upstate	16	10	63%	13
Waccamaw High School	14	4	29%	2
Wade Hampton High School (Technical College of the Lowcountry hosted)	38	17	45%	1
Williamsburg Technical College	77	75	97%	10

Attachment II

Event locations	Total students and parents/guardians by site	College-bound student (entered on sign-in form reported by site coordinator)	% of total participants were reported college bound students	# of FAFSAs submitted (n-526 reported on participant survey)
Wilson High School (SC GEAR UP)	28	17	61%	11
York Technical College	106	59	56%	18
OTHER (did not click an event location on USA Funds survey)	17	*	*	11
TOTAL	1045	642	61%	305

**Although the sign-in information was collected by the site coordinator, the information for the data field was not reported on the participant survey.*

Three Step Process: College Application, College Goal SC and College Sign

START DATE: 9/4/2017

	SEP 5 - NOV 18			SEP 4 - NOV 17		
	9/5/2016	11/18/2016	TOTAL	9/4/2017	11/17/2017	
College Application Month (CAM)						
CAM MATERIALS						
Palm Cards		800.0	800.0		850.0	850.0
Flyers, Posters		1,500.0	1,500.0		1,550.0	1,550.0
Domain on Website (.COM,.NET,.ORG - EXPIRES 6/2019)						0.0
Maintenance (EXPIRES 6/2017)				2,500.0		2,500.0
Hosting (EXPIRES 5/2018)						0.0
Toolkits (USB)		700.0	700.0		750.0	750.0
Total		3,000.0	3,000.0	2,500.0	3,150.0	5,650.0
College Goal						
Banners, Palm cards		2,637.0	2,637.0		2,700.0	2,700.0
Flyers, Posters and signage		2,800.0	2,800.0		3,000.0	3,000.0
Planning meetings		500.0	500.0		550.0	550.0
\$100 Mini /Planning Grants (40)		4,000.0	4,000.0		4,000.0	4,000.0
Recognition plaques		1,180.0	1,180.0		1,200.0	1,200.0
Total		11,117.0	11,117.0		11,450.0	11,450.0
College Commitment/College Signing Event						
Initial Planning		100.0	100.0		100.0	100.0
Design (creatives)		700.0	700.0		300.0	300.0
Deployment on Website		1,500.0	1,500.0		0.0	0.0
Social Media/Campaign		4,000.0	4,000.0		4,000.0	4,000.0
Total		6,300.0	6,300.0		4,400.0	4,400.0
Total			\$20,417.00			\$21,500.00

FY 2015-16 SC National Guard College Assistance Program

October 1, 2015

Background

In 2007, to better support the recruitment goals of the SC National Guard (SCNG), legislation was passed that closed the SC National Guard Student Loan Repayment Program and replaced it with a college tuition assistance program. A new tuition assistance program for SC National Guard members, the SC National Guard College Assistance Program (SCNG CAP), was implemented in academic year 2007-08. The SC Commission on Higher Education (CHE) in consultation with the SCNG developed program guidance, and CHE promulgated regulations for the operation and administration of the SCNG CAP pursuant to SC Code of Laws Section 59-114-10 et seq. in 2009.

The SCNG CAP is administered by CHE in consultation with the SCNG and provides tuition assistance for eligible enlisted guard members enrolled in undergraduate programs. Eligible Army Guard members may receive up to \$4,500 per year and eligible Air Guard members may receive up to \$9,000 per year. The cumulative total of all SCNG CAP benefits received may not exceed eighteen thousand dollars (\$18,000).

All eligible students have been funded each year by the SCNG CAP with the exception of academic year 2012-13. During academic year 2012-13, the program met its funding capacity during the fall 2012 term and there were no awards for the spring 2013 term. Funding for the SCNG CAP, lottery appropriated funds, increased from \$1.7 million to \$4.5 million in FY2013-14 to serve additional SCNG members. However, the number of SCNG CAP awards did not increase as anticipated. On March 31, 2015, Commission staff met with the SCNG representatives and all parties agreed that the anticipated growth in eligible Air and Army CAP recipients would not exceed 775 for FY2015-16. For FY2015-16, \$3 million of unexpended SCNG CAP funds were transferred to the Veterans Differential Reimbursement Fund per Proviso 3.8. **(Attachment I)**

The SCNG was very successful in their efforts to increase the number of members receiving eligibility for the program for this academic year, 2015-16. The number of eligible applications received (updated) - 1,060 - exceeds the available funding for awards. However, historically, all eligible students do not enroll, enroll part-time, or do not receive an award due to eligibility requirements. CHE will be monitoring the fall 2015 and spring 2016 awards very closely. In the event that all 1,060 members enroll and use the maximum award amount, adjustments may have to occur for the summer 2016 term. As of September 9, 2015, 95 Air Guard students and 965 Army Guard students have received eligibility for this academic year.

South Carolina National Guard College Assistance Program

AY* 2010-2011 through AY* 2014-2015

	AY 2010-2011		AY 2011-2012		AY 2012-2013***		AY 2013-2014		AY 2014-2015	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Research Institutions										
Clemson Univ.	32	136,688	33	117,476	31	75,938	26	102,375	15	63,000
USC Columbia	81	310,610	65	260,411	57	142,150	64	268,080	75	276,484
MUSC			1	4,500	1	2,250	1	4,500	1	2,250
Subtotal	113	447,298	99	382,387	89	220,338	91	374,955	91	341,734
Comprehensive Teaching Institutions										
The Citadel	93	351,558	76	271,064	65	148,500	67	267,750	58	243,562
Coastal Carolina Univ.	32	119,250	39	139,540	36	85,500	47	181,126	51	222,190
College of Charleston	10	42,188	11	41,650	10	26,438	9	49,500	12	51,750
Francis Marion Univ.	39	165,375	30	112,501	32	71,438	32	118,125	25	98,438
Lander Univ.	15	57,768	19	77,846	16	36,000	13	47,813	18	74,250
South Carolina State Univ.	43	159,328	35	146,250	29	63,000	15	60,971	25	103,499
USC Aiken	9	45,536	12	47,812	10	25,269	7	28,164	8	25,313
USC Beaufort	3	13,500	4	15,750	1	1,687	2	4,500	3	6,750
USC Upstate	27	100,688	34	112,938	35	84,938	37	138,938	37	123,749
Winthrop Univ.	26	115,876	31	129,937	24	63,000	20	79,875	20	89,438
Subtotal	297	1,171,066	291	1,095,288	258	605,768	249	976,761	257	1,038,938
Two-Year Regional Campuses of USC										
USC Lancaster	5	15,750	5	18,000	4	8,438	3	11,250	3	7,875
USC Salkehatchie	4	15,750	3	8,438	3	6,750	4	14,062	5	10,404
USC Sumter	7	25,313	6	28,688	3	10,125	3	9,000	6	17,438
USC Union	1	1,688	2	6,188	2	3,938	1	1,688	2	2,250
Subtotal	17	58,500	16	61,313	12	29,250	11	36,000	16	37,966
Technical Colleges										
Aiken	19	73,691	21	77,814	16	31,501	2	7,876	7	21,246
Central Carolina	29	116,913	29	91,290	15	33,418	16	65,874	11	37,266
Denmark	5	12,375								
Florence-Darlington	31	58,397	46	135,338	23	46,688	24	88,875	22	75,938
Greenville	40	137,250	53	167,125	33	78,188	28	98,541	31	108,563
Horry-Georgetown	22	57,938	19	71,437	10	18,000	9	34,872	14	54,187
Midlands	129	397,183	132	438,263	73	170,508	63	241,127	67	247,491
Northeastern	9	27,000	11	33,867	4	6,439			3	7,960
Orangeburg-Calhoun	13	27,798	7	26,422	9	16,389	4	12,374	5	19,125
Piedmont	19	57,378	35	110,022	25	47,816	9	24,189	7	19,688
Spartanburg CC	31	98,438	37	113,254	18	36,000	10	31,763	15	54,563
TC of The Lowcountry	16	45,008	11	31,149	6	12,376	3	8,439	9	28,688
Tri-County	33	114,225	52	150,328	30	63,141	20	61,313	26	105,252
Trident	39	99,570	49	155,817	21	48,938	19	74,254	25	72,004
Williamsburg	3	7,313	5	20,250			1	9,000		
York	28	92,815	23	73,130	7	15,188	26	89,440	15	56,815
Subtotal	466	1,423,289	530	1,695,505	290	624,588	234	847,935	257	908,783
Independent Senior Institutions										
Allen University**	1	4,500	1	4,500	2	4,500	4	10,126	3	9,000
Anderson University	10	36,563	13	41,188	10	19,686	5	13,088	3	9,562
Benedict College	22	90,000	16	58,500	9	18,563	1	2,250	5	24,750
Bob Jones University	1	2,250	1	3,375					1	4,500
Charleston Southern Univ.	14	46,970	6	21,938	6	12,937	4	14,625	3	9,000
Claffin University	17	62,500	17	59,750	20	45,000	12	46,687	10	42,750
Coker College	3	10,125	3	7,313	1	2,250	1	2,250	1	4,500
Columbia College	4	13,500	1	4,500						
Columbia International Univ.			1	2,250	1	1,125			2	5,063
Converse College										
Erskine College										
Furman University	1	9,000	2	6,750	2	6,750	1	2,250		
Limestone College	175	558,281	255	797,579	148	291,364	105	344,166	78	251,035
Morris College	14	63,000	10	41,785	4	9,000	1	2,250	3	11,760
Newberry College	4	18,000	7	27,000	4	9,000	1	4,500	1	4,500
North Greenville University	1	4,500	2	6,750	3	6,750	13	51,750	14	57,937
Presbyterian College	1	2,250	1	4,500					1	9,000
South University	23	86,250	28	79,125	11	14,600	11	47,063	8	31,615
Southern Wesleyan Univ.	12	32,062	14	44,438	11	23,625	6	16,875	5	18,000
Voorhees College	7	29,250	3	13,500	7	15,750	4	13,500	10	40,500
Wofford College										
Subtotal	310	1,069,000	381	1,224,740	239	480,900	169	571,379	148	533,472
Independent Two-Year Institutions										
Spartanburg Methodist Coll.	2	4,500							2	4,500
Subtotal	2	4,500							2	4,500
ACADEMIC TOTALS	1,205	\$4,173,653	1,317	\$4,459,232	888	\$1,960,843	754	\$2,807,030	771	\$2,865,392 **

*Academic year includes Fall, Winter, Spring, and Summer.

Summer 2015 has not been received from all institutions.

**Total does not reflect Allen University. Spring 2015 has not been finalized by Allen University.

***Awards for 12-13 were only available in Fall 2012

2015 SAT Redesign

October 1, 2015

The Commission on Higher Education (CHE) has collaborated with College Board in respect to identifying potential concerns with the redesigned SAT that will be effective starting March 2016. For the state scholarship programs, and as a statewide program, discussions and deliberations as to how to move forward will need to ensue. A principal concern is regarding using scores from the new SAT combined with scores from the old SAT without having any concordance table made available until at the earliest two months after the March 2016 roll-out.

Presently, the established regulations for the LIFE and Palmetto Fellows Scholarship programs (see below) allow for students to use the highest critical reading and highest math scores from multiple tests which is commonly known as “super scoring.” In an effort to effectively and appropriately administer the scholarship programs CHE would need to provide ample opportunity and time regarding any changes to the scholarship programs in respect to eligibility to all necessary parties. Additionally, to make any necessary changes to accurately reflect what is provided to CHE by College Board would possibly require a regulatory and/or statutory change which cannot be addressed or processed immediately.

During August 2015, the College Board has provided to CHE language that will be shared externally regarding super scoring. In the months that CHE and College Board have collaborated, it has been shared with CHE that the two tests do not follow the same structure with the new test including elements and subject matter that was not integrated in any prior SAT test. The SAT is used primarily as a predictive tool of anticipated success in college. As such, it is the position of the College Board that super scoring is considered sub-optimal in respect prediction and measurement of a student’s aptitude, as well as goes against appropriate use of concordances to prepare scores. The act of super scoring allows for the potential to lead to an over prediction. That being said, College Board is not in a position to prohibit institutions and the like from allowing super scoring to occur. Therefore, the College Board has provided language to address these potential issues:

“We recognize that many institutions have built effective predictive models and comparative processes using “Super Scoring.” During the transition from the current SAT to the redesigned SAT, colleges will need to develop policies on use of scores from students who have taken both the current and redesigned SAT.

The current and redesigned assessments vary in design and content tested. We ask that colleges consider the implications of comparing and combining scores from two different tests as they design their score use policies. We will continue to work with institutions to communicate their defined policies to students.”

Upon receipt of the concordance table provided by College Board in May 2016, CHE will be able to reassess the eligibility requirements as they pertain the SAT required scores.

LIFE Scholarship Legislation:

SECTION 59-149-50. Graduating classes covered; cumulative grade point average requirements; regaining eligibility; eligibility for freshman beginning 2002-2003.

...In addition, the student must have graduated from high school with a minimum of a 3.0 cumulative grade average on a 4.0 scale and have scored 1100 or better on the Scholastic Aptitude Test (SAT) or have the equivalent ACT score...

(D) Beginning with school year 2002-2003, an entering freshman at a four-year institution to be eligible for a LIFE Scholarship in addition to the other requirements of this chapter shall meet two of the following three criteria

(2) have the Scholastic Aptitude Test (SAT) or equivalent ACT score required by this section

LIFE Scholarship Regulation:

62-1200.10. Student Eligibility: LIFE Scholarship and LIFE Scholarship Enhancement.

A. To be eligible for a LIFE Scholarship, students must:

3 (b). Score at least an 1100 on the Scholastic Assessment Test (SAT) or an equivalent ACT score of 24. Test scores will be accepted through the June national test administration of the SAT and ACT during the year of high school graduation. The student must use the highest SAT Math score combined with the highest SAT Critical Reading score (formerly known as the Verbal score). It is permissible to select scores from different test administrations in order to obtain the qualifying composite score. Students cannot use the Writing subsection score to obtain the qualifying composite score. The composite ACT score must be based upon one test administration.

Palmetto Fellows Scholarship Legislation:

SECTION 59-104-20. Palmetto Fellows Scholarship Program established

(G) In addition to qualifications established by regulation, to qualify for a Palmetto Fellows Scholarship, a student shall:

(1) Meet the following three criteria:

(a) A minimum score of 1200 on the Scholastic Aptitude Test (SAT) or an equivalent ACT score;

(2) Meet the following two criteria:

(a) A minimum score of 1400 on the Scholastic Aptitude Test (SAT) or an equivalent ACT score;

Palmetto Fellows Scholarship Regulation:

62-320. Palmetto Fellows Scholarship Application.

Early Award

C (1). Score at least 1200 on the SAT or 27 on the ACT through the November test administration of the senior year; earn a minimum 3.50 cumulative GPA on the current SC Uniform Grading Policy (UGP) at the end of the junior year; and rank in the top six percent of the class at the end of either the sophomore or the junior year; or

C (2). The alternate criteria of a score at least 1400 on the SAT or 32 on the ACT through the November test administration of the senior year and earn a minimum 4.00 cumulative GPA on the UGP at the end of the junior year, without regard to class rank.

Late Award

D (1). Score at least 1200 on the SAT or 27 on the ACT through the June test administration of the senior year; earn a minimum 3.50 cumulative GPA on the UGP at the end of the senior year; and rank in the top six percent of the class at the end of the sophomore, junior or senior year; or

D (2). Score at least 1400 on the SAT or 32 on the ACT through the June test administration of the senior year and earn a minimum 4.00 cumulative GPA on the UGP at the end of the senior year, without regard to class rank.

The SAT Redesign Concordance Table is expected to be available in May 2016. The CHE staff will be able to reassess the SAT Redesign scores as they compare with previous SAT test scores, and how the scores will affect the current the eligibility requirements for state scholarships.