



South Carolina Commission on Higher Education

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Mr. Paul O. Batson, III
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Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

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

FROM: Dr. Jennifer B. Settlemyer and Members of the Committee on Access & Equity and Student Services

SUBJECT: Items for Consideration on June 2, 2016

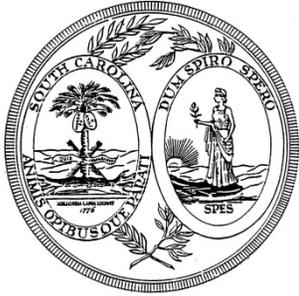
DATE: May 27, 2016

The attached items for your review and consideration at the June 2, 2016 Commission meeting were considered at the meeting of the Committee on Access & Equity and Student Services on May 5, 2016.

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

- 9.03A Consideration of SC Student Loan Corporation FY2016-17 Administrative Budget Request: SC Teachers Loan Program** *(For Approval)*
- 9.03B SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT Quarterly Report)** *(For Information, No Action Required)*
- 9.03C Coordination Between the SC Commission on Higher Education State Approving Agency and Apprenticeship Carolina for Registered Apprenticeship Establishments** *(For Information, No Action Required)*
- 9.03D An Overview and Data Report on College Goal South Carolina** *(For Information, No Action Required)*

Enclosures



South Carolina Commission on Higher Education

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June 2, 2016

Consideration of SC Student Loan Corporation FY2016-2017 Administrative Budget Request SC Teachers Loan Program

Background

The General Assembly established the South Carolina State Education Assistance Authority in 1971, authorizing this entity to provide financial assistance to students through insuring and guaranteeing student loans to South Carolina residents. The Authority is a public instrumentality of the State of South Carolina and is governed by its members, who are by state statute, members of the State Fiscal Accountability Authority (SFAA).

In providing such financial assistance, the Authority has acted through its contractual agent, the South Carolina Student Loan Corporation, a private, non-profit corporation headed by its own Board of Directors. In 1973, the Corporation was incorporated for the purpose of acting as the agent of the Authority in performing the functions of making, handling, servicing and providing information about student loans.

In June 1984, the General Assembly designated the Student Loan Corporation as administrator of the South Carolina Teachers Loan Program, a program established by the Education Improvement Act (EIA) of 1984 to assist students who wished to become certified teachers in the state in geographic or subject areas of critical need. These loans, first offered to qualified students in 1985, may be canceled at a rate of 20 percent per year for each full year of teaching in a critical area in South Carolina.

The General Assembly authorized the Commission on Higher Education (CHE) to establish regulations to govern the SC Teachers Loan Program. The regulations charge the Commission with two primary responsibilities: 1) approval of the Corporation's annual operating budget associated with administering the Teachers Loan Program; and 2) approval of the appropriation request for loans distributed through the Teachers Loan Program.

Proposed Administrative Budget for FY2016-17 and Explanation

The following table presents information regarding the previous FY2015-16 approved budget request, estimated actual costs for FY2015-16, and the cost difference between the amount budgeted in FY2015-16. The table also displays Student Loan Corporation's **proposed FY2016-17 operating budget** for administration of the SC Teachers Loan Program, the percent difference between the amount requested for FY 2015-16 versus the budget request for FY2016-17, and finally, the percent difference between the estimated actual budget by the close of FY2015-16 on June 30, 2016 and the proposed FY2016-17 projected budget.

	FY2015-16 Approved Budget	Estimated Actual FY2015-16	Cost Difference (Over)/ Under	FY2016-17 Proposed Operating Budget	% Increase vs. FY16 Budgeted	% Increase vs. FY15-16 Estimated Actual
Personnel Expenses (salaries/fringes/ social security/group insurance/ retirement/ unemployment)	\$235,600	\$234,950	\$650	\$234,300	-0.55%	-0.28%
Contractual Expenses (information technology/ accounting)	30,610	32,850	(2,240)	35,400	15.65%	7.76%
General Operating (rent/telephone/ printing/ postage/supplies/ equipment lease/ maintenance/ insurance – general and auto/	53, 240	51,560	1,680	56,760	6.61%	10.09%
TOTAL	\$319,450	\$319,360	\$90	\$326,460	2.19%	2.22%

The first two columns in the table display the budget approved by CHE for FY2015-16 (\$319,450) and estimated actual expenditures for FY2015-16. (\$319,360). The third column displays the difference in the amount (estimate) by the close of FY2015-16 on June 30, 2016. The estimated actual expenditures are expected to be \$90 less than the amount budgeted for FY2015-16. The fourth column, totaling \$326,460, is the SC Student Loan Corporation's FY2016-17 budget request for administration of the SC Teachers Loan Program to be presented to the Corporation's Board of Directors for approval on May 3, 2016. The fifth column shows the percent difference between the previous year's budget (FY2015-16) approved by CHE and the Corporation's FY2016-17 budget request. The FY2016-17 budget request in the amount of \$326,460 represents a 2.19% (\$7,010) increase from the previous year's approved budget

request. The last column shows the percent increase (2.22%) from the FY2015-16 estimated actual expenditures. **(See attached for detailed budget).**

Under the category of Personnel Expenses (Staff Salaries, Social Security, Group Insurance, Retirement and Unemployment), the FY2016-17 budget request is \$234,300 which is an overall -0.55% decrease from the previous FY2015-16 budgeted amount (\$235,600). Decreases from the previous year within this budget category are reflected under staff salaries in the amount of \$162,300 (-2.97%), social security in the amount of \$12,400 (-1.20%), group insurance in the amount of \$20,600 (-8.77%), and unemployment in the amount of \$600 (-28.57%). Under the category of retirement, an 18.67% increase is requested in the amount of \$38,400. The increase in this category is due to defined employee benefit program expenses (retirement) that are subject to market fluctuations which drive costs (up or down annually). Since 2012, the Corporation's long term strategic plan to automate several processes has continued to control costs associated with salaries, benefits, group and unemployment insurance. At the close of FY2015-16 (June 30, 2016), the estimated actual Personnel Expenses are expected to be \$234,950.

The proposed FY2016-17 budget request for Contractual Expenses is \$35,400 which reflects an overall 15.65% increase from the previous year's budget request under this category. The FY2016-17 budget request for information technology services is \$31,000 (14.56% increase) due to required annual fees for upgrading software systems. The Corporation, through the State of South Carolina Auditors' Office, changed auditing firms to Elliot and Davis in FY2013-14 which resulted in increased annual costs for accounting services for the past two years (FY2014-15 and FY2015-16). For FY2016-17, costs for accounting services are expected to increase by 23.94% (\$850). It is anticipated that at the close of FY2015-16, the estimated Contractual Expenses will be \$32,850 which is slightly over the amount budgeted (\$30,610) in this category.

The Student Loan Corporation's FY2016-17 budget request for General Operating Expenses is \$56,760 (6.61% increase). This year's budget request for rent (\$8,760) remains the same as the Corporation's budget request for FY2015-16. The FY2016-17 budget request reflects increases in telephone costs in the amount of \$6,200 (1.97% increase), printing costs in the amount of \$3,750 (15.38% increase), postage costs in the amount of \$27,300 (4.20% increase) and supplies in the amount of \$2,250 (25% increase) from the previous fiscal year. The Corporation included anticipated printing, postage and supply costs in FY2016-17 associated with printing a new SC Teachers Loan Program brochure for statewide dissemination. Equipment lease/maintenance expenses for FY2016-17 will increase to \$5,800 (5.45%), and insurance (general) and auto expenses will increase to \$2,700 (63.64%) due to increases in general liability insurance. At the close of FY2015-16, the estimated actual General Operating Expenses are expected to be \$51,560).

The use of automated systems, when possible, continues to help maintain the SC Teachers Loan Program overall administrative costs at moderate levels. Overall, the Corporation has decreased administrative expenses for the SC Teachers Loan program from \$465,600 in FY2007-2008 to the present budget request of \$326,460 for FY2016-17.

The Corporation's FY2016-17 budget request for the South Carolina Teachers Loan Program in the amount of \$326,460 reflects an overall 2.19% increase from the previous year's budget request (\$319,450).

Recommendation:

The Committee on Access & Equity and Student Services commends favorably to the Commission approval of the SC Student Loan Corporation's FY2016-17 proposed budget in the amount of \$326,460 for administration of the SC Teachers Loan Program.

Loan Originations
P.O. Box 102405
Columbia, SC 29224



Repayment Services
P.O. Box 102423
Columbia, SC 29224

8906 Two Notch Rd. • Columbia, SC 29223
www.scstudentloan.org • 800-347-2752 • 803-798-0916

April 22, 2016

Mr. Gary Glenn
Interim Executive Director
S.C. Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Dear Mr. Glenn:

I am enclosing for your review and approval by the Commission on Higher Education, the proposed budget for 2016-17 for administration of the Teachers Loan Program. This budget will be reviewed and approved by our Board of Directors of the Corporation at its Annual Meeting on May 3rd.

In the first two columns below I have summarized the budgeted and estimated actual expenditures for the 2015-16 fiscal year. The third column, totaling \$326,460 is the amount proposed by the Corporation for 2016-17.

OPERATING EXPENSES FOR
TEACHERS LOAN PROGRAM

	<u>FY 15-16</u> <u>Budgeted</u>	<u>Estimated</u> <u>Actual</u>	<u>FY 16-17</u> <u>Proposed</u>
Personnel (salaries and benefits)	\$235,600	\$234,950	\$234,300
Contractual Services (IT/Accounting)	30,610	32,850	35,400
Other Operating (Postage, Telephone, etc.)	53,240	51,560	56,760
TOTAL	\$319,450	\$319,360	\$326,460

If I may provide any further information regarding either proposed or actual expenditures, please do not hesitate to call me.

Sincerely,

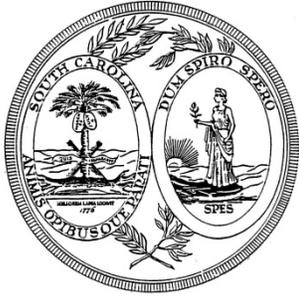
A handwritten signature in cursive script that reads "C. Sanders, Jr.".

Charlie C. Sanders, Jr.
President & CEO

Enclosure

South Carolina Student Loan Corporation
Contractual Services Budget for
South Carolina Teachers Loan Program
2016-2017

	<u>2015-16</u>			<u>2016-17</u>		
	<u>Budgeted</u>	<u>Estimated Actual</u>	<u>(Over)/ Under</u>	<u>Proposed</u>	<u>% Incr vs 16 Bud</u>	<u>% Incr vs 16 Proj</u>
OPERATING EXPENSES						
Personnel Expenses:						
Staff Salaries	167,270	166,000	1,270	162,300	-2.97%	-2.23%
Social Security	12,550	12,450	100	12,400	-1.20%	-0.40%
Group Insurance	22,580	22,400	180	20,600	-8.77%	-8.04%
Retirement	32,360	33,300	(940)	38,400	18.67%	15.32%
Unemployment	840	800	40	600	-28.57%	-25.00%
Total Personnel Expenses	\$ 235,600	\$ 234,950	\$ 650	\$ 234,300	-0.55%	-0.28%
Contractual Expenses:						
Information Technology	27,060	29,500	(2,440)	31,000	14.56%	5.08%
Accounting	3,550	3,350	200	4,400	23.94%	31.34%
Total Contractual Expenses	\$ 30,610	\$ 32,850	\$ (2,240)	\$ 35,400	15.65%	7.76%
General Operating Expenses:						
Rent	8,760	8,760	-	8,760	0.00%	0.00%
Telephone	6,080	5,300	780	6,200	1.97%	16.98%
Printing	3,250	3,200	50	3,750	15.38%	17.19%
Postage	26,200	25,300	900	27,300	4.20%	7.91%
Supplies	1,800	2,000	(200)	2,250	25.00%	12.50%
Equipment Lease/Maintenance	5,500	5,400	100	5,800	5.45%	7.41%
Insurance- General & Auto	1,650	1,600	50	2,700	63.64%	68.75%
Other Expenses			-			
Total General Operating Exp	\$ 53,240	\$ 51,560	\$ 1,680	\$ 56,760	6.61%	10.09%
Total Expenditures	\$ 319,450	\$ 319,360	\$ 90	\$ 326,460	2.19%	2.22%



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June 2, 2016

FY 2015-2016 Second Report: SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) Quarterly Report at SC State University

Background

The SC-Program for the Recruitment, Retention of Minority Teachers (SC-PRRMT) FY 2015-16 budget submitted by South Carolina State University (SCSU) to the South Carolina Commission on Higher Education (CHE) on October 15, 2014 directed all funds in the amount of \$339,482 for forgivable teacher loan awards to new and current participants in the program. SCSU officials stated that the University will absorb all administration costs for SC-PRRMT to include the establishment of additional sites throughout the state. The previous FY2015-16 SC-PRRMT budget proposal* included funding for personnel costs (\$144,342.21), other expenditures (\$9,500) and forgivable loans (\$184,239).

At its meeting on November 6, 2014, CHE considered SC-PRRMT's revised FY 2015-16 budget. CHE approved the revised FY 2015-16 budget request in the amount of \$339,482 for minority teacher recruitment for one year provided that the following conditions were met:

1. 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;
2. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
3. 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.

According to SCSU officials, in addition to the \$339,482, loan repayment funds in the amount of \$190,830.68 were available for new and returning students for a total of \$530,313.68. There were no carried forward funds from FY2014-15 or previous year(s). SCSU collected \$197,270.79 in loan repayments in FY2014-15. These funds, according to SCSU, were used for forgivable loans. The amount collected in FY2014-16 will be provided by the fourth quarter, 2016.

*http://www.che.sc.gov/CHE_Docs/student-services/commmeet/July15_2014/SCPRRMT2014_2015BudgetRequestandRecommendation.pdf

As of Spring 2016, nine (9) freshman, eighteen (18) sophomores, eleven (11) juniors, sixteen (16) seniors and seven (7) graduate students are enrolled in SC PRRMT (after the official drop/add period). According to SC PRRMT, eighty (80) new and participating students were projected to participate in SC-PRRMT during FY2015-16 and the average forgivable loan award per participant was anticipated to be \$4,243. However, as of Spring 2016, sixty-one (61) new and participating students are enrolled in the program and the average forgivable loan award per participant is \$5011. **(Attachment)**

In addition, as SC-PRRMT is funded as a statewide recruitment program to attract minorities to the teaching profession (Part 1B Proviso 1A.9 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment), the program requires sustained partnerships with existing teacher recruitment programs throughout the state. 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 expressed their plans 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. The quarterly reports provide information regarding SC-PRRMT's progress towards these goals throughout FY2015-16.

According to SC-PRRMT's revised budget and as outlined in the Expansion Plan (October 2014), recruits are targeted from current and future sites established around the state. During fall 2015, SCSU officials stated that sites were established in Berkley County School District, Fairfield County School District and Richland County School District One. The program's projected sites for spring 2015 were Richland County School District Two, Williamsburg County School District, Georgetown County School District and Florence County School District. According to SCSU officials, SC-PRRMT planned to establish sites in Clarendon, Horry, Marion and Marlboro School Districts during FY2015-16. Each of these sites was established in FY2015-16 by combining areas or regions, with exception of Marlboro and Marion Counties.

Schedule for Reporting: SC-PRRMT Program

The FY2015-16 SC-PRRMT budget places all funding towards forgivable teacher loans. No funds are to be used for administration. The Commission determined at its November 6, 2014 meeting that a quarterly review of SC-PRRMT, including loan disbursements, loan repayments and debt collections throughout FY2015-16 is needed to determine if funds being are used to efficiently and effectively increase the number of minority teachers. Monitoring the effectiveness of this program each quarter would include costs per participant, forgivable teacher loans amounts awarded to each participant and number of graduates who entered the teaching profession in South Carolina (critical geographic/needs areas).

A report to CHE each quarter during FY 2015-16 will provide, at minimum, the following information regarding SC-PRRMT:

- 1) Total amount available in FY 2015-16, including all loan repayment funds and debt balance, amount in collections and defaults;
- 2) Carry over funds from previous years;
- 3) Collection funds used for additional forgivable loans;
- 4) Number of SC-PRRMT applicants, number of recipients who qualified and received a Forgivable Loan and loan amounts disbursed per student;
- 5) Total number of Forgivable Loan awards by classification, gender and race/ethnicity;
- 6) Location of sites and number of participants per site including previous FY2014-15 sites;
- 7) Retention of participants (second quarter/fourth quarter); and
- 8) Total number of Forgivable Loans recipients who were placed as South Carolina teachers, in state-declared geographic/critical need subject areas.

FY2015-16 Approved Budget

TOTAL DIRECT STUDENT COSTS/ EXPENDITURES \$339,482.00
TOTAL PROJECT APPROPRIATIONS \$339,482.00

Quarterly Update: Direct Student Costs/Expenditures for students currently in the pipeline, and new participants. Forgivable loan budget line item for direct student costs: response to CHE staff questions:

1.

a) In addition to the \$339,482, what is the total amount available in FY 2015-16?
\$339,482.00

b) Including all loan repayment funds and debt amount/outstanding balances of graduates?
\$530,312.68 (amount as of Fall 2015 – update will be provided by the fourth quarter)

Seventy-Seven (77%) of the Program’s graduates are still employed in South Carolina public schools (As of Fall 2015 - update will be provided by fourth quarter)

c) Carry over funds from previous years?
No funds carried over from previous years

d) Amount in collections?
FY2014-15 \$197, 270.79
FY2015-16 loan collections will be provided by fourth quarter.

e) Using the total amount, what is the available amount per student (anticipated new student and participating students) in FY2015-16? \$339,482.00

Enrollment for 2015-2016: 61 students, includes students currently in pipeline and new students

December 2015 graduates: 5

Average amount average per student: \$5011.00

For FY 2015-16 the Program, SC PRRMT plans to continue to produce quality teachers for South Carolina’s teaching force. To continue to address the State's Teacher shortage PRRMT plans to expand, establish and maintain Satellite Teacher Education Program (off campus) sites in the Midlands, Pee Dee and Piedmont areas. By spring 2016 the goal is to maintain and/or establish sites in the following counties: Berkeley, Columbia (Richland County), Clarendon, Fairfield, Florence, Georgetown, Horry, Marion, Marlboro and Williamsburg. Some counties may have combined classes.

**SC-PRRMT Sites
FY2014-2015 (Previous Year)**

Fall 2014

Berkeley County School District
Fairfield County School District
Richland County School District One

Sites Spring 2015

Richland County School District 2
Williamsburg County School District
Georgetown County School District
Florence County School District #3

FY2015-16 (Current Year)

Five sites were established for FY2015-16 - Moncks Corner, Berkeley, Richland District 1, Fairfield, Georgetown, Williamsburg/Florence, and Horry.

Sites	Fall 2015 # of Participants N=50	Spring 2016 # of Participants N=61
Moncks Corner/Berkeley	12	15
Richland Dist. #1/Fairfield	14	19
Georgetown/Williamsburg/Florence/Horry	12	14
SC State	12	13

SC-PRRMT has been required to adhere as closely as possible to the original plan of expansion, to be as cost effective as possible, sites will have combined classes with nearby counties and school districts.

2. According to SC-PRRMT's, the number of participants in SC-PRRMT was expected to increase to 80 participants. Given this funding model, please explain your plans to recruit new participants through forgivable loans.

SC -PRRMT Enrollment:

Year	Number of Participants
FY 2009-10	34
FY2010-11	28
FY2011-12	27
FY2012-13	27
FY2013-14	52
FY2014-15	70
FY2015-16	61 (as of Spring 2016)

3. Please clarify your measureable objectives for expansion given the new funding model.

As part of its overall expansion initiatives SC PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, Pee Dee and Piedmont areas. By spring 2016, the goal is to maintain and/or establish sites in the following counties: Berkeley, Columbia (Richland County), Clarendon, Fairfield, Florence, Georgetown,

Horry, Marion, Marlboro, and Williamsburg. Expanding the number of sites will result in increased enrollment.

Projected/Actual Enrollment

Year	Projected Enrollment	Actual Enrollment
FY 2013-2014	40	52
FY 2014-2015	60	70
FY 2015-2016	80	61 (As of Spring 2016)

4. Although it is our understanding that to have an even greater impact, SC-PRRMT has decided to expand the sites by region throughout the state, it is unclear as to the number of participants anticipated per site. Please provide the projected number of participants per site:

SITES	<u>Projected Number of Participant s</u>	<u>Actual Number of Participant s Fall 2015</u>	<u>Actual Number of Participants Spring 2016</u>
Berkeley County School District/Moncks Corner	12	12	15
Richland County School District One Richland County School District Two Fairfield County School District	12	14	19
Clarendon County School District Georgetown County School District Williamsburg County School District	12	12*	14*
Florence County School District #3 Marion County School District	12		
Horry County School District	10		
Marlboro County School District	10	0	0
SC State University Campus	12	12	13

**According to SC-PRRMT, sites were combined in FY2015-16 using online instruction*

5. The average forgivable loan award per participant is anticipated to be \$5,011

What will be the average cost per participant in this program?

- a. Currently, the average cost for non-graduating SC State students is \$12,222 per academic year.
- b. Are collection funds used for additional forgivable loans?
Yes. Collection funds are used to augment yearly appropriations in the Forgivable Loan budget line item, if needed.

According to the proposed budget, although there were no carried forward fund. If needed, collection funds will be used for forgivable loans.

6. Please provide the eligibility requirements for a forgivable loan in SC-PRRMT program. How will the eligibility requirements differ from other forgivable loan program(s) SCSU presently administers, the SC Teacher Loan Program, or other state loan forgiveness program?

Eligibility requirements for a forgivable loan in SC-PRRMT:

Participants in the program must be a resident of South Carolina; possess a high school diploma or G.E.D.; employed as academic or support staff in South Carolina's public school system or completed an Associate in Arts or Associate in Science degree at one of South Carolina's technical colleges or earned general education hours; have a cumulative grade point average of 2.75 or above on a 4.0 scale; admitted to South Carolina State University; enroll in a teacher education program of study; enroll as a full-time student (12+ credit hours) or enroll as a part-time student (6+ credit hours); agree to teach in South Carolina. Master of Arts in Teaching students must be fully admitted into the M.A.T. Degree Program and have a cumulative grade point average of 3.00 or above.

Per SCSU Financial Aid Department, the SC Teachers Loan is the only other forgivable loan program SCSU administers.

7. Please provide the present number of students participating in SC-PRRMT (after Fall 2015 and Spring 2016 drop/add period) per classification freshman, sophomores, juniors, seniors, master's level.

Fall 2015 N=50

Graduates as of fall 2015	5
Seniors	13
Juniors	10
Sophomores	14
Freshmen	2
MAT	6

Spring 2016 N=61

Seniors	16
Juniors	11
Sophomores	18
Freshmen	9
MAT	7



South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

SC- PRRMT Quarterly Report

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

South Carolina State University
Orangeburg, South Carolina 29117
April 25, 2016

Dr. W. Franklin Evans, Interim President

1) Proviso and Mission Statement of SC-PRRMT

PROVISO 1A.7: (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

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

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.

Table 1

- 2) Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2004 to FY2014) or five year data scan (Beginning FY2009 – FY2014):
- a. State appropriations and carried forward funding each year

**Program History of SC-PRRMT and Program Outcomes
FY2009 – FY2014**

Budget for FY 2009-2010, FY 2010-2011, FY 2011-2012, FY 2012-2013, FY 2013-2014, FY 2014-2015

Year	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
APPROPRIATIONS REQUESTED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
APPROPRIATIONS RECEIVED	\$350,111.52	\$350,111.52	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward	\$93,588.50	\$119,828.51	\$124,646.93	\$136,176.66	\$170,771.68	\$193,247.14
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$443,700.02	\$469,940.03	\$464,128.93	\$475,658.66	\$510,253.68	\$532,749.14
Collections Revenue used if needed for additional Forgivable Loans.						

- 2) Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2004 to FY2014) or five year data scan (Beginning FY2009 – FY2014):
- b. Number of geographical sites established each year since ____ (Use information provided in the approved Expansion Plan)
 - c. Number of participants per site each year (include breakdown of freshmen, sophomores, juniors, seniors and MATs (do not include graduates – see Graduation Rates below)

TABLE 2
Geographical Site and Number of Participants

Year	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
Sites	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Moncks Corner Berkeley Richland Dist. #1 Fairfield SC State	Moncks Corner Berkeley Richland Dist. #1 Fairfield Georgetown Williamsburg/Florence Horry SC State
No. of Participants	34 Seniors = 6 Juniors = 11 Sophomores = 5 Freshmen = 6 MAT = 6	28 Seniors = 8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	27 Seniors = 7 Juniors = 5 Sophomores = 4 Freshmen = 4 MAT = 7	27 Seniors = 6 Juniors = 3 Sophomores = 2 Freshmen = 2 MAT = 14	52 Seniors = 14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT = 17	70 Seniors = 11 Juniors = 18 Sophomores = 16 Freshmen = 12 MAT = 13

(3) Participants:

Student demographics and Retention

- 1) Number applied/Number eligible
- 2) Applied and Entry level profile - number of entering non-traditional (Teaching Assistants, transfer from 2-year, career changers, etc.)
- 3) Participants majoring in critical needs areas. Critical Need Subject areas (2009-2014 for five year reporting)
- 4) Retention of participants each year (freshmen to sophomore, sophomore to junior, junior to senior)
- 5) Basic skills examination during PRAXIS pass rate per year

TABLE 3
Student Demographics and Retention

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1) Number Applied Number eligible	25 Applied 11 Eligible	14 Applied 10 Eligible	42 Applied 15 Eligible	70 Applied 43 Eligible	65 Applied 21 Eligible	48 Applied 10 Eligible
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	7 (TA) 2 (T) 2 (CC)	5 (TA) 2(T) 3(CC)	7 (TA) 7 (T) 1 (CC)	15(TA) 10 (TA&T) 18(CC)	7 (TA) 11(TA &T) 3 (T)	4(TA) 4(TA&T) 2(T)
3) Critical Need Subject Areas	12	10	9	7	16	25
4) Retention of Participants	34 Seniors = 6 Juniors =11 Sophomores= 5 Freshmen = 6 MAT = 6	28 Seniors =8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	27 Seniors =7 Juniors =5 Sophomores =4 Freshmen =4 MAT= =7	27 Seniors = 6 Juniors =3 Sophomores =2 Freshmen =2 MAT= =14	52 Seniors =14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT= =17	70 Seniors =11 Juniors =18 Sophomores =16 Freshmen =12 MAT =13
5) Praxis Rate	35%	30%	30%	40%	45%	35%

- (4) Forgivable Loans Awarded to Participants Each Year:
- 1) Remaining need after federal/scholarship/gift aid is awarded
 - 2) Per student Forgivable Loan awards
 - 3) Number of participants in loan repayment (amount).

TABLE 4
Forgivable Loans Awarded to Participants Each Year

YEAR	FY 2009-2010 N=34	FY 2010-2011 N=28	FY 2011-2012 N=27	FY 2012-2013 N=27	FY 2013-2014 N=52	FY 2014-2015 N=70
1)F/A Disclosure	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
2) Forgivable Loan award	1. \$ 1,000.00 2. 4,214.00 3. 3,675.00 4. 5,808.00 5. 7,056.00 6. 7,653.90 7. 1,000.00 8. 3,203.00 9. 7,096.55 10. 3,406.00 11. 5,556.00 12. 1,000.00 13. 5,808.00 14. 2,675.00 15. 3,556.00 16. 4,203.00 17. 6,697.55 18. 1,808.00 19. 8,406.00	1. \$4,000.00 2. 5,500.00 3. 5,000.00 4. 5,747.00 5. 4,749.00 6. 10,998.00 7. 8,798.00 8. 3,250.00 9. 9,798.00 10. 8,000.00 11. 9,498.00 12. 5,376.00 13. 3,750.00 14. 9,798.00 15. 6,228.00 16. 9,498.00 17. 5,098.00 18. 4,683.00 19. 3,000.00	1. \$ 3,000.00 2. 7,131.00 3. 2,500.00 4. 1,008.00 5. 1,863.00 6. 9,008.00 7. 6,568.00 8. 3,529.00 9. 3,834.00 10. 5,729.00 11. 7,342.00 12. 9,008.00 13. 9,708.00 14. 6,151.00 15. 4,929.00 16. 5,000.00 17. 6,151.00 18. 2,500.00 19. 6,500.00	1. \$ 4,716.00 2. 4,283.00 3. 3,000.00 4. 9,258.00 5. 3,000.00 6. 7,776.00 7. 3,000.00 8. 7,086.00 9. 3,000.00 10. 3,000.00 11. 3,000.00 12. 3,000.00 13. 11,158.00 14. 6,000.00 15. 3,000.00 16. 5,000.00 17. 5,000.00 18. 11,158.00 19. 10,658.00	1. \$ 7,391.57 2. 2,000.00 3. 5,488.00 4. 2,000.00 5. 2,000.00 6. 4,831.00 7. 1,500.00 8. 5,488.00 9. 1,000.00 10. 6,940.60 11. 8,330.00 12. 5,282.00 13. 1,000.00 14. 7,469.00 15. 2,500.00 16. 2,500.00 17. 1,000.00 18. 1,000.00 19. 4,964.73	1. \$ 1,000.00 2. 5,344.00 3. 1,000.00 4. 5,660.00 5. 5,444.00 6. 1,000.00 7. 1,000.00 8. 3,980.00 9. 1,000.00 10. 1,000.00 11. 3,228.00 12. 5,992.00 13. 5,892.00 14. 500.00 15. 6,532.00 16. 5,344.00 17. 3,710.00 18. 5,128.00 19. 1,000.00

	20. 1,000.00 21. 8,406.00 22. 5,808.00 23. 3,770.00 24. 8,406.00 25. 3,675.00 26. 2,000.00 27. 5,808.00 28. 3,406.00 29. 5,406.00	20. 7,588.00 21. 3,750.00 22. 3,736.00 23. 8,406.00 24. 5,808.00 25. 3,675.00 26. 2,000.00 27. 5,808.00 28. 4,203.00	20. 6,500.00 21.13,705.00 22. 3,284.00 23. 6,500.00 24. 4,308.00 25. 2,500.00 26. 6,500.00 27. 6,151.00	20. 5,329.00 21. 5,000.00 22. 5,000.00 23. 5,000.00 24. 8,944.00 25. 6,000.00 26.10,000.00 27. 2,377.00	20. 1,000.00 21. 5,763.00 22. 1,000.00 23. 1,000.00 24. 1,000.00 25. 2,890.00 26. 5,791.25 27. 4,000.00 28. 1,920.30 29. 6,395.95	20. 1,000.00 21. 1,244.00 22. 3,479.00 23. 2,050.00 24. 1,000.00 25. 500.00 26. 5,344.00 27. 1,000.00 28. 1,000.00 29. 1,000.00
YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1)F/A Disclosure	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
2) Forgivable Loan award	30. 5,808.00 31. 8,406.00 32. 8,406.00 33. 5,808.00 34. 5,808.00				30. 1,000.00 31. 2,000.00 32. 1,000.00 33. 2,000.00 34. 2,000.00 35. 2,000.00 36. 1,000.00 37. 1,000.00 38. 8,976.00 39. 4,390.00 40. 1,000.00 41. 2,331.00 42. 6,390.00 43. 1,000.00 44. 2,000.00 45. 1,000.00 46. 1,000.00 47. 1,000.00 48. 1,000.00 49. 1,000.00 50. 1,000.00 51. 2,000.00 52. 5,530.60	30. 1,000.00 31. 5,344.00 32. 600.00 33. 5,444.00 34. 1,000.00 35. 500.00 36. 1,000.00 37. 8,688.00 38. 600.00 39. 5,480.00 40. 500.00 41. 1,968.00 42. 1,000.00 43. 2,208.00 44. 5,344.00 45. 2,000.00 46. 7,324.00 47. 1,000.00 48. 1,000.00 49. 500.00 50. 1,000.00 51. 4,344.00 52. 4,660.00 53. 4,344.00

						54. 4,992.00 55. 1,000.00 56. 3,881.00 57. 3,900.00 58. 5,344.00 59. 1,000.00 60. 1,000.00 61. 1,000.00 62. 1,500.00 63. 1,000.00 64. 2,500.00 65. 1,000.00 66. 1,500.00 67. 1,500.00
YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1)F/A Disclosure	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
2) Forgivable Loan award	TOTAL \$163,743.00	TOTAL \$163,743.00	TOTAL \$153,743.00	TOTAL \$153,743.00	TOTAL \$155,063.00	68. 1,500.00 69. 1,000.00 70. 1,000.00 TOTAL \$182,826.00
3) No. of participants in loan repayment	4	0	4	3	5	6

Graduation Rates:

- 1) Number of graduates each year per site
- 2) Graduates place in critical Needs/geographic areas
- 3) Certification subject/employment in SC Public Schools
- 4) Placement of graduates (position – elementary, middle, high, media specialist, guidance counselor, speech therapist, principal, administrator, other)
- 5) Retention after five years

**TABLE 5
Graduation Rates**

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1) No. of Graduates	9	10	7	12	14	15

2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	1=CNSA 4=GA	3=CNSA 7=GA	5=CNSA -GA	2=CNSA 10=GA	2=CNSA 14=GA	4=CNSA 13=GA
3) Cert. Subject/Employment	44%	100%	100%	100%	100%	87%
4) Placement of Graduates	7	10	5	9	14	14
5) Retention After 5 years	6	N/A	N/A	N/A	N/A	N/A

Other:

- 1) **Plans to establish a mentoring program** – PRRMT has no plan to start a mentoring program, once the participants graduate from SC State University and become employed the School districts offer mentoring programs for their beginning teachers with the intent of ensuring teachers have every opportunity to attain success.
- 2) **Partnership: CERRA and Call me Mister – Innovative Ways to Recruit Teachers:** Per conversation with Dr. Woodfaulk she will initiate a meeting with CERRA(Jane Turner), Call Me Mister(Dr. Roy Jones, and PRRMT(Reinell Thomas-Myers).

Dear Reinell:

I have a few questions regarding the FY2015-16 SC PRRMT Quarterly Report. It appears that we have data for the prior year rather than the first quarter of FY2015-16.

I. Please provide the following updated information regarding the total number of students participating in SC-PRRMT effective fall term 2015:

- Total number of seniors
- Total number of juniors
- Total number of sophomores
- Total number of freshmen
- Total number of MAT students

Fall 2015 N=50

Graduates as of fall 2015	5
Seniors	13
Juniors	10
Sophomores	14
Freshmen	2
MAT	6

Spring 2016 N=61

Seniors	16
Juniors	11
Sophomores	18
Freshmen	9
MAT	7

II. Please provide the number of applicants who applied for fall 2015 and the number who were accepted.

Fall 2015— 36 Applied/ 14 Accepted

Spring 2016— 23 Applied/11 Accepted

III. The total forgivable loan award for FY 2014-15 was \$182,826.00 (n=70. What is the total Forgivable Loan award for 2015 (n=__)? Please provide the average award per student for the first quarter of FY2015-16 (fall, 2015).

Fall 2015

N=50

Forgivable Loan awards = \$162,612.00

Forgivable Loan awards average= \$3,252.24

Spring 2016

N=61

Forgivable Loan awards= \$305,693.00

Forgivable Loan awards average=\$5,011.00

IV. Five sites were established for FY2014-15 - Moncks Corner, Berkeley, Richland District 1, Fairfield, Georgetown, Williamsburg/Florence, and Horry. As of the first quarter of FY2015-16 were any more sites established? No Please identify any combined sites.

Sites	Fall 2015 # of Participants N=50	Spring 2016 # of Participants N=61
Moncks Corner/Berkeley	12	15
Richland Dist. #1/Fairfield	14	19
Georgetown/Williamsburg/Florence/Horry	12	14
SC State	12	13

V. The chart in the Quarterly Report (below) does not show the number of students retained in the program.

- Of the freshmen cohort who entered the program in FY2009, please provide the number/% who graduated from that cohort four years later);

- provide the same for the sophomore cohort and the number/% of the original cohort who graduated three years later;
 - the junior cohort and the number/% of the original cohort who graduated two years later;
 - the senior cohort and the number/5 of the original cohort who graduated one year later;
 - the MAT cohort and the number/5 of the original cohort who graduated two years later;
- (if applicable, please use CHE methodology for reporting enrollment of part time students)

The Student Demographics and Retention Table below provides the total number of students that were retained each year in the Minority Teacher Recruitment Program. Additionally, we have included the Graduation Rates Table, which shows the total number of graduates each year.

The retention number is a cumulative total of all students presently enrolled in the Program. This information is an actual accounting of our retention and graduation numbers.

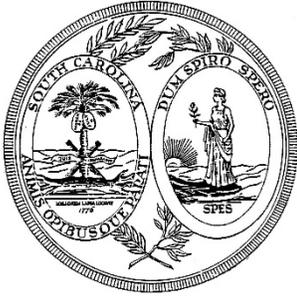
We are open to any suggestions for future data reporting.

TABLE 1A
Student Demographics and Retention

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1) Number Applied Number eligible	25 Applied 11 Eligible	14 Applied 10 Eligible	42 Applied 15 Eligible	70 Applied 43 Eligible	65 Applied 21 Eligible	48 Applied 10 Eligible
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	7 (TA) 2 (T) 2 (CC)	5 (TA) 2(T) 3(CC)	7 (TA) 7 (T) 1 (CC)	15(TA) 10 (TA&T) 18(CC)	7 (TA) 11(TA &T) 3 (T)	4(TA) 4(TA&T) 2(T)
3) Critical Need Subject Areas	12	10	9	7	16	25
4) Retention of Participants	34 Seniors = 6 Juniors =11 Sophomores= 5 Freshmen = 6 MAT = 6	28 Seniors =8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	27 Seniors =7 Juniors =5 Sophomores =4 Freshmen =4 MAT= =7	27 Seniors = 6 Juniors =3 Sophomores =2 Freshmen =2 MAT= =14	52 Seniors =14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT= =17	70 Seniors =11 Juniors =18 Sophomores =16 Freshmen =12 MAT =13
5) Praxis Rate	35%	30%	30%	40%	45%	35%

TABLE 2A
Graduation Rates

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1) No. of Graduates	9	10	7	12	14	15
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	1=CNSA 4=GA	3=CNSA 7=GA	5=CNSA - =GA	2=CNSA 10=GA	2=CNSA 14=GA	4=CNSA 13=GA
3) Cert. Subject/Employment	44%	100%	100%	100%	100%	87%
4) Placement of Graduates	7	10	5	9	14	14
5) Retention After 5 years	6	N/A	N/A	N/A	N/A	N/A



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Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

June 2, 2016

Overview of Apprenticeship and On-The-Job Training Partnership: South Carolina Commission on Higher Education State Approving Agency, Apprenticeship Carolina and South Carolina Department of Employment Workforce Outreach Collaboration

The South Carolina Commission on Higher Education State Approving Agency (SAA) acts on behalf of the Federal Government to evaluate educational/vocational institutions and training establishments. The SAA approves programs where veterans and those eligible for VA education benefits (under Title 38, US Code, Chapters 30, 32, 33, 35, 36, and Title 10 US Code, Chapter 1606 and 1607) can achieve quality training for either an educational, professional, or vocational objective. The focus of the SAA is the review, evaluation, and approval of quality programs under both State and Federal criteria.

South Carolina employment facilities that participate in the Department of Veterans Affairs On-the-Job Training program (DVA-OJT) will contact the SAA, and in turn, the SAA will provide information about the approval process to employers to ensure they have a good working knowledge of what is expected of the establishment and the veteran during the enrollment period. If an employer chooses not to participate in the DVA-OJT program, the veteran will not be able to receive VA benefits.

An approved active facility/employer represents at least one veteran enrolled in the DVA-OJT program that received VA benefits for a specified timeframe. Generally, the specified timeframe runs each year from May through April. A facility/employer will become inactive if no veteran received VA benefits during the aforementioned timeframe in the DVA-OJT program. From May 1, 2014 through April 30, 2015, there were 279 employers with 226 various training programs/occupations approved for the DVA-OJT program. Of the 279 employers approved for the DVA-OJT program, there are 68 employers that are active participants. As of April 25, 2016, the SAA has enrolled 303 veterans in the DVA-OJT program.

The SAA, in partnership with Apprenticeship Carolina, assists inactive facilities and new employers to become registered apprenticeship facilities to participate in the DVA-OJT program. Further, the SAA collaborates with the South Carolina Department of Employment Workforce (SCDEW) to promote the DVA-OJT program through various outreach methods via monthly and quarterly presentations and job fairs throughout the State to inform employers, veterans and their dependents.

The DVA-OJT/Apprenticeship Carolina partnership could potentially be viewed as an outreach opportunity for South Carolina employers and veterans. There are four (4) potential benefits employers could receive in becoming a registered apprenticeship establishment with the United States Department of Labor and approved for the DVA-OJT program:

- Highly-skilled workforce
- State tax credit (up to \$1,000 per employee up to four years)
- Standardized training

Agenda Item 9.03C
CHE Meeting, June 2, 2016

- Reduced turnover - as veterans earn wages while learning a skill in the DVA-OJT program, they are also paid a monthly stipend (VA benefits) from the DVA during the approved training time for the program.



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June 2, 2016

Overview and Data Report on College Goal South Carolina 2016

Background

In the summer of 2006, the South Carolina Commission on Higher Education (CHE) was awarded a three-year grant from the Lumina Foundation, a non-profit education policy foundation committed to increasing the number of Americans with high-quality degrees, certificates and other credentials, to implement College Goal Sunday in South Carolina. College Goal Sunday, which aims to increase the number of college-bound students who complete the Free Application for Federal Student Aid (FAFSA), was initially piloted in South Carolina along the I-95 corridor (17 counties) which stretches from Jasper County to Marlboro County.

This year, College Goal South Carolina (CGSC) received a one year grant from the National College Access Network an organization that supports initiatives that focus on preparing students for post-secondary access. CGSC is administered statewide by CHE staff and supported by the South Carolina Association of Student Financial Aid Administrators (SCASFAA). CGSC has evolved into a true statewide effort and is the second step in the "Step 1-Step 2-Step 3" college access process. This process includes three important steps to accessing higher education: Step 1 (applying to college) Step 2 (paying for college) and Step 3 (celebrating the selection of a college to attend).

CGSC is an annual event hosted during the months of February-March which provides one-on-one assistance to students and families/guardians who are completing the FAFSA. Additionally, the FAFSA can be a prerequisite for qualifying for the SC Need-based Grant and other state and private financial assistance. Students receive assistance from financial aid administrators at SC's public and independent colleges and universities in completing and submitting the FAFSA during these events. Students are also provided information on state scholarship programs, as well as information about the state's public and independent two and four-year higher education institutions.

Program Model: College Goal South Carolina

Higher education institutions, high schools and libraries around the state register to host CGSC events each year through CHE. Each individual site consists of an event team that includes: 1) a site coordinator (a financial aid professional employed at the hosting site and/or SCASFAA member, a school counselor or SC GEAR UP graduation coach employed at the hosting high school, or a counselor employed by a SC TRiO program); 2) financial aid staff from higher education institutions in the state and; 3) community business volunteers (professionals in tax preparation and/or financial aid).

Similar to the College Application Month model, students and parents/guardians who attend these events receive one-on-one assistance from financial aid professionals and community business volunteers in an effort to assist with case-by-case questions pertaining to filling out and submitting the FAFSA form during a CGSC session. These sessions are hosted during the months of February and March each year. Some are hosted after school hours during the week but the standard model that is used at several sites is hosting the event during one Saturday from 10:00am – 2:00pm in February or March. Several sites will host additional events at satellite locations to provide additional opportunities for students and parents/guardians in their community to receive assistance with their FAFSA form. The other sites will have appointment times during the period to ensure their students/families who were unable to attend an event had the opportunity to receive assistance during the school day. Once a student and parent/guardian is finished with their CGSC session, they complete the participant survey in order to provide information about completion of the FAFSA during the CGSC event.

Overall Results of College Goal SC 2016

During February and March 2016, CGSC events were hosted in 46 higher education institutions, and high schools throughout S.C. A total of 923 students and parents/guardians participated in these statewide events (reported by sign-in sheets from each location). Out of the total number of participants, 380 completed the College Goal South Carolina 2016 Student Survey. From those 380 who completed the participant survey, 295 (78%) reported as a college-bound student or current senior in high school and 251 (66%) students reported they completed and submitted a FAFSA form.

I. Participants

A total of 923 individuals attended College Goal South Carolina programs during February and March of 2016. Of these attendees, 380 responded to the student survey. Appendix A (p. 12) provides a more detailed overview of the attendance and response rates for each of the 46 College Goal South Carolina sites.

Target Audience

The 2015 College Goal South Carolina Report provided by the Center for Urban and Multicultural Education (CUME) at Indiana University provided a new definition for the target audience. For purposes of maintaining consistency, this same definition has been retained for use in the 2016 report. The target audience will be determined based on responses to the student survey for College Goal South Carolina 2016 which identify those respondents that are: underrepresented minority students, low income families, and first-generation college students.

Underrepresented minorities are respondents who selected any “yes” response to the question of Hispanic/Latino ethnicity and/or indicated that they identify as Black/African American/African, American Indian/Alaska Native, or Native Hawaiian. Multiracial students will only be included if one of the races with which they identify is listed above.

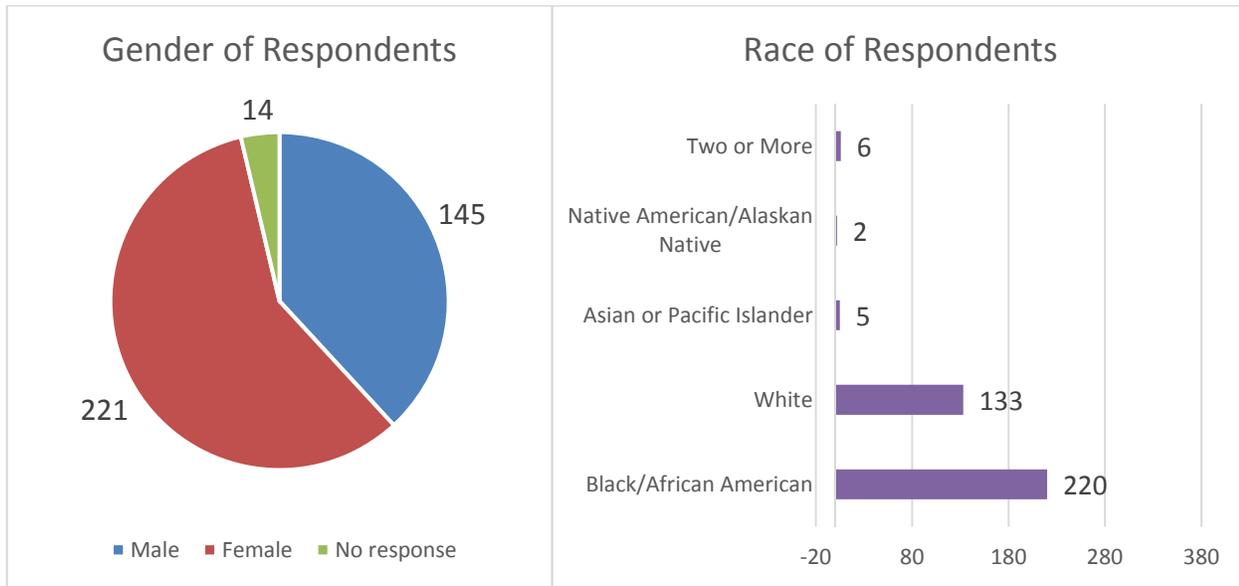
Qualifying as a low income family has been derived from responses to the survey question related to gross income. The Supplemental Nutrition Assistance Program (SNAP) uses a net income level test of 100% of the poverty level and a gross income test of 130% of the poverty level. Therefore, using the 130% level for gross income, the contiguous 28 states and Washington, D.C. will include families with net income less than \$30,000 as low-income.

Responding students will be included as first-generation college students if neither parent completed a certificate or degree, even if they had attended college. While not every question will have separate data for total respondents vs. the target audience, there will be charts provided to compare this sub-section of the total respondents, for informational purposes. This information on the target population will serve useful in determining how effective College Goal South Carolina has been with regards to serving

its neediest population. For 2016, 145 (38%) of the 380 respondents met the definition of the target audience.

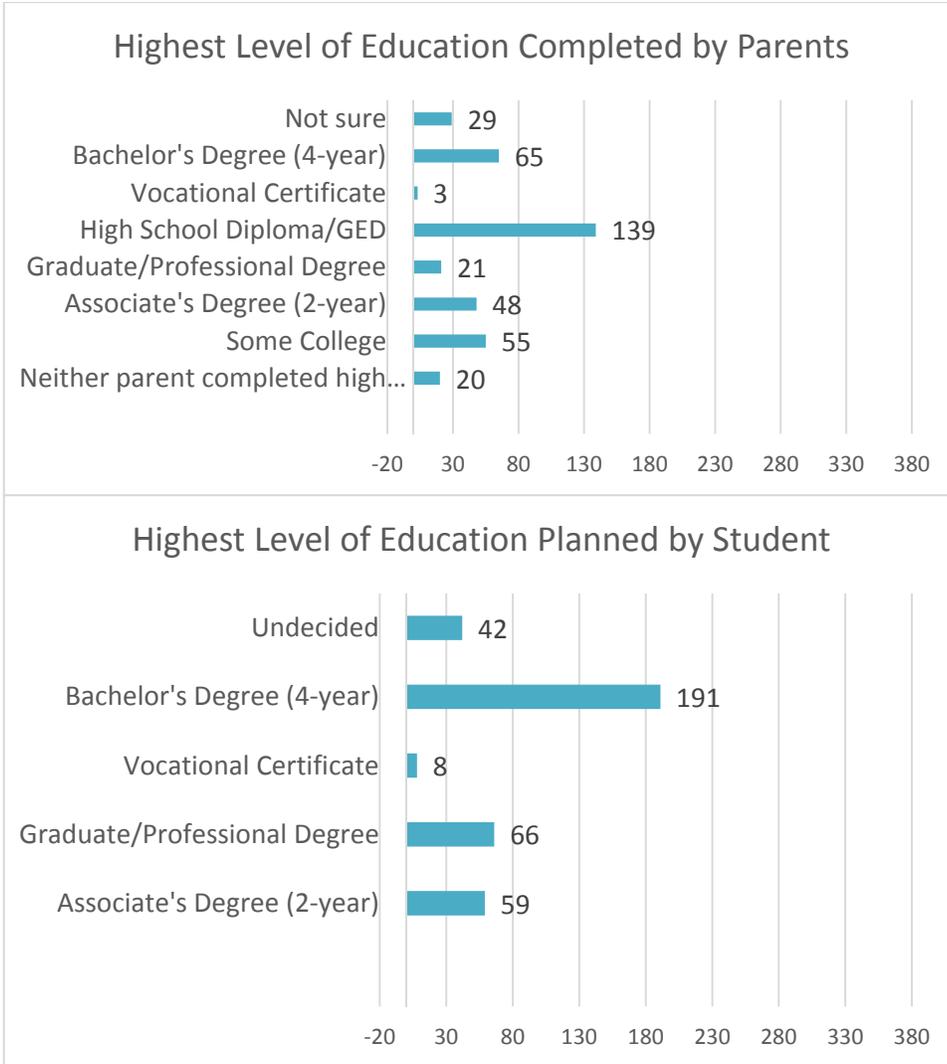
Demographics

Questions in the student survey were asked to capture the composition of the respondents with the hope that the data provided will give the reader a snapshot of type of family and student the College Goal South Carolina Program is serving. The data show that of the 380 participants, 221 (59%) were female and 145 (38%) were male. Most respondents were either 18 or 19 at the time of the event. When asked whether they identify as Hispanic or Latino, 30 (7.8%) respondents indicated that they did identify in this manner. When asked to self-identify within a racial category, a large majority, 220 identified as Black, while 133 identified as White. In summary, 233 of the 380 respondents are considered minority students. The diagrams below provide a visual description of the demographic composition of the respondents.



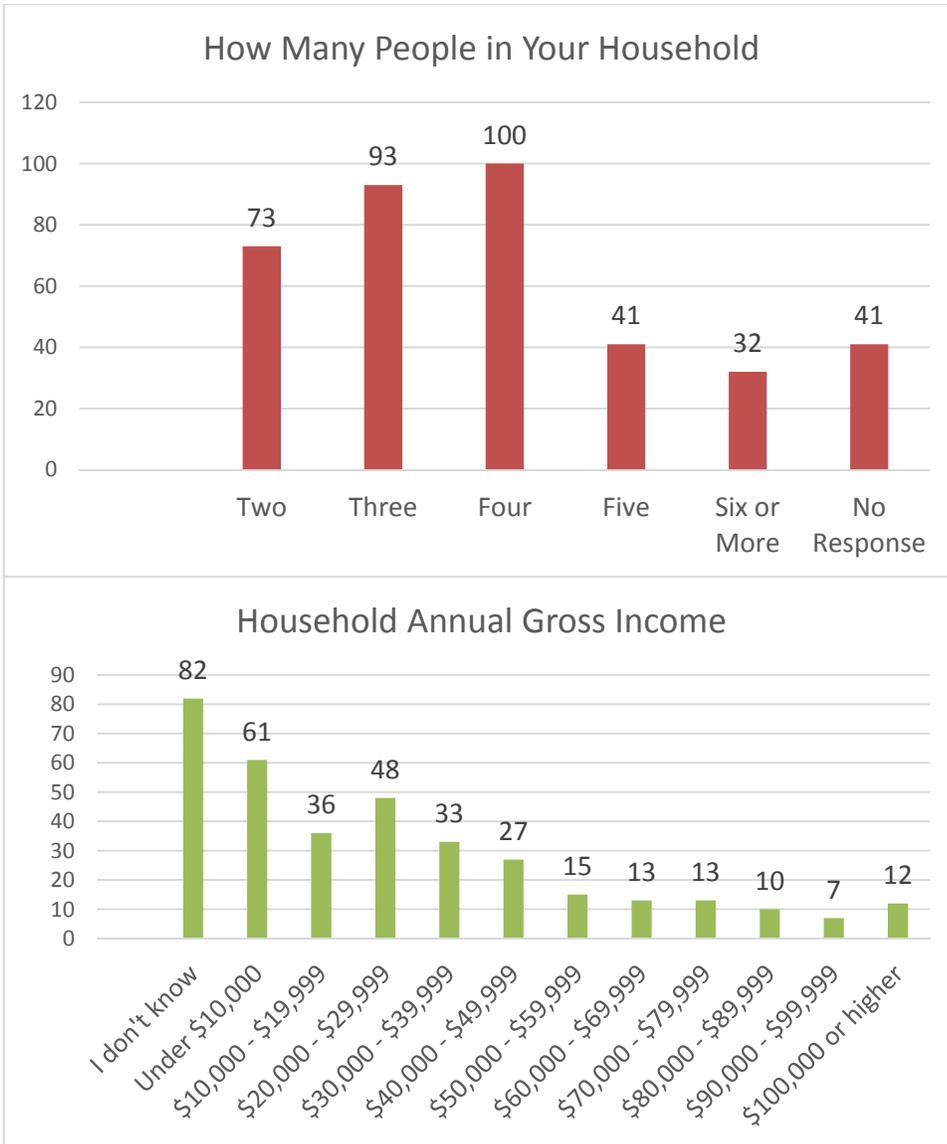
Educational Background and Aspirations

The next set of questions from the survey inquired about educational background or aspirations of the parents and student respondents. Respondents were asked to identify their parents' highest level of academic completion, as well as their own post-secondary plans towards degree completion. Students whose parents had not completed at least a degree or certificate after high school are considered to be potential first-generation college graduates, which is also one of the characteristics of the target population College Goal South Carolina, and other FAFSA Completion programs, seek to serve. Participant responses to questions regarding educational background and aspirations are provided below. As the data show, 56% of the respondents indicated that neither of their parents have not completed at least a degree or certificate (High School Diploma/GED – 139 respondents, Some College – 55 respondents & Neither Parent completed high school – 20 respondents), which qualifies them to be included in the target population. A positive aspect of the student responses is found in the chart indicating the education aspirations of the respondents. Data show that 67.6% of the respondents intend to obtain a bachelor's or graduate degree.



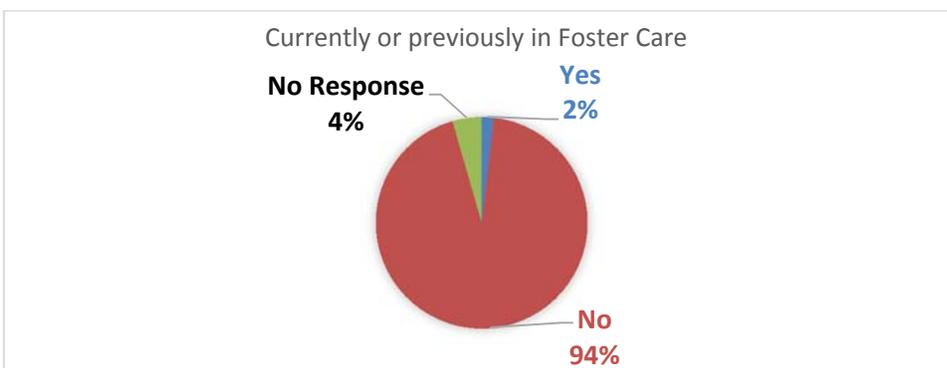
Respondent Household Income and Size

The next set of questions were designed to provide demographic information on the income level and household size of the attendees. Respondents were asked to report an estimate of the household’s annual income and the number of members in their household. The median gross income of South Carolina households is currently \$44,779, according to the latest U.S Census data (United States Census Bureau). Of the 380 respondents, only 18% were in households of at least \$50,000 in gross income (self-reported information). The threshold of \$30,000 was used as the poverty line for the project, as it is determined by the United States Census Bureau to be the poverty threshold for the State of South Carolina. Using this \$30,000 threshold, 38% respondents qualify as “households below the poverty line” based on income. This would place these respondents in the target audience as well. The threshold is based on an income for a four member household, which is appropriate based on the responses provided. The breakdown of income and household size are provided in the charts below. On the average, most homes reported households of 3 to 4 members.



Foster Care Identification

Participants were asked to identify involvement in foster care. Their responses are provided in the figures that follow. The chart describing the foster care identification illustrates that the majority of the respondents have never been in foster care.

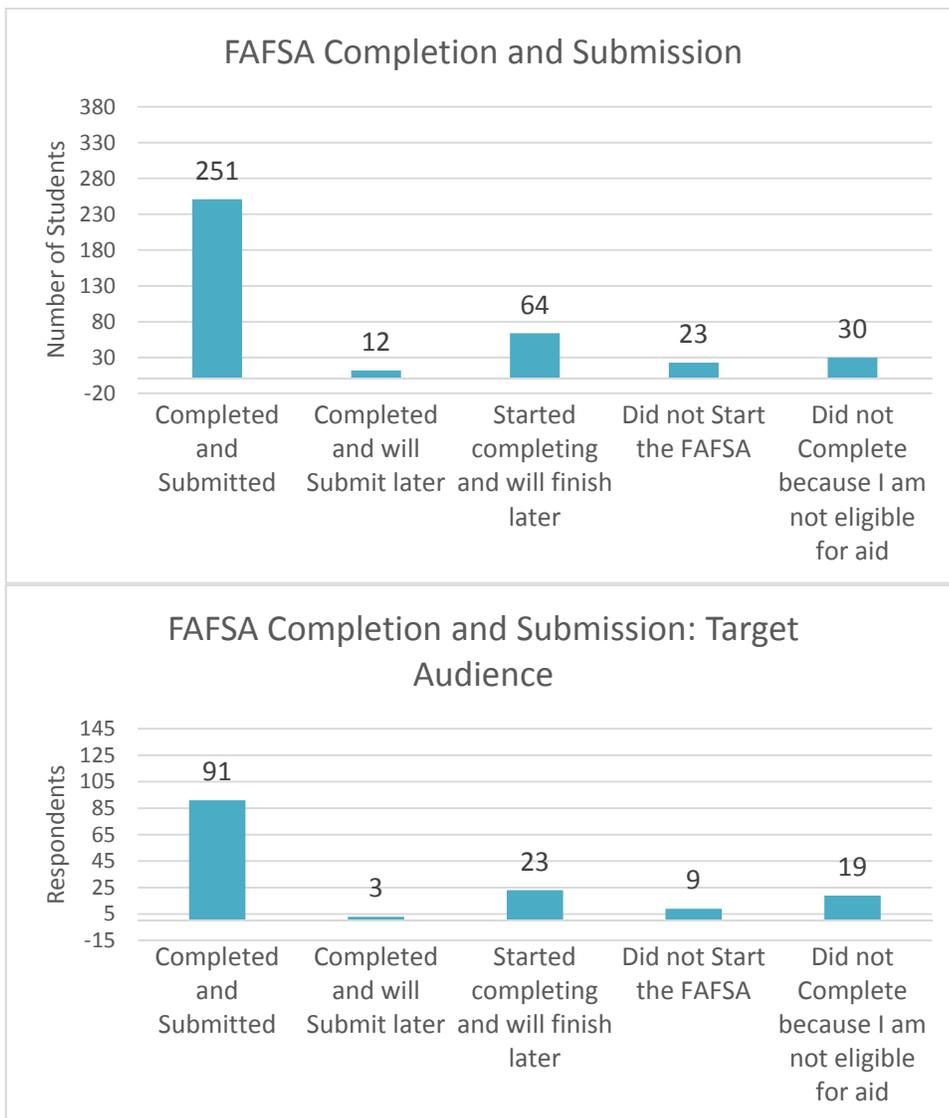


II. Promoting College Access through FAFSA Completion

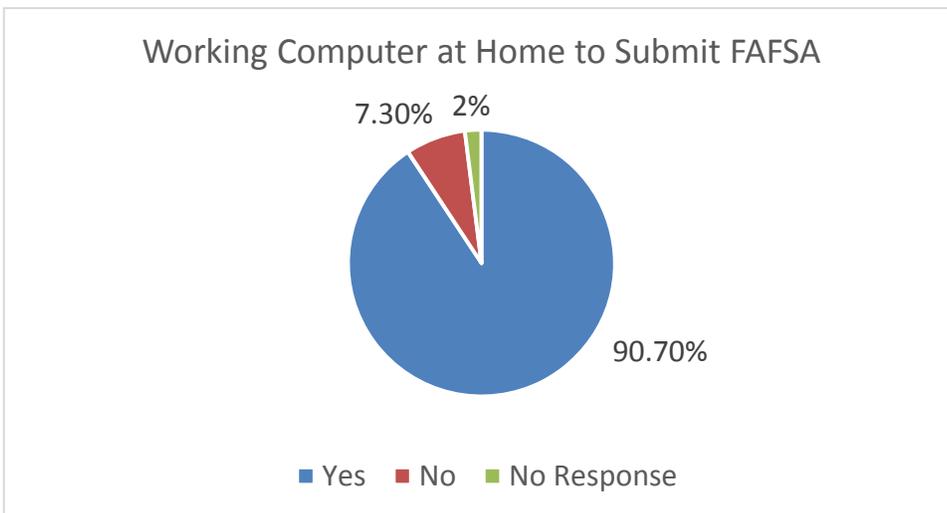
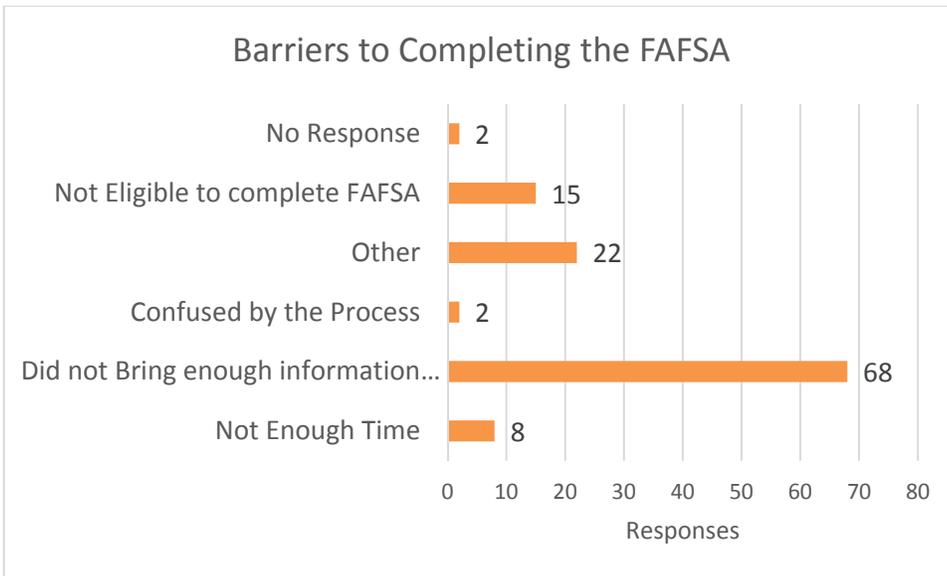
Addressing the mission of the CGS program, specific questions within the survey were focused on completion of the FAFSA application. The data within this section show how respondents as a whole responded to the survey. This allows for the ability to compare the experiences of the target audience to the respondents as a whole. It is important to note that the target audience data is included within the data provided for all participants, so they are not two distinct groups.

Completion and Submission of the FAFSA

Participants were asked to respond to the statement “while you were here, did you complete the FAFSA?” Their responses are described in the figures below. The response of “Completed and Submitted” represented 66% (n=251) of the total respondents. Of the respondents in the target population, the 63% (n=91) indicated completion and submission as well. This indicates that the majority of respondents completed and submitted their FAFSA application while participating in CGS.



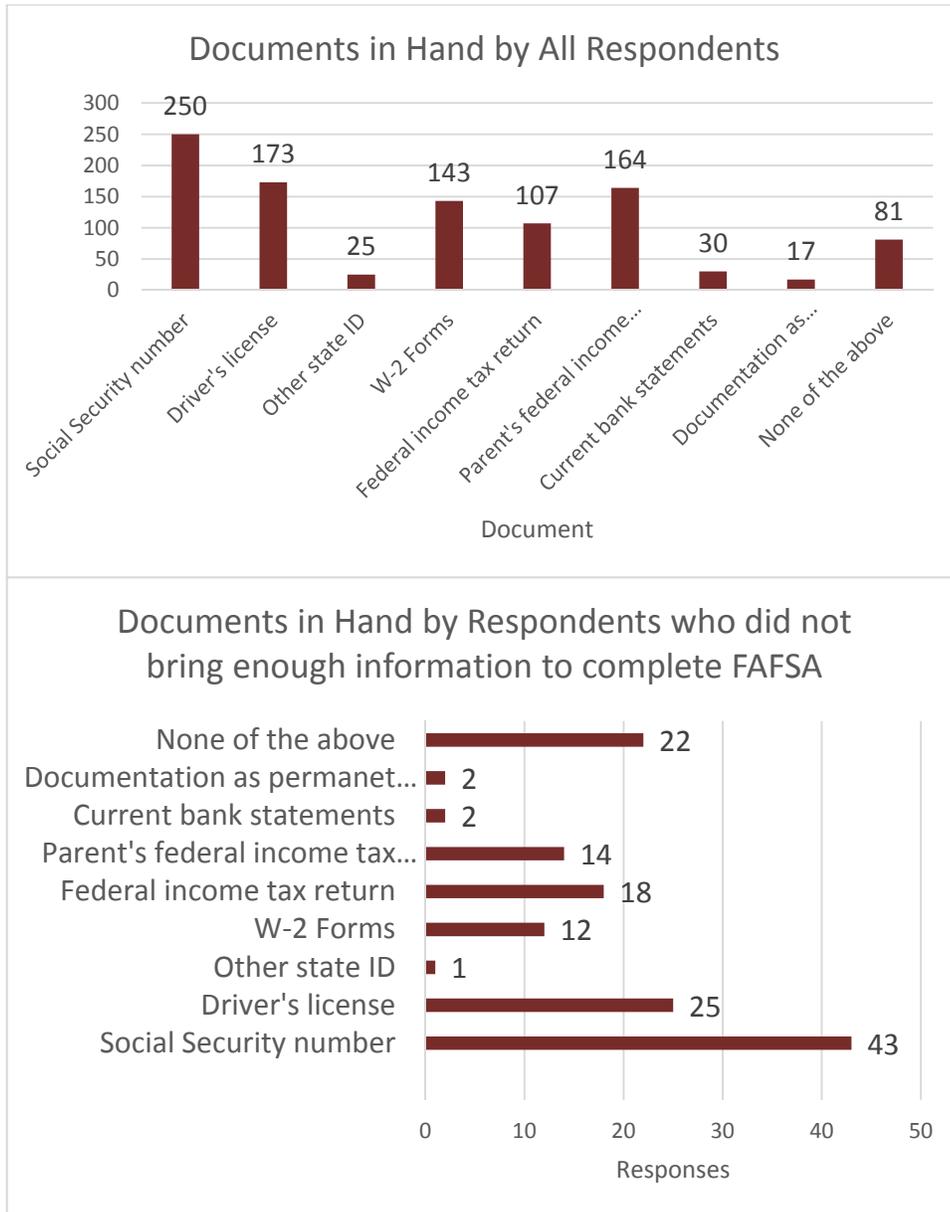
Another area of concern for College Goal Administrators is the reasons for not completing the FAFSA at the event, or barriers to completion. To gain a better understanding of why FAFSA wasn't completed, the survey asks respondents for data on some of the more common reasons for not completing the FAFSA at their College Goal Event. It is hopeful that those barriers that are able to be addressed at the site level (i.e., not enough time, confusion about the process) can be eliminated. The question of whether or not computer access is available at home was asked as well, as many students simply don't complete the FAFSA at the event because they know they have access to the form at home. The majority of responders indicated they were unable to complete the FAFSA at the event due to not bringing enough information to complete the FAFSA on that day. This is an area that can be addressed by continuing to make families and students aware through event announcements and promotional materials of the necessary items to bring with them to College Goal South Carolina events.



Proper and Sufficient Information

As indicated previously, one of the most challenging barriers to the completion and submission of the FAFSA is that the information brought with the student was either inadequate or insufficient to complete the application properly. The chart below illustrates the information brought to the College Goal South Carolina events by respondents. The data point that illustrates a possible lack of information being provided to attendees prior to the event is that fewer than half of the respondents (164) brought

their parent's income tax forms with them. With the high number of high school students completing the FAFSA in the number of respondents, the likelihood of independent students attending the event that would not need parental tax information is low. Sixty-eight respondents identified in the section above that a barrier they experienced to completing the FAFSA was not bringing enough information below. The second chart below shows the documents that section of respondents did bring to their College Goal event. As indicated in the table below, very few of the non-completers brought their parents financial information or tax information, which is an essential part to FAFSA completion.

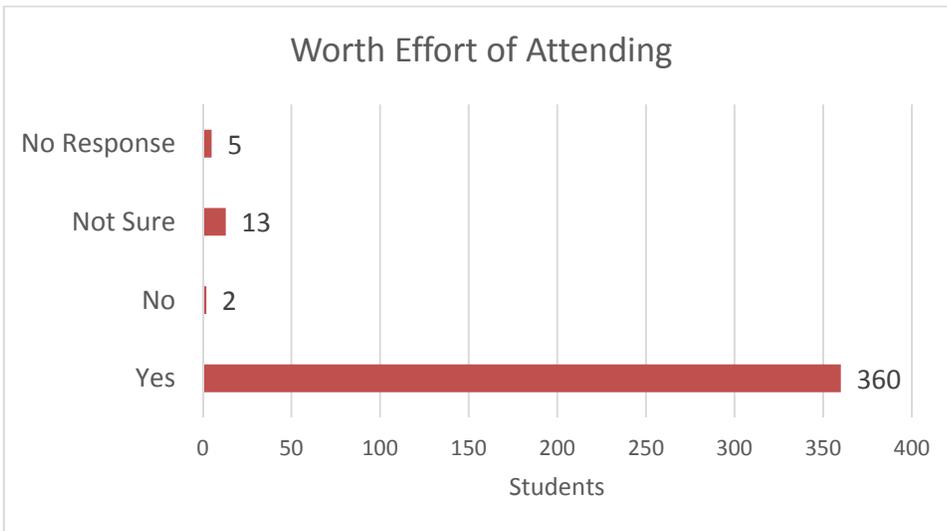
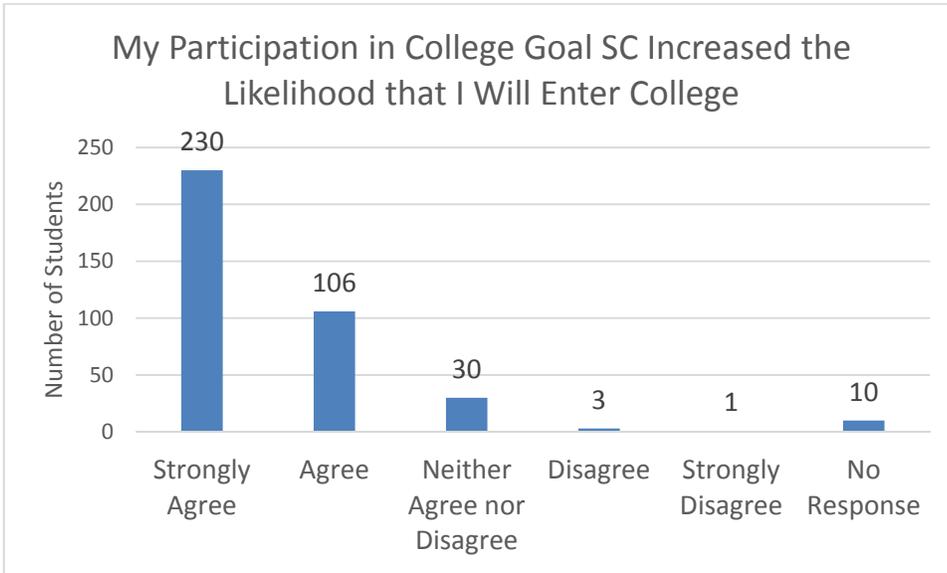


III. Program Evaluation

Questions from the student survey provided information to determine the effectiveness of the College Goal South Carolina program. The information in this section should provide useful information regarding the marketing and management of future programs within South Carolina.

Promoting the College Goal

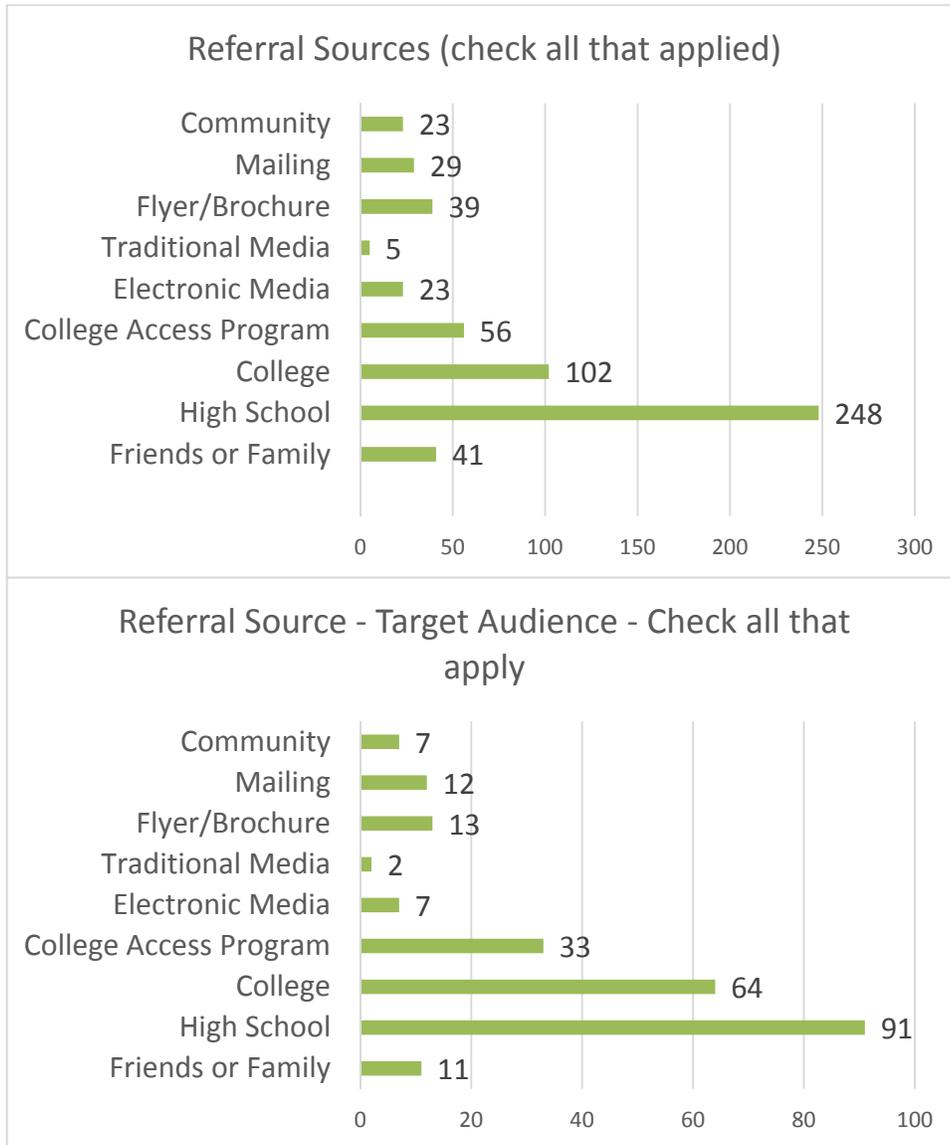
The following diagrams possible impact of the College Goal South Carolina Program on educational aspirations. The diagram represents the whether participation in College Goal Sunday increased his or her likelihood of enrolling in a college or vocational school within the next year. The respondents overwhelmingly agreed that participation in College Goal Sunday increased their likelihood of enrolling in college in the near future. In fact, 88% (230 “strongly agree” and 106 “agree”- total of 336) indicated that they will likely enroll in college in the next year at least in part because they now have completed a FAFSA at a College Goal South Carolina event.



Referral Sources

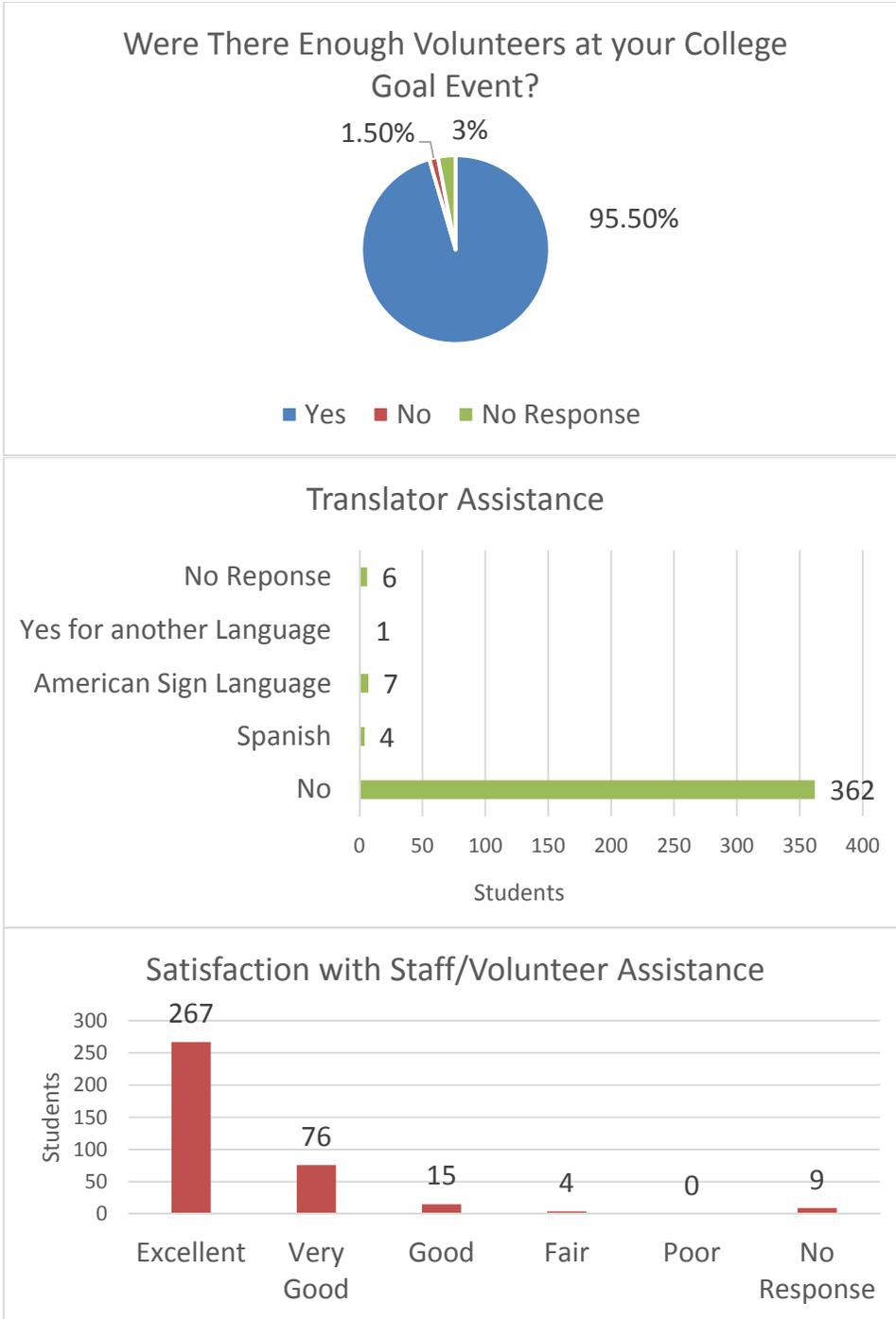
Respondents were asked to indicate any and all sources from which they learned about the College Goal South Carolina program. Their responses are provided below. The most often reported method of referral source for both members of the target audience and respondents as a whole was from the high school. A secondary source appears to be college and college access programs. This is likely a function of the increase in SC Gaining Early Awareness and Readiness for Undergraduate Programs (SC GEAR UP) sites for 2016. Flyers/brochures and Friends/Family are the other sources that were cited by

either group. This information indicates that the best method for members to receive information was through the high schools which is helpful in determining where future resources should be applied.



Staff Assistance

Participants were asked a few questions regarding the assistance they received from College Goal South Carolina staff. They were asked whether they felt there were enough volunteers, whether they received assistance from a translator, as well as to generally rate the assistance they received. This information is most helpful when provided to the College Goal Site Coordinators across the state, as it will help direct and structure the programs for next year. The FAFSA can be an intimidating process, and so a goal of the sites should be to ensure the comfort and satisfaction level of attendees, which in turn could ease the stress of the FAFSA experience. Over 95% of respondents felt there were enough volunteers. Additionally, over 94% of respondents rated the assistance they received as excellent or very good. The most common translation service provided was American Sign Language.



Appendix A: Attendance and Response Rates

Table 1: Attendance, responses, and response rates Site Name	Total Attendance	Responses	Response Rate
Aiken Technical College	15	23	153% *
Battery Creek High School (SC GEAR UP)	11	8	72%
Bluffton High School (Technical College of the Lowcountry event)	13	2	15%
Bob Jones University	5	2	40%
CE Murray High School (SC GEAR UP)	39	38	97%
Central Carolina Technical College (Four Campuses)	61	29	48%

Claflin University	6	0	0%
Colleton County High School (SC GEAR UP)	18	0	0%
CreekBridge High School (SC GEAR UP)	5	4	80%
Darlington High School (SC GEAR UP)	20	8	40%
Dillon High School (SC GEAR UP)	124	3	2%
Edisto High School (SC GEAR UP)	19	5	26%
Estill High School (SC GEAR UP)	8	6	75%
Francis Marion University	12	10	83%
Hemingway High School (SC GEAR UP)	6	6	100%
Horry-Georgetown Technical College (Conway Campus)	60	25	42%
Horry-Georgetown Technical College (Georgetown Campus)	41	15	37%
Lamar High School (SC GEAR UP)	0	0	0%
Lee Central High School (SC GEAR UP)	5	2	40%
Loris High School (SC GEAR UP)	16	13	81%
Marion High School (SC GEAR UP)	83	0	0%
Midlands Technical College/USC TRIO	26	16	62%
Military Magnet Academy (SC GEAR UP)	15	0	0%
Mullins High School (SC GEAR UP)	22	1	5%
Northeastern Technical College	9	0	0%
Presbyterian College	3	1	33%
Richland Northeast High School	20	0	0
Ridgeland-Hardeeville High School (SC GEAR UP)	14	10	71%
Scott's Branch High School (SC GEAR UP)	8	1	13%
Spartanburg Community College (Cherokee Campus)	24	17	71%
St. Johns High School (SC GEAR UP)	4	2	50%
Tri-County Technical College (Pendleton Campus)	30	13	43%
Trident Technical College (Berkeley Campus)	17	12	71%
Trident Technical College (Main Campus)	22	3	14%
University of South Carolina - Lancaster	4	16	400% *
University of South Carolina - Upstate	6	16	266% *
Waccamaw High School	6	3	50%
Wade Hampton High School	10	0	0%
Williamsburg Technical College	64	45	70%
Wilson High School (SC GEAR UP)	13	6	46%
Woodland High School (SC GEAR UP)	2	0	0%
York Technical College	37	19	51%
<i>*indicates a response rate higher than 100% due to the fact that FAFSA's were completed at the college at a time outside of the CGSC event, but student survey was still completed</i>			

Survey and Sign-In Sheet Development

The 2016 College Goal South Carolina survey was derived from the 2015 survey last edited by the Center for Urban and Multicultural Education (CUME) at the IUPUI School of Education. That survey was used for the College Goal Sunday events across the nation in 2015. For 2016, College Goal Sunday oversight was shifted to the National College Access Network. During the transition year, it was decided that no standardized survey or data collection would be done, with an intent on bringing back national data collection in 2017. For the 2016 cycle, states were responsible for collection of their own data and generation of all state reports. CHE staff has contacted the CUME center to discuss acquiring their assistance with the 2017 data collection and report.

Survey and Sign-In Sheet Distribution and Data Collection

The student survey was distributed by two means: online and on paper. Each site coordinator received a hyperlink to the state survey through the SC CANGO website, as well as paper copies for distribution in case of a computer error on the day of the event.

Upon completion of each state's final event, the individual site coordinators provided end of event reports to CHE electronically with attendance and volunteer totals for each site, description of marketing plans and other relevant information. Paper surveys were transferred to the online survey by site volunteers. Once received, CHE staff processed and analyzed the data. Though there were minimal discrepancies in the reporting of the data, Responses that were determined to be invalid were removed.

Training of State Coordinators

To ensure standardized processes and procedures for handling both attendance and survey administration, Regional trainings were held in December 2015 for all site coordinators. These trainings discussed how to properly use the attendance sheets and surveys, as well as how important it would be to acquire the data. The completion of surveys online, prior to students leaving the event was stressed. Promotional materials were provided to new sites and other sites were trained on how to access the site materials and FAFSA through the SC CANGO website.