



COMMITTEE ON STUDENT SERVICES

11:00 am on Thursday, August 6, 2026

In-Person and via Zoom

<https://che-sc-gov.zoom.us/j/94029081896?pwd=A8zTovvY29bjvCMWo0PCvFVdvdK1dG.1>

Meeting ID: 940 2908 1896 Password: 189412

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|----|---|---|
| 1. | Introduction and Approval of Minutes | Ms. Jenni Bryson, Chair |
| 2. | Chair's Report
USCA LIFE Student Representative | Ms. Neva Bassett
USC Aiken |
| 3. | College Transition Program Scholarship Report (For Approval) | Ms. Kathryn Harris,
Program Manager |
| 4. | SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) Quarter 3 Report (For Information) | Dr. George Johnson, Chair
Department of Education
South Carolina State University |
| 5. | Other Business | Ms. Jenni Bryson, Chair |
| 6. | Adjournment | |

Other Meetings

Committee On Student Services

Thursday, September 3, 2026

Thursday, November 5, 2026

Thursday, December 3, 2026



Minutes of the Committee on Student Services Meeting

May 7, 2026
11:00 a.m.

Committee Members Attending

Commissioner Jenni Bryson, Chair
Commissioner Gene Fant
Commissioner Charles Schulze
Commissioner Paul Batson
Commissioner Amy Bigham
Commissioner Daniel Dukes

Guests

Mr. Ray Jones, SC Student Loan
Dr. George Johnson, SC State University
Dr. Costonzo Bryant-Martin, SC State University
Mr. Sean Collum, Greenville Technical College
Dr. Walter Collins, USC Palmetto College
Dr. Samantha Hicks, Coastal Carolina University
Ms. Kelli Fookes, Coastal Carolina University

Staff Members Present

Dr. Karen Woodfaulk
Dr. Gerrick Hampton
Ms. Kathy Rollins
Ms. Alfie Mincy
Ms. Alantis Seckal
Ms. Tanya Weigold
Ms. Kathryn Harris
Mr. Chris Glenn
Ms. Leslie Williams
Dr. Angela Peters
Ms. Mariana Manic
Dr. Tim Rees
Ms. Kinsey Phillips

1. Introductions and Approval of Minutes

Ms. Kinsey Phillips introduced the guests in attendance and confirmed that the meeting was held in accordance with the Freedom of Information Act. Chair Jenni Bryson provided greetings and reiterated the purpose of the meeting to all in attendance.

Chair Bryson called for a motion to approve the minutes of the Committee on Student Services' March 5, 2026 meeting. A **motion** was made (Batson), **seconded** (Bigham), and carried to approve the minutes

2. Chair Report

Chair Bryson introduced a student speaker, Kelsey Medcalf, SGA Parliamentarian at Winthrop University. Ms. Medcalf was invited to share her experience and perspective as a Winthrop University student, and specifically, as a student of a South Carolina institution.

Ms. Medcalf highlighted her choice of Winthrop University as both a hidden gem and a nationally known institution. An area of improvement that Ms. Medcalf identified was the appeals process for state



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scholarships. She recommended improving the leniency with which appeals are evaluated, due to many factors that affect students' appeals being out of their hands. Ms. Medcalf praised the faculty at Winthrop University for their willingness to support students in their academic and professional goals. In closing, Ms. Medcalf thanked the Commission for everything that it does for college students.

3. SC Student Loan Corporation Administrative Budget Request: FY 26-27 (For Approval)

Dr. Karen Woodfaulk introduced Mr. Ray Jones, Chief Product Officer of SC Student Loan Corporation, to give the FY 26-27 Budget Request.

Mr. Ray Jones explained that the South Carolina Student Loan program was written into legislation as the administrator for the South Carolina teacher loan program since 1984 including the PACE forgivable loan program, an alternative pathway to professional educator certification. Mr. Jones stated that SC Student Loan Administrative Budget has increased in personnel expenses by 17% and contractual expenses by 4%.

Mr. Jones expressed that requested increase of funds for personnel expenses is intended to be used for staffing necessary to manage, sustain, and administer the SC Teacher Loan Program. Mr. Jones explained that the 17% increase is a lump sum amount designed to cover a number of current SC Student Loan counselors, finance staff, vice president, and business intelligence team members whose workload is affected by the new processes involved with the Teacher Refinance Loan Program.

Mr. Jones stated that the requested increase of funds for contractual expenses reflects an adjustment made following a separate financial audit of the teacher loan program last year. The approved budget for this was \$20,000. However, Mr. Jones shared that the actual amount spent following the audit was \$25,000. The proposed budget for 26-27 reflects this actual amount and modest increase, bringing the total to \$25,900.

Mr. Jones explained that the 2026-27 budget reflects a carry forward of the budget approved for the Teacher Refinance Proviso for 2025-26. Mr. Jones stated that the Refinance Loan was not implemented in 25-26, so the actual amount for that budget year reflects \$0. Mr. Jones stated that all funds for this were carried forward into the 26-27 budget. However, the total amount proposed for 26-27 reflects a decrease in contractual expenses of \$20,000 related to one-time set up for the loan origination system. Mr. Jones shared that the provider was able to accommodate set up at a lower cost.

The South Carolina Student Loan budget request is a total of \$772,765, which is an increase of 3% from \$749,735. A **motion** was made (Bigham), **seconded** (Batson), and carried to approve the budget request.

4. SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) Quarters 1 and 2 Reports and FY 2026-27 Budget Update

Dr. Karen Woodfaulk introduced Dr. George Johnson, chair of the Teacher Education Program at South Carolina State University.

Dr. Woodfaulk explained that the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) has 78 participants across 14 sites in the program as of Quarters 1 and 2 of 2025-26. There are currently 6 graduates as of the end of Spring 2026. All are employed in South Carolina school districts.

Dr. George Johnson introduced the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) and explained how the program remains critical to the state as it focuses on expanding access to the teaching profession for non-traditional candidates, including teacher assistants, peer professionals,

and career changers. He emphasized the focus on high-need and underserved areas of South Carolina. He affirmed that while graduates of this program can choose to teach in any South Carolina school district they chose, the program's focus was on larger school districts, with a goal to expand the footprint of the program gradually.

In regard to Praxis preparation and outcomes of SC-PRRMT, Commissioner Batson noted there was a decrease in pass rate over four years from 35% to the most current rate of 30%. As Praxis outcomes are materially important to the program, and critically important for program participants, Dr. Johnson affirmed that SC-PRRMT is making improvements to the program to address this with a goal to increase Praxis pass rates. A main focus of improvement cited by Dr. Johnson included establishment of a Praxis Core Lab.

The Committee noted that overall program numbers of participants appeared to decrease in FY 2021-22. However, Dr. Woodfaulk explained that since FY 2023-24, the program is staying at a stable and consistent number of 78 participants. Dr. Johnson expressed that it is the desire of SC-PRRMT to increase the amount of students who have the opportunity to participate in the program and to ensure these participants are passing their Praxis Core. Dr. Johnson explained that SC State University seeks to provide as much support to ensure the success of students in the program.

The CHE continues to monitor the budget and work with South Carolina State University to determine the effectiveness of the budget in compliance with Proviso 1A.6.

5. College Application Month Fall 2025 (For Information)

Chair Bryson introduced Ms. Kathy Rollins, the program manager for College Access. Ms. Rollins described the College Application Month program as a series of events across South Carolina that incorporates college and university staff and brings them to schools to assist high school seniors with applying for college. This year, 256 high schools participated in College Application Month, an increase of 3 from the previous year, and the highest in program history.

Ms. Rollins expressed that prior to survey completion, there were some concerns about having enough Student Survey data due to legislation being implemented concerning cellphone usage in high schools. Survey numbers relied on mobile phones being used to scan QR code and complete a survey. Despite this potential for incomplete data, Ms. Rollins and Ms. Seckal received 4,741 surveys, which have provided vital information concerning gender, race/ethnicity, and first-generation student status of the graduating class.

Ms. Rollins proceeded to state that the top 10 most reported applications were to the following institutions, in no particular order: Coastal Carolina University, Tri-County Technical College, Horry-Georgetown Technical College, University of South Carolina-Columbia, Francis Marion University, Greenville Technical College, University of South Carolina/Upstate, Clemson University, South Carolina State University, and Lander University.

Though Ms. Rollins and Ms. Seckal as the College Access team do focus on serving rural counties to ensure awareness and availability of college resources, they did not have data readily available about the percentage of rural vs. urban counties represented in the college application data. Ms. Rollins stated that she intends to have that data available at a later date.

6. Notice of Drafting: Scholarships (For Information)

Dr. Gerrick Hampton provided notice that a Notice of Drafting for State Scholarships, would be submitted in May of 2026. Dr. Hampton explained that the Notice of Drafting is the first step in the regulatory process.

The Notice announces to the state that the CHE intends to open regulations for possible revision. This notice will be for SC HOPE, LIFE, and Palmetto Fellows Scholarship Programs. The CHE will work with institutions and the general public throughout the process to ensure all stakeholders have the opportunity to provide input on any proposed changes. Based on the feedback received, it could be potentially a two-year process. Before the changes are submitted to the legislature during the 2027 Legislative Session, they will be brought before the Committee on Student Services.

Commissioner Batson provided a recommendation to ensure alignment of the regulatory process as described with financial planning teams in order to ensure that there would be no surprises when the final regulations were presented to the SC General Assembly.

7. Connecting Service, Credit, and Collaboration to Strengthen Pathways for Military Learners in South Carolina Convening Update (For Information)

Dr. Karen Woodfaulk introduced Ms. Alfie Mincy, Program Coordinator for SC National Guard College Assistance Program and Veterans Outreach.

Ms. Mincy presented an update on a statewide professional development initiative conducted from March to April in partnership with the South Carolina Department of Veterans Affairs. Ms. Mincy explained the convening consisted of a training series, which included a virtual orientation, self-paced micro-courses, and an in-person session, aimed to strengthen pathways for military affiliate students by equipping administrators and staff with tools to recognize and award academic credit for military training and experience. Ms. Mincey stated that the initiative received positive feedback, with 131 registrants for the virtual orientation and 78 attendees at the in-person session, and resulted in an invitation for a faculty member from York Technical College to join the advisory board.

The Committee discussed military credit for prior learning, with Dr. Woodfaulk highlighting South Carolina's advantage of having 8 military installations as compared to other states. Dr. Woodfaulk explained how this program helps veterans transition their military experience into academic credit, potentially shortening their graduation time from the typical 4 years.

8. Other Business

As there was no other business, Chair Bryson adjourned the meeting at 12:10 pm.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



Minutes of the Committee on Student Services Meeting

June 3, 2026, 3:30 pm

Committee Members Attending

Commissioner Paul Batson, Co-Chair
Commissioner Charles Schulze
Commissioner Amy Bigham

Guests

Mr. Andrew Anderson, MUSC
Ms. Tami Cooke, MUSC
Ms. Jules Harper, MUSC
Ms. Katie Stevens, SC Tuition Grants Commission
Dr. Walter Collins, USC Palmetto College
Ms. Tangar Young, SC State University
Dr. Samantha Hicks, Coastal Carolina University
Ms. Pat Greene, USC Beaufort
Ms. Amy Munoz, Greenville Technical College
Ms. Lathea Fennell, Technical College of the Lowcountry

Staff Members Present

Dr. Jeff Perez
Dr. Karen Woodfaulk
Dr. Gerrick Hampton
Ms. Kathryn Harris
Ms. Tanya Weigold
Ms. Kara Smith
Ms. Alantis Seckal
Ms. Alfie Mincy
Mr. Carson Alexander
Mr. Mark Swart
Ms. Kinsey Phillips

1. Introductions and Approval of Minutes

Ms. Kinsey Phillips introduced the guest in attendance and confirmed that the meeting was held in accordance with the Freedom of Information Act. Co-Chair Paul Batson provided greetings and reiterated the purpose of the meeting to all in attendance. The Committee on Student Services did not have a quorum present, so the minutes from the May 7 meeting were not approved.

2. Chair Report

Co-Chair Batson invited Jules Harper, a student at Medical University of South Carolina and a dermatology intern, to share her perspective as a South Carolina student of higher

education. Ms. Harper discussed her medical education journey and shared recommendations for improving medical education in South Carolina. Ms. Harper emphasized the importance of retaining talented professionals within the state after graduation, making education more affordable, and increasing job and training opportunities, particularly in competitive specialties like dermatology. Ms. Harper also explained the medical school and residency process, including the research year she plans to take to strengthen her CV and focus on dermatology research.

3. Scholarship Appeals Cycle 2025-26 Overview

Tanya Weigold presented an overview of the state scholarship appeal process for students receiving merit scholarships including HOPE, LIFE, and Palmetto Fellows. Ms. Weigold explained the eligibility requirements for each scholarship type and outlined the two appeal cycles for the 2025-26 academic year, with the fall cycle closing September 12th and the spring cycle closing February 13th. During the presentation, Ms. Weigold shared that 176 students submitted appeals for the LIFE/SC HOPE Scholarships for the 2025-26 academic year, with 89 approved, 46 denied, 10 deemed ineligible, 12 referred back to institutions, and 19 incomplete appeals not heard. 49 students submitted appeals for the Palmetto Fellows Scholarship for the 2025-26 academic year with 32 approved, 4 denied, 1 ineligible, 7 referred back to institutions, 1 withdrawn, and 4 incomplete appeals not heard. For the 2025-26 academic year, a total of 225 appeals were received.

Following the presentation of data, there was discussion on the volume of appeal requests received. Commissioner Batson asked for clarification that CHE staff were responsible for reading the full contents of appeal applications. Ms. Weigold stated that CHE staff do read the full contents of appeal applications and that staff need to complete additional steps of review when students re-appeal. Commissioner Batson asked which Commissioner currently served on the Scholarship Appeals Committee. Dr. Karen Woodfaulk stated that there is currently a vacancy on the committee for a Commissioner.

Commissioner Bigham asked for clarification on taking summer courses, which is one of the recommendations CHE provides to students seeking to appeal their scholarship decisions. Commissioner Bigham mentioned that summer courses at home institutions could be quite expensive and asked if students could attend other institutions during the summer to help improve their academic record for appeals purposes. Ms. Weigold stated that for SC HOPE and LIFE scholarship appeals, students can attend other institutions during the summer to improve their credit hour total.

4. Tucker Hipps Transparency Act 2024-25 Annual Review

Tanya Weigold presented a review of the Tucker Hipps Transparency act for 2024-25. The Tucker Hipps Transparency Act requires public institutions to report actual findings of violations related to fraternities, sororities, and student organizations, including offenses in alcohol, drugs, sexual assault, physical assault, and hazing. Ms. Weigold reported that during the 2024-25 academic year, there were 16 hazing violations, 10 alcohol-related violations, and 9 policy compliance violations, totaling 40 violations by 29 organizations, with hazing violations increasing in recent years.

The committee discussed campus safety violations in the report. Dr. Jeff Perez asked if the balance and type of violations has changed since reporting began. Commissioner Batson asked if the hazing violations were more prevalent at specific institutions. Ms. Weigold stated that hazing violations have increased and noted that larger institutions with more fraternity and sorority life tend to have more violations. They reviewed data showing increases in hazing incidents and violations overall, with the 2024-25 academic year having the highest number of violations in the past six years. Dr. Perez suggested that the increase in numbers of violations is not necessarily bad, as an increase in reports could indicate more vigilance and sensitivity to the severity of incidents, as well as an increase in willingness to make reports of potential violations.

Commissioner Batson asked for clarification if institutions were required to report the information on their website and if it is the responsibility of CHE to monitor the reporting of violations. Dr. Woodfaulk stated that CHE is responsible for making sure that CHE makes links to each institution's Tucker Hipps Transparency Act reports clear and available on the CHE website. CHE also works to make sure the reporting information on institutional websites is readily available and easily found.

Ms. Weigold introduced Act 161, the College Safety Training Programs for Students, which requires institutions to provide student safety training within 30 days of campus arrival and includes components like emergency procedures, Title IX bystander intervention, and opioid education. Ms. Weigold presented both similarities and differences between Act 161 and the Tucker Hipps Transparency Act. Finally, Ms. Weigold explained CHE's responsibilities under Act 161: to collect an annual report by January 31, make reports available on CHE website, provide a summary to the House Education and Public Works Committee and the Senate Education Committee no later than December 1 each year, and to notify Chairmen of non-compliant institutions by January 1. Commissioner Bigham shared personal experience with required safety training for her child's fraternity involvement, noting that while initially seen as burdensome, these requirements have become accepted and valuable parts of campus life.

5. SC Need Based Grant Annual Review and College Transition Program Grant Review 2024-25

Tanya Weigold covered the South Carolina Need-Based Grant program, which received \$92 million for the 2024-25 academic year, with \$80 million from lottery funds and \$12 million from the children's education endowment. The program's purpose is to provide financial support for South Carolina's neediest college students. Dr. Perez clarified that \$12.8 million previously allocated to private institutions for tuition grants will now be redirected to public institutions, resulting in approximately \$9 million more available for need-based grants at public institutions.

Kathryn Harris presented an update on the College Transition Program (CTP), which supports students with intellectual disabilities across six South Carolina institutions, with 200 participants in 2024-25. The program includes both need-based grants and scholarships, with some institutions adding advanced two-year programs and partnerships with local businesses. Ms. Harris provided several program updates, including enhancements at each of the six participating institutions. Ms. Harris also discussed the expansion of CTP to state technical colleges, with Midlands Tech enrolling its first class in Fall 2026 and Greenville Tech hoping for their first class in Fall 2027.

Commissioner Bigham asked if out-of-state students could participate in the programs. Ms. Harris stated that out-of-state students could participate, but funding and scholarship eligibility were limited to South Carolina residents.

6. Palmetto Fellows Scholarship 2024-25 Annual Review

Kathryn Harris presented key statistics and updates on the Palmetto Fellows Scholarship program, including history, background, and current eligibility criteria, along with updates on the 2024-25 high school cohort. For the 2024-25 cohort, 3,614 students met academic criteria, with 42% qualifying through alternative criteria (1400+ SAT or 31+ ACT and 4.0 SC Uniform Grading Policy GPA). Applicants in this cohort maintained an average GPA of 4.96 and SAT score of 1301. The program saw 3,110 students confirm their enrollment, with 2,679 choosing in-state colleges and 299 selecting out-of-state institutions, along with 88 students choosing two-year colleges. Ms. Harris discussed continued eligibility requirements, along with a report on the average 1 to 2 year retention rate of 89.66% from 2005-2025. Finally, Ms. Harris stated that of 9,149 recipients in Fall 2025, 3,987 students received scholarship enhancements.

Ms. Harris and Dr. Woodfaulk discussed system improvements implemented since May of 2024 using Element451. Use of Element451 as a customer relations management system has allowed CHE to receive and process Palmetto Fellows applications and designations

fully electronically. Ms. Harris explained that use of Element451 has increased application efficiency and reported that Element451 has improved data accuracy and has saved 538 hours of manpower during one application cycle alone through automation.

Ms. Harris provided some notable legislative updates. One update included Act 156, which allows for Palmetto Fellows Scholarship Enhancements for Education and Accounting Majors. The other update involved a change to the Palmetto Fellows Regulations, making ACT Science scores optional. Lastly, Ms. Harris stated that the final funding amount for the current Palmetto Fellows Cycle (2025-26) was \$72.9M, and that invoices and data for this cycle would be finalized after Summer 2026.

7. Other Business

As there was no other business, the meeting was adjourned at 4:41 pm.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



College Transition Scholarship Program: Fiscal Year 2025-2026 Summary Report

College Transition Program (CTP) Background

Some higher education institutions provide comprehensive transition and postsecondary programs for students with intellectual disabilities. Eligible students may receive financial aid to participate in these programs if the higher education institution also participates in the federal student aid program. As of July 9, 2025, the U.S. Department of Education has approved 176 programs throughout the nation. There are currently six institutions approved in South Carolina: Clemson University, Coastal Carolina University, the College of Charleston, the University of South Carolina Aiken, the University of South Carolina Columbia, and Winthrop University.

Initially, the College Transition Connection (CTC) directed efforts to assist intellectually disabled students. During FY 2013-14, CTC worked with select colleges and universities in South Carolina to design, create, and fund transition and post-secondary opportunities for young adults with intellectual disabilities. These are known now as College Transition Programs (CTP). The CTP serves students with intellectual disabilities who demonstrate financial need. These programs allow students to attend a South Carolina institution and engage in academics, independent living environments, employment/career opportunities, and socialization.

CTP programs are non-degree programs and successful completion allows students to receive a certificate of postsecondary education. Since FY 2013-14, the South Carolina General Assembly has directed a portion of need-based grant funds to students enrolled in a CTP at South Carolina institutions.

For FY 2025-26, per Proviso 11.10, CHE was authorized to allocate up to \$700,000 of need-based grant funds for CTP.

South Carolina CTP Programs

Clemson University LIFE Program	
Cost of program	On-campus is \$43,926/year and off-campus costs start at \$31,576/year (cost varies for meal options). Out-of-state is \$46,008 (program costs decrease to \$39,426 in-state and \$27,076 out-of-state for years 3 and 4).
Total number of participants during the 2025-26 academic year	53 participants.
Total number of participants who were SC residents during the 2025-26 academic year	16 South Carolina residents.

The Clemson LIFE Program offers a two-year Basic Program that incorporates functional academics, independent living, employment, social/leisure skills, and health/wellness skills in a public university setting with the goal of producing self-sufficient young adults. Additionally, the Clemson LIFE Program offers a two-year Advanced Program for students who have demonstrated the ability to safely live independently, sustain employment, and socially integrate during the Basic Program. According to Clemson, the Advanced Program emphasizes workplace experience, community integration, and independent living with a reduction in supports as the students' progress. Students who successfully complete the Basic or Advanced Program will receive a corresponding certificate of postsecondary education.

Coastal Carolina University LIFE Program	
Cost of program	On-campus is \$34,360. Coastal waives the out-of-state tuition surcharge.
Total number of participants during the 2025-26 academic year	40 participants.
Total number of participants who were SC residents during the 2025-26 academic year	29 South Carolina residents.

The Coastal Carolina University LIFE program is a four-year, inclusive, comprehensive, postsecondary education and transition program for young adults with mild to moderate intellectual and/or developmental disabilities. According to Coastal Carolina, the program is a cohort-structured program enrolling eight to ten students each academic year. The LIFE program prepares students with the life skills needed to complete their postsecondary education, gain, and maintain meaningful employment, and live

independent and productive adult lives. Alumni can utilize the LIFE Alumni Career Service program for employment workshops, assistance with job searches and resumes as well as utilizing the support of job coaches.

College of Charleston LIFE Program	
Cost of program	On-campus for is \$37,704. Out-of-state is \$65,702. Non-residential programing is not offered.
Total number of participants during the 2025-26 academic year	31 participants.
Total number of participants who were SC residents during the 2025-26 academic year	10 South Carolina residents.

The CharlestonLIFE Program at the College of Charleston is a four-year, fully inclusive certificate program for students with mild intellectual and/or developmental disabilities (IDD). CharlestonLIFE focuses on academics, social development, independent living, and career development to help participants grow and thrive. Their mission is to empower students to become as self-determined and independent as possible while learning valuable skills in a supportive, inclusive environment.

University of South Carolina – Aiken LIFE	
Cost of program	On-campus is \$39,176. Out-of-state is \$40,918 per year. Non-residential programing is not offered.
Total number of participants during the 2025-26 academic year	29 participants.
Total number of participants who were SC residents during the 2025-26 academic year	29 South Carolina residents.

USC Aiken LIFE is a two-year, inclusive postsecondary program for students with intellectual and developmental disabilities. The program is designed to promote independence, academic engagement, and career readiness. Students complete at least one credit-bearing University of South Carolina Aiken (USCA) course each semester, hold a paid or volunteer job on or off campus, and live in campus housing with the support of a designated LIFE Resident Assistant. In addition to enrolling in USCA coursework, students complete a series of USCA LIFE-specific classes and participate in weekly social activities with same-aged peers. Upon completion of the program, students earn the Promoting Academic, Community, & Employment Readiness (PACER) credential.

Beginning in the 2025–26 academic year, USCA LIFE will offer the Leadership & Civic Engagement (LCE) program. This invitation-only opportunity allows students who demonstrate significant progress during the first two years of the LIFE program to extend their participation for an additional two years, with an added focus on leadership development and community engagement.

University of South Carolina – Columbia Carolina LIFE	
Cost of program	On-campus is \$36,820. Off-campus is \$22,744. All students receive in-state tuition rates.
Total number of participants during the 2025-26 academic year	25 participants.
Total number of participants who were SC residents during the 2025-26 academic year	12 South Carolina residents.

Carolina LIFE is a four-year, non-degree program for students with documented, diverse learning needs (e.g., intellectual disability). Students are provided support in working towards and achieving their academic, social, personal, career, and independent living goals. Upon graduation, students are awarded a Carolina LIFE certificate of completion and have access to and support in pursuing industry-based credentials specific to their desired career path.

Winthrop University LIFE Program	
Cost of program	On-campus is \$30,000. Off-campus is \$18,000. Winthrop waives the out-of-state tuition surcharge.
Total number of participants during the 2025-26 academic year	26 participants.
Total number of participants who were SC residents during the 2025-26 academic year	16 South Carolina residents.

Winthrop University’s LIFE Program is a fully inclusive postsecondary certificate education program for students with intellectual disabilities seeking to continue academic, career, technical, and independent living instruction to prepare for gainful employment. During the 2023-24 academic year, Winthrop transitioned to a four-year model where it invites qualified students to remain for up to two additional years (years three and four) to continue to gain additional academic knowledge, independent living instruction, and further career skills for more specialized/advanced career paths/gainful employment.

Participants in the advanced program will take coursework through York Technical College (YTC) to gain skills in one of the specializations/learning skills available by YTC.

Overview of the South Carolina CTP Programs and Disbursements

Table 1 illustrates an overall steady growth in CTP students since the initiation of the program. Table 2 illustrates the CTP Need-based Grant disbursements at each participating institution. In FY 2015-16, the maximum award could not exceed \$7,000 per student. As the number of program participants increased, the funding available to each student decreased. Tuition costs and program fees also increased, and participating institutions anticipated growth in the number of program participants. For FY 2016-17, the General Assembly increased CTP funding by \$170,833, resulting in a total of \$350,000. To encourage increased recruitment efforts, the General Assembly limited the individual award of \$10,000. For the following five fiscal years, FY 2017-18 through FY 2021-22, the General Assembly decreased the award to a maximum of \$7,500 per student. For FY 2022-23, due to the increased funding, the CTP grant award was increased up to \$10,000 per student. For FY 2023-24, FY 2024-25, and FY 2025-26, the CTP grant award remained at \$10,000 per student.

Table 1. Summary of CTP Need-based Grant Recipients from 2016-2025

Institution	Length of Program	Certification Awarded	Total CTP Need-based Grant Participants									
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Clemson University	2 Years Years 3-4: Optional advanced track available for select students	2-Year Program Certificate of Completion	5	8	4	5	5	6	6	8	8	5
Coastal Carolina University	4 Years	University Certificate of Completion	7	7	14	16	17	13	14	11	15	15
College of Charleston	4 Years	Certificate of Completion	0	2	3	4	5	5	3	4	6	5
USC – Aiken**	2 Years Years 3-4: Leadership & Civic Engagement (LCE)	Certificate of Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13	19	22

	extension program for select students											
USC - Columbia	Students have the option to enroll in a 2, 3, or 4-Year program	Certificate of Completion	7	8	7	9	9	11	8	9	7	7
Winthrop University**	2 Years Optional 3-4 years is available for select students	Letter of Completion	11	9	8	9	8	5	4	2	7	11
Total CTP Grant Eligible Participants			29	30	34	36	43	45	40	47	62	65

Note: *Winthrop University's LIFE program transitioned to a 4-year model beginning with the 2023-24 academic year.

**USC-Aiken's LIFE program's first term of enrollment was the Fall 2023 term.

Table 2. Summary of CTP Need-based Grant Disbursement Totals by Institution from 2016-2025

Institution	CTP Need-based Grant Disbursement									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Clemson University	\$42,533	\$60,000	\$30,000	\$37,500	\$37,446	\$45,000	\$54,926	\$66,991	\$67,633	\$25,000
Coastal Carolina University	\$76,195	\$50,751	\$96,876	\$117,406	\$131,250	\$93,750	\$96,746	\$84,080	\$126,281	\$63,448
College of Charleston	\$0	\$15,000	\$22,500	\$30,000	\$37,500	\$37,500	\$30,000	\$36,237	\$55,000	\$24,474
USC-Aiken**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$111,012	\$184,799	\$110,000
USC-Columbia	\$70,000	\$60,000	\$52,500	\$67,500	\$67,500	\$82,500	\$80,000	\$87,769	\$75,000	\$35,000
Winthrop University**	\$85,000	\$67,500	\$52,500	\$63,750	\$62,864	\$37,418	\$30,681	\$19,636	\$69,219	\$51,390
Totals	\$273,728	\$253,251	\$254,376	\$316,156	\$336,560	\$296,168	\$292,353	\$405,725	\$577,932	\$309,312

Note: * USC-Aiken's LIFE program began its enrollment for the Fall 2023 term.

College Transition Program Scholarship

During the 2021 state legislative session, the General Assembly established a scholarship program for South Carolina residents enrolled in a CTP. Initially funded through Proviso 3.5 with \$750,000 in lottery funds, the program received a significant funding increase in FY 2022-23 through Proviso 3.6, totaling \$4,105,597. This level of funding was maintained in FY 2023-24 but decreased to \$3,551,046 in FY 2024-25 and FY 2025-26 (see below). As permitted by the proviso, CHE allocated \$250,000 to the University of South Carolina for the South Carolina Inclusive Post-Secondary Education Consortium (SCIPSEC).

To launch the scholarship program, CHE worked collaboratively with participating CTP institutions to develop temporary eligibility guidelines aligned with the other state-funded scholarship and grant programs. Under these guidelines students must meet South Carolina residency requirements and be enrolled in a CTP at a public institution to qualify. This collaborative effort aims to establish comprehensive and effective guidelines that will facilitate the fair distribution of awards and provide critical financial support to eligible students.

Because the scholarship program was created through an annual budget proviso, its continuation is contingent upon renewal in future General Assembly sessions or the adoption of permanent statutory authority. The General Appropriations Bill for FY 2022-23 increased the maximum scholarship award to \$10,000 per year, a change welcomed by institutions, which cited financial barriers as the primary obstacle to student enrollment. The award amount remained at \$10,000 per student for FY 2024-25 and then increased to \$15,000 per student for FY 2025-26.

Excerpt from Proviso 3.7 “CHE-College Transition Program Scholarships” in the FY 2025-2026 General Appropriations Act

(3) Commission on Higher Education College Transition Program Scholarships \$ 3,551,046;

(O) Of the funds appropriated to the Commission on Higher Education for College Transition Scholarships, the commission shall provide scholarships to South Carolina resident students enrolled at a public institution of higher education in an established College Transition Program (CTP) that serves students with intellectual disabilities. The commission, in consultation with the CTPs, shall develop guidelines establishing scholarship eligibility, retention, and/or renewal requirements in accordance with this

paragraph. Scholarships shall be awarded to each South Carolina resident student enrolled in an established public CTP in an amount of at least \$2,500 per semester, not to exceed \$15,000 per academic year (including summer semester), and no student may receive a scholarship for more than eight semesters in total. In addition, the limitations of Proviso 11.10 notwithstanding, individual CTPs shall have the discretion to allocate a portion of their aggregate funding provided pursuant to this provision for need-based grants to eligible students. This discretion is allowable only to the extent that the funding for need-based grants for eligible CTP students provided pursuant to Proviso 11.10 has first been fully exhausted. The commission, in cooperation with the CTPs, shall collect and report the number of scholarship recipients and other information determined necessary to evaluate the effectiveness of these scholarships in assisting students with intellectual disabilities in college transition programs. The commission shall provide this report to the Governor, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee no later than September 30. Unexpended funds may be carried forward and used for the same purpose, except that up to \$250,000 may be used by the CTP consortium (known as The South Carolina Inclusive Post-Secondary Education Consortium) to be used collaboratively by the consortium to promote better awareness of CTP programs statewide as an option for youth with intellectual disabilities after high school through dedicated support for activities such as, but not necessarily limited to, student recruitment, development and maintenance of a consortium website and associated materials, and the provision of strategic informational events for prospective students and families across the State.

2025-26 CTP Scholarship Disbursements

For the 2025-26 academic year, institutions reported that 58 percent of their 110 recipients are male, and 42 percent are female. While five of the South Carolina institutions offer a non-residential program, the institutions reported that 97 percent of students participate in their residential programs. The ethnicity breakdown for recipients shows that 42 percent are White/Non-Hispanic, 30 percent are Unknown, 24 percent are Black/African American, one percent is Asian/Pacific Islander, and one percent are Hispanic/Latino. Table 3 below shows Coastal Carolina has awarded approximately 26 percent of the total number of recipients and has the largest total award disbursement. USC-Aiken is the next highest awarding institution with 19 percent of the total number of recipients and the second largest total award disbursement.

Table 3. CTP Scholarship Disbursements by Institutions for 2021-2025

Institution	CTP Scholarship Disbursements										
	2021-22 Awardees	2021-22 Awards	2022-23 Awardees	2022-23 Awards	2023-24 Awardees	2023-24 Awards	2024-25 Awardees	2024-25 Awards	2025-26 Awardees	2025-26 Awards	Total Award Disbursement
Clemson University	12	\$60,000	14	\$140,000	19	\$190,000	17	\$170,000	14	\$210,000	\$770,000
Coastal Carolina University	20	\$97,500	20	\$195,000	18	\$185,077	27	\$247,500	25	\$373,897	\$1,098,974
College of Charleston	9	\$45,000	9	\$90,000	7	\$75,000	12	\$115,000	11	\$150,000	\$475,000
USC – Aiken**	N/A	N/A	N/A	N/A	14	\$145,000	24	\$235,000	29	\$435,000	\$815,000
USC- Columbia	11	\$55,000	10	\$100,000	13	\$130,000	14	\$135,000	12	\$180,000	\$600,000
Winthrop University	8	\$37,500	6	\$50,000	5	\$50,000	14	\$125,000	19	\$270,500	\$532,500
Totals	60	\$295,000	59	\$575,000	76	\$775,077	108	\$1,027,500	110	\$1,618,897	\$4,291,474

Note: For the 2021-22 academic year, the maximum scholarship award amount was \$5,000 per year; in 2022-23, it increased to \$10,000 per year; and effective for 2025-26, the maximum award increased to \$15,000 per year.

National Data

National Core Indicators – Aging and Disabilities (NCI-AD) is a collaborative effort between the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI). Established in 1997, the initiative supports NASDDDS member agencies in collecting a standardized set of performance and outcome measures that can be used to monitor trends over time, compare results across participating states, and establish national benchmarks. The NCI-AD program serves as a valuable resource for understanding the experiences and outcomes of individuals with intellectual and developmental disabilities who receive state-funded services.

Currently, 39 states contributed data to the 2024-25 National Core Indicators report,

although state participation may vary from year to year. At the time of this report, South Carolina's most recent available state data is from the 2023-24 survey cycle. Therefore, the comparisons below use South Carolina's 2023-24 results alongside the 2024-25 national averages.

The National Core Indicators [website](#) provides annual state reports that present each participating state's results alongside national benchmark data. Because South Carolina's 2024-25 State Report is not yet available, the analysis below compares South Carolina's 2023-24 results with the 2024-25 national averages.

Table 4 highlights three key measures from the National Core Indicators In-Person Survey by comparing the 2024-25 national averages with South Carolina's most recent available data from 2023-24.

Table 4. Comparison of 2024-25 National Data to 2023-24 SC Data for Individuals with Disabilities

NCI Survey Measures	National Average	South Carolina Average
Individual has paid community job	17%	22%
Individual does not have a job but wants one	45%	57%
Individual has their own home or apartment	16%	10%

Compared to the 2024-25 national averages, South Carolina's 2023-24 data show a higher percentage of individuals who have a paid community job (22 percent versus 17 percent). South Carolina also reports a higher percentage of individuals who do not currently have a community job but would like one (57 percent versus 45 percent), indicating a strong interest in employment among individuals receiving services. However, the percentage of individuals living in their own home or apartment remains below the national average (10 percent compared to 16 percent), highlighting an area where additional supports and opportunities may help improve independent living outcomes.

South Carolina's College Transition Programs' Completion Data

South Carolina's six CTP programs provided CHE with completion data spanning the past eight academic years, from 2018-19 through 2025-26. The data for the 2025-26 academic year reflects continued progress across several key student outcomes. The average

program completion rate increased to 97 percent, up from 94 percent in the previous year, demonstrating the continued success of College Transition Programs in supporting students through program completion and certification attainment.

The independent living outcome rate also showed substantial improvement, increasing to 60 percent from 42 percent in the prior year. This represents the highest independent living rate recorded since CHE began tracking this metric in the 2018-19 academic year and may reflect strengthened transition planning, expanded community supports, and increased opportunities for students to achieve greater independence following program completion.

The average employment rate increased to 59 percent, up from 51 percent in the previous year. While this improvement is encouraging, the employment rate remains below the levels observed in earlier years, when outcomes consistently ranged from 77 to 91 percent. Continued collaboration with employers, workforce partners, and program staff will be important to strengthen employment opportunities and improve post-program workforce outcomes for students with intellectual and developmental disabilities.

Overall, these indicators demonstrate meaningful gains in student outcomes across completion, independent living, and employment. While the upward trends are encouraging, continued efforts to expand employment opportunities and support successful transitions into independent living will remain critical to sustaining and building upon this progress.

Table 5. CTP Completion Data by Institution from 2018 - 2025

Program Completion Rate	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Carolina LIFE - USC	80%	80%	80%	80%	100%	100%	100%	100%
Clemson LIFE	100%	92%	96%	96%	100%	100%	100%	100%
College of Charleston LIFE	*N/A	*N/A	*N/A	73%	91%	67%	89%	88%
Coastal Carolina LIFE	100%	71%	90%	90%	*N/A	90%	90%	94%
USC – Aiken LIFE	*N/A	*N/A	*N/A	*N/A	*N/A	*N/A	100%	100%
Winthrop LIFE	100%	100%	85.71%	88%	*N/A	*N/A	87%	100%
CTP Average Completion Rate	95%	86%	88%	85%	97%	92%	94%	97%

Notes: *Data points not provided. USC – Aiken LIFE program's first term of enrollment was Fall 2023. Winthrop LIFE transitioned to a 4-year model for 2023-24.

Table 6. CTP Independent Living Outcome Data by Institution from 2018 – 2025

Independent Living Outcome	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Carolina LIFE - USC	70%	50%	25%	25%	50%	67%	57%	100%
Clemson LIFE	43%	43%	55%	55%	62%	80%	57%	79%
College of Charleston LIFE	53%	*N/A	78%	78%	64%	67%	17%	63%
Coastal Carolina LIFE	75%	25%	33%	16%	27%	N/A****	60%	57%
USC – Aiken LIFE	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A
Winthrop LIFE	33%	*N/A	41%	41%	16%	***N/A	20%	0%
CTP Average Independent Living Rate	55%	39%	46%	43%	43%	43%	42%	60%

Notes: * Data point not provided due to COVID. **USC-Aiken began in 2023-24 and will not have outcome data until 2026-27. ***Winthrop transitioned to a 4-year program for 2023-24. ****Coastal Carolina collects this data point 9 months post-graduation.

Table 7. CTP Employment Rate Data by Institution from 2018 – 2025

Employment Rate	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Carolina LIFE	85%	100%	100%	100%	100%	75%	57%	100%
Clemson LIFE	90%	90%	100%	100%	100%	100%	71%	21%
College of Charleston LIFE	85%	*N/A	91%	91%	91%	83%	33%	63%
Coastal Carolina LIFE	75%	85%	83%	83%	100%	50%****	60%****	57%
USC – Aiken LIFE	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A	23%	40%
Winthrop LIFE	67%	80%	75%	75%	66%	***N/A	60%	75%
CTP Average Employment Rate	80%	89%	90%	90%	91%	77%	51%	59%

Notes: * Data point not provided due to COVID. **USC-Aiken began in 2023-24 and will not have outcome data until 2026-27. ***Winthrop transitioned to a 4-year program for 2023-24. ****Coastal Carolina collects this data point 9 months post-graduation.

Persistence Data

To assess the impact and effectiveness of the CTP scholarship program, the CTP programs have recently started tracking persistence and retention data. This initiative began in the 2021-22 academic year, coinciding with the launch of the scholarship program. By collecting and expanding this data, the CHE aims to analyze the persistence rates and determine if the scholarship program contributes to improved student outcomes.

To provide an initial overview of the program's impact, Table 9 highlights that a total of 445 students have graduated from CTP programs as of the end of the 2025-26 academic year.

Table 9. Summary of CTP Program Graduates

Institution	Certification Awarded	CTP Graduates						
		2013-21	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Clemson University	Certificate of Completion	81	14	8	20	14	19	156
Coastal Carolina University	Certificate of Completion	38	4	12	5	5	10	74
College of Charleston	Certificate of Completion	42	11	7	6	6	6	72
USC - Columbia	Certificate of Completion	41	6	5	4	7	4	67
USC – Aiken	Certificate of Completion	N/A	N/A	N/A	N/A	13	7	20
Winthrop University	Certificate of Completion	36	5	6	N/A	5	4	56
Total CTP Graduates		238	40	38	35	50	52	445

Recognizing the importance of assessing student retention, the institutions involved in the program focused on tracking the retention rates from year one to year two and then from year two to year three. These calculations encompass data starting from the 2020-21 academic year.

Table 10 shows the average retention rate from year one to year two, which remains strong at 97 percent, demonstrating consistent student persistence across CTP programs. As shown in Table 11, the retention rate from year two to year three has decreased to 85 percent, down from 95 percent last year. While the retention rate remains strong, the

decline highlights the importance of continued efforts to support student persistence and identify factors that may impact retention.

Table 10. Summary of CTP Retention Data from Year 1 to Year 2 from 2020 – 2024

Student Retention Data: Year 1 to Year 2	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
USC Carolina LIFE	100%	90%	100%	100%	100%	100%
Clemson LIFE	100%	100%	100%	100%	100%	100%
College of Charleston LIFE	80%	100%	90%	100%	100%	88%
Coastal Carolina LIFE	64%	100%	91%	74%	74%	100%
USC – Aiken LIFE	N/A	N/A	N/A	100%	100%	92%
Winthrop Think College	84%	100%	100%	100%	100%	100%
Year 1 to Year 2 Retention Rate	86%	98%	96%	96%	96%	97%

Table 11. Summary of CTP Retention Data from Year 2 to Year 3 from 2020 – 2024

Student Retention Data: Year 2 to Year 3	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
USC Carolina LIFE	83%	100%	80%	100%	100%	100%
Clemson LIFE	100%	100%	100%	82%	82%	71%
College of Charleston LIFE	80%	90%	90%	100%	100%	78%
Coastal Carolina LIFE	100%	50%	89%	91%	91%	100%
USC – Aiken LIFE	N/A*	N/A*	N/A*	N/A*	N/A*	80%
Winthrop LIFE	N/A**	N/A**	100%	100%	100%	78%
Year 2 to Year 3 Retention Rate	86%	85%	92%	95%	95%	85%

Note: *USC-Aiken's 4-year LIFE program will begin in 2025-26. **Winthrop University transitioned to a 4-year model beginning with the 2023-24 academic year.

Technology Funding from Unexpended Funds Under Proviso 3.6

During FY 2023-24, Proviso 3.6 permitted unexpended or carried forward funds to be used by individual CTPs, in partnership with third-party providers, for technology resources that support students enrolled in these programs. No more than \$1,000,000 of total

unexpended funds could be used for this purpose among all CTPs. CHE was responsible for establishing the criteria for allocating these funds.

CHE allocated \$955,718 in unexpended funds under Proviso 3.6 to support technology initiatives across all six CTP institutions. These one-time investments enabled partnerships with Apple, campus-wide Universal Design for Learning (UDL) training, and career-focused assistive technologies. Projects were designed to enhance independent living, academic engagement, and employment readiness. No new technology funding was distributed in FY 2024–25 or FY 2025-26 under Proviso 3.7.

These initiatives exemplify innovative approaches to leveraging technology for student learning and career development in South Carolina’s CTPs. Each CTP is continuing to assess the long-term impact of its technology investments on student outcomes.

Unexpended (Carryforward) Funds Under Proviso 3.7

In accordance with Proviso 3.7 of the FY 2025-2026 General Appropriations Act, the Commission on Higher Education (CHE) was allocated \$3,551,046 for College Transition Program (CTP) Scholarships. Unexpended funds from these appropriations can be carried forward and used for the same purpose. Specifically, up to \$250,000 of these unexpended funds have been distributed to the South Carolina Inclusive Post-Secondary Education Consortium (SCIPSEC) to enhance awareness of CTP programs across the state. The SCIPSEC's budget for 2025-26 is **attachment 1**.

Table 12. Summary of CTP Scholarship Funding 2021-25

CTP Scholarship

Proviso 3.6/3.7

	2021-22	2022-23	2023-24	2024-25	2025-26
2021-22 Appropriation	\$ 750,000				
Scholarship Payments	\$ (295,000)				
Total	\$ 455,000				
2021-22 Carryforward Balance		\$ 455,000			
2022-23 Appropriation		\$ 4,105,597			
Scholarship Payments		\$ (575,000)			
SCIPSEC Funding		\$ (250,000)			
Total		\$ 3,735,597			
2022-23 Carryforward Balance			\$ 3,735,597		
2023-24 Appropriation			\$ 4,105,597		
Scholarship Payments			\$ (775,077)		
SCIPSEC Funding			\$ (250,000)		
Technology Funding			\$ (955,717.54)		
Total			\$5,860,399.46		
2023-24 Carryforward Balance				\$ 5,860,399.46	
2024-25 Appropriation				\$ 3,551,046.00	
Scholarship Payments				\$ (1,027,500)	
SCIPSEC Funding				\$ (250,000)	
Total				\$ 8,133,945.46	
2024-25 Carryforward Balance					\$ 8,133,945.46
2025-26 Appropriation					\$ 3,551,046.00
Scholarship Payments					\$ (1,618,897.00)
SCIPSEC Funding					\$ (250,000.00)
Total					\$ 9,816,094.46

Table 12 illustrates the appropriations and expenditures from FY2021-22 through FY2025-26. At the end of FY2025-26, there is a carryforward balance of \$9,816,094. The current provisions of Proviso 3.7 does not permit the CHE to utilize these funds for purposes beyond those explicitly stated, restricting the use of funds to specific allocations as mandated by the Proviso.

At the recommendation of the House Legislative Oversight Committee, CHE convened a cross-agency taskforce in February 2025 to examine opportunities for expanding College Transition Programs (CTPs) across South Carolina. The taskforce has completed its work, and CHE is currently finalizing the report outlining its findings and recommendations. While the agency submitted a request to modify the proviso to allow greater flexibility in

spending the carryforward funds to include program expansion, that request was not approved by the General Assembly during the 2025 and 2026 legislative sessions.

CHE remains committed to adhering to the current provisions of Proviso 3.7 and to supporting improved access and outcomes for students with intellectual disabilities through coordinated, multi-agency efforts.

South Carolina Inclusive Post-Secondary Education Consortium						
Funding Source	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26 Current	FY 2025-26 Projected	FY 2026-27 Projected
Proviso 3.5	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ -	\$ 250,000.00	\$ 250,000.00
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions, Foundation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other: (Specify)	\$ -	\$ -	\$ 372.12	\$ -	\$ -	\$ -
Carry Forward from Prior Yr.	\$ -	\$ 132,965.02	\$ 205,458.33	\$ 243,372.56	\$ -	\$ 262,141.60
TOTAL	\$ 250,000.00	\$ 382,965.02	\$ 455,830.45	\$ 243,372.56	\$ 250,000.00	\$ 512,141.60
Expenditures	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26 Current	FY 2025-26 Projected	FY 2026-27 Projected
Expenditures: Personnel						
Personnel Service (from worksheet)	\$ 16,756.00	\$ 148,649.86	\$ 56,440.18	\$ -	\$ 49,588.00	\$ 60,000.00
Expenditures: Contractual Services						
Contractual Services - Techncial Assistance	\$ -	\$ 5,000.00	\$ 20,000.00	\$ -	\$ 1,400.00	\$ 1,400.00
Contractual Services - Website	\$ 5,400.00	\$ 2,000.00	\$ 20,000.00	\$ 6,800.00	\$ -	\$ 7,000.00
Expenditures: Other						
Shared Supplies and Materials for SCIPSEC and	\$ 30,000.00	\$ 36,000.00	\$ 24,759.33	\$ 32,951.01	\$ -	\$ 35,000.00
Travel (Employee)	\$ 7,097.40	\$ 10,000.00	\$ 12,226.53	\$ 4,971.55	\$ 2,000.00	\$ 10,000.00
Travel (Non employee)	\$ 14,800.93	\$ 30,000.00	\$ 17,477.11	\$ 440.99	\$ 4,500.00	\$ 4,500.00
Event Costs (Leadership summitt)	\$ -	\$ 20,000.00	\$ 19,002.07	\$ -	\$ 21,800.00	\$ 20,000.00
Equipment	\$ 1,245.30	\$ 2,500.00	\$ 1,907.26	\$ -	\$ -	\$ 5,000.00
Full-Day IPSE Learning Series	\$ -	\$ -	\$ -	\$ 2,820.55	\$ -	\$ 5,000.00
Informational Events	\$ 6,735.70	\$ 20,000.00	\$ 9,063.00	\$ 4,233.00	\$ 1,000.00	\$ 7,500.00
Capacity Building (\$5,000 per program)	\$ -	\$ -	\$ -	\$ 30,000.00	\$ -	\$ 35,000.00
Other: GA Tuition	\$ -	\$ -	\$ -	\$ 16,280.00	\$ -	\$ 20,000.00
Other: (Specify) Misc. Operating Costs	\$ -	\$ 5,000.00	\$ 3,582.41	\$ 3,445.86	\$ 1,000.00	\$ 5,000.00
Other: SCIPSE director stipends for data collec	\$ 35,000.00	\$ 42,000.00	\$ 28,000.00	\$ 48,000.00	\$ -	\$ 56,000.00
TOTAL	\$ 113,067.65	\$ 327,500.00	\$ 212,457.89	\$ 149,942.96	\$ 81,288.00	\$ 271,400.00
TOTAL Revenue Carried Forward	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL Apprpriations Received Carried	\$ -	\$ -	\$ 243,372.56	\$ 93,429.60	\$ 262,141.60	\$ 240,741.60

Explanation of Expenditures:
Please provide Personnel Services explanation on Personnel Service Worksheet.
Capacity Building: Each CTP received \$5,000 to use for staff professional development expenses (e.g., conference registration & travel; continuing education)
Please explain expenditures of Contractual Services: The consortium contracts with website developers and necessary TA providers based on needs of SC and consortium
Please explain expenditures of Other Expenditure Costs: We provide two incentives: (1) 7k for a IPSE representative from each program to adhere to data collection and analysis requests of consortium as this is time intensive, and (2) research incentives to stakeholders to maximize the likelihood of a robust sample (e.g., families, employers) for state-wide data collection efforts.

Revised: 4/17/2026

Rationale for large carry forward of year 1: We did not receive the money until December of 2022 (several months after the fiscal year began. We then spent several months hiring a coordinator and strategic planning.

Personnel Service

Final Budget 2025-26

Job Title	Employee Name	FTEs	Current Salary	Bonus/ Stipend	Overtime	FICA \$	Medicare \$	Retire \$	LIFE \$	Health \$	Dental \$	Total Comp.
SCIPSEC - GA	Palmer Garrsison	1	\$8,166.62	\$0.00	\$0.00	\$32.72						\$8,199.34
SCIPSEC Coordinator	Becca Smith-Hill	0.5	\$8,632.26	\$0.00	\$0.00	\$695.80		\$2,128.60				\$11,456.66
SCIPSEC - Admin Support	Tiffany Johnson	0.25	\$6,318.18	\$0.00	\$0.00	\$494.78		\$1,558.03				\$8,370.99
Summer - Estimate	Tony Plotner	0.1	\$9,560.42	\$0.00	\$0.00							\$9,560.42
SCIPSEC - GA - Summer		1	\$12,000.00	\$0.00								\$12,000.00
Total												\$49,587.41

Description of Personnel Services provided by each position:
Regarding Dr. Plotner: one month of salary + fringe - check summer form

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY2025-26 Quarter III Report

August 6, 2026

Historical Background

In FY 2025–26, the General Assembly, through Proviso SDE-EIA: CHE/Teacher Recruitment, appropriated teacher recruitment funds to the Center for Educator Recruitment, Retention, and Advancement (CERRA) and South Carolina State University (SCSU). Under the proviso, a total of \$4,243,527 was appropriated for the state's two teacher recruitment programs. Of these funds, Proviso 1A.6 allocated 92 percent (\$3,904,045) to CERRA and 8 percent (\$339,482) to SCSU. In September 2025, the Commission approved a recommendation from the Committee on Student Services to approve the FY2026-27 SC-PRRMT budget in the amount of \$339,482. A budget update was submitted to the Commission (for information) in June 2026.

The proviso further directs that SCSU's teacher recruitment initiative, the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT), in consultation with the Commission on Higher Education, "shall extend beyond the geographic area it currently serves." In addition, the proviso requires the Commission on Higher Education to "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." In accordance with this requirement, the Commission submits its annual report to the House and Senate Education Committees by October 1 (Attachment I).

SC-PRRMT operates within the Department of Education at SCSU. According to the quarterly reports submitted to the Commission's Committee on Student Services, the program's mission is "to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher aides, technical college transfer students, and career changers) and by providing an academic support system to help students meet entry, retention, and exit program requirements." The mission further states

that the program will "establish and maintain satellite teacher education program sites at twenty-one geographic areas throughout the State." (SC-PRRMT Quarter III Report, p. 1.)

The SC-PRRMT Quarter III Report, submitted to the Commission on July 23, 2026, raises several questions regarding the program's enrollment, graduation rates, number of program sites, and the amount of financial assistance awarded to participants. The information presented in the Quarter III Report differs significantly from the Quarter I and Quarter II reports submitted on May 7, 2026, warranting additional review of the program's implementation and reported outcomes.

A review of SC-PRRMT's previous reports (Quarters I and II) submitted to the Commission on June 4, 2026 (for information), Quarter III Report submitted for Committee consideration on July 23, 2026, and a revised version the Quarter III Report submitted on July 27, 2026, showed several inconsistencies.

The following discrepancies were identified in the SC-PRRMT Quarter III Report submitted to the Commission on July 23, 2026:

1. Significant Decline in Reported Program Participation

The Quarter III Report reflects a substantial decline in the number of SC-PRRMT participants compared to previous years. The year-end participant totals reported are as follows:

Fiscal Year Number of SC-PRRMT Participants

FY2020–21 87

FY2021–22 67

FY2022–23 70

FY2023–24 78

FY2024–25 70

FY2025–26 18

The reported number of participants decreased from 78 in the prior year to 18 in FY2025–26. The Quarter III Report provides no explanation for this significant decline or for the apparent reduction in the number of freshmen, sophomores, and juniors previously reported to the Commission.

2. Inconsistencies in Student Classification and Retention

The Quarter III Report (p. 8) does not report student retention or explain changes in participant status. The report identifies nine seniors, one junior, no sophomores, no freshmen, and eight Master of Arts in Teaching (MAT) participants. By comparison, the Quarters I and II Report (June, 2026, p. 5) reported eight seniors, 17 juniors, 24 sophomores, 26 freshmen, and three MAT participants.

The Quarter III Report provides no explanation regarding the apparent loss of participants reported in Quarters I and II, whether students withdrew from the program, transferred, graduated, or otherwise became ineligible. Without this information, the Commission is unable to reconcile the reported enrollment data or evaluate participant retention.

3. Inconsistencies in Participant Counts and Financial Awards

The Quarters I and II Report (June, 2026, p. 4) reported 78 participants enrolled during Spring 2026. However, the Quarter III Report identifies only 18 participants for the same reporting period.

In addition, the reported financial awards differ substantially between the reports:

- The Quarters I and II Report (June, 2026, pp. 6–7, Table 4) reported that:
 - 78 students received a total of **\$176,656** during Fall 2025.
 - 78 students received a total of **\$128,656** during Spring 2026.
- The Quarter III Report (p. 6) reports **\$107,722** awarded to only 18 participants.

Based on the reported data, the average award increased from approximately **\$2,265** per participant during Fall 2025 to approximately **\$5,984** per participant in the Quarter III Report. In addition, the Quarter III Report does not provide a comparable average award for Spring 2026 or explain the basis for the revised participant count or award amounts.

4. Inconsistencies in Award Amounts and Need for Reconciliation

According to the Quarters I and II Report, the total estimated cost of tuition, fees, books, and insurance was **\$6,118** for the Fall 2025 semester and **\$6,316** for the Spring 2026 semester. Among the 78 participants reported for Fall 2025, the highest SC-PRRMT award was **\$4,919** (Participant #13). Among the 78 participants reported for Spring 2026, the highest award was **\$3,000** (Participants #10, #64, and #65).

By contrast, the Quarter III Report indicates that the highest SC-PRRMT award among the 18 participants reported for FY2025–26 was **\$15,055**. The report does not provide a semester-by-semester breakdown of awards or explain how individual award amounts were determined. As presented, the Quarter III data cannot be reconciled with the information previously reported to the Commission.

Accordingly, Commission staff requests that SCSU provide a certified report identifying, for each SC-PRRMT participant, the amount of program funds awarded by semester and fiscal year for FY2019–20 through FY2025–26. The report should also identify each participant's forgivable loan status, including:

- the amount awarded by semester and fiscal year;
- amounts forgiven;
- outstanding balances;
- returned or recovered funds;
- collections activity, if applicable; and

- any adjustments or corrections necessary to reconcile previously reported award data with the information presented in the Quarter III Report.

This information is necessary for the Commission to evaluate compliance with the proviso, verify the accuracy of reported program data, and assess the fiscal accountability of SC-PRRMT.

5. Inconsistencies in Financial Awards

According to the Quarters I and II Report, the total cost of tuition, fees, books, and insurance was **\$6,118** for the Fall 2025 semester and **\$6,316** for the Spring 2026 semester. Among the 78 participants reported for Fall 2025, the highest SC-PRRMT award was **\$4,919** (Participant #13). During Spring 2026, the highest award among the 78 participants was **\$3,000** (Participants #10, #64, and #65).

By contrast, the Quarter III Report indicates that the highest SC-PRRMT award among the 18 participants reported for FY2025–26 was **\$15,055**. However, the Quarter III Report does not provide a semester-by-semester breakdown of awards or explain how individual award amounts were calculated.

Given these inconsistencies, SCSU should provide a certified report identifying, for each SC-PRRMT participant, the amount of program funds awarded by semester and fiscal year for FY2021–22 through FY2025–26. The report should also identify each participant's forgivable loan status, including amounts forgiven, outstanding balances, returned funds, collections activity, and any other adjustments necessary to reconcile the previously reported award data with the information presented in the Quarter III Report.

6. Inconsistencies in Regional Site Reporting

Table 8 of the Quarters I and II Report (June, 2026 p. 10), *Sites and Participants*, identifies the number of participants assigned to each regional site for the Fall 2025 and Spring 2026 semesters, consistent with prior annual reports. The report identifies participants at the following sites:

- Moncks Corner/Berkeley/Charleston – 5 participants
- Richland District One/Richland District Two/Fairfield/Winnsboro – 5 participants
- Georgetown/Williamsburg/Florence/Horry – 7 participants
- Marion/Dillon/Bamberg/Barnwell – 5 participants
- Clarendon/Marlboro/Jasper – 7 participants
- Lancaster – 6 participants
- Lee County – 7 participants
- Lexington School District Four – 7 participants
- Laurens 55/Newberry – 6 participants
- Anderson Five – 3 participants
- Cherokee – 3 participants
- Greenville – 4 participants
- Fort Mill – 3 participants
- Sumter – 4 participants

- Calhoun – 2 participants
- South Carolina State University – 4 participants

In contrast, Table 8 of the Quarter III Report (p. 8) lists the total number of participants and program sites as "**TBD.**" Because the Quarters I and II Report identified participants assigned to each regional site during the same academic year, it is unclear why the Quarter III Report indicates that these data have yet to be determined.

7. Changes in Enrollment Reporting Methodology

In response to Commission staff's questions regarding the discrepancies in the number of SC-PRRMT sites and participants reported in the Quarter III Report, South Carolina State University (SCSU) officials explained that "SC-PRRMT's enrollment numbers were revised to accurately reflect active students, correcting previous reports that included students who were no longer enrolled." SCSU further stated that **active students** are defined as students enrolled during the current semester. According to University officials, because student enrollment fluctuates over time, reporting only active enrollment provides "a more accurate measure of the program's current student population."

Commission staff requested additional information regarding the University's revised reporting methodology and its impact on enrollment figures, retention rates, graduation rates, Praxis pass rates, and state-funded awards previously reported to the Commission. Because SCSU indicated that it was "correcting previous reports," Commission staff requested documentation identifying all revisions to information previously submitted to the Commission, together with an explanation of any resulting fiscal or programmatic adjustments.

8. Changes in Program Delivery and Reporting

The Quarter III Report includes information on student recruitment, retention, program participation, and graduation. In responding to Commission staff's questions, SCSU officials stated that the SC-PRRMT program had shifted its instructional model from primarily site-based instruction to online instruction. According to the University: "To improve student retention and accessibility, the program has shifted its instructional delivery from primarily site-based instruction to online instruction. This change is intended to provide greater flexibility for students, making it easier for them to maintain continuous enrollment. Additionally, program efforts have been redirected to strengthen targeted recruitment strategies aimed at increasing enrollment and sustaining long-term program growth."

The Quarter III Report, however, does not identify when this operational change was implemented or explain why the Commission was not notified of this significant change in program delivery. Moreover, the explanation appears inconsistent with the program's stated mission, which provides that SC-PRRMT will "establish and maintain satellite teacher education program sites at twenty-one geographic areas throughout the State." (Quarter III Report, p. 1.)

To fulfill the Commission's oversight responsibilities under the proviso, Commission staff requested:

- a detailed explanation of the revised enrollment reporting methodology;
- definitions of the methodologies used to calculate enrollment, retention, graduation, and Praxis pass rates;
- an explanation of how the revised methodology differs from that used in prior reports;
- a reconciliation of all previously reported enrollment, retention, graduation, Praxis pass rate, and financial award data; and
- documentation explaining any fiscal or programmatic adjustments resulting from the revised reporting methodology.

Commission staff also requested that SCSU explain the discrepancies between the Quarters I and II Report submitted in June, 2026 and the Quarter III Report submitted on July 23, 2026, and provide the final number of active program sites and participants assigned to each site for FY2025–26.

9. Submission of a Revised Quarter III Report

On July 27, 2026, SCSU submitted a revised Quarter III Report to Commission staff. The revised report was accompanied by a transmittal email stating that the reporting periods had been revised to reflect semesters and summer sessions.

Unlike the original Quarter III Report submitted on July 23, 2026, which reported only 18 SC-PRRMT participants, the revised Quarter III Report restored the participant count to 78 for FY2025–26. A comparison of the two versions of the Quarter III Report indicates that, while the enrollment figures were revised, the University did not provide corresponding explanations regarding the previously reported inactive students or the reported award amounts. Consequently, it remains unclear whether only the enrollment totals were revised or whether additional underlying program and financial data were also modified. In addition, requests for information regarding Praxis pass rates, graduation rates, participant retention by cohort, and the number and status of program sites remained unanswered. Without this information, the Commission is unable to reconcile the revised data with information previously submitted by SCSU or fully evaluate the effectiveness and fiscal accountability of the SC-PRRMT program as required by the proviso.

Recommendation

The Quarter III Report, including the revised Quarter III Report submitted on July 27, 2026, raises significant questions regarding the administration, reporting methodology, and overall operation of the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT). Given the Commission's oversight responsibilities under the proviso, it is essential that information submitted by the program be accurate, complete, transparent, and internally consistent.

Accordingly, it is recommended that SCSU submit to the Commission on Higher Education a comprehensive review of the SC-PRRMT for the five-year period covering FY2021–22 through FY2025–26. At a minimum, the review should include:

- Annual program enrollment, including active and inactive participants and the methodology used to calculate enrollment;
- Recruitment, retention, graduation, and Praxis pass rates, together with definitions of the methodologies used to calculate each measure;
- Participant-level financial assistance, including semester-by-semester award amounts, forgivable loan status, amounts forgiven, outstanding balances, returned funds, collections activity, and any adjustments or corrections to previously reported data;
- Number and location of established program sites for each fiscal year, including any changes in program delivery from site-based to online instruction;
- teacher certification and employment placement outcomes for program graduates; and
- Any additional programmatic or fiscal information necessary to reconcile previously submitted reports and demonstrate compliance with the requirements of the annual proviso.

The comprehensive review should reconcile all data previously reported to the Commission and identify any revisions to enrollment, participant awards, program outcomes, or other performance measures reported during the five-year review period. This information will enable the Commission to evaluate the effectiveness of SC-PRRMT and fulfill its statutory responsibility to provide findings and recommendations to the House and Senate Education Committees.

Part 1B SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

2025-2026 Appropriation Act

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.F. for the Teacher Recruitment Program, the 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 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 committees' 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.



South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

SC- PRRMT Quarter I and II Reports

Prepared for: The South Carolina Commission on Higher Education

Submitted by: M. Evelyn Fields, Ph.D.
Dean, College of Education, Humanities, and Social Sciences

From: Reinell Thomas-Myers, M.Ed.
Executive Director

To: David Staten, Ph.D.
Associate Provost for Academic Affairs

South Carolina State University
Orangeburg, South Carolina 29117
Retired Colonel Alexander Conyers, President
April 2026

1) Proviso and Mission Statement of SC-PRRMT

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

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

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 -
a. State appropriations and carried forward funding each year

**Program History of SC-PRRMT and Program Outcomes
2021-2026**

Budget for FY 2021-2022, 2022-2023, 2023-2024, 2024-2025 and 2025-2026

Year	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 2025	FY 2025-2026 Spring
APPROPRIATIONS REQUESTED	\$339,482.00	\$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	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward	\$510,953.00	\$527,504.00	\$546,129.01	\$417,359.01	\$458,822.00	*\$404,630.18
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$850,435.00	\$866,986.00	\$885,611.01	\$756,841.01	\$798,304.00	\$744,112.00
Collections Revenue used if needed for additional Forgivable Loans *CHE granted permission to use collections for Praxis, Praxis II and PLT Workshops, etc.						

- 2) cont. Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2021 to FY2025) or five year data scan (Beginning FY2021-2025):
- b. Number of geographical sites established each year since 2012-2013 (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 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 2025	FY 2025-2026 Spring 2026
Sites	Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee, Lancaster Lexington #4 Laurens #55 Newberry SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist.ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist.ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist.ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist.ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State
No. of Participants	N= 67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N= 70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 78 Seniors = 8 Juniors = 17 Sophomores = 24 Freshmen = 26 MAT = 3	N= 78 Seniors = 8 Juniors = 17 Sophomores = 24 Freshmen = 26 MAT = 3

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 (2017-2022 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 2025/Spring 2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
3) Critical Need Subject Areas	3	7	8	7	8	4 Fall 2 Spring (Anticipated)
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores =20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 78 Seniors = 8 Juniors = 17 Sophomores = 24 Freshmen = 26 MAT =3
5) Praxis Core Rate	35%	35%	35%	25%	25%	30%

4) Forgivable Loans Awarded to Participants Each Year:

1) Remaining need after federal/scholarship/gift aid is awarded- See Table 4 (Pages 7-8)

Table 4 FALL 2025	Table 4 Spring 2026
1. \$ 3,071.00	1. \$ 1,970.00
2. 3,071.00	2. 1,071.00
3. 1,841.00	3. 1,841.00
4. 2,970.00	4. 1,071.00
5. 2,419.00	5. 2,419.00
6. 1,088.00	6. 1,088.00
7. 1,000.00	7. 3,000.00
8. 1,000.00	8. 1,000.00
9. 2,419.00	9. 2,419.00
10. 3,000.00	10. 3,000.00
11. 2,589.00	11. 1,589.00
12. 2,637.00	12. 2,637.00
13. 4,919.00	13. 1,919.00
14. 1,450.00	14. 1,450.00
15. 1,919.00	15. 1,919.00
16. 1,919.00	16. 1,919.00
17. 3,419.00	17. 1,419.00
18. 3,419.00	18. 1,419.00
19. 1,955.00	19. 1,955.00
20. 1,329.00	20. 1,329.00
21. 3,156.00	21. 1,156.00
22. 1,329.00	22. 1,329.00
23. 1,329.00	23. 1,329.00
24. 1,329.00	24. 1,329.00
25. 3,029.00	25. 1,029.00
26. 1,150.00	26. 1,150.00
27. 1,919.00	27. 1,919.00
28. 1,000.00	28. 1,000.00
29. 1,500.00	29. 1,500.00
30. 1,919.00	30. 1,919.00
31. 1,919.00	31. 1,919.00
32. 1,919.00	32. 1,919.00
33. 1,919.00	33. 1,919.00
34. 1,919.00	34. 1,919.00
35. 1,919.00	35. 1,919.00
36. 1,919.00	36. 1,919.00
37. 1,919.00	37. 1,919.00
38. 1,000.00	38. 1,000.00
39. 2,529.00	39. 1,529.00
40. 2,419.00	40. 1,419.00
41. 2,088.00	41. 1,088.00
42. 1,530.00	42. 1,530.00

Table 4
FALL 2025 N=78
Cont.

43. 4,131.00
44. 3,131.00
45. 3,131.00
46. 2,791.00
47. 2,791.00
48. 2,791.00
49. 2,145.50
50. 2,000.00
51. 3,919.00
52. 3,389.00
53. 3,019.00
54. 3,195.00
55. 3,000.00
56. 2,900.00
57. 2,800.00
58. 2,400.00
59. 2,400.00
60. 1,919.00
61. 1,919.00
62. 1,400.00
63. 1,500.00
64. 1,000.00
65. 2,000.00
66. 2,919.00
67. 1,000.00
68. 2,920.00
69. 1,464.00
70. 1,910.00
71. 3,976.00
72. 3,390.00
73. 2,000.00
74. 2,331.00
75. 1,463.00
76. 2,145.50
77. 1,463.00
78. 1,910.0

TOTAL: \$176,656.00

Table 4
Spring 2026 N=78
Cont.

43. 1,131.00
44. 1,131.00
45. 1,131.00
46. 1,791.00
47. 1,791.00
48. 1,791.00
49. 1,145.50
50. 1,000.00
51. 1,919.00
52. 1,389.00
53. 1,019.00
54. 1,195.00
55. 3,000.00
56. 1,900.00
57. 1,800.00
58. 1,400.00
59. 1,400.00
60. 1,919.00
61. 1,919.00
62. 1,400.00
63. 1,500.00
64. 3,000.00
65. 3,000.00
66. 1,919.00
67. 1,000.00
68. 1,920.00
69. 1,910.00
70. 1,910.00
71. 1,976.00
72. 1,390.00
73. 1,000.00
74. 1,331.00
75. 1,463.00
76. 1,145.50
77. 1,463.00
78. 1,464.00

TOTAL: \$128,656.00

Graduation Rates: **See Table 5 below**

- 1) Number of graduates each year per site
- 2) Graduates placed in critical needs/geographic areas
- 3) Certification subject/employment, 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 25	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	4	2
2)Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	4=CNSA 4=GA	2=CNSA 2=GA
3)Cert. Subject/Employment	100%	100%	100%	100%	100%	100%	100%
4)Placement of Graduates	3	7	8	7	8	4	TBD
5)Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 6
Fall 2025 N= 78
Graduates=4

Seniors	8
Juniors	17
Sophomores	24
Freshmen	26
MAT	3

Table 7
Summer School Enrollment and Participation
Total Enrolled =4

Junior	2
Senior	1
MAT	1

II. Please provide the number of applicants who applied for Fall 2025 and the number who were accepted.

Fall 2025— 20- Applied 5 Eligible 10- Not Eligible 5- Incomplete applications

III. Please provide the average award per student for the first quarter of FY 2025-2026 (fall 2025 and spring 2026)

Fall 2025

N= 78

Forgivable Loan awards = \$176,656.00

Forgivable Loan awards average= \$ 2,264.82

Spring 2026

N= 78

Forgivable Loan awards = \$128,656.00

Forgivable Loan awards average= \$1,649.43

SC STATE Tuition & Fees

Fall 2025

\$5,530.00 Tuition & Fees

350.00 Books

238.00 Insurance

\$6,118.00

SC STATE Tuition & Fees

Spring 2026

\$5,530.00 Tuition & Fees

350.00 Books

436.00 Insurance

\$6,316.00

Please identify any combined sites.

TABLE 8

sites	Fall 2025 Participants N=78
Moncks Corner/Berkeley and Charleston	5
Richland District One/Richland District Two/ Fairfield and Winnsboro	5
Georgetown/Williamsburg/Florence and Horry	7
Marion/Dillon/Bamberg and Barnwell	5
Clarendon/Marlboro/Jasper	7
Lancaster	6
Lee	7
Lexington #4	7
Laurens #55/Newberry	6
Anderson #5	3
Cherokee	3
Greenville	4
Ft. Mill	3
Sumter	4
Calhoun	2
SC State	4
Total	78

TABLE 8

sites	Spring 2026 Participants N=78
Moncks Corner/Berkeley and Charleston	5
Richland District One/Richland District Two/ Fairfield and Winnsboro	5
Georgetown/Williamsburg/Florence and Horry	7
Marion/Dillon/Bamberg and Barnwell	5
Clarendon/Marlboro/Jasper	7
Lancaster	6
Lee	7
Lexington #4	7
Laurens #55/Newberry	6

Anderson #5	3
Cherokee	3
Greenville	4
Ft. Mill	3
Sumter	4
Calhoun	2
SC State	4
Total	78

Recruitment fairs FY 2025-2026

Using previous Recruitment fairs listings, contacting names on listings by phone and email.

Recruitment fairs fall 2025 and spring 2026 (Virtual)

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry, Abbeville and Marion

- 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 FY 2012, 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/% of the original cohort who graduated one year later;
 - the MAT cohort and the number/% 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 9 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 10, 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 9
Student Demographics and Retention

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 2025/Spring 2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
3) Critical Need Subject Areas	3	7	8	7	8	4 Fall 2 Spring (Anticipated)
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 78 Seniors = 8 Juniors = 17 Sophomores = 24 Freshmen = 26 MAT = 3
5) Praxis Core Rate	35%	35%	35%	25%	25%	30%

TABLE 10
Graduation Rates

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Fall 25	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	4	2
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	4=CNSA 4=GA	2=CNSA 2=GA
3) Cert. Subject/Employment	100%	100%	100%	100%	100%	100%	100%
4) Placement of Graduates	3	7	8	7	8	4	TBD
5) Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 11
Online and Hybrid Instruction (Fall 2025)

sites	Fall 2025 Participants N=78	Location and Modality
Moncks Corner/Berkeley and Charleston	5	Online Instruction
Richland District One/Richland District Two/ Fairfield and Winnsboro	5	Online Instruction
Georgetown/Williamsburg/Florence and Horry	7	Online Instruction
Marion/Dillon/Bamberg and Barnwell	5	Online Instruction/Hybrid
Clarendon/Marlboro/Jasper	7	Online Instruction/Hybrid
Lancaster	6	Online Instruction/Hybrid
Lee	7	Online Instruction/Hybrid
Lexington #4	7	Online Instruction
Laurens #55/Newberry	6	Online Instruction
Anderson #5	3	Online Instruction
Cherokee	3	Online Instruction

Greenville	4	Online Instruction
Ft. Mill	3	Online Instruction/Hybrid
Sumter	4	Online Instruction/Hybrid
Calhoun	2	Online Instruction/Hybrid
SC State	4	Online Instruction/Hybrid
Total	78	

TABLE 11
Online and Hybrid Instruction (Spring 2026)

sites	Spring 26 Participants N=78	Location and Modality
Moncks Corner/Berkeley and Charleston	5	Online Instruction
Richland District One/Richland District Two/ Fairfield and Winnsboro	5	Online Instruction
Georgetown/Williamsburg/Florence and Horry	7	Online Instruction
Marion/Dillon/Bamberg and Barnwell	5	Online Instruction/Hybrid
Clarendon/Marlboro/Jasper	7	Online Instruction/Hybrid
Lancaster	6	Online Instruction/Hybrid
Lee	7	Online Instruction/Hybrid
Lexington #4	7	Online Instruction
Laurens #55/Newberry	6	Online Instruction
Anderson #5	3	Online Instruction
Cherokee	3	Online Instruction
Greenville	4	Online Instruction
Ft. Mill	3	Online Instruction/Hybrid
Sumter	4	Online Instruction/Hybrid
Calhoun	2	Online Instruction/Hybrid
SC State	4	Online Instruction/Hybrid
Total	78	

SC-PRRMT will continue to recruit and expand sites in the following regions:

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

Region 2 – Berkeley, Charleston, Dorchester

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 – Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

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

Recruitment fairs Fall and Spring 2025-2026

All School Districts in South Carolina Invited to Virtual Recruitment Fairs

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry and Marion
Barnwell, Bamberg, Marion, Lancaster, Lee, Lexington, Hampton I & II, Aiken, Richland ONE and Richland Two
Aiken, Laurens 55 & 56, Lee, Lexington, Newberry, Anderson, Greenville, Greenwood and Spartanburg

Targeted Sites:

Abbeville, Aiken, Barnwell, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter, Chester, Union, York
Oconee, Pickens and Spartanburg

SC-PRRMT Plan of Action (Recruitment & Expansion FY 2025-2026)

Enrollment Management/SC-PRRMT Strategic Priorities

The Enrollment Management Strategic/SC-PRRMT Priorities align with the University's Strategic Plan.

Strategic Initiative I: Distinctive Fiscal Engagement

Goal 1: Enhance fiscal strategies that align with university goals (Increase enrollment of non-traditional students in the state of South Carolina)

OUTCOME: Fall 2025
78-participants

Maintained participants
Spring 2026
78-participants

Strategic Initiative 2: Increase Student Enrollment, Retention, and Graduation

Goal 1: Identify, enhance, and increase partnerships with school districts to increase enrollment among traditional, non-traditional, and career-path-changers students. Build partnerships with College Readiness programs.

OUTCOME: 29-school districts

Increased partnerships with school districts
Spring 2026
30-school districts

Goal 2: Utilize technology to sustain a customer relationship management system with data-driven methods (Communicating with prospective students and stakeholders cross-governance on campus.)

OUTCOME: SC State University purchased new software (Slate, Customer Relations Management system) to assist with application process and tracking applications.

Goal 3: Align recruitment visits with CACRAO and SC State University Admissions Team: Greenville, Ft. Mill, Darlington, Travelers Rest, North Charleston, Goose Creek, Easley, Florence, Cheraw, Williston, Ft. Jackson, Shaw Air Force base and Sumter.

OUTCOME: Fall 2025 (Face to-Face & Virtual recruitment visits) Spring 2026 (Face to-Face & Virtual & recruitment visits)

Strategic Initiative 3: Scholarships

Goal 1: Increase the academic profile of each enrolling class with students who qualify for a Forgivable Loan Scholarship.

OUTCOME: Fall 2025

Seventy-eight (78) students received scholarships

Spring 2026

Seventy-eight (78) students received scholarships

Strategic Initiative 4: Strengthen University Infrastructure

Goal 1: Implement a systematic plan to evaluate and improve the distance-learning capabilities of the University. (Increase in-state recruitment with diverse learning opportunities.)

OUTCOME: SC State University recently purchased new software (Slate, Customer Relations Management system) to process and track applications.

Strategic Initiative 5: Implement Strategies That Promote Brand Awareness

Goal 1: Increase social media presence. (Increase recruitment and engagement opportunities across social media.)

OUTCOME: SC State University's Public relations office is in the process of designing a new webpage, video and Facebook and Twitter/X accounts.

AY 2025-2026 PRRMT will continue to address the state's teacher shortage, as part of its overall expansion of initiatives to establish, and maintain Satellite Teacher Education Program sites (off-campus); our primary focus will be in the following areas:

Abbeville, Aiken, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter
Chester, Union, York, Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg.

New initiatives

- Collaboration with the Division of Enrollment Management for the Strategic Plan
- Recruitment Visits aligned with CACRAO and the SC State University Admissions Team
- Memorandum of Understanding with School Districts
- Recruitment Fairs at various locations, such as job fairs, community centers, business organizations (such as the Chamber of Commerce), and military bases
- Visits by interested participants invited by current students to class sessions for observation
- Development of further publicity and presence on social media platforms
- Production of videos to highlight MTR students and to be shared with school districts
- Chat-n-Chew Sessions with current students and graduates leading the sessions

PRRMT will continue with the recruitment plan to

Contact School District personnel to set up initial virtual and face-to-face visits.

Conduct Virtual Recruitment Fairs for all school districts once a week during Fall.

Continue on-line classes as an innovative method to assist with statewide recruiting

Continue partnering with Department of Education with various Recruitment fairs and Faculty and staff recruiting students for the Department of Education

SC-PRRMT will conduct face-to-face visits to schools in red below during Fall 2025 and Spring 2026. The schools listed below with strikes are school districts we are presently serving, School districts in red are the SC-PRRMT primary focus for AY 2025-2026.

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

Region 2 – ~~Berkeley, Charleston, Dorchester~~

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~~

The following activities are part of this recruitment and enrollment:

- Providing marketing materials to district to determine interest
- Meeting with instructional assistants (teacher aides)/district staff
- Disseminating and assisting in the completion of necessary admissions and financial aid documents
- Following-up with applicants and district personnel – to include telephone calls, mailings, etc.
- Following-up with additional candidates
- Placing emphasis on enrolling participants in state-declared critical need subject areas
- Analyzing applicants' transcripts to determine eligibility (SC State University's Admissions Office staff)
- Processing students for enrollment

Maintenance of current sites and establishment of additional sites.

Selected sites and areas will be charged with assisting in locating qualified instructors in the area, an activity that will include the following items:

- Coordination with district personnel to determine infrastructure currently in place
- Reviewing participants transcripts to determine courses needed
- Preparing a schedule of classes
- Contracting instructors

- Implementing instruction by virtual delivery
- Implementing online classes
- Implementing video conferencing
- Combining sites for classes
- Ensuring an on-site technician is available at each site to provide technical support for video conferencing reduces teacher costs, an on-site technician is needed at each location to provide technical support

Facilities Usage Fee

- Coordination will be continued and implemented with school districts.
- Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

Award Forgivable Loans

- It will be determined if a student meets the requirements for a forgivable loan award.
- Awards will be based on need so that funds may reach more participants.
- 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 to whom the program can award assistance.

Increasing 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.

Monitoring Student Progress by Visiting Established Sites

- Maintaining copies of participant's transcripts and state-required examination scores.
- Scheduling intervention workshops.
- Coordinating with districts to offer workshops and enhancement seminars.

SC-PRRMT APPROPRIATIONS REQUEST AND ACTUAL BUDGETS

FY 2022-2023, 2023-2024, and FY 2024-2025 (Estimated)

Approved Budget for 2025-2026 and Proposed Budget Request for FY 2026-2027

	FY 2022-2023 Actual	FY 2023-2024 Actual	FY 2024-2025 Estimated	FY 2025-2026 Approved	FY 2026-2027 Budget Request
Revenue					
Amount in Collections	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Expenditures					
+Personnel Services					
1. Salaries	\$13,350.00	\$18,025.00	\$18,025.00	\$18,025.00	\$18,025.00
2. Fringes	1,650.00	1,975.00	1,975.00	1,975.00	1,975.00
OTHER EXPENDITURES					
Telephone (WATS LINE)	-0-	-0-	-0-	-0-	-0-
Forgivable Loans	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL OTHER EXPENDITURES	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL PROJECT EXPENDITURES	-0-	-0-	-0-	-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-	--0-
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward Collections Revenue used if needed for additional Forgivable Loans.	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$806,841.01
Total (Appropriations Received/ Collections Revenue/Carried Forward)	\$886, 986.00	\$885,611.01	\$756,841.01	\$806,841.01	\$806,841.01
w+Personnel Services	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)

* As of May, 2025.

** Any funds available in Collections will be used for Forgivable Loans, Teacher Certification Examinations, Travel to various new sites, etc. for FY 2025-2026 & FY 2026-2027.



South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

SC- PRRMT Quarter III Report

Prepared for: The South Carolina Commission on Higher Education

Submitted by: M. Evelyn Fields, Ph.D.

To: David Staten, Ph.D.
Associate Provost for Academic Affairs

South Carolina State University
Orangeburg, South Carolina 29117

Retired Colonel Alexander Conyers, President
July 2026

1) Proviso and Mission Statement of SC-PRRMT

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

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

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.

- 2) Program history of SC-PRRMT and Program Outcomes -
 - a. State appropriations and carried forward funding each year

Table 1
Program History of SC-PRRMT and Program Outcomes
2021-2026

Budget for FY 2021-2022, 2022-2023, 2023-2024, 2024-2025 and 2025-2026

Year	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
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	To Be Received: \$339,482.00
Total Collections Revenue/Carried Forward	\$510,953.00	\$527,504.00	\$546,129.01	\$417,359.01	*\$282,484.45
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$850,435.00	\$866,986.00	\$885,611.01	\$756,841.01	Once Received: \$621,966.45
Collections Revenue used if needed for additional Forgivable Loans *CHE granted permission to use collections for Praxis, Praxis II and PLT Workshops, etc.					
*Note: appropriations have not been received for this fiscal year.					

2) cont. Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2021 to FY2025) or five year data scan (Beginning FY2021-2025):

- b. Number of geographical sites established each year since 2012-2013 (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 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 2026
Sites	Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee, Lancaster Lexington #4 Laurens #55 Newberry SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State
No. of Participants	N= 67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N= 70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8

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 (2017-2022 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
3) Critical Need Subject Areas	3	7	8	7	8	6
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores =20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8
5) Praxis Core Rate	35%	35%	35%	25%	25%	Praxis Core data are pending.

4) Forgivable Loans Awarded to Participants Each Year:

- 1) Remaining need after federal/scholarship/gift aid is awarded- See Table 4 (Page 6)

FY 2025-2026	
1.	\$9,160.00
2.	\$3,822.00
3.	\$8,726.00
4.	\$2,383.00
5.	\$4,299.00
6.	\$1,125.00
7.	\$10,390.00
8.	\$4,698.00
9.	\$5,644.00
10.	\$3,221.00
11.	\$5,141.00
12.	\$4,529.00
13.	\$3,960.00
14.	\$15,035.00
15.	\$10,624.00
16.	\$6,849.00
17.	\$2,383.00
18.	\$5,733.00
Total: \$107,722.00	

Graduation Rates: See Table 5 below

- 1) Number of graduates each year per site
- 2) Graduates placed in critical needs/geographic areas
- 3) Certification subject/employment, 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	6
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	6=CNSA 6=GA
3) Cert. Subject/Employment	100%	100%	100%	100%	100%	100%
4) Placement of Graduates	3	7	8	7	8	TBD
5) Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 6
FY 2025-2026 N= 18
Graduates=6

Seniors	9
Juniors	1
Sophomores	0
Freshmen	0
MAT	8

Table 7
Summer School Enrollment and Participation
Total Enrolled =3

Seniors	1
Juniors	0
Sophomores	0
Freshmen	0
MAT	2

II. Please provide the number of applicants who applied for FY 2025-2026 and the number who were accepted.

FY 25-26— 20- Applied 5 Eligible 10- Not Eligible 5- Incomplete applications

III. Please provide the average award per student for the first quarter of FY 2025-2026 (fall 2025 and spring 2026)

FY 2025-2026

N= 18

Forgivable Loan awards = \$107,722.00

Forgivable Loan awards average= \$ 5,984.00

SC STATE Tuition & Fees**Fall 2025**

\$5,530.00 Tuition & Fees

350.00 Books

238.00 Insurance

\$6,118.00

SC STATE Tuition & Fees**Spring 2026**

\$5,530.00 Tuition & Fees

350.00 Books

436.00 Insurance

\$6,316.00

Please identify any combined sites.

TABLE 8

sites	FY 2025-2026 N=18
Moncks Corner/Berkeley and Charleston	
Richland District One/Richland District Two/ Fairfield and Winnsboro	
Georgetown/Williamsburg/Florence and Horry	
Marion/Dillon/Bamberg and Barnwell	
Clarendon/Marlboro/Jasper	
Lancaster	
Lee	
Lexington #4	
Laurens #55/Newberry	
Anderson #5	
Cherokee	
Greenville	
Ft. Mill	
Sumter	
Calhoun	
SC State	
Total	TBD

Recruitment fairs FY 2025-2026

Using previous Recruitment fairs listings, contacting names on listings by phone and email.

Recruitment fairs fall 2025 and spring 2026 (Virtual)

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry, Abbeville and Marion

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 FY 2012, 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/% of the original cohort who graduated one year later;
 - the MAT cohort and the number/% 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 9 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 10, 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 9
Student Demographics and Retention

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)

3) Critical Need Subject Areas	3	7	8	7	8	6
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8
5) Praxis Core Rate	35%	35%	35%	25%	25%	Praxis Core data are pending.

TABLE 10
Graduation Rates

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	6
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	6=CNSA 6=GA
3) Cert. Subject/Employment	100%	100%	100%	100%	100%	100%
4) Placement of Graduates	3	7	8	7	8	TBD
5) Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 11
Online and Hybrid Instruction (FY 2025-2026)

sites	Fall 2025 Participants N=18	Location and Modality
Moncks Corner/Berkeley and Charleston		
Richland District One/Richland District Two/ Fairfield and Winnsboro		
Georgetown/Williamsburg/Florence and Horry		
Marion/Dillon/Bamberg and Barnwell		
Clarendon/Marlboro/Jasper		
Lancaster		
Lee		
Lexington #4		
Laurens #55/Newberry		
Anderson #5		
Cherokee		
Greenville		
Ft. Mill		
Sumter		
Calhoun		
SC State		
Total	18	Online/Hybrid
*Note: Participant distribution by site will be finalized after Fall 2026 enrollment verification.		

SC-PRRMT will continue to recruit and expand sites in the following regions:

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

Region 2 – Berkeley, Charleston, Dorchester

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 –Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

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

Recruitment fairs Fall and Spring 2025-2026

All School Districts in South Carolina Invited to Virtual Recruitment Fairs

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry and Marion
Barnwell, Bamberg, Marion, Lancaster, Lee, Lexington, Hampton I & II, Aiken, Richland ONE and Richland Two
Aiken, Laurens 55 & 56, Lee, Lexington, Newberry, Anderson, Greenville, Greenwood and Spartanburg

Targeted Sites:

Abbeville, Aiken, Barnwell, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter, Chester, Union, York
Oconee, Pickens and Spartanburg

SC-PRRMT Plan of Action (Recruitment & Expansion FY 2025-2026)

Enrollment Management/SC-PRRMT Strategic Priorities

The Enrollment Management Strategic/SC-PRRMT Priorities align with the University's Strategic Plan.

Strategic Initiative I: Distinctive Fiscal Engagement

Goal 1: Enhance fiscal strategies that align with university goals (Increase enrollment of non-traditional students in the state of South Carolina)

**OUTCOME: FY 2025-2026
18-participants**

Strategic Initiative 2: Increase Student Enrollment, Retention, and Graduation

Goal 1: Identify, enhance, and increase partnerships with school districts to increase enrollment among traditional, non-traditional, and career-path-changers students. Build partnerships with College Readiness programs.

OUTCOME: 29-school districts

Goal 2: Utilize technology to sustain a customer relationship management system with data-driven methods (Communicating with prospective students and stakeholders cross-governance on campus.)

OUTCOME: SC State University purchased new software (Slate, Customer Relations Management system) to assist with application process and tracking applications.

Goal 3: Align recruitment visits with CACRAO and SC State University Admissions Team: Greenville, Ft. Mill, Darlington, Travelers Rest, North Charleston, Goose Creek, Easley, Florence, Cheraw, Williston, Ft. Jackson, Shaw Air Force base and Sumter.

OUTCOME: FY 2025-2026 (Face to-Face & Virtual & Recruitment Visits)

Strategic Initiative 3: Scholarships

Goal 1: Increase the academic profile of each enrolling class with students who qualify for a Forgivable Loan Scholarship.

OUTCOME: FY 2025-2026

(18) students received scholarships

Strategic Initiative 4: Strengthen University Infrastructure

Goal 1: Implement a systematic plan to evaluate and improve the distance-learning capabilities of the University. (Increase in-state recruitment with diverse learning opportunities.)

OUTCOME: SC State University recently purchased new software (Slate, Customer Relations Management system) to process and track applications.

Strategic Initiative 5: Implement Strategies That Promote Brand Awareness

Goal 1: Increase social media presence. (Increase recruitment and engagement opportunities across social media.)

OUTCOME: SC State University's Public relations office is in the process of designing a new webpage, video and Facebook and Twitter/X accounts.

AY 2025-2026 PRRMT will continue to address the state's teacher shortage, as part of its overall expansion of initiatives to establish, and maintain Satellite Teacher Education Program sites (off-campus); our primary focus will be in the following areas:

Abbeville, Aiken, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter
Chester, Union, York, Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg.

New initiatives

- Collaboration with the Division of Enrollment Management for the Strategic Plan
- Recruitment Visits aligned with CACRAO and the SC State University Admissions Team
- Memorandum of Understanding with School Districts
- Recruitment Fairs at various locations, such as job fairs, community centers, business organizations (such as the Chamber of Commerce), and military bases
- Visits by interested participants invited by current students to class sessions for observation
- Development of further publicity and presence on social media platforms
- Production of videos to highlight MTR students and to be shared with school districts
- Chat-n-Chew Sessions with current students and graduates leading the sessions

PRRMT will continue with the recruitment plan to

Contact School District personnel to set up initial virtual and face-to-face visits.

Conduct Virtual Recruitment Fairs for all school districts once a week during Fall.

Continue on-line classes as an innovative method to assist with statewide recruiting

Continue partnering with Department of Education with various Recruitment fairs and Faculty and staff recruiting students for the Department of Education

SC-PRRMT will conduct face-to-face visits to schools in red below during Fall 2025 and Spring 2026. The schools listed below with strikes are school districts we are presently serving, School districts in red are the SC-PRRMT primary focus for AY 2025-2026.

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

Region 2 – ~~Berkeley, Charleston, Dorchester~~

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~~

The following activities are part of this recruitment and enrollment:

- Providing marketing materials to district to determine interest
- Meeting with instructional assistants (teacher aides)/district staff
- Disseminating and assisting in the completion of necessary admissions and financial aid documents
- Following-up with applicants and district personnel – to include telephone calls, mailings, etc.
- Following-up with additional candidates
- Placing emphasis on enrolling participants in state-declared critical need subject areas
- Analyzing applicants' transcripts to determine eligibility (SC State University's Admissions Office staff)
- Processing students for enrollment

Maintenance of current sites and establishment of additional sites.

Selected sites and areas will be charged with assisting in locating qualified instructors in the area, an activity that will include the following items:

- Coordination with district personnel to determine infrastructure currently in place
- Reviewing participants transcripts to determine courses needed
- Preparing a schedule of classes
- Contracting instructors
- Implementing instruction by virtual delivery
- Implementing online classes
- Implementing video conferencing
- Combining sites for classes

- Ensuring an on-site technician is available at each site to provide technical support for video conferencing reduces teacher costs, an on-site technician is needed at each location to provide technical support

Facilities Usage Fee

- Coordination will be continued and implemented with school districts.
- Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

Award Forgivable Loans

- It will be determined if a student meets the requirements for a forgivable loan award.
- Awards will be based on need so that funds may reach more participants.
- 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 to whom the program can award assistance.

Increasing 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.

Monitoring Student Progress by Visiting Established Sites

- Maintaining copies of participant's transcripts and state-required examination scores.
- Scheduling intervention workshops.
- Coordinating with districts to offer workshops and enhancement seminars.

SC-PRRMT APPROPRIATIONS REQUEST AND ACTUAL BUDGETS

FY 2022-2023, 2023-2024, and FY 2024-2025 (Estimated)

Approved Budget for 2025-2026 and Proposed Budget Request for FY 2026-2027

	FY 2022-2023 Actual	FY 2023-2024 Actual	FY 2024-2025 Estimated	FY 2025-2026 Approved	FY 2026-2027 Budget Request
Revenue					
Amount in Collections	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Expenditures					
+Personnel Services					
1. Salaries	\$13,350.00	\$18,025.00	\$18,025.00	\$18,025.00	\$18,025.00
2. Fringes	1,650.00	1,975.00	1,975.00	1,975.00	1,975.00
OTHER EXPENDITURES					
Telephone (WATS LINE)	-0-	-0-	-0-	-0-	-0-
Forgivable Loans	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL OTHER EXPENDITURES	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL PROJECT EXPENDITURES	-0-	-0-	-0-	-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-	--0-
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward Collections Revenue used if needed for additional Forgivable Loans.	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$806,841.01
Total (Appropriations Received/ Collections Revenue/Carried Forward)	\$886, 986.00	\$885,611.01	\$756,841.01	\$806,841.01	\$806,841.01
w+Personnel Services	Program Manager (1) Program Reeruter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Reeruter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Reeruter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Reeruter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Reeruter (0) Secretary (0) Adjunct Instructors (8)

* As of May, 2025.

** Any funds available in Collections will be used for Forgivable Loans, Teacher Certification Examinations, Travel to various new sites, etc. for FY 2025-2026 & FY 2026-2027.



South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

SC- PRRMT Quarter III Report

Prepared for: The South Carolina Commission on Higher Education

Submitted by: M. Evelyn Fields, Ph.D.

To: David Staten, Ph.D.
Associate Provost for Academic Affairs

South Carolina State University
Orangeburg, South Carolina 29117

Retired Colonel Alexander Conyers, President
July 2026

1) Proviso and Mission Statement of SC-PRRMT

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

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

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.

- 2) Program history of SC-PRRMT and Program Outcomes -
 - a. State appropriations and carried forward funding each year

Table 1
Program History of SC-PRRMT and Program Outcomes
2021-2026

Budget for FY 2021-2022, 2022-2023, 2023-2024, 2024-2025 and 2025-2026

Year	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
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	To Be Received: \$339,482.00
Total Collections Revenue/Carried Forward	\$510,953.00	\$527,504.00	\$546,129.01	\$417,359.01	*\$282,484.45
Total (Appropriations Received / Collections Revenue/Carried Forward)	\$850,435.00	\$866,986.00	\$885,611.01	\$756,841.01	Once Received: \$621,966.45
Collections Revenue used if needed for additional Forgivable Loans *CHE granted permission to use collections for Praxis, Praxis II and PLT Workshops, etc.					
*Note: appropriations have not been received for this fiscal year.					

- 2) cont. Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2021 to FY2025) or five year data scan (Beginning FY2021-2025):
 - b. Number of geographical sites established each year since 2012-2013 (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 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 2026
Sites	Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee, Lancaster Lexington #4 Laurens #55 Newberry SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State	Anderson Moncks Corner/ Berkeley/Charleston Richland Dist. ONE Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Bamberg Marion Dillon Marlboro Clarendon Lee Lancaster Lexington #4 Laurens #55 Newberry Cherokee Greenville Ft. Mill Sumter Calhoun SC State
No. of Participants	N= 67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N= 70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8

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 (2017-2022 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
3) Critical Need Subject Areas	3	7	8	7	8	6
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores =20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8
5) Praxis Core Rate	35%	35%	35%	25%	25%	Praxis Core data are pending.

4) Forgivable Loans Awarded to Participants Each Year:

- 1) Remaining need after federal/scholarship/gift aid is awarded- See Table 4 (Page 6)

FY 2025-2026	
1.	\$9,160.00
2.	\$3,822.00
3.	\$8,726.00
4.	\$2,383.00
5.	\$4,299.00
6.	\$1,125.00
7.	\$10,390.00
8.	\$4,698.00
9.	\$5,644.00
10.	\$3,221.00
11.	\$5,141.00
12.	\$4,529.00
13.	\$3,960.00
14.	\$15,035.00
15.	\$10,624.00
16.	\$6,849.00
17.	\$2,383.00
18.	\$5,733.00
Total: \$107,722.00	

Graduation Rates: See Table 5 below

- 1) Number of graduates each year per site
- 2) Graduates placed in critical needs/geographic areas
- 3) Certification subject/employment, 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 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	6
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	6=CNSA 6=GA
3) Cert. Subject/Employment	100%	100%	100%	100%	100%	100%
4) Placement of Graduates	3	7	8	7	8	TBD
5) Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 6
FY 2025-2026 N= 18
Graduates=6

Seniors	9
Juniors	1
Sophomores	0
Freshmen	0
MAT	8

Table 7
Summer School Enrollment and Participation
Total Enrolled =3

Seniors	1
Juniors	0
Sophomores	0
Freshmen	0
MAT	2

II. Please provide the number of applicants who applied for FY 2025-2026 and the number who were accepted.

FY 25-26— 20- Applied 5 Eligible 10- Not Eligible 5- Incomplete applications

III. Please provide the average award per student for the first quarter of FY 2025-2026 (fall 2025 and spring 2026)

FY 2025-2026

N= 18

Forgivable Loan awards = \$107,722.00

Forgivable Loan awards average= \$ 5,984.00

SC STATE Tuition & Fees**Fall 2025**

\$5,530.00 Tuition & Fees

350.00 Books

238.00 Insurance

\$6,118.00

SC STATE Tuition & Fees**Spring 2026**

\$5,530.00 Tuition & Fees

350.00 Books

436.00 Insurance

\$6,316.00

Please identify any combined sites.

TABLE 8

sites	FY 2025-2026 N=18
Moncks Corner/Berkeley and Charleston	
Richland District One/Richland District Two/ Fairfield and Winnsboro	
Georgetown/Williamsburg/Florence and Horry	
Marion/Dillon/Bamberg and Barnwell	
Clarendon/Marlboro/Jasper	
Lancaster	
Lee	
Lexington #4	
Laurens #55/Newberry	
Anderson #5	
Cherokee	
Greenville	
Ft. Mill	
Sumter	
Calhoun	
SC State	
Total	TBD

Recruitment fairs FY 2025-2026

Using previous Recruitment fairs listings, contacting names on listings by phone and email.

Recruitment fairs fall 2025 and spring 2026 (Virtual)

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry, Abbeville and Marion

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 FY 2012, 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/% of the original cohort who graduated one year later;
 - the MAT cohort and the number/% 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 9 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 10, 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 9
Student Demographics and Retention

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
1) Number Applied Number eligible	15 Applied 4 Eligible 8 Not Eligible 3 Incomplete applications	10 Applied 2 Eligible 4 Not Eligible 4 Incomplete applications	32 Applied 10 Eligible 9 Not Eligible 13 Incomplete applications	53 Applied 12 Eligible 23 Not Eligible 18 Incomplete applications	55 Applied 16 Eligible 20 Not Eligible 19 Incomplete applications	20 Applied 5 Eligible 10 Not Eligible 5 Incomplete applications
2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)

3) Critical Need Subject Areas	3	7	8	7	8	6
4) Retention of Participants	N=75 Seniors = 7 Juniors = 20 Sophomores = 20 Freshmen = 25 MAT = 3	N=67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N=70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4	N= 78 Seniors = 4 Juniors = 11 Sophomores = 20 Freshmen = 40 MAT = 3	N= 78 Seniors = 11 Juniors = 16 Sophomores = 25 Freshmen = 22 MAT = 4	N= 18 Seniors = 9 Juniors = 1 Sophomores = 0 Freshmen = 0 MAT = 8
5) Praxis Core Rate	35%	35%	35%	25%	25%	Praxis Core data are pending.

TABLE 10
Graduation Rates

YEAR	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026 Spring 26 Anticipated
1) No. of Graduates	3	7	8	7	8	6
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	3=CNSA 3=GA	7=CNSA 7=GA	8=CNSA 8=GA	7=CNSA 7=GA	8=CNSA 8=GA	6=CNSA 6=GA
3) Cert. Subject/Employment	100%	100%	100%	100%	100%	100%
4) Placement of Graduates	3	7	8	7	8	TBD
5) Retention After 5 years	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 11
Online and Hybrid Instruction (FY 2025-2026)

sites	Fall 2025 Participants N=18	Location and Modality
Moncks Corner/Berkeley and Charleston		
Richland District One/Richland District Two/ Fairfield and Winnsboro		
Georgetown/Williamsburg/Florence and Horry		
Marion/Dillon/Bamberg and Barnwell		
Clarendon/Marlboro/Jasper		
Lancaster		
Lee		
Lexington #4		
Laurens #55/Newberry		
Anderson #5		
Cherokee		
Greenville		
Ft. Mill		
Sumter		
Calhoun		
SC State		
Total	18	Online/Hybrid
*Note: Participant distribution by site will be finalized after Fall 2026 enrollment verification.		

SC-PRRMT will continue to recruit and expand sites in the following regions:

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

Region 2 – Berkeley, Charleston, Dorchester

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 –Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

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

Recruitment fairs Fall and Spring 2025-2026

All School Districts in South Carolina Invited to Virtual Recruitment Fairs

Edgefield, Laurens 55 & 56, Lancaster, Lee, Lexington, Laurens 55 & 56 Hampton I & II, Newberry and Marion
Barnwell, Bamberg, Marion, Lancaster, Lee, Lexington, Hampton I & II, Aiken, Richland ONE and Richland Two
Aiken, Laurens 55 & 56, Lee, Lexington, Newberry, Anderson, Greenville, Greenwood and Spartanburg

Targeted Sites:

Abbeville, Aiken, Barnwell, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter, Chester, Union, York
Oconee, Pickens and Spartanburg

SC-PRRMT Plan of Action (Recruitment & Expansion FY 2025-2026)

Enrollment Management/SC-PRRMT Strategic Priorities

The Enrollment Management Strategic/SC-PRRMT Priorities align with the University's Strategic Plan.

Strategic Initiative I: Distinctive Fiscal Engagement

Goal 1: Enhance fiscal strategies that align with university goals (Increase enrollment of non-traditional students in the state of South Carolina)

**OUTCOME: FY 2025-2026
18-participants**

Strategic Initiative 2: Increase Student Enrollment, Retention, and Graduation

Goal 1: Identify, enhance, and increase partnerships with school districts to increase enrollment among traditional, non-traditional, and career-path-changers students. Build partnerships with College Readiness programs.

OUTCOME: 29-school districts

Goal 2: Utilize technology to sustain a customer relationship management system with data-driven methods (Communicating with prospective students and stakeholders cross-governance on campus.)

OUTCOME: SC State University purchased new software (Slate, Customer Relations Management system) to assist with application process and tracking applications.

Goal 3: Align recruitment visits with CACRAO and SC State University Admissions Team: Greenville, Ft. Mill, Darlington, Travelers Rest, North Charleston, Goose Creek, Easley, Florence, Cheraw, Williston, Ft. Jackson, Shaw Air Force base and Sumter.

OUTCOME: FY 2025-2026 (Face to-Face & Virtual & Recruitment Visits)

Strategic Initiative 3: Scholarships

Goal 1: Increase the academic profile of each enrolling class with students who qualify for a Forgivable Loan Scholarship.

OUTCOME: FY 2025-2026

(18) students received scholarships

Strategic Initiative 4: Strengthen University Infrastructure

Goal 1: Implement a systematic plan to evaluate and improve the distance-learning capabilities of the University. (Increase in-state recruitment with diverse learning opportunities.)

OUTCOME: SC State University recently purchased new software (Slate, Customer Relations Management system) to process and track applications.

Strategic Initiative 5: Implement Strategies That Promote Brand Awareness

Goal 1: Increase social media presence. (Increase recruitment and engagement opportunities across social media.)

OUTCOME: SC State University's Public relations office is in the process of designing a new webpage, video and Facebook and Twitter/X accounts.

AY 2025-2026 PRRMT will continue to address the state's teacher shortage, as part of its overall expansion of initiatives to establish, and maintain Satellite Teacher Education Program sites (off-campus); our primary focus will be in the following areas:

Abbeville, Aiken, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Sumter
Chester, Union, York, Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg.

New initiatives

- Collaboration with the Division of Enrollment Management for the Strategic Plan
- Recruitment Visits aligned with CACRAO and the SC State University Admissions Team
- Memorandum of Understanding with School Districts
- Recruitment Fairs at various locations, such as job fairs, community centers, business organizations (such as the Chamber of Commerce), and military bases
- Visits by interested participants invited by current students to class sessions for observation
- Development of further publicity and presence on social media platforms
- Production of videos to highlight MTR students and to be shared with school districts
- Chat-n-Chew Sessions with current students and graduates leading the sessions

PRRMT will continue with the recruitment plan to

Contact School District personnel to set up initial virtual and face-to-face visits.

Conduct Virtual Recruitment Fairs for all school districts once a week during Fall.

Continue on-line classes as an innovative method to assist with statewide recruiting

Continue partnering with Department of Education with various Recruitment fairs and Faculty and staff recruiting students for the Department of Education

SC-PRRMT will conduct face-to-face visits to schools in red below during Fall 2025 and Spring 2026. The schools listed below with strikes are school districts we are presently serving, School districts in red are the SC-PRRMT primary focus for AY 2025-2026.

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

Region 2 – ~~Berkeley, Charleston, Dorchester~~

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~~

The following activities are part of this recruitment and enrollment:

- Providing marketing materials to district to determine interest
- Meeting with instructional assistants (teacher aides)/district staff
- Disseminating and assisting in the completion of necessary admissions and financial aid documents
- Following-up with applicants and district personnel – to include telephone calls, mailings, etc.
- Following-up with additional candidates
- Placing emphasis on enrolling participants in state-declared critical need subject areas
- Analyzing applicants' transcripts to determine eligibility (SC State University's Admissions Office staff)
- Processing students for enrollment

Maintenance of current sites and establishment of additional sites.

Selected sites and areas will be charged with assisting in locating qualified instructors in the area, an activity that will include the following items:

- Coordination with district personnel to determine infrastructure currently in place
- Reviewing participants transcripts to determine courses needed
- Preparing a schedule of classes
- Contracting instructors
- Implementing instruction by virtual delivery
- Implementing online classes
- Implementing video conferencing
- Combining sites for classes

- Ensuring an on-site technician is available at each site to provide technical support for video conferencing reduces teacher costs, an on-site technician is needed at each location to provide technical support

Facilities Usage Fee

- Coordination will be continued and implemented with school districts.
- Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

Award Forgivable Loans

- It will be determined if a student meets the requirements for a forgivable loan award.
- Awards will be based on need so that funds may reach more participants.
- 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 to whom the program can award assistance.

Increasing 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.

Monitoring Student Progress by Visiting Established Sites

- Maintaining copies of participant's transcripts and state-required examination scores.
- Scheduling intervention workshops.
- Coordinating with districts to offer workshops and enhancement seminars.

SC-PRRMT APPROPRIATIONS REQUEST AND ACTUAL BUDGETS

FY 2022-2023, 2023-2024, and FY 2024-2025 (Estimated)

Approved Budget for 2025-2026 and Proposed Budget Request for FY 2026-2027

	FY 2022-2023 Actual	FY 2023-2024 Actual	FY 2024-2025 Estimated	FY 2025-2026 Approved	FY 2026-2027 Budget Request
Revenue					
Amount in Collections	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$467,359.01
Expenditures					
+Personnel Services					
1. Salaries	\$13,350.00	\$18,025.00	\$18,025.00	\$18,025.00	\$18,025.00
2. Fringes	1,650.00	1,975.00	1,975.00	1,975.00	1,975.00
OTHER EXPENDITURES					
Telephone (WATS LINE)	-0-	-0-	-0-	-0-	-0-
Forgivable Loans	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL OTHER EXPENDITURES	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
TOTAL PROJECT EXPENDITURES	-0-	-0-	-0-	-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-	--0-
APPROPRIATIONS RECEIVED	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward Collections Revenue used if needed for additional Forgivable Loans.	\$527,504.00	\$546,129.01	\$417,359.01	\$467,359.01	\$806,841.01
Total (Appropriations Received/ Collections Revenue/Carried Forward)	\$886, 986.00	\$885,611.01	\$756,841.01	\$806,841.01	\$806,841.01
w+Personnel Services	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)

* As of May, 2025.

** Any funds available in Collections will be used for Forgivable Loans, Teacher Certification Examinations, Travel to various new sites, etc. for FY 2025-2026 & FY 2026-2027.