



Committee on Student Services  
Thursday, May 7, 2026  
Meeting held in-person and via [Zoom](#)

Meeting ID: 912 5775 4394 Passcode: 611933

#### AGENDA

- |   |   |
|---|---|
| 1. Introductions/Approval of Minutes  | Ms. Jenni Bryson, Chair   |
| 2. Chair's Report<br>Student Representative   | Ms. Kelsey Medcalf, SGA Parliamentarian<br>and 2026-27 President Elect<br>Winthrop University   |
| 3. SC Student Loan Administrative<br>FY2026-27 SC Teacher Loan Program Budget Request<br>(For Approval)   | Mr. Ray Jones, Chief Product Officer<br>SC Student Loan Corporation                             |
| 4. SC Program for the Recruitment and Retention of<br>Minority Teachers (SC-PRRMT)<br>a. 2025-26 Quarter 1 and Quarter 2 reports<br>(For Information)<br>b. FY2026-27 Budget Update (For Information) | Dr. George Johnson, Chair<br>Department of Teacher Education<br>South Carolina State University |
| 5. College Application Month 2024-25 Overview<br>(For Information)  | Ms. Kathy Rollins, Program Manager  |
| 6. Notice of Drafting: Scholarships (For Information)   | Dr. Gerrick Hampton, Associate Director   |
| 7. Connecting Service, Credit, and Collaboration to<br>Strengthen Pathways for Military Learners<br>in South Carolina Convening Update (for Information)  | Ms. Alfie Mincy, Program Coordinator  |
| 8. Other Business   | Ms. Jenni Bryson  |
| 9. Adjournment  |   |

#### 2026 Committee on Student Services Meeting Dates:

Thursday, June 4, 2026

Thursday, August 6, 2026

Thursday, November 5, 2026

Thursday, December 3, 2026



803-737-2260

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Columbia, SC 29201

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## Minutes of the Committee on Student Services Meeting

March 5, 2026  
11:00 a.m.

### Committee Members Attending

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

### CHE Staff Members

Dr. Jeff Perez  
Dr. Karen Woodfaulk  
Ms. Ende Clark  
Mr. Christopher Glenn  
Ms. Shardai Figgures  
Dr. Gerrick Hampton  
Ms. Kathryn Harris  
Ms. Alfie Mincy  
Ms. Kathy Rollins  
Ms. Alantis Seckal  
Ms. Tanya Weigold  
Ms. Leslie Williams

### Guests

Ms. Ashley Owens, Francis Marion University  
Dr. David Staten, SC State University  
Dr. Karin Roof, The Citadel  
Ms. Katie Stevens, SC Tuition Grants Commission  
Dr. J. Shanta Smith, USC Sumter  
Ms. Sean Collum, Greenville Technical College  
Ms. Taylor Causey, Francis Marion University  
Dr. Walter Collins, USC Palmetto College

### 1. Introductions and Approval of Minutes

Ms. Tanya Weigold 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' February 5, 2026 meeting. A **motion** was made (Batson), **seconded** (Schulze), and carried to approve the minutes.



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## 2. Chair Report

Chair Bryson invited Taylor Causey, Student Government Vice President at Francis Marion, to share her perspective as a South Carolina college student. During her remarks, Ms. Causey shared that affordability and strong academic preparation influenced her decision to attend an in-state institution.

Ms. Causey highlighted the importance of South Carolina's scholarship programs in making higher education accessible. She also identified a need to improve awareness of scholarship opportunities, particularly for students in rural areas and small schools, noting that she was unaware of many opportunities until enrolling in college. Committee members discussed advising support for first-generation students and commended her academic success and future goals.

## 3. South Carolina Program for Recruitment and Retention of Minority Teachers (SC-PRRMT)

Dr. David Staten provided a summary of the 2024-25 Quarter four (4) and Annual Report on the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT). During the 2024–25 academic year, the program served 78 participants through satellite sites and virtual instruction across the state. Participants received academic advisement, test preparation support, and \$319,482 in forgivable loan assistance. Program outcomes remain strong, with 96 percent of participants maintaining eligibility, 79 percent achieving a cumulative GPA of 3.0 or higher, and 100 percent of recent graduates securing employment in South Carolina public schools, many in critical need areas.

The Committee acknowledged the program's continued impact on addressing teacher shortages. Staff requested that future Quarter 1 reports include additional detail regarding the use and management of carry-forward funds.

## 4. African American Teacher Loan Program

Dr. Staten also presented an update on the African American Teacher Loan Program, also known as Project Pride. Over the past four academic years, the program served 60 participants, awarded \$101,000 in financial assistance, and graduated 12 teachers who are currently employed in South Carolina public schools. Dr. Staten also shared that since the program inception in 1994, the program has produced 241 graduates, with 65 percent entering the teaching profession in South Carolina.

The Committee discussed a recent decline in enrollment, noting a decrease from approximately 20 participants in prior years to 10 currently. Dr. Staten indicated that recruitment challenges have contributed to this trend and that efforts are underway to work with admissions teams to identify potential candidates. The Committee requested additional information on enrollment projections for the 2025–26 and 2026–27 academic years.

## 5. College Access Updates

Ms. Alantis Seckal provided an update on FAFSA completion efforts. As of February 20, the national FAFSA completion rate for the Class of 2026 is 44.2 percent, while South Carolina's rate is 38.1 percent. More than 22,000 high school seniors in the state have completed the FAFSA.

Ms. Seckal also highlighted the FAFSA First Challenge, a new initiative designed to increase completion rates and recognize high-performing schools. Early Bird Award recipients included Catawba Ridge High School, Gray Collegiate Academy, the Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, and HCS Scholars, all of which demonstrated strong completion percentages.

The Committee discussed ongoing outreach efforts, including workshops for high school counselors. A total of six workshops were conducted across the fall and spring terms, with approximately 150 participants per session. It was also noted that recent improvements to the FAFSA process have significantly reduced completion time to approximately 20 to 25 minutes, making the application more accessible for students and families.

## 6. South Carolina College National Guard Assistance Program and Veterans Outreach

Ms. Alfie Mincy provided an update on Veterans Outreach initiatives and the South Carolina National Guard College Assistance Program. Ms. Mincy shared that 74 participants attended a recent workshop focused on program updates and best practices, reflecting strong institutional engagement.

Ms. Mincy also presented a new initiative in partnership with the South Carolina Department of Veterans Affairs aimed at improving the recognition of military training as academic credit. The initiative includes a multi-phase training program for institutional staff, including self-paced coursework and in-person sessions. Registration for the training has grown from 86 to 135 participants, demonstrating significant statewide interest.

The Committee discussed the importance of this work in supporting military-affiliated students and ensuring that prior learning is appropriately evaluated for academic credit rather than elective credit. Members also emphasized the value of collaboration with state partners and institutions to expand access and streamline degree completion for veterans.

## 7. Other Business

No other business was discussed.

## 8. Adjournment

Chair Bryson adjourned the meeting at 11:41 a.m.



(800) 347-2752

1901 Main Street  
Suite 400  
Columbia, SC 29201

April 23, 2026

SC Commission on Higher Education  
Attn: Karen Woodfaulk

Dear Dr. Woodfaulk,

I am writing on behalf of South Carolina Student Loan Corporation (SCSLC) to submit for review and approval by the Commission on Higher Education, the proposed budget for FY 2026-2027, for the administration of the SC Teacher Loan Program.

The proposed budget includes both third-party servicing fees as well as South Carolina Student Loan's Administrative Fees. The comparison and proposed changes are available in the detailed proposal attached separately.

Key changes include increased personnel expenses related to additional work on the new loan process for the Teacher Refinance Loan Program. An increase in the accounting fees is associated with the actual cost of the separate financial audit. The refinance loan was not implemented in 25/26, and therefore, the actual fees reflect \$0. These fees were moved to 2026/2027 as an approved carry-forward. Also note that after more details of the program have been determined, the set-up cost was lowered from \$70,000 to \$50,000,

If you have any further questions, please feel free to contact me.

Regards,

A handwritten signature in black ink that reads "Ray Jones".

Ray Jones  
Chief Product Officer  
SC Student Loan Corporation

**South Carolina Student Loan Corporation  
Contractual Services Budget for  
South Carolina Teacher Loan Program  
2026-2027**

	<u>2026-2027</u>
	<u>Proposed</u>
<b>Contractual Expenses:</b>	
SCSLC Administration Fees*	\$457,680
Third Party Servicing Fees	161,200
Proviso Admin Fee	<u>\$153,885</u>
<b><i>Total Contractual Expenses</i></b>	<b><u>\$772,765</u></b>
<hr/>	
<b><i>Total Operating Expenses</i></b>	<b><u>\$ 772,765</u></b>
<b>Total Expenditures</b>	<b><u>\$ 772,765</u></b>

\*SCSLC Administration Fees includes all IT; general operating; personnel; accounting; auditing; and misc. expenses for the program.

Teacher Loan Program Budget					
	FY2025-26 Approved Budget	FY2025-26 Actual*	FY2026-27 Proposed Budget	Increase/ (Decrease) vs. FY2025-26 Approved Budget (%)	Increase/ (Decrease) vs. FY2025-26 Approved Budget (\$)
<b>Personnel Expenses</b>	\$129,000	\$129,000	\$ 151,700.00	17.60%	22,700
<b>Total</b>	\$129,000	\$129,000	\$151,700	17.60%	22,700
<b>Contractual Expenses</b>					
Information Technology	\$249,250	\$249,250	\$257,480	3.30%	8,230
Third Party Servicing Fees	158,100	155,978	161,200	1.96%	3,100
Accounting	20,000	25,000	25,900	29.50%	5,900
<b>Total</b>	\$427,350	\$430,228	\$444,580	4.03%	17,230
<b>General Operating</b>					
Printing	\$4,320	\$4,320	\$4,460	3.24%	140
Postage	10,190	10,190	10,530	3.34%	340
Supplies	1,700	1,700	1,760	3.53%	60
Equipment/maintenance	5,660	5,660	5,850	3.36%	190
	\$21,870	\$21,870	\$22,600	3.34%	730
<b>Total Teacher Loan</b>	\$578,220	\$581,098	\$618,880	7.03%	40,660

Teacher Refinance Proviso					
	FY2025-26 Approved Budget	FY2025-26 Actual*	FY2026-27 Proposed Budget	Increase/ (Decrease) vs. FY2025-26 Approved Budget (%)	Increase/ (Decrease) vs. FY2025-26 Approved Budget (\$)
<b>Personnel Expenses</b>	\$75,155	\$0	\$ 75,855	0.93%	\$ 700
<b>Total</b>	\$75,155	\$0	\$75,855	0.93%	700
<b>Contractual Expenses</b>					
Information Technology	\$14,960	\$0	\$15,450	3.28%	\$490
Third Party Servicing Fees	8,890	-	9,670	8.77%	780
Accounting	1,200	-	1,550	29.17%	350
One-time Set up Cost	70,000	-	50,000	-28.57%	(20,000)
<b>Total</b>	\$95,050	\$0	\$76,670	-19.34%	(18,380)
<b>General Operating</b>					
Printing	\$260	\$0	\$270	3.85%	10
Postage	610	-	630	3.28%	20
Supplies	100	-	110	10.00%	10
Equipment/maintenance	340	-	350	2.94%	10
	\$1,310	\$0	\$1,360	3.82%	50
<b>Total Teacher Refinance</b>	\$171,515	\$0	\$153,885	-10.28%	(17,630)

<b>Grand Total</b>	<b>\$749,735</b>	<b>\$581,098</b>	<b>\$772,765</b>	<b>3.07%</b>	<b>\$23,030</b>
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**R. Wes Hayes, Jr.**  
*Chairman*

**L. Jeffrey Perez, Ph.D.**  
*President and Executive Director*



## Memorandum

May 7, 2026

TO: Jenni Bryson, Chair and Members  
Committee on Student Services

FROM: Dr. Karen Woodfaulk, Director  
Office of Student Affairs

### SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY2025-26 Quarters I and II Report

#### Historical Background

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University (SCSU) provides on-campus and teacher education coursework at off-campus sites (virtual) around the state to primarily recruit non-traditional students (teacher aids, paraprofessionals, career changers, etc.) into the teaching profession. For FY2025-26, the General Assembly (**Proviso SDE-EIA: CHE/Teacher Recruitment Attachment I**) appropriated teacher recruitment funds in Part IA, Section 1, VIII.F. to SCSU to be used for the “operation of a minority teacher recruitment program.” The Commission on Higher Education (CHE), according to the proviso, “shall ensure that all funds are used to promote teacher recruitment on a statewide basis.” Also, SCSU “in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves.”

CHE approved a recommendation from the Committee on Student Services (formerly named Committee on Access & Equity and Student Services) to have an Expansion Plan of Action\*\* to increase the number of sites and participants in SC-PRRMT (November 7, 2013). According to the Expansion Plan, the number of SC-PRRMT sites would increase from two in FY2012-13 to 18 sites by FY2017-18. Enrollment projections were estimated to be an average of seven (7) students at each of the 18 sites.



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Enrollment/Site Projections:

A total of 120 students were projected to be enrolled in the program by FY2017-18; and the number of sites would increase each year by adding three new sites in FY2013-14 (Richland County District 1, Georgetown County and Williamsburg County), three new sites in FY2014-15 (Richland County District 2, Fairfield County and Florence County), four sites in FY2015-16 (Clarendon County, Horry County, Marion County and Marlboro County), three sites in FY2016-17 (Beaufort County, Hampton County and Jasper County), and three sites in FY2017-18 (Allendale County, Bamberg County, and Barnwell County) in addition to the two existing sites previously established by FY2012-13 (SCSU and Berkley County).

At the Committee's request, SC-PRRMT was directed to address three primary areas in its quarterly reports:

1. SCSU's progress in meeting the mandates outlined in Proviso Part IA, Section 1, VIII.F;
2. Growth in the number of SC-PRRMT participants; and
3. Expansion of SC-PRRMT sites, as detailed in the approved SC-PRRMT Expansion Plan of Action.

The attached SC-PRRMT FY2025-26 Quarters I and II Report (**Attachment II**) provides updates on the program's progress in meeting the requirements of Proviso Part IA, Section 1, VIII.F, as well as implementation of the CHE-approved Expansion Plan of Action. It also includes information on program administration costs, budget justification (including cost per student), number of graduates, enrollment in critical subject areas and underserved geographic regions, statewide recruitment efforts, and status updates for each site identified in the Expansion Plan.

\*[http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda\\_Item\\_703A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda_Item_703A.pdf)

\*\*[http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda\\_Item\\_603A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda_Item_603A.pdf)

\*\*\*[http://www.che.sc.gov/CHE\\_Docs/accessequity/AE\\_and\\_Student\\_Services\\_Meeting\\_Materials\\_October\\_26\\_2017.pdf](http://www.che.sc.gov/CHE_Docs/accessequity/AE_and_Student_Services_Meeting_Materials_October_26_2017.pdf)

**SC-PRRMT FY2025-26 Quarters I and II Report**

According to the SC-PRRMT Expansion Plan, enrollment was projected to reach 120 students by FY2017-18. The SC-PRRMT Quarters I and II Report (p. 5) provides data on applicant eligibility, incomplete applications, enrollment in critical need subject areas, and participant retention.

In Fall 2025, 20 students applied to the program. Of these, five were deemed eligible, ten were ineligible, and five submitted incomplete applications. Enrollment for the term included 26 freshmen, 24 sophomores, 17 juniors, 8 seniors, and 3 MAT students. Among the fall term participants, four students were enrolled in critical need subject areas (Quarters I and II Report, p.5).

At the start of Spring 2026, application outcomes remained consistent: 20 students applied, with five eligible, ten ineligible, and five incomplete applications. Enrollment figures also remained unchanged from the fall term, with 26 freshmen, 24 sophomores, 17 juniors, 8 seniors, and 3 MAT students. Among spring term participants, two students were enrolled in critical need subject areas (Quarters I and II Report, p. 5).

In FY2020-21, SC-PRRMT enrollment reached 75 participants, decreasing to 67 participants in FY2021-22. Enrollment increased to 70 in FY2022-23 and 78 participants in FY2023-24. Seventy-eight (78) participants were enrolled in FY2024-25, and this number remained constant through FY2025-26. The five-year average enrollment from FY2021–22 through FY2025–26 (five-year average) is 74.2 participants. This average does not include Summer 2026 enrollment (Quarters I and II Report, pp. 4-5). Table 9 includes the student demographics and retention, participants majoring in critical need subject areas, and Praxis Core pass rates over a six-year period. SC State University officials were asked to provide information regarding the Praxis Core pass rate for SC-PRRMT participants (**Attachment III**).

In terms of outcomes, four SC-PRRMT participants graduated at the end of Fall 2025, earned teacher certification, and are now employed in South Carolina school districts. Two participants are expected to graduate by the end of Spring 2026; both are anticipated to earn certification and secure positions in South Carolina school districts. All graduates specialized in critical geographic regions and high-need subject areas (Quarters I and II Report, p.13).

#### **SC-PRRMT Participants by Fiscal Year (End-of-Year Totals – Six Years)**

- FY2020-21:75
- FY2021-22: 67
- FY2022–23: 70
- FY2023–24: 78
- FY2024–25: 78
- FY2025–26\*: 78

\*Excludes four participants enrolled in Summer 2026.

Graduation Rates of SC-PRRMT Participants:

Year	Number of SC-PRRMT Graduates Participants (End of Year Totals)*
FY2020-21	3
FY2021-22	7
FY2022-23	8
FY2023-24	7
FY2024-25	8
FY2025-26	6*

*\*Four participants graduated at the end of Fall 2025 and two participants are projected to graduate at the end of Spring 2026.*

Participation in the program has increased substantially since FY2012–13, rising from 27 participants to 78 in FY2025-26. However, SC-PRRMT has not yet achieved the enrollment target outlined in the 2013 Expansion Plan, which projected 120 students by FY2017–18.\*. According to SC State University officials, the *SC-PRRMT Plan of Action – Recruitment & Expansion FY2024–2025* identifies targeted strategies to improve enrollment. These efforts are aligned with the university’s Strategic Plan (Quarters I and II Report, pp. 16–19).

Tuition/Fees

For Fall 2025, total tuition and fees at SCSU were \$6,118, including \$5,530 for tuition and fees, \$350 for books and resources, and \$238 for insurance. SC-PRRMT awarded \$176,656 in Fall 2025, with an average award of \$2,264 per student (Quarters I and II Report, p.9).

For Spring 2026, total tuition and fees were \$6,316, consisting of \$5,530 for tuition and fees, \$350 for books and resources, and \$436 for insurance. SC-PRRMT awarded \$128,656 in Spring 2026, with an average award of \$1,649.43 per student (Quarters I and II Report, p.9).

For FY2025–26, after accounting for other federal aid, scholarships, and gift assistance, SC-PRRMT awards met the remaining financial need of each participant.



## Program Sites

The Expansion Plan, according to SCSU officials, projected an increase in the number of SC-PRRMT sites from two sites in FY2012-13 to 18 sites by FY2017-18. The Expansion Plan included sites in Clarendon, Marion, and Marlboro Counties (originally scheduled to be established in FY2015-16), as well as Beaufort, Hampton, and Jasper Counties (originally scheduled to be established in FY2016-17), and Allendale, Bamberg, and Barnwell Counties (originally scheduled to be established in FY2017-18).

Through online/hybrid instruction and on-site facilitators, geographic areas were combined and to date, a total of 14 regional SC-PRRMT sites have been established: 1) South Carolina State; 2) Moncks Corner, Berkeley, and Charleston; 3) Richland District #1 and #2, Fairfield and Winnsboro Counties; 4) Florence County, Georgetown School District and County, Williamsburg School District/County, and Horry County; 5) Clarendon, Hampton, Marlboro, and Jasper Counties; 6) Marion, Dillon, Barnwell, and Bamberg Counties; 7) Lee County; 8) Lexington District #4; 9) Laurens School District #55/Newberry County; 10) Lancaster County/Fort Mill School Districts; 11) Cherokee/Greenville Counties; 12) Sumter; 13) Calhoun County; and 14) Anderson School District #5.

The chart below shows the sites that were to be established by FY2013-14, FY2014-15, FY2015-16, FY2016-17, FY2017-18, per the Expansion Plan, and regional SC-PRRMT sites that are currently established effective FY2019-20 through FY2025-26 (Quarters I and II Reports, pp.14-15).

**Sites/Countries per Expansion Plan**

<b>+Sites/Countries per Expansion Plan</b>	<b>Established/Combined Sites</b>	<b># of Students Enrolled Fall 2025 N=78</b>	<b># of Students Enrolled Spring 2026 N=78</b>	<b>Status</b>
<b>+Sites to be established in FY2013-14</b>				
South Carolina State Campus	SC State	4	4	Established
Berkeley/Charleston/Moncks Corner	Berkeley/Charleston/Moncks Corner	5	5	Established as a combined site
Richland District #1	* Richland Districts #1 and #2/ Fairfield/Winnsboro Counties Online (combined sites)	5	5	Established as a combined site
Georgetown/Williamsburg/Florence/Horry	** Florence/Georgetown/Williamsburg/ Horry Counties Online (combined sites)	7	7	Established as a combined site
<b>+Sites to be established in FY2014-2015</b>				
Fairfield	* Richland Districts #1 and #2/ Fairfield/Winnsboro Counties Online (combined sites)	*	*	See above (combined sites)
Richland District #2	* Richland Districts #1 and #2/ Fairfield/Winnsboro Counties Online (combined sites)	*	*	See above (combined sites)
Florence	**Florence/Georgetown/Williamsburg/ Horry Counties Online (combined sites)	**	*	See above (combined sites)

<b>+Sites to be established FY2015-2016 and FY2016-17</b>				
Clarendon	***Clarendon/Marlboro/Jasper/Hampton Counties (combined sites)	7	7	Established as a combined site
Horry	**Florence/Georgetown/Williamsburg/Horry Counties Online (combined sites)	**		See above (combined sites)
Marion	****Marion/Dillon/Barnwell/ Bamberg Counties (combined sites)	5	5	Established as a combined site
Marlboro	***Clarendon/Marlboro/Jasper/Hampton Counties (combined sites)	***	***	See above (combined site)
Jasper	***Clarendon/Marlboro/Jasper/Hampton Counties (combined sites)	***	***	See above
<b>+Sites to be established FY2017-18 and FY2018-19</b>				
Allendale				
Bamberg	****Marion/Dillon/Barnwell/Bamberg Counties (combined sites)	****	****	See above (combined site)
Barnwell	****Marion/Dillon/Barnwell/ Bamberg Counties (combined sites)	****	****	See above (combined site)
Lee	Lee County	7	7	Established
Lexington	Lexington # 4	7	7	Established
Laurens School Districts/Newberry	Laurens #55/Newberry County	6	6	Established
<b>Sites established FY2021-22</b>				
Lancaster/Fort Mill	Lancaster County/Fort Mill School District	9	9	Established
<b>Sites established FY2022-23</b>				
Cherokee/Greenville	Cherokee County/Greenville	7	7	Established
Sumter	Sumter School District	4	4	Established
<b>Sites established FY2023-24</b>				
Calhoun	Calhoun County	2	2	Established
Anderson	Anderson #5	3	3	Established

\*Combined sites include Richland One, Richland Two, Fairfield County and Winnsboro School Districts

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

\*\*\*Combined sites include Clarendon, Marlboro, Hampton, and Jasper Counties

\*\*\*\*Combined sites include Marion, Dillon, Barnwell, and Jasper Counties.

+South Carolina Program for the Recruitment and Retention of Minority Teachers Expansion Plan of Action Satellite Teacher Education Program Sites pp.10-11. Beaufort and Allendale sites have not been implemented according to the Plan.

## Summary

The SC-PRRMT Quarters I and II Report provides data on participants majoring in critical need subject areas and serving high-need geographic regions, as well as the number of program graduates. These metrics help assess the program's effectiveness in addressing teacher shortages. The Expansion Plan projected enrollment of 120 students by FY2017–18.\*

Since FY2012–13, participation generally increased through FY2020–21 (75 participants) up from 27 participants in FY2014–15. Enrollment decreased to 67 participants in FY2021–22 before rising modestly to 70 in FY2022–23. Enrollment increased again to 78 in FY2023–24 and has remained stable at 78 participants through Fall 2025 and Spring 2026. Current reported numbers do not include participants expected to enroll in Summer 2026 (Quarters I and II Report, p. 5-8).

The SC-PRRMT Student Demographics and Retention (Table 3) indicates a shift toward more freshmen and sophomore participation. The number of seniors decreased from 11 in FY2024-25 to eight in FY2025-26 (31.5% decrease), and the freshmen, sophomore and junior cohorts remained relatively constant. Based on these trends, it is recommended that SC-PRRMT reassess its recruitment and retention strategies, with emphasis on retaining third year students entering the senior year (Quarters I and II Report, p. 5).

The FY2025–26 Quarters I and II Report also included Praxis Core pass rates for FY2020–21 through 2025–26. Compared to the prior two years, current Praxis Core pass rates among SC-PRRMT participants show a slight gain in FY2025-26 (30%) but remain low overall. In response to questions regarding the SC-PRRMT Praxis pass rates at the March 5, 2026 Commission meeting, SC State University officials provided additional information regarding the program’s Praxis Core pass rates. The attached *SC-PRRMT Program Update: Praxis Core and Retention Report* outlines the Praxis preparation timeline, services provided to SC-PRRMT participants to support Praxis preparation, along with detailed pass rate data (**Attachment III**).

The Expansion Plan, according to SCSU officials, projected an increase in the number of SC-PRRMT sites from two sites in FY2012-13 to 18 sites by FY2017-18. The program increased the number of regional sites to 13, adding the program’s most recent sites – Sumter, Fort Mill, and Abbeville school districts. The Quarters I and II Report states that SC-PRRMT will continue to recruit and expand the number of sites to 29 school districts during Spring 2025. Also, during Spring 2025, SC-PRRMT has identified targeted sites in Aiken, Barnwell, Edgefield, McCormick, Saluda, Colleton, Jasper, Kershaw, Chester, Union, York, Oconee, Pickens, and Spartanburg (Quarters I and II Report pp.16-19).

At its meeting on May 31, 2023, the Committee on Student Services approved the staff’s recommendation for SC-PRRMT to create a comprehensive plan to increase the number of program participants - including nontraditional and underrepresented students to include performance evaluation measures that will “demonstrate progress toward increasing the state’s pool of teachers from the targeted population.”

- 2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State.
- 2.2 Continue to implement the Department of Education’s Recruitment plan. This will generate an increase in the number of non-traditional applicants.
- 2.3 Assist prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.

2.4 Collaborate with South Carolina State's Office of Admissions and Recruitment and SCSU's Transfer Coordinator to identify students interested in pursuing a degree in teacher education.

In addition, the committee requested that the quarterly reports include how SC-PRRMT, in collaboration with SCSU's Office of Admissions and Recruitment, SC Department of Education, and other agencies, will achieve measurable recruitment target goals. The committee also requested that SC-PRRMT, given its mission to increase the pool of minority teachers in the state, review the critical role the program can play in addressing teaching vacancies in South Carolina through the recruitment of teacher assistants, paraprofessionals, and non-traditional students, especially in rural school districts. In their efforts to recruit and retain traditional and non-traditional students who are interested in pursuing teacher education, SC-PRRMT aligned its plan to increase the number of program participants with SCSU's Enrollment Management Strategic Plan (Quarters I and II Report pp. 16-19).

The Quarters I and II Report includes five strategic initiatives that are aligned with SCSU's Enrollment Management Strategic Plan: 1) Distinctive Fiscal Engagement; 2) Increase Student Enrollment, Retention and Graduation (including utilization of technology and alignment of recruitment visits with SCSU's Admissions Office and the Carolinas Association of Collegiate Registrars and Admissions Officers); 3) Forgivable Loan Scholarships; 4) Strengthen University Infrastructure, including evaluation of the University's distance-learning capabilities; and 5) Implement Strategies that Promote Brand Awareness. The Report includes SC-PRRMT's Plan of Action: Recruitment & Expansion FY 2024-2025 (pp. 16 -19). SC-PRRMT's Plan of Action includes five strategic initiatives to meet 2.1, 2.2, 2.3, 2.4 and 2.5 (above).

As a part of the Outcomes under the Strategic Plan, SC-PRRMT reported that the program: 1) maintained 78 participants in Fall 2025 and Spring 2026; 2) maintained the same number of partnerships with school districts from the previous year; 3) continue to use CRM software to assist prospective applicants with admissions and financial aid processes; 4) conducted face-to-face and virtual recruitment visits in various locations around the state; and 5) continued to use social media presence and engagement opportunities by through social media platforms..

### **SC-PRRMT FY2026-27 Budget Update**

The SC-PRRMT budget request for FY 2026–27 was approved by the Commission on September 4, 2025, and submitted to the Governor's Office on September 26, 2025. No changes are requested, and the previously approved budget is presented for information purposes. Although there are no revisions to the budget, the Total Collections/Revenue and Carried Forward Funds are \$467,359.01 (FY2026-27 Budget Request p.20). This amount has accumulated over time and has been previously discussed by the

committee. A review of the budget and plans to address the carry forward amount should be included in the program's Quarter III Report.

### **Recommendation**

CHE staff commends the FY25-26 SC-PRRMT Quarters I and II Report, and the FY2026-27 budget update to the Committee on Student Services for information. The staff also recommends that SC-PRRMT include in its Quarter III Report plans to address the program's carried forward funds.



## 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

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

- 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**

<b>Year</b>	<b>FY 2021-2022</b>	<b>FY 2022-2023</b>	<b>FY 2023-2024</b>	<b>FY 2024-2025</b>	<b>FY 2025-2026 Fall 2025</b>	<b>FY 2025-2026 Spring 2026</b>
<b>Sites</b>	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 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
<b>No. of Participants</b>	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
<b>1) Number Applied Number eligible</b>	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
<b>2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)</b>	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
<b>3) Critical Need Subject Areas</b>	3	7	8	7	8	4 Fall 2 Spring (Anticipated)
<b>4) Retention of Participants</b>	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
<b>5) Praxis Core Rate</b>	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)

<b>Table 4 FALL 2025</b>	<b>Table 4 Spring 2026</b>
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**

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

<b>sites</b>	<b>Fall 2025 Participants N=78</b>
Moncks Corner/Berkeley and Charleston	5
Richland District One/Richland District Two/ Fairfield and Winnsboro	5
Georgetown/Williamsburg/Florence and Horry	7
Marion/Dillion/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**

<b>sites</b>	<b>Spring 2026 Participants N=78</b>
Moncks Corner/Berkeley and Charleston	5
Richland District One/Richland District Two/ Fairfield and Winnsboro	5
Georgetown/Williamsburg/Florence and Horry	7
Marion/Dillion/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**

<b>YEAR</b>	<b>FY 2020-2021</b>	<b>FY 2021-2022</b>	<b>FY 2022-2023</b>	<b>FY 2023-2024</b>	<b>FY 2024-2025</b>	<b>FY 2025-2026 Fall 2025/Spring 2026</b>
<b>1) Number Applied Number eligible</b>	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
<b>2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)</b>	4(TA)	2(TA)	9(TA) 1(T)	5(TA)	16(TA)	5(TA)
<b>3) Critical Need Subject Areas</b>	3	7	8	7	8	4 Fall 2 Spring (Anticipated)
<b>4) Retention of Participants</b>	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
<b>5) Praxis Core Rate</b>	35%	35%	35%	25%	25%	30%

**TABLE 10**  
**Graduation Rates**

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

**TABLE 11**  
**Online and Hybrid Instruction (Fall 2025)**

<b>sites</b>	<b>Fall 2025 Participants N=78</b>	<b>Location and Modality</b>
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)**

<b>sites</b>	<b>Spring 26 Participants N=78</b>	<b>Location and Modality</b>
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

	<b>FY 2022-2023 Actual</b>	<b>FY 2023-2024 Actual</b>	<b>FY 2024-2025 Estimated</b>	<b>FY 2025-2026 Approved</b>	<b>FY 2026-2027 Budget Request</b>
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
<b>Expenditures</b>					
<b>+Personnel Services</b>					
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
<b>OTHER EXPENDITURES</b>					
<b>Telephone (WATS LINE)</b>	-0-	-0-	-0-	-0-	-0-
<b>Forgivable Loans</b>	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
<b>TOTAL OTHER EXPENDITURES</b>	\$324,482.00	\$319,482.00	\$319,482.00	\$319,482.00	\$319,482.00
<b>TOTAL PROJECT EXPENDITURES</b>	-0-	-0-	-0-	-0-	-0-
<b>TOTAL PROJECT APPROPRIATIONS</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>APPROPRIATIONS REQUESTED</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>APPROPRIATIONS CUTS</b>	--0-	--0-	--0-	--0-	--0-
<b>APPROPRIATIONS RECEIVED</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
Total Collections Revenue/Carried Forward <b>Collections Revenue used if needed for additional Forgivable Loans.</b>	\$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
<b>w+Personnel Services</b>	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)	<b>Program Manager (1) Program Recruiter (0) Secretary (0) Adjunct Instructors (8)</b>

\* 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 &amp; FY 2026-2027.



South Carolina Program for the  
Recruitment & Retention of Minority Teachers

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*Lift a Life...Teach*

**SC-PRRMT Program Update: Praxis Core and Retention Report**

**Prepared for:** The South Carolina Commission on Higher Education

Committee on Student Services

**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

## **Executive Summary**

This report provides an update on the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University. It outlines key components of the program, including applicant admission standards, participant academic preparation, alignment of Praxis content with coursework, the Praxis preparation timeline and pipeline, and the academic support structures in place. Additionally, the report highlights candidate advising, monitoring of Praxis readiness and academic progress, and participant outcomes. Overall, the program demonstrates consistent participant enrollment, strong graduate placement rates, and continued expansion across school districts.

## **Overview of SC-PRRMT**

SC-PRRMT is an Education Improvement Act (EIA) funded initiative designed to recruit, support, and retain minority teachers in South Carolina. The program specifically focuses on:

- Expanding access to teacher education for non-traditional students
- Supporting participants through academic and financial assistance
- Addressing statewide teacher shortages in critical need areas

The program operates in collaboration with the South Carolina Commission on Higher Education and aligns with statewide teacher recruitment initiatives.

### **1. SC-PRRMT Applicant Admission Standards**

SC-PRRMT admission is aligned with South Carolina State University and teacher education program requirements, with a focus on providing access to both traditional and non-traditional students.

#### **Entry GPA Requirements**

- Participants must meet South Carolina State University admission standards

- 2.75 GPA requirement for program participants
- Additional academic review may be conducted for non-traditional applicants

### **Minimum SAT/ACT or Basic Skills Test Requirements**

Similar to other public institutions, South Carolina State University utilizes a test-optional admission policy, allowing students to be considered for admission without standardized test scores.

- Standardized test scores (SAT/ACT) may be submitted but are not required for admission
- Admission decisions are based primarily on:
  - High school GPA
  - Academic transcripts
  - Prior coursework
- Participants may qualify through alternative pathways, including:
  - Transfer credit
  - Non-traditional student status (e.g., teacher assistants, career changers)
- The Praxis Core serves as a key benchmark for academic readiness during program progression rather than at initial entry

### **Diagnostic Assessments at Entry**

- No formal diagnostic assessment is required at initial entry into SC-PRRMT
- Academic readiness is evaluated through:
  - Prior academic performance (GPA, transcripts)
  - Advising and faculty review
- Praxis practice tests and workshops are utilized during the program to assess readiness

### **Acceptance Rates and Program Selectivity**

- Recent applicant data indicates selective admission based on eligibility criteria:
  - FY 2022–2023: 32 applied | 10 eligible (~31%)
  - FY 2023–2024: 53 applied | 12 eligible (~23%)
  - FY 2024–2025: 55 applied | 16 eligible (~29%)
  - Fall 2025: 20 applied | 5 eligible (25%)
- The program maintains a balance between access and selectivity, particularly for non-traditional student populations

## **2. Academic Preparation of Participants**

SC-PRRMT participants represent a diverse academic population, with a significant proportion of non-traditional students, including teacher assistants, transfer students, and career changers.

- Participants enter the program with varying levels of academic preparation
- Many students demonstrate strong commitment to the teaching profession but may require additional academic support
- Academic preparation is evaluated through:
  - High school or college GPA
  - Transcripts and prior coursework
  - Faculty and advisor review

Given the program’s access-focused mission, some participants may enter the program underprepared for Praxis-level content, particularly in foundational areas such as mathematics, reading, and writing.

To address this, SC-PRRMT provides structured academic support, including:

- Praxis preparation workshops
- Practice assessments and readiness benchmarks

- Tutoring and faculty support
- Targeted advising and intervention strategies

These supports are designed to strengthen academic readiness and improve participant success on the Praxis Core.

### **3. Alignment of Coursework**

The Department of Teacher Education is currently engaged in a curriculum mapping process to strengthen alignment between coursework and the Praxis Core Series. This work is being completed during the current academic year and is designed to ensure that key competencies are systematically embedded across the program.

#### **Alignment of Coursework with Praxis Content**

- Ongoing curriculum mapping is aligning course objectives, assignments, and assessments with Praxis Core content areas (reading, writing, and mathematics)
- Faculty are identifying where Praxis-aligned skills are introduced, reinforced, and assessed throughout the program
- Emphasis is being placed on integrating foundational skill development into early and mid-level coursework
- Data from Praxis performance is being used to inform instructional adjustments and curricular improvements

#### **Faculty Awareness of Praxis Competencies**

- Faculty are actively engaged in the curriculum mapping process to increase awareness of Praxis expectations and competencies
- Discussions are focused on ensuring consistency between course content and standardized assessment requirements

- Faculty are incorporating Praxis-related skills and expectations into instruction and assessment practices
- Ongoing collaboration is strengthening shared responsibility for student readiness and success

#### **4. Praxis Preparation Pipeline**

The Department of Teacher Education has established a structured Praxis preparation timeline (implemented in AY 2024–2025) to ensure that students complete required assessments earlier in their academic progression, rather than delaying testing until the final stages of the program.

##### **Timing of Official Praxis Testing**

- Undergraduate students follow a defined testing sequence:
  - Praxis Core is taken by the sophomore year
  - Content assessments (Praxis II) and/or the Praxis Principles of Learning and Teaching are taken by the junior year
  - Remaining Praxis requirements are completed by the first semester of the senior year
- This model reflects a shift from delayed testing practices and emphasizes early identification and support of student needs

##### **Graduate Student Timeline**

- Graduate (MAT) students are expected to:
  - Complete Praxis II and PLT by the end of their first year
- Early testing allows for timely intervention and program progression

##### **Praxis Requirements and Program Progression**

- Students are encouraged to complete Praxis Core early in their academic careers

- Praxis Core serves as a benchmark for readiness prior to entry into upper-level coursework
- While not required for initial entry into SC-PRRMT, Praxis Core is strongly integrated into progression expectations within the teacher education program

### **5. Test Preparation and Academic Support**

SC-PRRMT provides a structured system of academic support to improve student readiness for the Praxis Core Series and related assessments.

#### **Diagnostics Available to Participants**

- Formal diagnostic testing is not required at initial program entry
- Academic readiness is assessed through:
  - Review of GPA and transcripts
  - Faculty and advisor evaluation
- Praxis practice tests and workshop participation are used to inform readiness throughout the program

#### **Minimum Practice Test Expectations**

- Students are encouraged to demonstrate readiness through practice assessments prior to official testing
- Faculty and advisors monitor student progress and recommend additional preparation when needed
- Benchmark expectations are being strengthened as part of ongoing program improvements

#### **Praxis Preparation Supports**

- SC-PRRMT maintains multiple support structures, including:

- Praxis preparation workshops
- Academic tutoring services
- Faculty-led review sessions
- Advising and targeted intervention strategies
- Program funds have been utilized to support Praxis-related workshops and preparation efforts

SC-PRRMT maintains an active advising and monitoring system to support participant success and improve readiness for the Praxis Core Series.

### **6. Monitoring of Praxis Readiness**

- Participant progress is monitored through:
  - Academic performance (GPA and coursework)
  - Faculty and advisor feedback
  - Participation in Praxis preparation activities (e.g., workshops, practice assessments)
- Advisors and faculty work collaboratively to identify students who may be at risk for delayed progression or unsuccessful test outcomes
- Praxis readiness is evaluated prior to official test attempts, with recommendations provided for additional preparation when needed

### **Targeted Intervention and Support Strategies**

- Students identified as at-risk receive targeted support, including:
  - Referral to tutoring and academic support services
  - Required participation in Praxis preparation workshops
  - Faculty-led review sessions focused on identified areas of need

- Individual advising meetings to develop improvement plans
- Ongoing monitoring ensures that students demonstrate progress prior to reattempting Praxis exams

SC-PRRMT continues to demonstrate strong outcomes in terms of program completion, certification, and workforce placement.

## **7. Praxis Core Performance**

SC-PRRMT monitors participant performance on the Praxis Core Series as a key indicator of academic readiness and program effectiveness.

### **Praxis Core Pass Rates**

- FY 2022–2023: 35%
- FY 2023–2024: 25%
- FY 2024–2025: 25%
- FY 2025–2026: 30%

### **Performance Overview**

- Pass rates reflect variability across academic years
- Results indicate a need for continued emphasis on foundational skill development in reading, writing, and mathematics
- Performance trends are consistent with the academic profile of a significant portion of the program’s non-traditional student population

### **Program Response and Improvements**

To improve Praxis outcomes, SC-PRRMT and the Department of Teacher Education have implemented the following:

- Earlier testing expectations (Praxis Core by sophomore year)

- Expanded Praxis preparation workshops and tutoring support
- Curriculum mapping to align coursework with Praxis competencies
- Increased advising and monitoring of student readiness
- Use of practice assessments to guide intervention strategies

### **8. FY 22-26 Cohort Retention**

A preliminary review of student-level records (including financial aid and enrollment documentation) was conducted to examine persistence patterns among participants entering in 2022–2026.

#### **Estimated Cohort Progression**

- 2022–2023 (Freshmen): 24 participants
- 2023–2024 (Sophomores): 20 participants
- 2024–2025 (Juniors): 16 participants
- 2025–2026 (Seniors): 8 participants

#### **Estimated Retention Pattern**

- Freshman → Sophomore: 24 → 20 (83%)
- Sophomore → Junior: 20 → 16 (80%)
- Junior → Senior: 16 → 8 (50%)

### **9. Graduation Outcomes**

- Annual program graduates have ranged from 3 to 8 students in recent years
- Fall 2025 graduates: 4 participants
- Spring 2026: graduates: 2 participants

#### **Certification and Employment**

- 100% of program graduates are employed in education-related positions

- 100% of graduates are placed in critical need subject areas and/or geographic regions
- Graduates are serving in roles including:
  - Elementary education
  - Middle and secondary education
  - Other school-based professional positions

### **Program Impact**

- SC-PRRMT contributes directly to addressing the state’s teacher shortage
- Graduates are placed in high-need schools and districts across South Carolina
- The program supports both recruitment and long-term workforce development

### **Retention and Long-Term Outcomes**

- Participants demonstrate continued progression through the program across classifications
- Long-term retention tracking (post-graduation) is an area for continued development and alignment with reporting expectations

### **Conclusion**

SC-PRRMT remains a vital component of South Carolina’s teacher recruitment strategy. The program demonstrates strong enrollment stability, high graduate placement rates, and continued expansion across the state. While Praxis Core outcomes indicate an area for continued focus, the program is actively implementing targeted strategies to improve participant success. SC-PRRMT remains committed to increasing the number of qualified teachers and addressing workforce needs across South Carolina.

**R. Wes Hayes, Jr.**  
*Chairman*

**L. Jeffrey Perez, Ph.D.**  
*President and Executive Director*



May 7, 2026

## MEMORANDUM

**TO:** Ms. Jenni Bryson, Chair, and Members,  
Committee on Student Services

**FROM:** Dr. Karen Woodfaulk, Director  
Office of Student Affairs

### An Overview and Data Report on College Application Month 2025

#### **Background**

The American College Application Campaign (ACAC), administered by ACT (2018), is a national initiative implemented in all 50 states and the District of Columbia that aims to increase the number of first-generation and low-income students who pursue postsecondary education. The campaign focuses on helping high school seniors complete college applications and navigate the admissions process through school-based support and advising. Research continues to show that informational barriers and limited access to advising affect college application and enrollment behaviors among underserved students. Studies have found that targeted college advising and application support can increase application completion and postsecondary enrollment, particularly for first-generation and low-income students (Castleman & Page, 2015; Dynarski et al., 2021). As a proactive response to the findings, the national effort aimed to assist high school seniors in navigating the college admissions process and to ensure that each participating student submits at least one college admissions application. Additionally, recent research indicates that many high-achieving, low-income students still fail to apply to colleges that match their academic qualifications, a phenomenon commonly described as “undermatching” (Hoxby & Turner, 2013; Smith, Pender, & Howell, 2020). These findings suggest that structured college access initiatives and application coaching remain important strategies for improving college enrollment outcomes.



803-737-2260

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Columbia, SC 29201

[www.che.sc.gov](http://www.che.sc.gov)

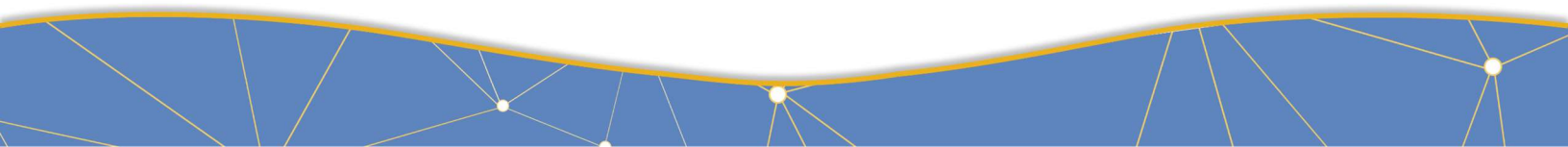


The South Carolina Commission on Higher Education (CHE) staff, in collaboration with the South Carolina Department of Education, met with North Carolina/GEAR UP in 2009 to study the College Application Day model and possible implementation of a program in South Carolina. South Carolina joined American Council on Education in 2009 as the fifth state to implement College Application Month (CAM) events statewide. With additional support from community and business leaders, as well as volunteers and college admission professionals, CAM has transitioned from a month into a “season” which includes August, September, October, and November each year.

College Application Month (CAM) initiatives are designed to help students overcome significant barriers in the college application process, particularly those faced by first-generation, low-income, and underrepresented students. Research shows that the complexity of college applications including multiple steps, deadlines, essays, and fees can prevent students from successfully completing their applications, even after they begin them, highlighting the importance of structured support and guidance during the process. In addition, studies indicate that admissions instructions are often written at a level that exceeds many students’ reading comprehension, which creates additional challenges for understanding requirements and completing applications accurately. Broader research on admissions also shows that key components of applications, such as essays and extracurricular activities, tend to favor students with greater access to resources and support systems, further reinforcing existing inequalities. Together, this evidence supports the purpose of CAM programs in reducing informational, linguistic, and procedural barriers in the college application process and improving equitable access to higher education (Odlé, Delaney, & Magouirk, 2023; Taylor, Chu, & Li, 2022; Taylor, Rosinger, & Ford, 2024).

### **Program Model: College Application Month**

In 2025, 256 high schools across the state registered to host College Application events in the fall (August – November). This is a three-school increase in the number of registrations as the prior year. CHE staff will reach out to schools that did not to participate in 2025, to determine their reasoning and recruit them to the program. Staff will continue to monitor the number of schools that register as a part of SC CHE’s strategic plan. During the in-person CAM events where college representatives participate, high school seniors are provided with the opportunity to receive application assistance from community partners and college admissions professionals. Last year, forty-seven public and independent colleges provided application fee waivers to students to be validated either on that specific event day or during the length of CAM.



## Sustainability

From 2009–2014, the College Application Month Program was funded by the College Access Challenge Grant (CACG), a federal grant from the U.S. Department of Education. The purpose of the CACG was to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Due to the inability to meet the federal maintenance of effort requirement from the state to fund higher education, which was a required component of CACG, grant funding was not awarded in FY 2015. After careful evaluation of the program, estimated costs to host basic CAM events statewide are approximately \$5,500, not including travel and personnel time and effort. Since 2019, CAM has been funded through the CHE operating budget. The work of the program has been made possible through collaborations with the school counselors in each of the registered high schools and the college representatives who have continued to execute and grow the CAM program each year. CHE will continue to explore and evaluate additional funding sources and resources to support CAM. This structure aligns with the values and priorities of the South Carolina Commission on Higher Education Strategic Plan by advancing accessibility to postsecondary opportunities that match the educational and career goals of all South Carolinians, strengthening college readiness and completion, and fostering collaborative partnerships that support student success statewide.

CAM 2025 continued its partnership with the Carolina Association of Collegiate Registrars & Admissions Officers (CACRAO). CACRAO is the professional organization that represents the Admissions and Recruitment Officers at the state's higher education institutions. A major part of the CAM program is the presence of college and university representatives at the CAM events in each high school to assist with application and admissions questions. To maximize this opportunity for both the high schools and higher education institutions, CHE and CACRAO developed a partnership that would introduce preferred weeks for high schools to hold their CAM events. In the agreement, high schools would be encouraged to hold their events during specific weeks, based on their geographic region of the state. If a high school held its CAM event during its preferred week, CACRAO could guarantee college representation for the CAM event. While a high school could still register for an event outside of that preferred week, the school would do so without a guarantee of having college representation at the CAM event. The partnership has proven beneficial for both the high schools and institutions and will continue in 2026. CAM 2025 also saw the continuation of partnerships between CHE and one of the nation's standardized testing agencies, ACT.

The partnership with ACT was created to incentivize high schools to host high quality CAM events and place an emphasis on data collection and timely reporting. Along with ACT, CHE annually awards one outstanding high school each year as a School of Excellence. The winning school would need to host a program, provide data to CHE by established deadlines, and demonstrate either consistency or significant

improvement in student success and participation in the program. The winner for 2025, AC Flora High School in Columbia, SC, will be presented with their award this Fall at their campus wide College Application event.

CHE also utilizes a Customer Relationship Management (CRM) platform, Element451, to enhance communication and engagement with both high school counselors and college admissions representatives. Through this system, CHE is able to streamline messaging, manage event registration, and distribute timely updates and resources related to College Application Month. Element451 enables targeted and efficient communication, ensuring that counselors and college partners receive relevant information based on their roles, geographic location, and institutional affiliations. This centralized platform has improved coordination across stakeholders and strengthened the overall effectiveness of outreach efforts, supporting the continued growth and success of the CAM program.

### **Evaluation of the Data**

In 2025, 256 South Carolina high schools (public, charter, virtual, and adult education centers) registered to hold CAM events. **(Attachment I)** These high schools consisted of approximately 51,037 high school seniors who had the opportunity to participate in a CAM event at their respective high schools. Only one event was canceled due to an unforeseen reason. This event was not rescheduled. Two hundred and twenty-one (221) high schools submitted an end-of-event report. The data regarding the program comes from the submitted end-of-event reports and the student survey. Eighty-six percent (86%) of participating high schools submitted an end-of-event report (EOE). This EOE collection is up 6% from 2024. In the high schools that completed their report **(Attachment II)**, 17,742 high school seniors signed into a CAM event. Based on the reported figures, an estimated 37,229 college applications were completed and submitted by all high school seniors who signed into a CAM event.

The online student survey (n=4,741) produced data from areas that focused on gender, race/ethnicity, first in family status, application assistance, promotional efforts (where did the student learn about CAM), application completion, and institutions the student applied to during a CAM event. The survey presented the following results: 61% of the participating high schools seniors who completed the survey were female and 39% were male; of the students that self-identified in a specific race/ethnicity category, 37% reported as White or Caucasian, 44% Black or African American, 14% reported Hispanic or Latino and 6% reported as other or unknown.

The data show 65% of the respondents had at least one parent in the home with some post-secondary education or training. The data show that 28% of the respondents were considered first in family to attend college. Staff determined this to also be accurate based on the responses to the student

survey. The remaining survey respondents (7%) shared that they did not know if their parents attended a post-secondary institution.

A total of 70% respondents reported that they received college application assistance from their school counselor, and 30% from a college representative, a teacher, social media or other source. School counselors provided the majority of application completion support during College Application Month activities.

Approximately 52% of the students completed one college application, 21% completed two, and 29% reported completing three or more college applications during CAM. Finally, Coastal Carolina University, USC-Columbia, South Carolina State University, College of Charleston, Clemson University, Greenville Technical College, and Francis Marion University received the highest number of applications as reported by the students who participated in the student survey.

In considering the data points, it is important to note the following:

- The total responses (N= 4,471) represent only a fraction of the total participating students this Fall (17,742). It is likely that with approximately 1/4<sup>th</sup> of the participating students completing a survey, the percentage of first-generation college students served is higher. CHE staff will continue to work with school counselors and site coordinators to explore ways to increase survey completion. CHE staff were able to collect almost double the number of responses this year, compared to last year.
- Staff evaluated the data and determined that schools with higher levels of counselor level support for students have more survey responses.
- School counseling offices typically outnumber the higher education representatives at CAM Events.
- Although CAM events last as long as an entire school day, that day usually involves a limited time frame for students to attend the event. Most schools will allow a student to visit the event during one class period, to allow for more students to attend throughout the school day. As a result, it is common for students not to complete all their intended applications during the allotted time and follow back up with their Counselor to finish the applications after event. This is often why a student will attribute their assistance to the counselor.
- CHE staff provides training for School Counselors on how to host a CAM and how to complete college applications and FAFSAs. Counselors are particularly comfortable helping students with

college applications. This allows them to support them during the actual CAM event. (Attachment III).

## Conclusion

The 2025 College Application Month (CAM) initiative included 256 South Carolina high schools and 17,742 participating seniors, which demonstrated significant progress in enhancing college access for our state's high school seniors. This success aligns with national trends observed in the American College Application Campaign (ACAC), which reported that over 9,921 high schools hosted CAM events, with more than 1,951,855 seniors submitting nearly 2.6 million college applications in 2025. These figures underscore the growing impact of coordinated efforts to support students in their college application journeys.

Furthermore, ACAC's evaluation highlights the importance of integrating college preparation into the school day and providing targeted support to students. Research indicates that students who receive structured assistance during the application process are more likely to feel prepared for college and to complete applications successfully. This insight reinforces the value of CAM's structured approach and the collaborative partnerships it fosters among high schools, counselors, and higher education institutions.

Looking ahead, CHE remains committed to the values outlined in its Strategic Plan – Access and Affordability. By continuing to engage with stakeholders, incorporate feedback, and adapt strategies, expansion of CAM's reach and effectiveness will ensure that more South Carolina seniors have the opportunity to pursue postsecondary education.

Attachment I

College Application Month 2025 Event Sites

*\* End of Event Reports for these College Application Month events were not submitted by the site coordinator by the deadline 1/15/26*

<b>High School</b>	<b>2025 Date and Time</b>	<b># Signed In</b>
A C Flora High School	9/9/2025 8:00-3:00 pm	245
Abbeville High School	9/25/2025 9:00-12:00 pm	79
Academic Magnet High School	9/4/2025 8:55-3:55 pm	Not Reported
Academy for Technology and Academics	10/30/2025 8:30-2:30 pm	125
Academy for the Arts Science and Technology	9/26/2025 8:30-3:30 pm	137
Aiken High School	9/9/2025 8:15-11:15 am	108
Aiken Scholars Academy	9/5/2025 9:00-12:00 pm	44
Airport High School	10/8/2025 10:30-1:30 pm	200
Allegro Charter School of Music	9/2/2025 12:20-1:20 pm	17
Allendale-Fairfax High School	9/10/2025 9:00-1:00 pm	42
American Leadership Academy	9/26/2025 8:00-10:00 am	Not Reported
Anderson Five Charter School	9/18/2025 8:30-10:30 am	14
Andrew Jackson High School	9/18/2025 9:00-12:00 pm	57
Andrews High School	10/29/2025 9:00-1:00 pm	59
Ashley Ridge High School	10/1/2025 10:00-3:00 pm	206
Atlantic Collegiate Academy	11/6/2025 11:00-1:00 pm	0
Aynor High School	10/28/2025 8:30-2:30 pm	42
Bamberg-Ehrhardt High School	9/30/2025 8:30-1:30 pm	58
Baptist Hill Middle High	9/10/2025 9:00-11:00 am	69
Barnwell High School	9/10/2025 8:00-2:00 pm	75
Batesburg-Leesville High School	9/12/2025 9:00-1:00 pm	30
Battery Creek High School	9/5/2025 8:30-2:30 pm	124
Beaufort Academy	9/25/2025 11:00-1:00 pm	20
Beaufort High School	9/5/2025 10:00-1:00 pm	102
Beaufort-Jasper Academy	9/9/2025 9:30-11:30 am	53
Belton Honea Path High	9/26/2025 8:00-3:00 pm	165
Berea High School	10/22/2025 11:00-2:00 pm	78
Berkeley County Middle College High School	9/9/2025 12:00-2:00 pm	25
Berkeley High School	9/11/2025 10:00-4:00 pm	74
Bethune-Bowman Middle	9/10/2025 8:30-12:30 pm	33
Bishop England High School	9/10/2025 11:00-1:00 pm	Not Reported
Blacksburg High School	9/5/2025 8:30-11:30 am	100
Blackville-Hilda High School	10/29/2025 9:00-12:00 pm	23
Blue Ridge High School	10/15/2025 9:00-1:00 pm	74
Bluffton High School	9/12/2025 9:00-12:00 pm	96
Blythewood High School	9/25/2025 9:00-1:00 pm	100

Boiling Springs High School	10/14/2025 8:00-12:00 pm	232
Branchville High School	9/19/2025 8:00-1:00 pm	32
Brashier Middle College	9/19/2025 9:00-12:00 pm	Not Reported
Brookland-Cayce High School	11/13/2025 9:00-3:00 pm	Not Reported
Buford High School	10/28/2025 9:00-3:00 pm	19
Burke High School	10/21/2025 9:00-12:00 pm	23
C A Johnson High School	10/7/2025 10:15-11:15 am	63
Calhoun Academy	10/10/2025 9:30-12:00 pm	30
Calhoun County High School	9/4/2025 9:00-12:00 pm	43
Calhoun Falls Charter School	9/25/2025 9:00-12:00 pm	19
Cambridge Academy	9/29/2025 12:00-7:00 pm	5
Camden High School	9/25/2025 8:00-12:00 pm	45
Cane Bay High School	10/31/2025 9:00-2:00 pm	Not Reported
Cardinal Newman High School	10/7/2025 1:00-3:00 pm	26
Carolina Forest High	10/31/2025 8:00-2:00 pm	223
Carolina High School	10/3/2025 9:00-12:00 pm	90
Carvers Bay High School	9/16/2025 9:00-2:00 pm	86
Catawba Ridge High School	10/29/2025 8:40-11:40 am	36
Central High School	9/23/2025 9:00-2:00 pm	117
Chapin High School	10/8/2025 9:30-3:30 pm	170
Chapman High School	10/3/2025 8:30-1:30 pm	85
Charleston Charter School for Math and Science	10/28/2025 5:30-7:30 pm	32
Charleston County School of the Arts	9/11/2025 9:00-1:00 pm	44
Cheraw High School	10/30/2025 9:00-11:00 am	9
Chesnee High School	10/17/2025 8:15-12:15 pm	102
Chester High School	9/11/2025 8:00-12:00 pm	Not Reported
Chesterfield High School	9/23/2025 8:30-12:30 pm	10
Clinton High School	9/23/2025 9:00-3:00 pm	123
Clover High School	10/28/2025 9:15-12:15 pm	105
Colleton County High School	9/12/2025 10:30-2:30 pm	60
Columbia High School	9/30/2025 8:30-2:30 pm	75
Conway Christian School	11/4/2025 1:00-3:00 pm	4
Conway High School	10/30/2025 8:30-11:30 am	110
Crescent High School	10/16/2025 8:30-3:00 pm	87
Crestwood High School	10/7/2025 9:00-12:00 pm	Not Reported
Cross High School	9/12/2025 9:00-12:00 pm	36
Cyber Academy of South Carolina	10/3/2025 9:00-11:00 am	20
D W Daniel High School	10/9/2025 9:00-3:00 pm	161
Darlington High School	10/31/2025 8:30-11:30 am	117
Denmark-Olar High School	9/10/2025 1:00-3:00 pm	33
Dillon High School	10/28/2025 9:30-12:30 pm	85
Dixie High School	9/24/2025 12:00-2:00 pm	32
Dorchester Academy	8/29/2025 11:15-1:15 pm	Not Reported
Dorman High School	10/9/2025 8:30-2:30 pm	198

Dreher High School	10/15/2025 8:30-12:30 pm	200
Dutch Fork High School	11/13/2025 9:00-2:00 pm	28
Early College High School - Charleston County	10/9/2025 8:00 - 11:00 am	46
Easley High School	10/10/2025 9:00-11:00 am	78
East Clarendon High School	10/3/2025 900-1:00 pm	Not Reported
Eastside High School	10/8/2025 9:45-1:45 pm	105
Eau Claire High School	9/16/2025 9:30-11:30 am	81
Edisto High School	9/12/2025 9:00-12:00 pm	85
Emerald High	9/25/2025 9:00-3:00 pm	111
Fairfield Central High School	10/10/2025 9:00-12:00 pm	53
Fine Arts Center	9/26/2025 12:30-3:30 pm	118
Fort Dorchester High School	10/3/2025 9:30-12:30 pm	96
Fort Mill High School	10/30/2025 9:00-11:30 am	17
Fountain Inn High School	10/17/2025 9:00-12:00 pm	250
Fox Creek High School	9/18/2025 8:30-11:30 am	100
Gaffney High School	10/14/2025 8:15-1:15 pm	184
Georgetown High School	9/23/2025 9:00-2:00 pm	53
Gettys D Broome High School	9/19/2025 8:00-2:00 pm	120
Gilbert High School	10/3/2025 8:30-3:30 pm	60
Goose Creek High School	9/11/2025 9:00-3:00 pm	226
Gray Collegiate Academy	10/8/2025 8:00-12:00 pm	43
Great Falls High School	9/18/2025 11:00-3:00 pm	35
Green Sea Floyds High	10/2/2025 8:30-1:30 pm	Not Reported
Green Upstate Charter High School	10/14/2025 9:00-12:00 pm	20
Greenville Senior High School	10/15/2025 12:00-3:00 pm	91
Greenville Technical Charter High School	10/14/2025 9:00-12:00 pm	Not Reported
Greenwood High School	9/16/2025 9:00-3:00 pm	113
Greer High School	10/24/2025 9:45-11:45 am	163
Hampton County High School	9/11/2025 10:00-12:00 pm	56
Hanahan High School	9/11/2025 10:30-1:30 pm	Not Reported
Hannah-Pamplico High School	10/31/2025 10:00-1:00 pm	20
Hardeeville Junior & Senior High School	9/9/2025 10:00-12:00 pm	48
Hartsville Senior High School	10/27/2025 8:30-3:30 pm	40
HCS Adult Ed Conway Education Center	10/21/2025 10:00-12:00 pm	5
HCS Adult Ed Myrtle Beach	10/23/2025 10:00-12:00 pm	7
HCS Early College High School	10/11/2025 8:30 - 2:30 pm	57
HCS Scholars Academy High School	9/19/2025 8:05-2:05 pm	45
Hemingway High	10/22/2025 9:00-3:00 pm	Not Reported
Hillcrest High School	10/14/2025 11:30-2:00 pm	168
Hilton Head Island High School	9/12/2025 9:00-11:00 am	52
Holy Trinity Classical Christian School	9/4/2025 8:00-10:00 am	8
Horse Creek Academy	10/3/2025 9:00-2:00 pm	Not Reported
Hunter-Kinard-Tyler High School	9/9/2025 8:30-12:30 pm	30
Indian Land High School	10/29/2025 9:30-12:30pm	55

Irmo High School	10/9/2025 8:00-2:00 pm	106
J.L. Mann High School	10/16/2025 9:00-12:00 pm	163
James F. Byrnes HS	10/24/2025 8:30-3:30pm	150
James Island Charter High School	9/10/2025 9:00-12:00 pm	119
Johnsonville High School	10/30/2025 9:00-12:00 pm	40
Kingstree Senior High School	9/26/2025 9:00-11:00 am	119
Lake City High School	11/7/2025 12:00-2:00 pm	52
Lake Marion High School and Technology Center	9/5/2025 8:30-11:30 am	116
Lakewood High School	10/28/2025 9:00-2:00 pm	Not Reported
Lamar High School	11/5/2025 9:00-12:00 pm	Not Reported
Lancaster High School	10/30/2025 8:45-2:45 pm	155
Landrum High School	10/17/2025 8:30-12:30 pm	25
Latta High School	10/3/2025 8:30-11:30 am	71
Laurence Manning Academy	10/10/2025 11:00-1:00 pm	17
Laurens District 55 High School	9/18/2025 10:00-12:00 pm	58
Lee Central High School	10/1/2025 8:30-10:30 am	40
Legacy Charter School	10/17/2025 8:30-12:30 pm	81
Legion Collegiate Academy	9/18/2025 9:00-1:00 pm	18
Lewisville High School	9/19/2025 11:00-3:00 pm	75
Lexington High School	10/1/2025 9:00-12:00 pm	85
Lexington Technology Center	10/2/2025 9:00-1:00 pm	22
Liberty High School	9/23/2025 9:00-2:00 pm	Not Reported
Loris High School	9/24/2025 8:30-12:30 pm	148
Lowcountry Leadership Charter School	9/22/2025 8:30-10:00 am	17
Lowcountry Montessori School	10/20/2025 1:30-3:30 pm	20
Lowcountry Preparatory School	10/30/2025 12:00-2:00 pm	4
Lower Richland High School	10/9/2025 8:30-11:30 am	200
Lucy Beckham High School	9/24/2025 9:00-1:00 pm	130
Lugoff Elgin High School	10/16/2025 8:30-1:30 pm	81
Manning High School	9/30/2025 8:30-11:30 am	80
Marion High School	10/29/2025 9:00-1:00 pm	104
Marlboro County High School	10/29/2025 8:30-1:30 pm	Not Reported
Mauldin High School	10/15/2025 9:00-2:00 pm	223
May River High School	9/12/2025 9:00-2:00 pm	100
McBee High School	11/5/2025 9:00-1:00 pm	14
McCormick High School	10/31/2025 9:00-2:00 pm	47
Mid Carolina High School	9/19/2025 9:00-1:00 pm	52
Midland Valley High School	9/9/2025 8:30-1:30 pm	125
Midlands Middle College	10/2/2025 11:30-1:30 pm	12
Military Magnet Academy	9/10/2025 8:45-10:45 am	22
Mullins High School	10/16/2025 8:30-10:30 am	20
Myrtle Beach High School	10/29/2025 9:00-1:00 pm	45
Nation Ford High School	10/29/2025 12:30-3:30pm	14
Newberry Academy	9/16/2025 9:00-10:00 am	Not Reported

Newberry County Career Center	11/13/2025 10:00-4:00 pm	6
Newberry High School	9/19/2025 8:30-2:30 pm	53
Ninety-Six High School	9/17/2025 8:30-3:30 pm	49
North Augusta High School	9/11/2025 9:00-12:00 pm	95
North Central High School	10/1/2025 11:00-1:00 pm	7
North Charleston High School	9/11/2025 9:00-12:00 pm	38
North Middle/High School	9/9/2025 9:00-11:00 am	30
North Myrtle Beach High School	10/30/2025 8:00-2:00 pm	315
Northwestern High School	9/30/2025 9:00-1:00 pm	77
Orangeburg Preparatory Schools	9/4/2025 8:15-9:15 am	38
Orangeburg Wilkinson High School	10/8/2025 9:30-12:30 pm	Not Reported
Palmetto High School	9/23/2025 8:30-1:30 pm	120
Palmetto Scholars Academy	10/22/2025 9:00-12:00 pm	24
Patrick Henry Academy	9/5/2025 10:00-12:00 pm	21
Pelion High School	10/9/2025 10:00-2:00 pm	31
Pendleton High School	9/17/2025 9:00-3:00 pm	171
Philip Simmons High School	10/8/2025 9:00-12:00 pm	Not Reported
Pickens High School	10/8/2025 8:45-2:45 pm	153
Powdersville High School	10/9/2025 9:00-2:00 pm	43
R B Stall High School	10/17/2025 9:00-1:00 pm	70
Richland One Middle College	10/3/2025 9:30-12:30 pm	35
Richland Northeast High	8/21/2025 9:30-12:30 pm	140
Ridge Spring-Monetta High School	9/5/2025 9:00-12:00 pm	50
Ridge View High School	10/2/2025 9:00-3:00 pm	Not Reported
Ridgeland Secondary Academy of Excellence	10/8/2025 10:00-12:00 pm	62
River Bluff High School	10/3/2025 9:00-3:00 pm	70
Riverside High School	9/23/2025 9:00-12:00 pm	67
Riverwalk Academy	10/27/2025 3:00-4:00 pm	0
Rock Hill High School	10/29/2025 8:45-3:45 pm	62
Royal Live Oaks Academy	9/11/2025 8:30-2:30 pm	Not Reported
Saint James High School	10/31/2025 9:00-1:00 pm	30
Saluda High School	9/26/2025 9:00-2:00 pm	62
SC Governor's School for Agriculture	9/5/2025 9:00-11:00 am	25
SC Preparatory Leadership School	10/15/2025 9:00 - 2:00 pm	15
Scotts Branch High School	10/1/2025 10:00-1:00 pm	43
Seneca High School	9/26/2025 8:30-3:30 pm	203
Silver Bluff High School	9/12/2025 9:00-12:00 pm	26
Socastee High School	9/18/2025 9:00-2:00 pm	227
South Aiken High School	8/27/2025 9:00-12:00 pm	190
South Carolina Connections Academy	9/23/2025 12:00 - 1:00 pm	35
SC Governors School for Arts and Humanities	10/14/2025 8:30-11:30 am	108
South Carolina Virtual Charter School	9/30/2025 11:00-1:00 pm	25
South Florence High School	10/31/2025 9:00-11:00 am	154
South Pointe High School	10/01/2025 9:00-1:00 pm	62

Southside Christian School	10/16/2025 1:00-3:00 pm	Not Reported
Southside High School	10/15/2025 9:00-3:00 pm	125
Spartanburg High School	10/22/2025 8:30-2:30 pm	223
Spring Hill High School	10/2/2025 8:45-3:45 pm	211
Spring Valley High School	8/29/2025 9:00-1:00 pm	200
St Elizabeth Ann Seton Catholic School	10/23/2025 10:30-11:30 am	Not Reported
St. John's High School	10/16/2025 8:30-11:30 am	36
Stratford High School	9/12/2025 9:00-3:00 pm	Not Reported
Strom Thurmond High School	9/25/2025 9:00-12:00 pm	55
Summerville High School	10/8/2025 11:00-1:00 pm	200
Sumter High School	10/1/2025 10:00-3:00 pm	145
Swansea High School	10/30/2025 8:45-11:45 am	51
T L Hanna High School	9/26/2025 9:00-2:00 pm	68
The Five Virtual Program	10/2/2025 10:00-12:00 pm	17
Thomas Sumter Academy	10/17/2025 9:00-11:00 am	10
Timberland High School	10/29/2025 9:00-1:00 pm	52
Travelers Rest High School	10/17/2025 9:00-12:00 pm	54
Union County High School	10/15/2025 9:00-2:00 pm	101
Virtus Academy of South Carolina	10/29/2025 9:00-1:00 pm	Not Reported
W J Keenan High School	10/3/2025 9:00-12:00 pm	Not Reported
W Wyman King Academy	10/8/2025 10:00-12:00 pm	9
Waccamaw High School	10/30/2025 9:00-1:00 pm	Not Reported
Wade Hampton High School	10/17/2025 9:00-2:00 pm	69
Wagener-Salley High School	9/4/2025 8:45-2:45 pm	30
Walhalla High School	9/17/2025 9:15-2:15 pm	50
Wando High School	10/2/2025 9:00-3:00 pm	Not Reported
Ware Shoals High School	9/12/2025 9:00-1:00 pm	28
West Ashley High School	9/10/2025 8:00-2:00 pm	137
West Florence High School	9/19/2025 9:00-12:00 pm	Not Reported
West-Oak High School	10/8/2025 11:30-6:00 pm	134
Westside High School	10/21/2025 9:00-3:00 pm	Not Reported
Westwood High School	9/12/2025 9:30-3:30 pm	85
Whale Branch Early College High School	9/5/2025 8:45-3:00 pm	56
White Knoll High School	9/23/2025 9:00-1:00 pm	172
Whitmire Community School	9/25/2025 10:00-11:00 am	8
Williston Elko High School	9/25/2025 8:30-11:30 am	32
Wilson High School	9/18/2025 8:30-12:30 pm	157
Woodland High School	10/17/2025 10:00-1:00 pm	Not Reported
Woodmont High School	10/24/2025 9:00-12:00 pm	142
Woodruff High School	10/3/2025 8:00-3:00 pm	82
Woolard Technology Center	11/21/2025 9:00-2:30 pm	19
Wren High School	9/18/2025 8:30-11:30 am	80
York Comprehensive High School	9/24/2025 10:00-2:00 pm	119
York Preparatory Academy	9/18/2025 8:30-11:30 am	60

**Attachment II CAM Data 2009 to Present**

	2009	2018	2019	2020	2021	2022	2023	2024	2025
Total # of Participating High Schools	12	237	239	231	242	248	249	253	256
Total # of high school seniors reported by site coordinators	1,000	47,406	46,428	36,380	44,363	47,422	50,563	46,468	51,037
Total # of volunteers and college representatives who assisted with CAM events.	N/A	1,368	1,904	1,929	2,165	2,079	2,257	1,234	1,248
# of high school seniors who signed into a CAM event	N/A	24,129	24,678	11,756	19,903	21,340	17,465	16,467	17,547
# of signed in high school seniors that completed the Student Survey	N/A	7,324	7,576	233	2,126	3,953	2,521	4,204	4,741
# of students who completed the Student Survey self-reported as "First in Family"	N/A	1,366	1,579	57	560	2,718	592	1,381	1,333
# of completed college applications as reported from Student Survey	N/A	14,336	15,045	465	3,870	6,825	4,503	9,322	10,018
Estimated # of completed college applications	N/A	47,230	49,007	23,462	36,272	36,844	31,195	36,514	37,229

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

\*\*221 out of 256 possible End of Event reports were submitted to CHE following CAM events as of 1/15/26. \*1 event was canceled.

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

### Attachment III

#### Student Survey Results (n=4,741) from College Application Month 2025

1. **Gender:** 61% (female), 39% (male)
2. **Race/Ethnicity:** 36% (white), 44% (Black or AA), 14% (Hispanic or Latino), >1% (Asian), >1% (American Indian or Alaska Native)
3. **First in Family:** 28% (Yes), 65% (No), 7% (Unknown)
4. **Application Assistance:** 70% (School Counselor), 30% (Teacher, Community Volunteer, Principal, Other)
5. **Completion of Applications:** 52% (one), 21% (two), 29% (three or more)
6. **Top 10 Applications:** Coastal Carolina University, USC-Columbia, South Carolina State University, College of Charleston, Clemson University, Greenville Technical College, Francis Marion University, Lander University, Horry-Georgetown Technical College, and USC-Upstate.

#### Student Comments from the 2025 Student Survey (n=4,741)

Students were asked to comment on their experiences and provide insight on improvements for future CAM events. A consistent theme among the student responses was the desire to have more time to complete applications and converse with college representatives. There was also feedback on having more college representatives attend events and to better prepare students to complete applications on the day of the event. This offers staff helpful feedback for the 2026 season in terms of training school counselors and college admissions representatives to offer better organization and preparation for the events, making it easier for students to participate. Overall, the general student response communicated in the survey was positive towards College Application Month.