South Carolina
Commission on Higher Education
Access | Affordability | Excellence

Committee on Access & Equity and Student Services

112 Lady Street, Suite 400, Columbia, SC 29201

Wednesday, August 2, 2023

AND VIA
Zoom

Meeting ID: 863 4041 7397   Passcode: 602492

AGENDA

1.	Introductions and Approval of Minutes	Dr. Hugh Mobley, Chair
2.	SC Program for the Recruitment and Retention of Minority Teachers Quarter 4 Report *(For Approval)* Overview of SC-PRRMT Program	Dr. Karen Woodfaulk, Director Dr. David Staten, Associate Provost & Vice President for Academic Affairs SC State University
		Ms. Reinell Thomas-Myers, Program Manager SC-PRRMT, SC State University
3.	College Transition Scholarship Annual Report *(For Approval)*	Ms. Kathryn Harris, Scholarship Program Manager
4.	Tucker Hipps Transparency	Dr. Karen Woodfaulk
5.		
6.	Other Business	Dr. Hugh Mobley
7.	Adjournment	

<u>2023 Meeting Dates</u>:

Thursday, September 7, 2023
Thursday, November 2, 2023
Thursday, December 7, 2023

South Carolina
Commission on Higher Education
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Minutes of the Committee on Access & Equity and Student Services Meeting

May 31, 2023
3:00 p.m.

<u>Committee Members Attending</u>
Commissioner Paul Batson, Chair
Commissioner Hugh Mobley
Commissioner Doug Snyder
Commissioner Terrye Seckinger
Commissioner Cleveland Sellers

<u>Guests</u>
Dr. John Catalano, USC Palmetto College
Ms. Katie Harrison, SC Tuition Grants Commission
Ms. Reinell Thomas-Myers, SC State University

<u>Staff Members Present</u>
Dr. Rusty Monhollon
Dr. Karen Woodfaulk
Ms. Laura Belcher
Ms. Jessica Berry
Ms. Kerrigan Clark
Dr. Gerrick Hampton
Ms. Kathryn Harris
Ms. Alfie Mincy
Ms. Tanya Weigold

1. <u>Introductions and Approval of Minutes</u>

   Ms. Tanya Weigold introduced the guests in attendance and confirmed that the meeting was held in accordance with the Freedom of Information Act. Chairman Hugh Mobley provided greetings and reiterated the purpose of the meeting to all in attendance.

   Chairman Mobley called for a motion to approve the minutes of the Committee on Access & Equity and Student Services' May 4, 2023, meeting. A **motion** was made (Seckinger), **seconded** (Batson), and carried to approve the minutes.

2. <u>SC Program for the Recruitment and Retention of Minority Teachers</u>

   a. Quarterly Report (Quarter III) *(For Approval)*

   Dr. Karen Woodfaulk provided a brief overview of the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT). She explained that SC-PRRMT was providing the report for quarter three. Dr. Woodfaulk stated that the SC-PRRMT is in the tenth year of their expansion plan. She reported that the SC-PRRMT program remained the same with 67 participants in Fall 2022 and 70 participates in Spring 2023. Dr. Woodfaulk further stated that a new site was opened in Cherokee.

   Ms. Reinell Thomas-Myers, Program Manager for the Recruitment of Minority Teachers, shared that the program has continued to provide recruitment fairs at the various school districts, both in-person and virtually. Ms. Thomas-Myers then highlighted a new strategic plan for SC-PRRMT, named "Get Out There." The strategic plan will include three parts. The first, will be to continue to attend recruitment fairs, but expand to job fairs, community centers, and business organizations. Part one will also utilize current students. Students will invite friends and family members to attend a class with them. This will allow those invited to see firsthand the instructional part of the program. The second part of the strategic plan will be to increase publicity and social media. The SC-PRRMT program plans to tailor the social media to non-traditional students. As part of the social media outreach, the program will also create videos that will be sent to all school districts within the state. The final part of the strategic plan will include 'chat and chew' sessions. In conjunction with local businesses and the Chamber of Commerce, the SC-PRRMT program will invite potential students and graduated students to talk about majors, answer questions, and provide an overview of the program.

   Commissioner Seckinger asked if the SC-PRRMT program collects data on the success of their recruitment efforts. Ms. Thomas-Myers stated the program stays in contact with the districts to continually share information regarding the program.

   Commissioner Batson asked if the program has seen a decline in the number of persons interested in joining the educational field. Ms. Thomas-Myers shared that after the pandemic, she has seen a decline in traditional aged students interested in pursuing teacher education, however, she has seen a steady increase in non-traditional students interested in teacher education.

   Commissioner Seckinger **motioned** approval of the South Carolina Program for the Recruitment and Retention of Minority Teachers Quarter three report. Commissioner Batson **seconded**, and the motion **carried.**

b. SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY2024-25 EIA Allocation Request *(For Approval)*

Dr. Woodfaulk provided the recommendation to the Committee on Access & Equity and Student Services for the approval of the SC-PRRMT FY2024-25 Budget. She stated that SC-PRRMT requested $339,482. Dr. Woodfaulk noted that although the overall budget request is the same as the previous year, there are changes in the personnel costs, which increased from $13,350 to $18,025; fringe benefits increased from $1,650 to $1,975. Dr. Woodfaulk stated these increases have been approved by Dr. David Staten, Associate Provost for Academic Affairs, at South Carolina State University.

Chairman Mobley inquired if the carry-forward account was used for recruitment and growth of the program. Ms. Thomas-Myers provided clarification, stating the carry-forward is from collections, and is used for scholarships and not administrative costs. Dr. Woodfaulk shared that the carry-forward account currently has $546,129.01. Dr. Woodfaulk explained that the scholarship award amounts from the collections account fluctuation based on the number of students within the program each semester. Commissioner Snyder requested further clarification regarding the decrease in the forgivable loan line item and the increase in personnel cost line item. Ms. Thomas-Myers confirmed that the money for administrative costs moved from the forgivable loan line item, which was approved starting with the 2023-24 academic year.

Commissioner Batson **motioned** approval of the South Carolina Program for the Recruitment and Retention of Minority Teachers FY2024-25 budget request. Commissioner Snyder **seconded**, and the motion **carried**.

3. <u>College Goal South Carolina 2022-23 Overview</u>

Dr. Gerrick Hampton provided an overview and history of the three College Access programs, which include College Application Month, College Goal SC, and College and Career Decision Day. Dr. Hampton explained that College Goal SC events usually begin in October of each year and continue throughout the fall and spring semesters. Dr. Hampton shared that College Goal SC is a partnership between a) financial aid staff from higher education institutions (independent/public); b) South Carolina Association for Student Financial Aid Administrators (SCASFAA); c) SC Technical College System Institutions; and d) SC TRIO programs. Dr. Hampton explained that each of the partners work with CHE and high school staff to provide staffing for each FAFSA event. Dr. Hampton provided an overview of the 2022-23 data for the College Goal SC events, which included 86 events, helping 3,562 students/families, utilizing 383 volunteers. Dr. Hampton shared that 25,710 FAFSAs were completed state-wide throughout the 2022-23 academic year.

Dr. Hampton shared that College Goal SC/FAFSA completion play a role in CHE's Ascend 60 x 30 strategic plan, explaining that the goal is to increase FAFSA completion rates by 3 percent for the first five years, and then 5 percent over the following ten-year period. Dr. Hampton indicated that SC was currently at a 4 percent increase for FAFSA completions in the 2022-23 compared to last year. Dr. Hampton then provided data demonstrating students are 84 percent more likely to enroll in post-secondary education if they complete the FAFSA. He further stated 92 percent of Seniors in the class of 2021 who completed the FAFSA, enrolled in college the following fall semester. Dr. Hampton emphasized that South Carolina students from the class of 2021 missed out on $57 million in PELL Grant funds by not completing the FAFSA. Dr. Hampton highlighted that students in the class of 2023 who live in high minority populations areas, and/or attended low-income schools, and/or lived in rural areas completed the FAFSA at a higher rate than the class of 2022.

Chairman Mobley asked if CHE had data on how many students/families attend the event versus how many students/families were at the high school but did not attend the event. Dr. Hampton stated that the program aims to have at least 20 percent of the eligible population attend the event at each high school. Chairman Mobley asked if the FAFSA must be completed annually, or does the information stay on file with the student, and does CHE have data on who completed the FAFSA, and who had incomplete applications. Dr. Woodfaulk stated that a student must complete the FAFSA annually. Dr. Woodfaulk further stated that CHE currently does not have access to individual student FAFSA data, CHE would need to request access from the US Department of Education.

Commissioner Seckinger asked if CHE provides College Goal events for non-traditional students looking to go back to college. Dr. Woodfaulk shared that CHE has good relationships with the Chamber of Commerce and the 12 regional workforce centers and have provided events in the past. Dr. Hampton indicated this is a sector where CHE would like to expand in the future. Commissioner Seckinger suggested CHE look into strengthening their partnerships with the SC Department of Education to create a more united effort in reaching additional students/families with College Access events. Chairman Mobley seconded the idea of strengthening relationships and working to increase outreach to non-traditional students.
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4. Other Business

There was no other business presented at the meeting.

5. Adjournment

There being no additional items before the Committee, Chairman Mobley adjourned the meeting a 3:47 p.m.

August 2, 2023

<u>Memorandum</u>

TO: Dr. Hugh Mobley, Chair and Members
            Committee on Access & Equity and Student Services

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

<u>SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) Quarter IV and FY2022-23 Annual Report</u>

<u>Historical Background</u>

- *SC-PRRMT Expansion Plan (Approved by the S.C. Commission on Higher Education, November 7, 2013)*
- *Recommendations from the Committee on Access & Equity and Student Services (Approved by The S.C. Commission on Higher Education, August 9, 2017)*

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 FY 23, the General Assembly (Proviso SDE-EIA: CHE/Teacher Recruitment) 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." (**Attachment I**)

CHE approved a recommendation from the 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.

<u>Enrollment/Site Projections</u>:
1) A total of 120 students were projected to be enrolled in the program by FY2017-18; and
2) 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 request of the Committee on Access & Equity and Student Services, SC-PRRMT should address three primary areas in the program's quarterly reports:

1) SCSU's progress in meeting the mandates of proviso Part IA, Section 1, VIII.F;
2) Growth in the number of SC-PRRMT participants; and
3) SC-PRRMT site expansions as submitted in the approved SC-PRRMT Expansion Plan of Action.***

SCSU officials provided information regarding SC-PRRMT Expansion Plan of Action as approved by CHE, costs to administer SC-PRRMT, budget justification including cost per student, number of graduates, number of students in the critical subject and geographical areas served by the program, recruitment efforts throughout the state, and an update for sites listed in the Expansion Plan on a quarterly basis. (**Attachment II**)

*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/accessequity/AE_and_Student_Services_Meeting_Materials_October_26_2017.pdf

SC-PRRMT Quarter I Report
Number of Participants Fall 2022

One hundred twenty (120) students were projected to be enrolled in SC-PRRMT by FY2017-18. * Based on the information provided in the 2022-23 SC-PRRMT Quarters I and II Report, 20 students applied, and eight students were eligible for entry into the program (six were ineligible and six submitted incomplete applications.) In total, 67 students were enrolled in the program 2022 Fall (seven seniors, 20 juniors, 15 sophomores, 22 freshmen, and three MAT students). Seven Teacher Assistants were included among the 2022 Fall SC-PRRMT participants and eight participants were enrolled in critical need subject areas (Quarters I and II Report p.13).

Four SC-PRRMT participants graduated by the end of 2022 Fall. All four graduates were in critical needs subject areas and to date, all four graduates have obtained teaching positions in critical needs geographic areas (Quarters I and II Report, pp. 9-10). At the end of 2022 Fall, the SC-PRRMT participant pass rate of the Praxis Examination was 35 percent (Quarters I and II Report p.13).

SC-PRRMT Quarter II Report
Number of Participants Spring 2023

At the beginning of 2023 Spring, 12 students applied, and two students were eligible for entry into the program in January (three were ineligible, and seven submitted incomplete applications). In total, 22 freshmen were retained from the previous 2022 Fall and two additional students were admitted into the program beginning 2023 Spring (22 *plus* 2 = 24 freshmen). The number of sophomores increased from 15 sophomores at the end of 2022 Fall to 17 at the beginning of 2023 Spring. The number of juniors decreased from 20 juniors at the end of 2022 Fall to 19 at the beginning of 2023 Spring (Quarters I and II Report, p.5).

The total number of participants enrolled in the program beginning 2023 Spring (January) remained the same. In total, 67 SC-PRRMT participants (four seniors, 19 juniors, 17 sophomores, 24 freshmen, and three MAT students). This number does not reflect enrollment for the upcoming 2023 Summer (Quarters

I and II Report, p.5). Two Teacher Assistants and two participants majoring in critical need subject areas were included in the 2023 Spring cohort (Quarters I and II Report p.13).

<u>SC-PRRMT Quarter III Report</u>
Number of Participants

Seventeen students applied, seven students were eligible, three students were ineligible, and seven students submitted incomplete applications. The total number of students participating in SC-`PRRMT for Spring/Summer is 70 (four seniors, 18 juniors, 16 sophomores, 28 freshmen, and four MAT students). The number of freshmen participants increased from 22 at the beginning of 2023 Spring to 28 freshmen participants at the end 2023 Spring term (Quarter III Report, p.5). The number of sophomores students decreased from 17 sophomores to 16 at the end of 2023 Spring, and the number of seniors decreased from five at the beginning of Spring 2023 to four at the end of 2023 Spring. This number reflects a 5 percent increase in SC-PRRMT participants from the previous year. At the end of the 2023 Spring, the SC-PRRMT participant pass rate of the Praxis Examination was 30 percent (Quarter III Report p.5).

Four SC-PRRMT participants graduated at the end of 2023 Spring, and all four graduates are teaching in critical needs subject/geographic areas at a South Carolina public school and gained employment in a South Carolina public school designated as a critical geographic area.

SC-PRRMT Quarter IV/FY2022-23 Annual Report

Over the past five years, the average number (mean) of participants enrolled in SC-PRRMT from Fall 2018 to the end of FY2023 is 77.3, showing that over this period, the number of participants in the program decreased from 88 participants in FY2018-19 to 70 participants in FY2022-23.

Year	Number of SC-PRRMT Participants (End of Year Totals)*
FY2018-19	88
FY2019-20	85
FY2020-21	87
FY2021-22	67
FY2022-23	70
Five-year Mean	77.3%

However, the student participation rate shows an overall increase since FY2012-13 (from a total of 27 participants in the entire program in FY2012-13 to 70 participants in FY2022-23). The SC-PRRMT program has not yet met the projected enrollment in the 2013 Expansion Plan. According to the 2013 Expansion Plan, 120 students were projected to be enrolled in SC-PRRMT by FY2017-18. * The decrease in the number of SC-PRRMT participants during FY2021-22 (the previous year) according to SCSU officials, is attributed to the COVID pandemic. The current year's participation rate in FY2022-23 shows an increase over the previous year (Quarter IV Report pp.1 -2).

For 2022 Fall, 20 students applied, and eight students were determined to be eligible for entry into the program (six ineligible and six submitted incomplete applications). In total, 67 students were enrolled in the program in 2022 Fall (seven seniors, 20 juniors, 15 sophomores, 22 freshmen, and three MAT students). Seven Teacher Assistants were included among the 2022 Fall SC-PRRMT participants. For 2023 Spring and Summer, 17 students applied, and seven were eligible (three ineligible and seven incomplete applications). The number of freshmen increased from 24 to 28 participants, and the number

of sophomores increased from 15 to 16. The number of juniors decreased from 20 juniors to 18, and the number of seniors decreased from five to four participants. The number of MAT students increased from three to four. At the end of FY2022-23, 70 students participated in the program (28 freshmen, 16 sophomores, 18 juniors, 4 seniors, and 4 MAT students = 70) (Quarter IV Report p.16).

FY2022-23 SC-PRRMT Graduates

Eight SC-PRRMT participants graduated in FY2022-23 (four graduates -2022 Fall, and four graduates 2023 Spring). All FY2022-23 graduates were teaching in critical need subject areas and placed in critical geographic schools. The overall SC-PRRMT placement rate of graduates in SC schools is 272 (84%) and of this total, the overall placement of graduates in critical geographic areas is 249 (92%) (Quarter IV Report p. 2).

FY2022-23 Forgivable Loans

The total amount in forgivable loans - $324,482.00 - distributed to SC-PRRMT participants for FY2022-23 was $195,872 (2022 Fall), and $128,610 (2023 Spring/Summer). The average forgivable loan award per participant during this period was $2,923 (2022 Fall) and $1,685 (2023 Spring/Summer).

Tuition and fees for 2022 Fall at SCSU were $6,174 ($5,530 tuition and fees, $350 books/resources, and $294 insurance costs). Tuition and fees for 2023 Spring/Summer were $6,280 ($5,530 tuition and fees, $350 books/resources, and $400 insurance costs.

The report shows the total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2019-2020, FY 2020-2021, FY 2021-2022, and FY 2022-2023 (p. 6). For FY2022-23, the overall cumulative cost per graduate (8) was $108,986 ($13,623 per student). Sixty percent (60%) of the SC-PRRMT FY2019-20 graduates retired their forgivable loan debt. The percentage of FY2020-21 graduates who retired their forgivable loan debt (to date) is 11.1% and the percentage of FY21-22 graduates who retired their forgivable loan debt (to date) is 86% (Quarter IV Report p.7).

FY2022-23 SC-PRRMT 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 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). Due to online instruction and on-site facilitators, geographic areas were subsequently combined and a total of 12 regional SC-PRRMT sites were in place for FY2022-23: 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 and #56/Newberry County; 10) Lancaster County; 11); Cherokee County and 12) Anderson County (Quarter IV Report p.20).

For FY2022-23, 70 participants were assigned to program sites. The chart below shows the sites that were to be established by FY2015-16, FY2016-17, and FY2017-18 per the Expansion Plan, the regional SC-PRRMT sites that have been established effective FY2022-23, and the number of participants enrolled

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at each site. Two sites - Cherokee and Anderson Five School Districts - were established in FY2022-23 (Quarter IV Report p.20). SCSU officials stated that the program has continued to increase the number of SC-PRRMT sites even though the state is facing challenges due to the previous year's pandemic, and SC-PRRMT remains committed to increasing the pool of teachers to include non-traditional teachers and teachers from diverse backgrounds in the state.

Sites/Counties per Expansion Plan and Sites Established FY2022-23

+Sites/Counties per Expansion Plan	Established/Combined Sites	# of Students Enrolled 2022 Fall N=67	# of Students Enrolled 2023 Spring N=70	Status
+Sites to be established in FY2013-14				
South Carolina State Campus	SC State	2	4	Established
Berkeley/Charleston/Moncks Corner	Berkeley/Charleston/Moncks Corner	7	7	Established as a combined site
Richland District #1	* Richland Districts #1 and #2/ Fairfield/Winnsboro Counties Online (combined sites)	8	6	Established as a combined site
Georgetown/Williamsburg/Florence/Horry	** Florence/Georgetown/Williamsburg/ Horry Counties Online (combined sites)	6	6	Established as a combined site
+Sites to be established in FY2014-2015				
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)
+Sites to be established Beginning FY2016-2017				
Clarendon	***Clarendon/Marlboro/Jasper/ Hampton Counties (combined sites)	8	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)	9	8	Established as a combined site
Marlboro	***Clarendon/Marlboro/Jasper/ Hampton Counties (combined sites)	***	***	See above (combined site)
Beaufort				In progress
Jasper	***Clarendon/Marlboro/Jasper/ Hampton Counties (combined sites)	***	***	See above
+Sites to be established FY2017-18 and FY2018-19				
Allendale		+	+	In Progress
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	8	7	Established
Lexington	Lexington 4	9	7	Established
Laurens School Districts/Newberry	Laurens #55/#56/Newberry Counties	5	6	Established
Sites established FY2021-22				
Lancaster	Lancaster County	5	6	Established

Sites established FY2022-23				
Cherokee	Cherokee County	-	3	Established
Anderson	Anderson #5	-	3	

*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.9-10, September 2013. Beaufort and Allendale sites have not been implemented according to the Plan.

Summary

SC-PRRMT's mission is to increase the pool of teachers in the state, including non-traditional teachers and teachers from diverse backgrounds. According to the Expansion Plan, 120 students were projected to be enrolled in SC-PRRMT by FY2017-18. * The number of program participants increased from a total of 27 participants in the entire program beginning FY2014-15 to 87 participants in FY2020-21 (highest participant enrollment). The number of participants decreased in FY2021-22 (60). However, by the end of 2023 Spring/Summer, the number of participants increased to 70 (Quarter IV Report p.8). According to the Expansion Plan, 120 students were projected to be enrolled in SC-PRRMT by FY2017-18. * Four students graduated at the end of the 2022 Fall and four students graduated in 2023 Spring. All graduates (100%) were teaching in subject and critical geographic areas.

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 12, adding two sites – Cherokee and Anderson #5 - established in FY2022-23. The program shows slow but consistent progress in meeting the Expansion Plan's priorities for expanding sites-especially in rural areas around the state but continues to be challenged in recruiting participants.

As shared in the Quarter III Report (May 2023), the total number of teacher vacancies in the state at the start of the 2022-23 school year increased to 1,474, up from 1,063 the previous year (*S.C. Center for Educator Recruitment, Retention & Advancement's SC Annual Educator Supply and Demand Report 2022-23* https://www.cerra.org/supply-and-demand.html). SC-PRRMT's mission to increase the pool of teachers in the state, especially in rural areas of the state, remains a critical mission. However, recruitment continues to remain a challenge for the program.

SC-PRRMT's recruitment plans, in addition to the teacher recruitment fairs, are provided on pages 21-26 of the Quarter IV Report. At its meeting on May 31, 2023, the Committee approved the staff's recommendation for SC-PRRMT to create a comprehensive plan beginning FY24-25 to increase the number of participants - including nontraditional and underrepresented students - as a part of the Quarter IV Report. The Performance Evaluation Measure provided in the Quarter IV Report Sections 2.1, 2.2, 2.3, and 2.4 (p. 23) Recruitment and Retention data, states the program 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.

The report should also include a comprehensive plan to achieve progress. In addition to the efforts identified in these sections, how the program will achieve measurable recruitment target goals - including increasing participant enrollment and sites and other strategies should be included in the FY2023-24 Quarter I Report under <u>Performance Evaluation Measure</u>. The report should include performance measures that will show whether the program is making progress or if there is a need to change recruitment or program strategies.

In addition, the Quarter IV Report (p.14) states that "current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT can establish and maintain, as well as the number of students the program can award." Given the FY2024-25 proposed budget and FY23-24 carried forward funds (Total appropriations received/carried forward (estimates) = $888,611.01), the FY2023-24 Quarter I Report should include the current budget allocations (actual) and limitations toward increasing the Satellite Teacher Education Program sites and student participation throughout the public school districts in the state.

It is recommended that SC-PRRMT review the critical role the program can play at South Carolina State University in addressing teaching vacancies in South Carolina through the recruitment of teacher assistants, paraprofessionals, and non-traditional students, especially in rural school districts.

<u>Recommendation</u>

CHE staff commends the FY22-23 SC-PRRMT Quarter IV Report/Annual Report to the Committee on Access and Equity and Student Services. The staff also recommends the FY2023-24 Quarter I Report include: 1) the program's progress in meeting proviso - Part IA, Section 1, <u>VIII.F</u>; and 2) FY 2023-24 and FY24-25 (proposed) budget allocations and limitations that may impact future Satellite Teacher Education Program sites, forgivable loans, and student participation throughout the public school districts in the state. The report should also include a comprehensive plan, in collaboration with South Carolina State University's Office of Admissions and Recruitment, Department of Education, and other agencies, to increase the number of participants in SC-PRRMT - including nontraditional and underrepresented students.

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

South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

2022-2023

QUARTER IV REPORT
&
ANNUAL REPORT

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

South Carolina State University
Orangeburg, South Carolina
July 2023

Retired Colonel Alexander Conyers, President

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ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
2022-2023
SOUTH CAROLINA STATE UNIVERSITY
EXECUTIVE SUMMARY

</div>

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.   In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

PROGRAM OBJECTIVES AND OUTCOMES 2022-2023

Objective 1

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

OUTCOME:

TABLE 1
ENROLLMENT FIGURES FALL 2019- SPRING 2023

Year	Number
Enrollment 2019-2020	85
Enrollment 2020-2021	87
Enrollment 2021-2022	67
Enrollment 2022-2023	70
Mean	**77.3%**

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 77.3 for fall 2019-spring 2023.

Objective 2

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

OUTCOMES:

TABLE 2
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2019-2020	10	10 (100%	10 (100%)	100%
2020-2021	9	9 (100%)	9 (100%)	100%
2021-2022	7	7 (100 %)	7 (100%)	100%
2022-2023	8	8 (100%)	8 (100%)	100%

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2023	272 (84%)
Number of Graduates in State-Declared Critical Need Subject Areas	144 (53%)
No. of Graduates Placed in Critical Geographic Schools	249 (92%)

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

Objective 3

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

OUTCOMES:

- The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.

- Ninety-seven (97%) undergraduate Program participants maintained their eligibility during the 2022-2023 Academic Year. Eighty (80%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or above. One hundred percent of the Program's M.A.T. participants (4) maintained their eligibility.

- For academic year 2022-2023. Eighty-six (86%) percent of program participants achieved a cumulative grade point average of 3.00 or above. Four students received the 4.0 Gold Pin Scholars. The distribution was as follows:

4.00	(4)
3.75 – 4.00	(16)
3.50 – 3.74	(22)
3.00 – 3.49	(20)

- For the 2022-2023 Academic Year, 8 students graduated; 8 (100%) met certification requirements.

- Of the Program's 8 2022-2023 graduates, to date, 8 (100%) have gained employment in a South Carolina Public school. Seven are teaching in a critical geographic school and/or state-declared critical need subject area.

- Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.

- The teaching experience of graduates range from 1 to 29 years.

- Two hundred and twenty-eight (84%) of the Program's placed graduates have gained 5 to 29 years teaching experience, and the mean years of teaching for all graduates is 25 years.

BUDGET REQUEST $339,482.00

Personnel Services	$ 20,000.00
Forgivable Loans	$319,482.00
TOTAL PROJECT APPROPRIATIONS	**$339,482.00**

Budget for FY 2020-2021, 2021-2022 and Current FY 2022-2023.

Funding Source	FY 2020-2021 Actual	FY 2021-2022 Actual	FY 2022-2023 Current
EIA	$339,482.00	$339,482.00	$339,482.00
General Fund	-0-	-0-	-0-
Lottery	-0-	-0-	-0-
Fees	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-
Grant	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-
Carry Forward from Prior Yr.	-0-	-0-	-0-
TOTAL	$339,482.00	$339,482.00	$339,482.00
Expenditures	**FY 2020-2021 Actual**	**FY 2021-2022 Actual**	**FY 2022-2023 Current**
Personnel Service	$15,000.00	$15,000.00	$20,000.00
Contractual Services	-0-	-0-	-0-
Supplies and Materials	-0-	-0-	-0-
Fixed Charges	-0-	-0-	-0-
Travel	-0-	-0-	-0-
Equipment	-0-	-0-	-0-
Employer Contributions	-0-	-0-	-0-
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-
Other: Forgivable Loans	324,482.00	324,482.00	319,482.00
Balance Remaining	-0-	-0-	-0-
TOTAL	$339,482.00	$339,482.00	$339,482.00
TOTAL Collections/Revenue Carried Forward	$510,953.00	$529,578.01	$546,129.01
TOTAL (Appropriations Received/Collections Revenue/Carried Forward)	$850,435.00	$869,060.01	$885,611.01
Expenditures	**FY 2020-2021 Actual**	**FY 2021-2022 Actual**	**FY 2022-2023 Current**
Personnel Service	Program Manager(1)	Program Manager(1)	Program Manager(1)
	Program Recruiter Position deleted by SC State Administration	Program Recruiter Position deleted by SC State Administration	Program Recruiter Position deleted by SC State Administration
	Secretary(-0-)	Secretary(-0-)	Secretary(-0-)
	Adjunct Instructors (8)	Adjunct Instructors (7)	Adjunct Instructors (7)

Collections Revenue used if needed for additional Forgivable Loans.

*As of July 2023

EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid <u>and</u> administrative costs, to graduate and place each student in
FY 2019-2020, FY 2020-2021, FY 2021-2022 and FY 2022-2023

	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2019-2020	10	10	140,100.00	6	14,010.00
2020-2021	9	9	110,350.00	1	12,261.00
2021-2022	7	7	100,000.00	6	14,285.00
2022-2023	8	8	108,986.00	0	13,623.00
Total	**34**	**34**	**$459,346.00**	**13**	**$54,179.00**

Average Cumulative Cost Per Graduate for the Specified Years
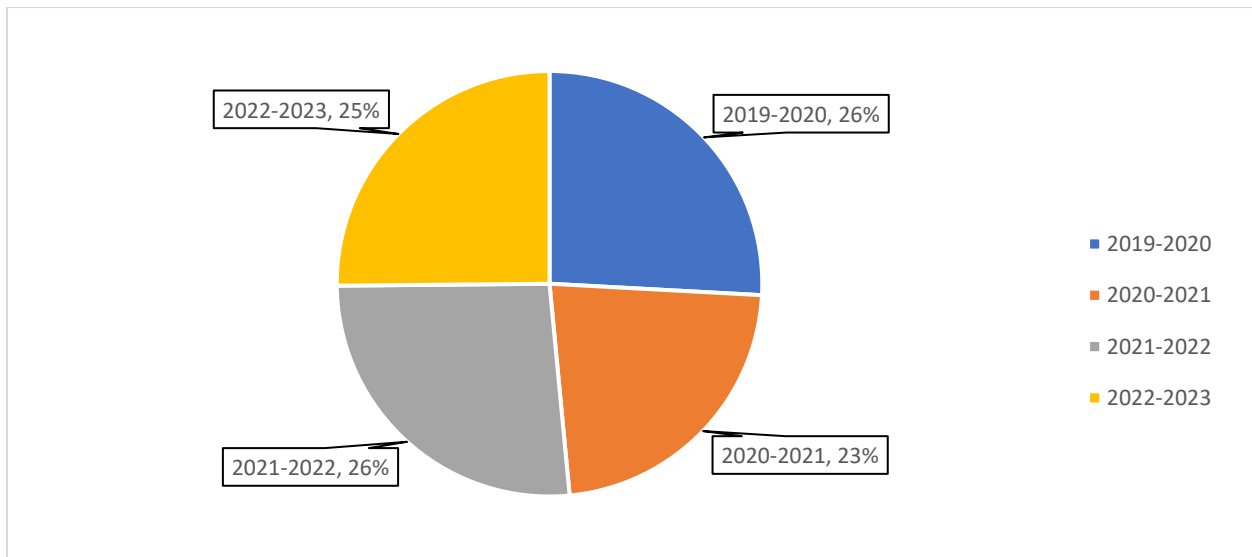
Total Amount Disbursed
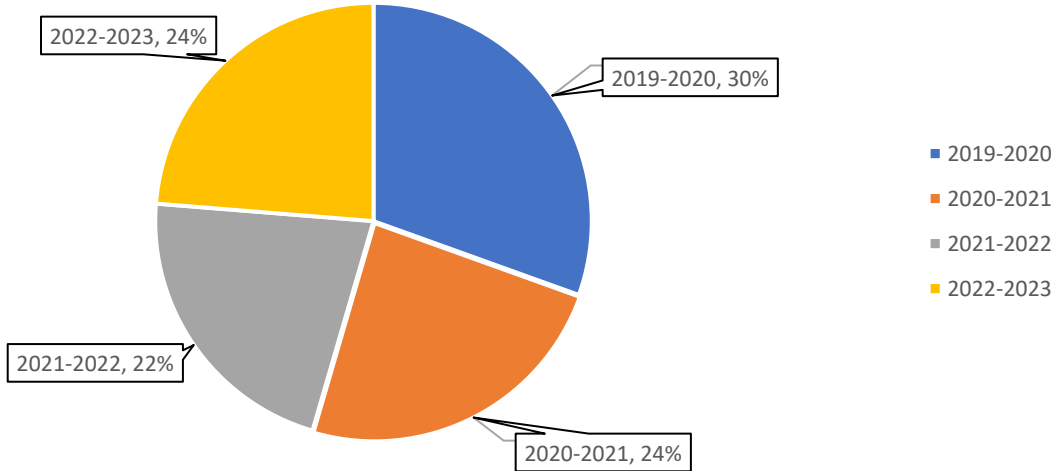
EIA Loan Statistical Data 2019-2023
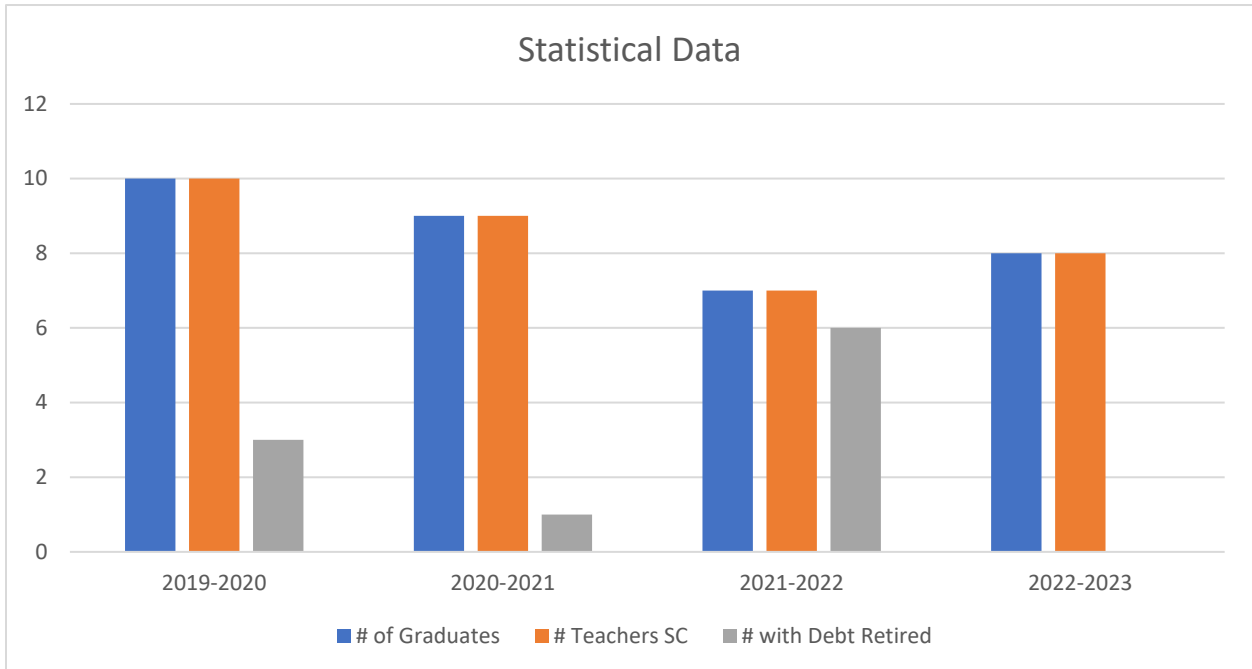
Total number of participants per year by gender and race/ethnicity.

Distribution of Participants

Years	BF	WF	His. F	BM	WM	His. M.	Number of Participants
2019-2020	65	15	2	3	0	0	85
2020-2021	60	15	5	7	0	0	87
2021-2022	58	7	0	2	0	0	67
2022-2023	60	7	0	3	0	0	70

FORGIVABLE LOANS AWARDED TO PARTICIPANTS

Table 4 FALL 2022 N=67	Table 4 Spring 2023 N=70
1. 1,530.00	1. $2,970.00
2. 4,300.00	**2. -0-**
3. 1,841.00	3. 1,841.00
4. 4,300.00	4. 2,071.00
5. 3,919.00	5. 2,919.00
6. 1,088.00	6. 1,088.00
7. 1,000.00	7. 1,000.00
8. 1,000.00	8. 1,000.00
9. 3,919.00	9. 2,919.00
10. 3,000.00	10. 1,000.00
11. 2,589.00	11. 1,589.00
12. 2,637.00	12. 1,637.00
13. 4,919.00	**13. -0-**
14. 1,450.00	14. 1,450.00
15. 3,419.00	15. 3,664.00
16. 3,419.00	16. 1,000.00
17. 4,919.00	17. 3,664.00
18. 4,919.00	18. 1,919.00
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. -0-**
26. 1,150.00	26.1,150.00
27. 1,919.00	27. 3,664.00
28. 1,000.00	28.1,000.00
29. 1,500.00	29.1,500.00
30. 1,919.00	30.4,919.00
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	34.4,919.00
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	38.3,664.00
39. 2,529.00	39.2,529.00
40. 3,919.00	40.1,919.00
41. 3,588.00	41.1,588.00
42. 4,200.00	42.1,000.00
	43. 1,919.00
	44. 1,000.00
	45. 1,919.00
	46. 1,000.00
	47. 1,919.00
	48. 1,919.00
	49. 1,919.00
	50. 2,000.00
	51. 1,919.00
	52. 1,389.00
	53. 1,019.00

Table 4 con't.	Table 4 con't
43. 2,400.00	55. 2,982.00
44. 2,400.00	56. 1,900.00
45. 1,919.00	57. 2,800.00
46. 1,400.00	58. 2,500.00
47. 1,500.00	59. 1,000.00
48. 1,919.00	60. 1,919.00
49. 1,000.00	61. 1,919.00
50. 2,000.00	62. 1,400.00
51. 3,919.00	63. 1,500.00
52 1,000.00	
53. 3,019.00	**Seven (7) New Students**
54. 3,195.00	64. 1,000.00
55. 3,000.00	65. 2,000.00
56. 2,900.00	66. 1,919.00
57. 2,800.00	67. 1,359.00
58. 1,919.00	68. 1,003.00
59. 1,919.00	69. 2,982.00
60. 2,000.00	70. 2,981.00
61. 3,919.00	**TOTAL $117,954.00**
62. 3,389.00	10,656.00 **(summer)**
63. 1,919.00	
63. 1,400.00	**RED=GRADUATES FALL 2022**
64. 1,500.00	**GREEN=NEW STUDENTS**
65. 1,919.00	**YELLOW=SUMMER SCHOOL**
66. 1,000.00	
64. 1,000.00	
65. 1,000.00	**TOTAL**
66. 1,000.00	**$195,872.00(fall)**
67. 1,500.00	**128,610.00(spring &**
TOTAL = $195,872.00	**summer)**
	$324,482.00

Number of applicants who applied for fall 2022 & spring 2023 and the number who were accepted.

Fall 2022 —
20- Applied 8- Eligible 6- Not Eligible 6- Incomplete applications
Spring 2023 —
17- Applied 7-Eligible 3- Not Eligible 7- Incomplete applications

Average award per student FY 2022-2023 (fall 2022, spring 2023 and summer 2023)
Fall 2022
N= 67
Forgivable Loan awards = $ 195,872.00
Forgivable Loan awards average= $ 2,923.00
Spring 2023
N=70
Forgivable Loan awards = $ 117,954.00
Forgivable Loan awards average= $1,685.00

Summer 2023
N=4
Forgivable Loan awards=$10,656.00
Forgivable Loan awards average=$2,664.00

Total Forgivable Loan amount-$324,482.00
            (195,872.00) Fall 2022
            (17,954.00) Spring 2023
            (10,656.00) Summer 2023

Fall 2022
$5,530.00 Tuition & Fees
  350.00 Books
  319.00 Insurance
$ 6,199.00

Spring 2023 (Continuing students)
$5,530.00 Tuition & Fees
  350.00 Books
  436.00 Insurance
 $6,306.00

Spring 2023(New students)
$5,530.00 Tuition & Fees
 350.00 Books
 436.00 Insurance
$6,306.00

Summer 2023
$2,464.00 Tuition
  200.00   Books
$2,664.00

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

- forgivable loan awards for students

- classes for the Praxis exam. Students must pass all parts of the Praxis Core examination to enter the Teacher Education program

- refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students

- longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program

- all program materials, supplies, and equipment

- part-time personnel/instructors

- program marketing and recruitment

- normal operating costs

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

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

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

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

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

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

SC-PRRMT APPROPRIATIONS REQUEST AND ACTUAL BUDGETS
FY 2020-2021, FY2021-2022, FY 2022-2023
Approved Budget for 2023-2024 and Proposed Budget Request for FY 2024-2025

	FY 2020-2021 Actual	FY 2021-2022 Actual	FY 2022-2023 Actual	FY 2023-2024 Approved	FY 2024-2025 Proposed
Revenue					
Amount in Collections	$510,953.00	$529,578.01	$546,129.01	*$549,129.01	*$549,129.01
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	$510,953..00	$529,578.01	$546,129.01	*$549,129.01	*$549,129.01
Expenditures					
+Personnel Services					
1. Salaries	$13,350.00	$13,350.00	$13,350.00	$18,025.00	$18,025.00
2. Fringes	1,650.00	1,650	1,650	1,975.00	1,975.00
OTHER EXPENDITURES					
Telephone (WATS LINE)	-0-	-0-	-0-	-0-	-0-
Forgivable Loans	$324,482.00	$324,482.00	$324,482.00	$319,482.00	$319,482.00
TOTAL OTHER EXPENDITURES	$324,482.00	$324,482.00	$324,482.00	$319,482.00	$319,482.00
TOTAL PROJECT EXPENDITURES	-0-	-0-	-0-	-0-	-0-
TOTAL PROJECT APPROPRIATIONS	$339,482.00	$339,482.00	$339,482.00	$339,482.00	$339,482.00
APPROPRIATIONS REQUESTED	$339,482.00	$339,482.00	$339,482.00	$339,482.00	$339,482.00
APPROPRIATIONS CUTS	0-	-0-	-0-	--0-	--0-
APPROPRIATIONS RECEIVED	$339,482.00	$339,482.00	$339,482.00	$339,482.00	$339,482.00
Total Collections Revenue/Carried Forward **Collections Revenue used if needed for additional Forgivable Loans.**	$510,953.00	$529,578.01	$546,129.01	*$549,129.01	*$549,129.01
Total (Appropriations Received/ Collections Revenue/Carried Forward)	$850,435.00	$869,060.01	$885,611.01	$888,611.01	$888,611.01
+Personnel Services	Program Manager (1) ~~Program Recruiter (0)~~ ~~Secretary (0)~~ Adjunct Instructors (10)	Program Manager (1) ~~Program Recruiter (0)~~ ~~Secretary (0)~~ Adjunct Instructors (5)	Program Manager (1) ~~Program Recruiter (0)~~ ~~Secretary (0)~~ Adjunct Instructors (6)	Program Manager (1) ~~Program Recruiter (0)~~ ~~Secretary (0)~~ Adjunct Instructors (7)	Program Manager (1) ~~Program Recruiter (0)~~ ~~Secretary (0)~~ Adjunct Instructors (7)

* As of July 2023
**** Any funds available in Collection will be used
for Forgivable Loans for AY 2023-2024.**

PRRMT

Expansion Plan of Action
Updated

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

July 2023

AY 2022-2023 PRRMT will continue to address the state's teacher shortage, as part of its overall expansion initiatives to establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas by implementing Recruitment by virtual delivery. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

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

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are Para educators-to-teachers, have been placed in 42 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

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

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A   **Purpose Number 1**
      To increase the pool of teachers in the State.

B.   **Specific Objective Number 1**
      To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

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

Ongoing (Fall 2019 – Spring 2024)

1.1   Recruitment and expansion activities remain ongoing (fall 2019– spring 2024).
For AY 2022-2023 the program established sites and offered classes to students in 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, Anderson and SC State

TABLE 1
Geographical Site and Number of Participants

Year	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023 Fall 2022	FY 2022-2023 Spring 2023
Sites	Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lexington #4 Laurens #55 Newberry SC State	Moncks Corner/ Berkeley/Charleston Richland Dist. # 1 Richland Two Fairfield Winnsboro Georgetown Williamsburg Florence Horry Jasper Barnwell Marion Dillon Marlboro Clarendon Bamberg Lee Lexington #4 Laurens #55 Newberry SC State	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	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
No. of Participants	N=85 Seniors = 10 Juniors = 20 Sophomores = 18 Freshmen = 32 MAT = 5	N= 87 Seniors = 10 Juniors = 15 Sophomores = 26 Freshmen = 33 MAT = 3	N= 67 Seniors = 5 Juniors = 20 Sophomores = 17 Freshmen = 22 MAT = 3	N= 67 Seniors = 5 Juniors = 20 Sophomores = 15 Freshmen = 24 MAT = 3	N= 70 Seniors = 4 Juniors = 18 Sophomores = 16 Freshmen = 28 MAT = 4

2022-2023
Annual Report of the South Carolina Program for the Recruitment and Retention of Minority Teachers   *16*

Virtual Interest meetings 2022-2023 Richland School Districts One and Two, Fairfield, Winnsboro, Marlboro, Georgetown, Williamsburg, Florence, Horry, Colleton, Hampton One & Two, Jasper Lexington, Newberry, Abbeville, Aiken, Edgefield, Laurens, McCormick, Saluda, Kershaw, Lee, Sumter, Chester, Lancaster, Union, York, Anderson, Cherokee, Greenville, Oconee, Pickens and Spartanburg.

In order to expand into different areas of the state, PRRMT's original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. Page 16 is a breakdown of the 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

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

1.2   Maintain current sites and establish additional sites.
       Selected sites and areas will be charged with assisting to locate qualified instructors in the area.
       a. Coordinate with district personnel to determine infrastructure currently in place
       b. Review participants transcripts to determine courses needed
       c. Prepare a schedule of classes
       d. Contract instructors
       e. Implement instruction by virtual delivery
              1). Online classes
              2). Video Conferencing
              3). Combine sites for classes
       f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.
       g. Facilities Usage Fee
       h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

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

1.4   Increase the number of program graduates.
       The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.
       Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.

Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

1.5   Monitor student progress by visiting established sites.
Maintain copies of participant transcripts, and state required examination scores.
Schedule intervention workshops.
Coordinate with districts to offer workshops and enhancement seminars.

Enrollment
Table 1
Satellite Teacher Education Program Sites

YEAR	Sites	No. of Participants
2021-2022	Moncks Corner/Berkeley and Charleston	7
	Richland District One/Richland District Two Fairfield and Winnsboro	8
	Georgetown/Williamsburg/Florence and Horry	6
	Marion/Dillion/Bamberg and Barnwell	9
	Clarendon/Marlboro/Jasper	8
	Lee	7
	Lexington #4	8
	Laurens #55/Newberry	4
	Anderson	3
	Lancaster	5
	SC State	2
		TOTAL=67
2022-2023	Moncks Corner/Berkeley and Charleston	7
	Richland District One/Richland District Two Fairfield and Winnsboro	6
	Georgetown/Williamsburg/Florence and Horry	6
	Marion/Dillion/Bamberg and Barnwell	8
	Clarendon/Marlboro/Jasper	7
	Lancaster	6
	Lee	7
	Lexington #4	7
	Laurens #55/Newberry	6
	Anderson #5	3
	Cherokee	3
	SC State	4
		TOTAL =70

1A.

FY2021-2022 established combined sites:

Combined sites classes are offered face-to-face, hybrid and on-line to help reduce the Administrative cost to the Program.

a. Richland Districts One and Two /Fairfield County School Districts and Winnsboro (combined sites),
b. Florence/Georgetown/Williamsburg/Horry/Jasper Counties (combined sites)
c. Marion/Barnwell/Dillon Counties (combined sties)
d. Lee
e. Lexington #4
f. Laurens #55 and Newberry

Clarendon, Marlboro, Hampton, Allendale, Bamberg, Anderson, Lancaster and Jasper County School Districts sites have not been established, but we have students taking on-line classes and joining neighboring sites. Several recruitment visits did take place in Clarendon, Marlboro, Hampton, Allendale, Bamberg and Jasper County School Districts, and individuals from those sites connected with neighboring cohorts as a result of our recruitment visits to their school districts.

1B.

Our FY 2022-2023 actual enrollment was 70 participants. We will continue to strive to meet the projected number of participants for 2022-2023 by increasing the established combined sites and moving toward opening new sites in the various School Districts listed below: Recruitment fairs/visits: Continued to recruit students by using previous Recruitment visits listing, contacting the students on the listings by phone and email. Recruitment plans for AY 2022-2023 will be implemented by virtual plans in October with approval from School Districts.

Projected new sites FY 2022-2023

Abbeville, McCormick, Kershaw, Sumter, Chester, Lancaster, Union, York, Anderson, Cherokee, Greenville, Oconee

Table 2
Graduation Rates

	Actual Number of Graduates for PRRMT
2019-2020	10
2020-2021	9
2021-2022	7
2022-2023	8

Table 3
Classification of Participants
AY 2022-2023

Fall 2022 N=67
Graduates December 2022= 4

Seniors	5
Juniors	20
Sophomores	17
Freshmen	22
MAT	3

Spring 2023 N= 70
Graduates May 2023=4

Seniors	4
Juniors	18
Sophomores	16
Freshmen	28
MAT	4

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A. **Purpose Number 2**
   To increase the pool of teachers in the State.

B. **Specific Objective Number 2**
   To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

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

MILESTONES	TIME FRAME
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education's Recruitment plan. This will generate an increase in the number of non-traditional applicants. Increased applicants will yield an increase in the number of graduates.	
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State's Office of Admissions and Recruitment and SCSU's Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites.	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually
2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester

2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

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

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

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

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

For additional information, write or call

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COLLEGE TRANSITION SCHOLARSHIP PROGRAM
Fiscal Year 2022-23 Summary Report

College Transition Program (CTP) Background

Some higher education institutions provide comprehensive transition and postsecondary programs for students with intellectual disabilities. Eligible students may receive financial aid to participate in these programs if the higher education institution also participates in the federal student aid program. As of April 1, 2023, the U.S. Department of Education has approved 165 programs throughout the nation. There historically have been five institutions approved in South Carolina: Clemson University, Coastal Carolina University, the College of Charleston, the University of South Carolina Columbia, and Winthrop University. Beginning in the Fall 2023 term, the University of South Carolina – Aiken will enroll students in their newly approved PacerLIFE College Transition Program.

Initially, the College Transition Connection (CTC) directed efforts to assist intellectually disabled students. During FY 2013-14, CTC worked with select colleges and universities in South Carolina to design, create, and fund transition and post-secondary opportunities for young adults with intellectual disabilities. These are known now as College Transition Programs (CTP). The CTP serves students with intellectual disabilities who demonstrate financial need. These programs allow for students to attend a South Carolina institution and engage in academics, independent living environments, employment/career opportunities, and socialization. The programs are non-degree seeking and successful completion allows for students to receive a certificate of postsecondary education. Since FY 2013-14, the South Carolina General Assembly has directed a portion of need-based grant funds to students enrolled in CTP at South Carolina institutions. For FY 2022-23, per Proviso 11.12, the CHE may allocate up to $700,000 of need-based grant funds for CTP.

South Carolina CTP Programs

ClemsonLIFE	
Cost of program	On-campus is $44,008/year and off-campus costs start at $30,404/year (cost varies for meal options). Out-of-state is $46,008 (program costs decrease to $35,008 and $37,008 for years 3 and 4).

Total Number of Participants during the 2022-23 academic year	44 participants.
Total Number of Participants that were SC residents during the 2022-23 academic year	14 South Carolina residents.

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

Coastal Carolina University LIFE Program

Cost of program	On-campus begins at $28,245. Off-campus is $17,490. Program costs depend on housing and meal plan choice.
Total Number of Participants during the 2022-23 academic year	34 participants.
Total Number of Participants that were SC residents during the 2022-23 academic year	19 South Carolina residents.

The Coastal Carolina University LIFE program is a four-year, inclusive, comprehensive, postsecondary education and transition program for young adults with mild to moderate intellectual and/or developmental disabilities. According to Coastal Carolina, the program is a cohort-structured program enrolling eight to ten students each academic year. The LIFE program prepares students with the life skills needed to complete their postsecondary education, gain, and maintain meaningful employment, and live independent and productive adult lives. Alumni can utilize the LIFE Alumni Career Service program for employment workshops, assistance with job searches and resumes as well as utilizing the support of job coaches.

College of Charleston REACH Program

Cost of program	In-state: On-campus and off-campus starts at $34,050. Out-of-state: on-campus and off-campus starts at $54,056. Program cost depends on housing choice.
Total Number of Participants during the 2022-23 academic year	33 participants.
Total Number of Participants that were SC residents during the 2022-23 academic year	8 South Carolina residents.

The REACH Program at the College of Charleston is a four-year, fully inclusive certificate program for students with mild intellectual and/or developmental disabilities. According to the College of Charleston, the REACH Program promotes the advancement of knowledge and skill in areas of academics, socialization, independent living, and career development, and has been nationally recognized for its commitment to full-inclusion and self-

determination. Students in the REACH Program may participate in all activities offered by the College of Charleston, with individualized support for success. These include attending traditional classes (with modifications and support); living in traditional on-campus housing and residence halls; completing internships; participation in campus clubs, activities, and organizations; and peer-mentoring.

The University of South Carolina – Aiken PacerLIFE	
Cost of program	On-campus is $38,680. Out-of-state is $40,422 per year. Non-residential programing is not offered.
Total Number of Participants during the 2022-23 academic year	0 – Not enrolling participants until Fall 2023.
Total Number of Participants that were SC residents during the 2022-23 academic year	0.

PacerLIFE offers a two-year individualized, non-degree program for students with intellectual disabilities. The program supports the development of independent living and employment skills by providing experiences living on campus and participating in internships. A curriculum of functional coursework will meet the needs of the individual learners.

The University of South Carolina – Columbia CarolinaLIFE	
Cost of program	On-campus is $31,694. Off-campus is $19,032. All students receive in-state tuition rates.
Total Number of Participants during the 2022-23 academic year	25 participants.
Total Number of Participants that were SC residents during the 2022-23 academic year	15 South Carolina residents.

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

Winthrop THINK College Program	
Cost of program	On-campus ranges from $27,774-$29,812. Off-campus is $15,000. Program costs depend on housing and meal plan choice.
Total Number of Participants during the 2022-23 academic year	13 participants.
Total Number of Participants that were SC residents during the 2022-23 academic year	6 South Carolina residents.

Winthrop University's THINK College (WTC) Program is a fully inclusive postsecondary certificate education program for students with intellectual disabilities, seeking to continue academic, career and technical, and independent living instruction to prepare for gainful employment. For the 2023-24 academic year, Winthrop is

expanding its program to invite qualified students to remain for up to two additional years (Year 3 and 4) to continue to gain additional academic knowledge, independent living instruction, and further career skills for more specialized/advanced career paths/gainful employment. Participants in the advanced program will take coursework through York Technical College to gain skills in one of the specializations/learning skills available by YTC.

Overview of the South Carolina CTP Programs and Disbursements

Table 1 illustrates an overall steady growth in CTP students since initiation of the program. Table 2 illustrates the CTP Need-based Grant disbursements at each participating institution. In FY 2013-14 and 2014-15, the maximum award could not exceed $7,000 per student. As the number of program participants increased, the funding available to each student decreased. Tuition costs and program fees also increased, and participating institutions anticipated growth in the number of program participants. For FY 2016-17, the General Assembly increased CTP funding by $170,833, resulting in a total of $350,000 for FY 2016-17. To encourage increased recruitment efforts, the General Assembly limited the individual award amount for FY 2016-17 to $10,000. For the following five fiscal years, FY 2017-18 through FY 2021-22, the General Assembly decreased the award amount to a maximum of $7,500 per student. For FY 2022-23, due to the increased funding, the CTP Grant award amount was increased up to $10,000 per year.

Table 1. Summary of CTP Need-based Grant Recipients from FYs 2013-14 – 2022-23

Institution	Length of Program (All programs offer on & off campus housing)	Certification Awarded	Total CTP Need-based Grant Participants									
			2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23
Clemson University	2 Years An optional 3rd year is available for select students	2-Year Program Certificate of Completion	1	2	3	5	8	4	5	5	6	6
Coastal Carolina University	4 Years	University Certificate of Completion	8	9	8	7	7	14	16	17	13	14
College of Charleston	4 Years	Certificate of Completion	3	0	0	0	2	3	4	5	5	3
University of South Carolina	Students have the option to enroll in a 2, 3, or 4-Year program	Certificate of Completion	8	7	7	7	8	7	9	9	11	8
Winthrop University*	2 Years	Letter of Completion	N/A	8	11	11	9	8	9	8	5	4
Total CTP eligible Participants			**20**	**26**	**29**	**30**	**34**	**36**	**43**	**45**	**40**	**35**

Note: *Effective Spring 2015, Winthrop University's CTP program received final federal approval required for their program implementation.

Table 2. Summary of CTP Need-based Grant Disbursement by Institution from FYs 2013-14 – 2022-23

Institution	CTP Need-based Grant Disbursement									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Clemson University	$7,000	$19,913	$13,952	$42,533	$60,000	$30,000	$37,500	$37,446	$45,000	$54,926
Coastal Carolina University	$55,736	$58,465	$50,550	$76,195	$50,751	$96,876	$117,406	$131,250	$93,750	$94,339
College of Charleston	$21,000	$0	$0	$0	$15,000	$22,500	$30,000	$37,500	$37,500	$30,000
University of South Carolina	$56,000	$63,220	$43,755	$70,000	$60,000	$52,500	$67,500	$67,500	$82,500	$80,000
Winthrop University**	N/A	$37,259 *	$68,079	$85,000	$67,500	$52,500	$63,750	$62,864	$37,418	$30,681
Totals	**$139,736**	**$178,857**	**$176,336**	**$273,728**	**$253,251**	**$254,376**	**$316,156**	**$336,560**	**$296,168**	**$289,946**

Note: * Effective Spring 2015, Winthrop University's CTP program received final federal approval required for their program implementation.

College Transition Program Scholarship

During the 2021 state legislative session, the General Assembly established a scholarship program for SC residents enrolled in a CTP. Proviso 3.5 appropriated $750,000 of lottery funds to the newly created CTP scholarship program. For FY 2022-23, the General Assembly increased funding in the proviso (see below) to $4,105,597. As allowed by proviso, CHE transferred $250,000 to the University of South Carolina for the South Carolina Inclusive Post-Secondary Education Consortium (Consortium). The CHE met with the CTP institutions and established temporary guidelines for eligibility consistent with eligibility for other state-funded scholarship and grant programs. The temporary guidelines set up minimal requirements for the scholarship. The eligibility requirements require students to meet the established South Carolina residency requirements and be enrolled in a CTP at a public SC institution to receive a scholarship. With the recent hire of the Consortium Coordinator in June 2023, the CHE plans to work with that individual to publish final guidelines. This collaborative effort aims to establish comprehensive and effective guidelines that will facilitate the fair distribution of scholarships and ensure students receive the financial support they needed to attend a CTP program.

Because the CTP scholarship program was created by a one-year budget proviso, considerations for the program in subsequent years will be subject to any statutory or regulatory changes that may occur during the upcoming Session of the General Assembly or renewal of the budget proviso. The General Appropriations Bill for FY2022-23 increased the CTP scholarship award amount to $10,000 per year. This was a much-appreciated change for the CTP institutions, as they reported the number one recruitment hurdle for their students is financial limitations.

Excerpt from Proviso 3.5 "CHE—Transition Program Scholarships in the FY 2022-2023 General Appropriations Act"

(12) Commission on Higher Education - College Transition Program Scholarships $ 4,105,597;

Of the funds appropriated to the Commission on Higher Education for College Transition Scholarships, the commission shall provide scholarships to South Carolina resident students enrolled at a public institution of higher education in an established College Transition Program (CTP) that serves students with intellectual disabilities. The commission, in consultation with the CTPs, shall develop guidelines establishing scholarship eligibility, retention, and/or renewal requirements in accordance with this paragraph. Scholarships shall be awarded to each South Carolina resident student enrolled in an established public CTP in an amount of at least $2,500 per semester, not to exceed $10,000 per academic year (including summer semester), and no student may receive a scholarship for more than eight semesters in total. In addition, the limitations of Proviso 11.12 notwithstanding, individual CTPs shall have the discretion to allocate a portion of their aggregate funding provided pursuant to this provision for need-based grants to eligible students. This discretion is allowable only to the extent that the funding for need-based grants for eligible CTP students provided pursuant to Proviso 11.12 has first been fully exhausted. The commission, in cooperation with the CTPs, shall collect and report the number of scholarship recipients and other information determined necessary to evaluate the effectiveness of these scholarships in assisting students with intellectual disabilities in college transition programs. The commission shall provide this report to the Governor, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee no later than September 30. Unexpended funds may be carried forward and used for the same purpose, except that up to $250,000 may be used by the CTP consortium (known as The South Carolina Inclusive Post-Secondary Education Consortium) to be used collaboratively by the consortium to promote better awareness of CTP programs statewide as an option for youth with intellectual disabilities after high school through dedicated support for activities such as, but not necessarily limited to, student recruitment, development and maintenance of a consortium website and associated materials, and the provision of strategic informational events for prospective students and families across the State.

2022-23 CTP Scholarship Disbursements

For the 2022-23 academic year, institutions reported that 53 percent of their 59 recipients are male, and 47 percent are female. While five of the South Carolina institutions offer a non-residential program, the institutions reported that 86 percent of students participate in their residential programs. The ethnicity breakdown for recipients shows that 62 percent are White/Non-Hispanic, 26 percent are Black/African American, nine percent are Asian/Pacific Islander, and three percent are Unknown. Table 3 below shows Coastal Carolina has awarded more than one-third of the total number of recipients and has the largest award disbursement.

Table 3. CTP Scholarship Disbursements by Institutions from FYs 2021-22 - 2022-23

Institution	CTP Scholarship Disbursements				
	2021-22 Recipients	2021-22 Awards	2022-23 Recipients	2022-23 Awards	Total Award Disbursement
Clemson University	12	$60,000	14	$140,000	$200,000
Coastal Carolina University	20	$97,500	20	$195,000	$292,500

College of Charleston	9	$45,000	9	$90,000	$135,000
University of South Carolina	11	$55,000	10	$100,000	$155,000
Winthrop University	8	$37,500	6	$50,000	$87,500
Totals	**60**	**$295,000**	**59**	**$575,000**	**$870,000**

Note: Effective for 2022-23, the maximum scholarship award amount increased to $10,000 per year. For the 2021-22 academic year, the maximum scholarship award amount was $5,000 per year.

National Data

National Core Indicators – Aging and Disabilities (NCI-AD) is a collaborative effort between the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI). The program began in 1997, and the purpose was to support NASDDDS member agencies to gather a standard set of performance and outcome measures that can be used to track their own performance over time, compare results across states, and establish national benchmarks. The NCI-AD program serves as a valuable resource for information about individuals with developmental disabilities receiving services across a large sample of states. Currently, there are 49 states that participate but states submitting data can vary from year to year.

Using the www.nationalcoreindicators.org website, users of the data can generate charts for national benchmarks on employment rate, independent living, as well as the averages for the state of South Carolina.

The most recent NCI-AD data is from the 2021-22 year. Table 4 below highlights three measures from the survey, whether an individual takes an action for employment opportunities, whether an individual has a paid community job, and whether an individual lives independently.

Table 4. Comparison of 2021-22 National Data to South Carolina Data for Individuals with Disabilities

NCI Survey Measures	National Average	South Carolina Average
Individual takes classes, training, or other action to get a job or a better job	17%	50%
Individual has paid community job	16%	25%
Individual has their own home or apartment	15%	12%

For two of the selected measures, South Carolina outcomes outperform the national average. For the third, whether an individual has their own home or apartment, South Carolina trails the national average by three percentage points.

It should be noted that the COVID-19 pandemic greatly affected this population of individuals. NCI-AD created a 2020-2021 COVID-19 Family Supplement survey to collect data on changes experienced due to the pandemic. Twenty-eight percent of respondents reported they experienced disruptions in their lives including losing a job and 15 percent reported having trouble feeding their families.

South Carolina's College Transition Programs' Completion Data

South Carolina's five CTP programs provided the CHE with completion data for the five previous academic years (AY), 2018-19 - 2022-23. Over the past five years, the data shows mixed results. The employment rate increased by 11 percentage points from 80 percent to 91 percent. The COVID-19 pandemic severely impacted this population of students and that is reflected in both the program completion rate and independent living outcomes data. While the program completion rate data shows that it has now rebounded past pre-COVID levels, the independent living outcomes are still struggling to reach their pre-COVID levels.

Table 5. CTP Completion Data by Institution from AYs 2018-19 – 2022-23

Program Completion Rate	2018-19	2019-20	2020-21	2021-22	2022-23
Carolina LIFE - USC	80%	80%	80%	80%	100%
ClemsonLIFE	100%	92%	96%	96%	100%
College of Charleston REACH	*N/A	*N/A	*N/A	73%	91%
Coastal Carolina LIFE	100%	71%	90%	90%	*N/A
Winthrop Think College	100%	100%	85.71%	88%	*N/A
CTP Average Completion Rate	**95%**	**86%**	**88%**	**85%**	**97%**

Notes: *These data points were not provided.

Table 6. CTP Independent Living Outcome Data by Institution from AYs 2018-19 – 2022-23

Independent Living Outcome	2018-19	2019-20	2020-21	2021-22	2022-23
Carolina LIFE - USC	70%	50%	25%	25%	50%
ClemsonLIFE	43%	43%	55%	55%	62%
College of Charleston REACH	53%	*See notes	78%	78%	64%
Coastal Carolina LIFE	75%	25%	33%	16%	27%
Winthrop Think College	33%	**See notes	41%	41%	16%
CTP Average Independent Living Rate	**55%**	**39%**	**46%**	**43%**	**44%**

Notes: * Not recorded due to COVID
     ** Almost all students returned home

Table 7. CTP Employment Rate Data by Institution from AYs 2018-19 – 2022-23

Employment Rate	2018-19	2019-20	2020-21	2021-22	2022-23
Carolina LIFE	85%	100%	100%	100%	100%
ClemsonLIFE	90%	90%	100%	100%	100%
College of Charleston REACH	85%	*See notes	91%	91%	91%
Coastal Carolina LIFE	75%	85%	83%	83%	100%
Winthrop Think College	67%	80%	75%	75%	66%
Total SC Programs	**80%**	**89%**	**90%**	**90%**	**91%**

Persistence Data

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

To provide an initial overview of the program's impact, Table 9 highlights that a total of 297 students have graduated from CTP programs as of the end of the 2022-23 academic year.

Table 9. Summary of CTP Program Graduates

Institution	Certification Awarded	CTP Graduates			
		2013-21	2021-22	2022-23	Total
Clemson University	Certificate of Completion	81	14	8	103
Coastal Carolina University	Certificate of Completion	38	4	12	54
College of Charleston	Certificate of Completion	42	11	7	60
University of South Carolina	Certificate of Completion	41	6	5	52
Winthrop University	Certificate of Completion	17*	5	6	28
Total CTP Graduates		**219**	**40**	**38**	**297**

Note: *Winthrop University reported CTP graduates from 2019-2021.

Recognizing the importance of assessing student retention, the institutions involved in the program focused on tracking the retention rates from Year 1 to Year 2 and then from Year 2 to Year 3. These calculations encompass data starting from the 2020-21 academic year.

Table 10 shows the average retention rates observed during this analysis. It indicates a 98 percent retention rate from Year 1 to Year 2, which demonstrates a strong level of persistence among CTP students. However, the retention rate decreases to 85 percent from Year 2 to Year 3, as reflected in Table 11. These figures provide a preliminary understanding of the program's effectiveness in terms of student retention, and they highlight areas where further improvements may be needed.

Table 10. Summary of CTP Retention Data from Year 1 to Year 2 for 2020-21 – 2021-22

Student Retention Data: Year 1 to Year 2	2020-21	2021-22
Carolina LIFE	100%	90%
ClemsonLIFE	100%	100%
College of Charleston REACH	80%	100%
Coastal Carolina LIFE	64%	100%
Winthrop Think College	84%	100%
Year 1 to Year 2 Retention Rate	**86%**	**98%**

Table 11. Summary of CTP Retention Data from Year 2 to Year 3 from 2020-21 – 2021-22

Student Retention Data: Year 2 to Year 3	2020-21	2021-22
Carolina LIFE	83%	100%
ClemsonLIFE	100%	100%
College of Charleston REACH	80%	90%
Coastal Carolina LIFE	100%	50%
Winthrop Think College*	N/A	N/A
Year 2 to Year 3 Retention Rate	**86%**	**85%**

Note: *Winthrop University is planning to start Year 3 programing for the 2023-24 academic year.

The CHE, in collaboration with the Consortium, plans to continue developing additional performance measures. The CHE is committed to comprehensively evaluate the impact of the scholarship program and ensure its alignment with the desired outcomes. By analyzing the persistence and retention data, as well as implementing new measures, the CHE aims to gain valuable insights into the program's efficacy and make informed decisions to enhance student outcomes in the future.

Per proviso, the report due date is September 30 each year. Because the report due date coincides with the return of school for the Fall term, the CHE does not have data on the AY 2023-24 scholarship recipients. If the report due date in the proviso, were adjusted for future years, it would allow CHE staff to report retention and persistence data on the previous year's scholarship recipients.

August 2, 2023

MEMORANDUM

TO: Dr. Hugh Mobley, Chair, and Members, Access & Equity and Student Affairs Committee

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

Tucker Hipps Transparency Act 265 of 2016

Background

The Tucker Hipps Transparency Act in Act 265 of 2016 requires S.C. four-year public institutions, with exception to the Medical University of SC (MUSC) and The Citadel, to maintain reports of actual findings of certain misconduct by fraternity and sorority organizations. The sunset provision of Act 265 of 2016 resulted in the expiration of the Act on June 29, 2019, unless the provisions of the Act were extended or reenacted by the General Assembly **(Attachment I)**. The General Assembly approved the Tucker Hipps Transparency Act under permanent continuation and thereby repealed the sunset provision on April 26, 2019. Act 265 of 2016 permanently authorized the Tucker Hipps Transparency Act **(Attachment II)**.

Overview

According to the Act, a public higher education institution, excluding technical colleges, MUSC and The Citadel, must maintain a report of actual findings of violations of the institution's Conduct of Student Organizations by fraternity and sorority organizations affiliated with the institution. A report of actual findings of violations of the Conduct of Student Organizations is required for offenses involving alcohol, drugs, sexual assaults, physical assaults and hazing. The name of the organization, and when the organization was charged with the misconduct must be provided as well as the dates on which the citation was issued regarding the event and the initiation date of the investigation. The institution must provide a general description of the incident, the charges, findings, and sanctions placed on the organization, and the date the matter was resolved.

The report must not include personal identifiable information of individual students. The institution, according to the Act, must update this report at least forty-five calendar days before the start of the fall and spring academic semesters and provide reports on its internet website in a prominent location.

The Tucker Hipps Transparency Act requires the institution to furnish a printed notice of the nature and availability of the report and the website address where it can be accessed for student and parent orientation purposes. The institution must maintain updated reports over a four-year period on their websites. Each public institution, with the exception of MUSC and The Citadel, must submit to the

Commission on Higher Education a statement within fourteen calendar days of posting the updated report.

Tucker Hipps Transparency Act Academic Year 2022-2023 Reporting of Violations
Spring 2022 and Fall 2022

https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/TuckerHippsTransparencyAct.aspx

Due to the COVID-19 pandemic, there were fewer violations reported by the public institutions.

Institutions	Updated	Violations
Clemson University	12/19/2022	**Pi Kappa Phi** Incident Date: 9-22-22 Date Resolved: 11-30-22 Investigation revealed instances of hazing by the organization Disciplinary Probation/Restriction of Privileges The chapter must comply with all PKA's requirements as directed by their National Headquarters Standards Decision.
University of South Carolina	1/4/2022	**Kappa Sigma** Incident Date: 9-13-22 Resolved Date: 12-9-22 Information was provided to university staff alleging hazing concerns. An investigation conducted by the university determined concerns related to inappropriate activities in the new member education experience. **Theta Delta Chi** Incident Date: 9-20-22 Date Resolved: 11-4-22 Information was provided to university staff alleging hazing concerns. An investigation conducted by the university determined concerns related to inappropriate activities in the new member education experience. **Phi Delta Theta** Incident: 10-26-22 Resolved: 10-28-22 Information was provided alleging the organization failed to meet the university initiation deadline. It was found that the group had failed to initiate on time and falsely reported to the university they had completed their initiation.

		Phi Kappa Alpha Incident: 10-1-22 Resolved: 10-26-22 Information was provided by university staff alleging a failure by the organization to follow office policies related to events. **Kappa Alpha Order** Incident: 09-13-22 Resolved: 10-10-22 Incident Description: Information was provided to university staff alleging hazing concerns. An investigation conducted by the university determined concerns related to inappropriate activities in the new member education experience. **Phi Kappa Sigma** Incident: 09-13-22 Resolved: 09-29-22 Information was provided to university staff alleging hazing concerns. An investigation conducted by the university determined concerns related to inappropriate activities in the new member education experience. **CHI Psi** Incident: 08-21-22 Date Resolved: 08-25-22 Information was provided by university staff alleging a failure by the organization to follow directives.
Coastal Carolina University	12/8/2022	**Kappa Sigma** Incident: 02-25-22 Date Resolved: 05-03-22 Physical altercation and property damage at an off-campus residence involving 11 members.
College of Charleston	1/3/2022	No violations reported during the 2022 -2023 Academic Year.
Francis Marion University	12/19/2022	No violations occurred during the 2022 -2023 Academic Year.
Lander University	10/20/2022	**Delta Sigma** Incident Date: 03-30-22 Date Resolved: 4-27-22 Hazing Harm to Persons/ Threatening Conduct Disorderly Conduct

South Carolina State University	12/6/2022	No violations occurred during the 2022 -2023 Academic Year.
USC Aiken	1/10/2023	No violations occurred during the 2022 -2023 Academic Year.
USC Beaufort	1/15/2022	No violations occurred during the 2021 -2022 Academic Year.
USC Upstate	1/2/2022	No violations occurred during the 2022 -2023 Academic Year.
Winthrop University	12/6/2022	Pi Kappa Phi Incident Date:10-31-22 Date Resolved: 11-18-22 Failure to abide by any published University policy or procedure, including but not limited to Interim Title IX Sexual Harassment Policy, Social Event Guidelines for student organizations, Membership intake/education policies for Greek-letter organizations, and temporary or permanent health safety guidelines.

South Carolina General Assembly
121st Session, 2015-2016

A265, R304, H4521

STATUS INFORMATION

General Bill
Sponsors: Reps. Putnam, Burns, Loftis, Felder, Taylor, Whipper and R.L. Brown
Document Path: l:\council\bills\ms\7176ab16.docx

Introduced in the House on January 12, 2016
Introduced in the Senate on March 17, 2016
Last Amended on June 2, 2016
Passed by the General Assembly on June 2, 2016
Governor's Action: June 9, 2016, Signed

Summary: Tucker Hipps Transparency Act

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
12/3/2015	House	Prefiled
12/3/2015	House	Referred to Committee on **Education and Public Works**
1/12/2016	House	Introduced and read first time (House Journal-page 92)
1/12/2016	House	Referred to Committee on **Education and Public Works** (House Journal-page 92)
1/19/2016	House	Member(s) request name added as sponsor: Loftis
2/25/2016	House	Member(s) request name added as sponsor: Felder, Taylor
3/10/2016	House	Committee report: Favorable with amendment **Education and Public Works** (House Journal-page 3)
3/15/2016	House	Member(s) request name added as sponsor: Whipper, R.L.Brown
3/16/2016	House	Amended (House Journal-page 11)
3/16/2016	House	Read second time (House Journal-page 11)
3/16/2016	House	Roll call Yeas-84 Nays-0 (House Journal-page 14)
3/17/2016	House	Read third time and sent to Senate (House Journal-page 7)
3/17/2016	Senate	Introduced and read first time (Senate Journal-page 4)
3/17/2016	Senate	Referred to Committee on **Education** (Senate Journal-page 4)
3/17/2016		Scrivener's error corrected
5/25/2016	Senate	Committee report: Favorable **Education** (Senate Journal-page 6)
5/31/2016	Senate	Read second time (Senate Journal-page 60)
6/1/2016	Senate	Amended (Senate Journal-page 57)
6/2/2016	Senate	Amended (Senate Journal-page 62)
6/2/2016	Senate	Read third time and returned to House with amendments (Senate Journal-page 62)
6/2/2016		Scrivener's error corrected
6/2/2016	House	Concurred in Senate amendment and enrolled (House Journal-page 84)
6/2/2016	House	Roll call Yeas-99 Nays-0 (House Journal-page 84)
6/6/2016		Ratified R 304
6/9/2016		Signed By Governor
6/15/2016		Effective date 06/29/16
6/16/2016		Act No. 265

View the latest legislative information at the website

VERSIONS OF THIS BILL

12/3/2015
3/10/2016
3/16/2016
3/17/2016
5/25/2016
6/1/2016
6/2/2016
6/2/2016-A
6/2/2016-B

(A265, R304, H4521)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, TO ENACT THE "TUCKER HIPPS TRANSPARENCY ACT" BY ADDING SECTION 59-101-210 SO AS TO PROVIDE THAT BEGINNING WITH THE 2016-2017 ACADEMIC YEAR, PUBLIC INSTITUTIONS OF HIGHER LEARNING, EXCLUDING TECHNICAL COLLEGES, SHALL MAINTAIN REPORTS OF ACTUAL FINDINGS OF CERTAIN MISCONDUCT BY MEMBERS OF FRATERNITIES AND SORORITIES FORMALLY ASSOCIATED WITH THE INSTITUTION, TO SPECIFY INFORMATION THAT MUST BE INCLUDED AND MUST BE EXCLUDED, TO PROVIDE REQUIREMENTS FOR UPDATING AND PRESERVING REPORTS, TO PROVIDE INSTITUTIONS SHALL MAKE THE REPORTS AVAILABLE TO THE PUBLIC AND ONLINE, TO PROVIDE MEMBERS OF THE PUBLIC MAY SEEK REDRESS FOR SUSPECTED VIOLATIONS UNDER THE FREEDOM OF INFORMATION ACT; AND TO PROVIDE SPECIFIC REQUIREMENTS FOR THE INITIAL REPORTS EACH INSTITUTION SHALL COMPILE AND MAKE AVAILABLE; AND TO PROVIDE THE ACT EXPIRES THREE YEARS AFTER ITS EFFECTIVE DATE ABSENT FURTHER ACTION BY THE GENERAL ASSEMBLY.

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION   1. This act must be known and may be cited as the "Tucker Hipps Transparency Act".

Institutional reports of certain violations, contents, availability, redress for violations

SECTION   2. Article 1, Chapter 101, Title 59 of the 1976 Code is amended by adding:

   "Section 59-101-210. (A)(1) Beginning with the 2016-2017 academic year, a public institution of higher learning, excluding technical colleges, shall maintain a report of actual findings of violations of the institution's Conduct of Student Organizations by fraternity and sorority organizations formally affiliated with the institution.

(2) The report of actual findings of violations of the Conduct of Student Organizations is required for offenses involving:
    (a) alcohol;
    (b) drugs;
    (c) sexual assault;
    (d) physical assault; and
    (e) hazing.
(3) The report of actual findings of violations must contain:
    (a) the name of the organization;
    (b) when the organization was charged with misconduct;
    (c) the dates on which the citation was issued or the event occurred;
    (d) the date the investigation was initiated;
    (e) a general description of the incident, the charges, findings, and sanctions placed on the organization; and
    (f) the date on which the matter was resolved.
(4) The report must include no personal identifying information of the individual members and shall be subject to the requirements of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.
(5) The institution shall update this report at least forty-five calendar days before the start of the fall and spring academic semesters.
(6) The institution shall provide reports required under this section on its Internet website in a prominent location. The webpage that contains this report must include a statement notifying the public:
    (a) of the availability of additional information related to findings, sanctions, and organizational sanction completion;
    (b) where a member of the public may obtain the additional information that is not protected under the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; and
    (c) that the institution is required to provide this additional information pursuant to the South Carolina Freedom of Information Act.
(7) The institution shall furnish a printed notice of the nature and availability of this report and the website address where it can be found to attendees at student orientation.
(8) The institution shall maintain reports as they are updated for four years. Information that is four years old may be removed from the record by the institution as it updates its records.
(B) A public institution of higher learning shall submit to the Commission on Higher Education a statement within fourteen calendar days that the reports have been updated as required in subsection (A)(4). The commission shall publish on their webpage a link to the institution's updated reports.

(C) A member of the public who believes that an institution is not complying with the information disclosure required under this section may seek relief as provided for under the South Carolina Freedom of Information Act."

Initial reports

SECTION   3. Each public institution of higher learning shall compile an initial report and make it available to the public and online before the beginning of the 2016-2017 academic year. This initial report must include the information outlined in Section 59-101-210 beginning with data after December 31, 2012. If a university cannot comply with this requirement by the 2016-2017 academic year, they may apply for a one-year waiver but all public institutions must be compliant by the 2017-2018 academic year.

Time effective

SECTION 4.   This act expires three years after its effective date, unless extended or reenacted by the General Assembly by law.

Ratified the 6th day of June, 2016.

Approved the 9th day of June, 2016.

_____

1 COMMITTEE REPORT
2 April 10, 2019
3
4   **H. 3398**
5
6 Introduced by Reps. Clary, Norrell, Loftis, Hill, Felder, W. Cox and
7 Elliott
8
9 S. Printed 4/10/19--S.
10 Read the first time February 13, 2019.
11   ———
12
13   **THE COMMITTEE ON EDUCATION**
14   To whom was referred a Bill (H. 3398) to amend Act 265 of 2016,
15 relating to the establishment of the "Tucker Hipps Transparency
16 Act", so as to permanently authorize the act and to repeal the
17 three-year, etc., respectfully
18   **REPORT:**
19   That they have duly and carefully considered the same and
20 recommend that the same do pass:
21
22 GREG HEMBREE for Committee.
23   ———
24

[3398-1]

A BILL

TO AMEND ACT 265 OF 2016, RELATING TO THE ESTABLISHMENT OF THE "TUCKER HIPPS TRANSPARENCY ACT", SO AS TO PERMANENTLY AUTHORIZE THE ACT AND TO REPEAL THE THREE-YEAR SUNSET PROVISION.

Whereas, in 2016, the General Assembly enacted the "Tucker Hipps Transparency Act" in Act 265 of 2016, requiring public institutions of higher learning in this State to maintain reports of actual findings of certain misconduct by fraternity and sorority organizations, among other things; and

Whereas, the sunset provision of Act 265 of 2016 will result in the expiration of the act on June 29, 2019, unless the provisions of the act are extended or reenacted by the General Assembly; and

Whereas, the General Assembly finds that the success of the "Tucker Hipps Transparency Act" merits its permanent continuation, making it necessary to eliminate this sunset provision. Now, therefore,

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. The "Tucker Hipps Transparency Act", as established by Act 265 of 2016 and contained in Section 59-101-210, is permanently enacted by the provisions of this act.

SECTION 2. SECTION 4 of Act 265 of 2016 is repealed.

SECTION 3. This act takes effect upon approval by the Governor.
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