

2009-2010

THE SOUTH CAROLINA TEACHER LOAN PROGRAM

Annual Review



SC EDUCATION
OVERSIGHT COMMITTEE



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Annual Report on the South Carolina Teacher Loan Program

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2009-10 is attached. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

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Section I

Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program was established through action of the South Carolina General Assembly with the passage of the Education Improvement Act (EIA) of 1984. According to Section 59-26-20(j),

the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program whereby talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education.

The intent of the program was to encourage prospective college students from South Carolina to remain in the state to become teachers by offering loans that could be cancelled (or forgiven) if the recipient taught in a critical needs area. The program was one of a number of incentive programs included in the original EIA legislation. Beginning with an initial EIA appropriation of \$1.5 million, the annual appropriation for the Teacher Loan Program has varied from \$1.2 to \$5.4 million since inception. Historically, the program has been funded with EIA revenues. The South Carolina Student Loan Corporation (SCSL) administers the program for the state of South Carolina.

Eligibility

According to regulations promulgated by the Commission on Higher Education (R. 62-120) and communicated by the SCSL, eligible applicants for the South Carolina Teacher Loan program must meet the following criteria:

- Be a citizen or permanent resident of the United States;
- Be a resident of South Carolina as defined by state laws that determine residency for tuition and fee purposes at public colleges and universities in the state;
- Be enrolled in good standing and making satisfactory academic progress at an accredited public or private college or university on at least a half-time basis;
- Be enrolled in a program of teacher education or have expressed intent to enroll in such a program;
- For freshman applicants, be ranked in the top 40 percent of their high school graduating class and have an SAT or ACT score equal to or greater than the South Carolina average for the year of high school graduation;
- For enrolled undergraduate students, have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis I Exam. Students with an SAT score of 1100 or greater (1650 or greater for exams taken on or after March 1, 2005 when the Writing Section was added to the SAT) or an ACT score of 24 or greater are exempt from the Praxis I requirement;
- For entering graduate students, have an undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale;

- For enrolled graduate students who have completed at least one term, have a grade point average of 3.5 or better on a 4.0 scale; and
- For all graduate students, must be seeking initial certification in a critical subject area if previously certified to teach.

Students must reapply every year to the program with priority given to borrowers who are renewing their loans. There is no expedited process for existing loan recipients. Furthermore, according to SCSL, changes in federal laws regarding student loans have not impacted the administration of the South Carolina Teacher Loan program.

Loan Amounts and Forgiveness

College freshmen and sophomores may receive loans for up to \$2,500 per year, while juniors, seniors, and graduate students may borrow up to \$5,000 per year. The cumulative maximum amount is \$20,000. The loan can be used for any purpose at the discretion of the recipient; it is not designated for tuition, room, board, books, etc. Loans may not exceed the cost of attendance as determined by the college Financial Aid Office.

Under current guidelines, teacher loans may be cancelled at the rate of 20 percent annually or \$3,000, whichever is greater, for each full year of teaching in a critical subject **or** a critical geographic area within the state. Should both criteria be met, teaching in a critical subject **and** in a critical geographic area simultaneously, the loan may be cancelled at an annual rate of 33 1/3 percent or \$5,000, whichever amount is greater for each full year of teaching. As stated on the application, “the subject areas deemed critical at the time of application will be honored for forgiveness when teaching begins; critical geographic areas must be deemed critical at the time of employment.” The State Board of Education annually reviews potential need areas and makes designations; therefore, areas of critical need may change from year to year.

If the loan recipient fails to teach in an area of critical need, either subject or geographic area, the recipient must repay the full amount borrowed plus accrued interest. The interest rate for the Teacher Loan Program is the maximum interest rate on the Federal Stafford Loan plus 2 percent. The current rate on the Federal Stafford Loan is 6.8 percent.

After a borrower has signed a contract to teach in a critical need area or areas, the teacher submits a completed “SC Teachers Loan Forgiveness”(Form 9250) to SCSL. After receipt and approval of the form, payments are deferred for the school year. Prior to the end of the school year, the borrower is mailed instructions for completing the “SC Teachers Loan and Governor’s Teaching Scholarship Confirmation Form” (Form 9260). If the borrower fails to complete the form, the borrower is mailed another 9260 form with instructions to complete the form by August 1. If the form has not been received by August 1, another form 9260 with instructions is mailed. Upon receiving and reviewing the completed form, SCSL calculates the forgiveness benefit and applies it to the outstanding balance of the respective loan. Both Forms 9250 and 9260 include sections that must be completed and certified by the district personnel officer or the school district superintendent. The forms are also available on SCSL’s website.

Other Teacher Loan Programs

Appropriations from the General Fund also support two other teacher loan programs – Career Changers and PACE (Program for Alternative Certification for Educators). The Career Changers Program was designed to recruit individuals with undergraduate degrees in areas other than teaching who have been working for at least three years. Participants in the Career Changers

Program must be at least half-time students and are eligible to borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.

PACE, originally named the Critical Needs Certification Program, places qualified applicants in South Carolina classrooms as teachers; the participants possess an undergraduate degree or equivalent in the content area in which they are teaching, but lack the courses needed for certification. PACE participants teach full-time and take courses toward certification while employed. They are eligible for up to \$750 per year for up to four years to help defray educational costs.

Reductions in General Fund revenues have resulted in reductions to these loan programs. In Fiscal Year 2009-10 the General Assembly appropriated \$1,331,005 for these programs; however, a mid-year General Fund revenue reduction lowered the appropriation by \$360,577 or 27.1 percent. In the current fiscal year, 2010-11, the total appropriation is \$1,065,125.

Funding of the Teacher Loan Program

With funds from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the loan program in the amounts shown in Table 1. Data in the table also include the administrative costs of the program and the amount of funds utilized from repayments. Administrative costs have declined annually since 2004-05. In 2009-10 5.2 percent of all funds expended for the program were spent on administration.

Table 1
SC Teacher Loan Program: Revenues and Loans Over Time

Year	Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Administration	Amount Loaned
1984-85	1,500,000	0	0	1,500,000	124,033	8.3	300,000
1985-86	1,250,000	0	0	1,250,000	71,214	5.7	1,008,115
1986-87	1,943,059	75,000 ¹	0	1,943,059	84,376	4.3	1,776,234
1987-88	2,225,000	75,000 ¹	100,000	2,325,000	98,976	4.3	2,277,402
1988-89	2,925,000	75,000 ¹	350,000	3,275,000	126,941	3.9	2,889,955
1989-90	3,300,000	0	300,000	3,600,000	154,927	4.3	3,284,632
1990-91	4,600,000	1,000,000 ²	300,000	4,900,000	210,741	4.3	3,978,476
1991-92	4,600,000	1,000,000 ²	900,000	5,500,000	217,981	4.0	4,350,908
1992-93	4,775,000	1,175,000 ²	1,350,000	6,125,000	248,703	4.1	4,628,259
1993-94	4,775,000	1,175,000 ²	1,350,000	6,125,000	254,398	4.2	4,805,391
1994-95	5,016,250	1,233,750 ²	1,135,000	6,151,250	272,260	4.4	4,761,397
1995-96	3,016,250	0	1,885,000	4,901,000	219,058	4.5	3,999,053
1996-97	3,016,250	0	1,108,500	4,124,500	222,557	5.4	3,936,538
1997-98	3,016,250	0	2,067,000	5,083,000	248,704	4.9	4,393,679
1998-99	3,016,250	1,000,000 ³	2,565,000	4,581,250	295,790	6.5	4,423,446
1999-2000	3,016,250	1,000,000 ³	2,550,000	4,566,250	272,115	5.0	4,240,693
2000-2001	3,916,250	0	3,000,000	6,916,250	279,800	4.1	5,556,854
2001-2002	3,016,250	145,216*	3,265,000	6,136,034	321,058	5.2	5,815,382
2002-2003	2,863,826	144,471*	2,950,000	5,669,355	346,601	6.1	5,332,946
2003-2004	3,016,250	129,980*	2,953,266	5,863,826	362,600	6.2	5,476,936
2004-2005	3,209,270	0	1,821,610	5,030,880	392,375	7.8	4,638,505
2005-2006	5,367,044	0	354,175	5,721,219	402,300	7.0	5,318,915
2006-2007	5,367,044	0	939,900	6,306,944	437,885	6.9	5,869,059
2007-2008	5,367,044	81,325*	1,801,962	7,087,681	415,216	5.9	6,672,465
2008-2009	5,054,521	841,460*	3,500,000	7,713,061	413,739	5.4	7,299,322
2009-2010	4,000,722	0	3,000,000	7,000,722	360,619	5.2	6,640,103
2010-2011	4,000,722						

Source: South Carolina Student Loan Corporation, 1995-2010.

*Mid-year budget cuts. ¹Transferred to SC State for Minority Recruitment.

²Transferred to Governor's Teaching Scholarship Program. ³Transferred to SDE for Technology and GT Identification

In Fiscal Year 2009-10 the General Assembly appropriated \$4,000,722 in EIA revenues to the Teacher Loan Program. The reduction in funding was consistent with declining EIA revenues and reduced appropriations to most EIA line items due to the national recession. To supplement the number of loans available, SCSL used approximately \$3,000,000 in revolving funds to pay for loans in 2009-10. The Revolving Fund includes monies collected by SCSL from individuals who do not qualify for cancellation. At the end of Fiscal Year 2008-09 the Revolving Fund had balance of \$7,504,489. At the end of Fiscal Year 2009-10, the balance was \$7,419,849. The total amount of monies loaned in 2009-10 was \$6,640,103.

Critical Need Identification

In the Education Improvement Act, the General Assembly assigned the responsibility of defining the critical need areas to the State Board of Education (SBE): "Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education." Beginning in the fall of 1984, the SBE has defined the certification and geographic areas considered critical and subsequently those teaching

assignments eligible for cancellation. Only two subject areas – mathematics and science - were designated critical during the early years of the programs, but teacher shortages expanded the number of certification areas.

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all 85 regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions; teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). SCDE then determines “the number of teaching positions available in 2008-09 that were vacant or filled with candidates not fully certified in the particular subject area.”¹ Table 2 documents the critical need subject areas since 2008-09 as approved by the State Board of Education. Subject areas in bold type were added as critical need subject areas. For 2009-10 eliminated from the list of critical need subject areas was Early Childhood Education and added was Health. However, in 2010-11, Health was eliminated from the list and no new areas added.

Table 2
Critical Need Subject Areas

(Ranked in Order of Greatest Number of Positions Vacant or Filled by not Fully Certified Candidates)

	2008-09	2009-10	2010-11
1	Business Education	Business Education	Business Education
2	Dance	Family/Consumer Science	Speech and Drama, Theater
3	Speech and Drama, Theatre	Media Specialist	Industrial Technology
4	Family/Consumer Science	Speech and Drama, Theater	Media Specialist
5	Agriculture	Agriculture	Science (Biology, Chemistry, Physics, and Science)
6	Science (Biology, Chemistry, Physics, and Science)	Science (Biology, Chemistry, Physics, and Science)	Mathematics
7	Foreign Languages (French, Spanish, Latin, and German)	Dance	Family/Consumer Science
8	Industrial Technology	Foreign Languages (French, Spanish, Latin, and German)	Foreign Languages (French, Spanish, Latin, and German)
9	Speech Language Therapist	Speech Language Therapist	All Middle-level areas
10	Special Education – All Areas	Industrial Technology	English
11	Mathematics	English	Agriculture
12	All Middle-level Areas	All Middle-level Areas	Special Education – All Areas
13	English	Special Education – All Areas	Speech Language Therapist
14	Media Specialist	Physical Education	Art
15	Music	Art	Physical Education
16	Art	Health	Music
17	Physical Education	Mathematics	
18	Early Childhood Education	Music	

¹ State Board of Education, “Identification of Critical Need Subject Areas for 2009-10 Relative to the South Carolina Teacher Loan Cancellation Program,” Code: EP-02, December 10, 2008.

Appendix B is the actual number of vacant teacher positions by subject area and school level in South Carolina as reported by CERRA. Table 3 below summarizes the total number of vacant positions for the past three years as well as the total number of teacher positions funded.

Table 3
Teacher and Supporting Staff Positions

	Fall 2008	Fall 2009	Fall 2010
Number of Vacant Teacher Positions	296.6	203.75	189.75
Total Number of Allocated Teacher Positions	52,420.76	50,889.69	48,744.71

Source: CERRA

The criteria used in designating critical geographic schools have evolved over time. The State Board of Education has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the Federal free and reduced price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 4 documents the number of geographic critical need schools in South Carolina since 2008-09.

Table 4
Critical Geographic Need Schools

Year	Total Schools	Type of School					Qualification		
		Career Centers	Primary Schools	Elementary Schools	Middle Schools	High Schools	Absolute Rating	Teacher Turnover	Poverty Index
2010-11	714	3	30	429	182	101	N/A	269	657
2009-10	785	3	29	420	209	106	476	286	669
2008-09	754	3	26	402	200	111	470	266	629

Source: South Carolina Department of Education

Note: Some schools may be designated in more than one category (i.e., middle and high).
N/A due to the March 2011 release of the 2010 high school report cards.

In 2009-10 there were 785 schools that were classified as critical geographic need schools. There were a total of 1,213 schools in the state in 2009-10.² Consequently, two-thirds or 65 percent of all schools were critical geographic need schools. It should be further noted that 64 percent of all primary, elementary, and middle schools in the state in 2009-10 had a poverty index of 70 percent or higher based on the 2010 school report cards. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase, resulting in less focus of the program on schools most in need.

² Includes all local public charter schools, the South Carolina Public Charter School District, Felton Lab, John de la Howe School, Palmetto Unified, Wil Lou Gray Opportunity School, School for the Deaf and Blind, Governor's School for Science and Mathematics, and the Governor's School for the Arts and Humanities. Source: South Carolina Department of Education, School List Portal. <<http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/SchoolListPortal.html>>.

Section II

Applications to the Teacher Loan Program

During the first ten years of the Teacher Loan Program, 11,387 individuals received a loan through the Teacher Loan Program. Specific demographic information is not available for these recipients, but information on applicants since 1994-95 is available. Since 1994-95, the South Carolina Student Loan has received and processed 31,660 applications for the Teacher Loan Program (Table 5). The number of applicants is a duplicated count as one applicant could have applied for loans in multiple years. Of the 31,660 applications, 68 percent were approved; 26 percent were denied, and 6 percent were cancelled by the applicant. Applications generally were denied for any of several reasons. The most common reason for denial was the failure of the applicant to meet the academic grade point criteria. Inadequate funds accounted for another one-fourth of all denials.

Table 5
Status of Applicants

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
1994-95	2,242	1,416	176	650	241	48	240	69	52
1995-96	2,024	986	176	862	229	8	490	115	20
1996-97	1,446	982	118	346	262	5		51	28
1997-98	1,545	1,117	119	309	201	3		63	42
1998-99	1,569	1,138	128	303	182	10		54	57
1999-00	1,532	1,121	85	326	206	6		69	45
2000-01	2,028	1,495	112	421	244	16		86	75
2001-02	2,297	1,536	106	655	312	8	157	122	56
2002-03	2,004	1,332	110	562	219	3	126	139	75
2003-04	1,948	1,345	118	485	189	1	104	125	66
2004-05	1,735	1,101	93	541	148	1	267	65	60
2005-06	1,902	1,299	154	449	145	2	111	102	89
2006-07	2,033	1,466	150	417	206	3	37	78	93
2007-08	2,451	1,711	169	571	249	10	114	122	76
2008-09	2,676	1,888	126	662	263	10	193	118	78
2009-10	2,228	1,555	92	581	147	13	300	75	46
TOTAL	31,660	21,488	2,032	8,140	3,443	147	2,139	1,453	958
%		68%	6%	26%					

Source: South Carolina Student Loan Corporation, 1995-2010

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

***Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

In 2009-10 the total number of applications to the Teacher Loan Program declined by 17 percent over the prior year. The decline marked the largest single year reduction in applications to the program since 1996-97. This reduction is in sharp contrast to the prior year, 2008-09, in which the largest number of applications to the program was made. There are no data to explain

the reduction. One possible explanation is that students reevaluated their career paths. Reports of staff reductions in public schools during the recession may have caused students to consider other career fields as well as other options for financing their education.

Of the 581 applications denied, 300 or slightly more than half were due to limited program funding. SCSL estimates that an additional \$1,281,000 would have been needed to fund all eligible applications in 2009-10. Consequently, the number of applications approved was also down by 333 or 18 percent from the prior year.

Description of Applicants

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SCSL, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

Historically, applicants for the program have been overwhelmingly white and/or female (Tables 6 and 7). This trend continued in 2009-10 with 79 percent of all applicants female and 81 percent, white. The data demonstrate a consistent and annual increase in the percentage of male applicants. In 2009-10 18.8 percent of all applicants were males. In 2009-10 18.3 percent of all public school teachers in South Carolina were male.³ Therefore, by gender, applicants to the South Carolina Teacher Loan Program reflect the gender of the existing South Carolina public school teaching force. Not all students completed the question referencing race; therefore, these percentages do not include 100 percent of all applicants.

³ Source: CERRA from data collected by the South Carolina Department of Education. Teacher is defined as individuals having Position Codes 3, 5-8, 17, and 46 as reported on PCS.

Table 6
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
1994-95	2,242	246	11.0%	1,476	65.8%	520	23.2%
1995-96	2,024	305	15.1%	1,692	83.6%	27	1.3%
1996-97	1,446	195	13.5%	1,189	82.2%	62	4.3%
1997-98	1,545	247	16.0%	1,241	80.3%	57	3.7%
1998-99	1,569	261	16.6%	1,267	80.8%	41	2.6%
1999-00	1,532	263	17.2%	1,212	79.1%	57	3.7%
2000-01	2,028	299	14.7%	1,628	80.3%	101	5.0%
2001-02	2,297	288	12.5%	1,769	77.0%	240	10.4%
2002-03	2,004	246	12.3%	1,599	79.8%	159	7.9%
2003-04	1,948	253	13.0%	1,480	76.0%	215	11.0%
2004-05	1,735	261	15.0%	1,413	81.4%	61	3.5%
2005-06	1,902	282	14.8%	1,305	68.6%	315	16.6%
2006-07	2,033	328	16.1%	1,482	72.9%	223	11.0%
2007-08	2,451	410	16.7%	1,845	75.3%	196	8.0%
2008-09	2,676	483	18.0%	2,102	78.6%	91	3.4%
2009-10	2,228	418	18.8%	1,763	79.1%	47	2.1%
TOTAL:	31,660	4,785	15.1%	24,463	77.3%	2,412	7.6%

Source: South Carolina Student Loan Corporation, 1995- 2010.

In the 1990s several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2010-11 appropriated by proviso \$350,111 in EIA revenues to the program. SC-PRRMT promotes “teaching as a career choice by publicizing the many career opportunities and benefits in the field of education. . . . 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.”⁴ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁵

Over time, 15 percent of all applicants to the Teacher Loan program have been African American (Table 7). The percentage of African Americans applying to the program declined from 17 percent in 2008-09 to 14 percent in 2009-10. For comparison purposes, 15.1 percent of teachers employed in public schools in 2009-10 were African American.⁶

⁴ 2010-11 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, October 2010.

⁵ Ibid.

⁶ Source: CERRA from data collected by the South Carolina Department of Education. Teacher is defined as individuals having Position Codes 3, 5-8, 17, and 46 as reported on PCS.

Table 7
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity,

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
1994-95	2,242	210	9	20	1	1,580	70	432	19
1995-96	2,024	271	13	31	2	1,664	82	58	3
1996-97	1,446	236	16	14	1	1,115	77	81	6
1997-98	1,545	258	17	12	1	1,195	77	80	5
1998-99	1,569	301	19	9	1	1,193	76	66	4
1999-00	1,532	278	18	14	1	1,164	76	76	5
2000-01	2,028	310	15	25	1	1,555	77	138	7
2001-02	2,297	361	16	15	1	1,630	71	291	13
2002-03	2,004	280	14	14	1	1,506	75	204	10
2003-04	1,948	252	13	13	<1	1,426	73	257	13
2004-05	1,735	263	15	17	1	1,357	78	98	6
2005-06	1,902	267	14	28	1	1,416	74	191	10
2006-07	2,033	356	17	20	1	1,495	74	162	8
2007-08	2,451	401	16	37	1	1,823	74	190	8
2008-09	2,676	453	17	54	2	2,059	77	110	4
2009-10	2,228	317	14	38	2	1,802	81	71	3
TOTAL	31,660	4,814	15	361	1	23,980	76	2,505	8%

Source: South Carolina Student Loan Corporation, 1995-2010.

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and school so that they will be civic advocates of education." Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. In 2009-10 36 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program (Table 8). Since 1994-95, approximately one-third all applicants have participated in the Teacher Cadet Program.

Table 8
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	%	Not Teacher Cadets	%	UNKNOWN	%
1994-95	2,242	761	34	1,348	60	133	6
1995-96	2,024	751	37	1,203	59	70	3
1996-97	1,446	537	37	864	60	45	3
1997-98	1,545	545	35	946	61	54	4
1998-99	1,569	577	37	939	60	53	3
1999-00	1,532	560	37	896	58	76	5
2000-01	2,028	685	34	1,245	61	98	5
2001-02	2,297	773	34	1,269	60	155	7
2002-03	2,004	727	36	1,209	60	68	3
2003-04	1,948	669	34	1,186	61	93	5
2004-05	1,735	567	33	1,051	60	117	7
2005-06	1,902	580	31	1,006	53	316	17
2006-07	2,033	695	34	1,269	62	69	3
2007-08	2,451	792	32	1,523	62	136	6
2008-09	2,676	819	31	1,670	62	187	7
2009-10	2,228	811	36	1,352	61	65	3
TOTAL	31,660	10,849	34	18,976	60	1,735	5

Source: South Carolina Student Loan Corporation, 1995-2010

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 9 showcases the number of applicants by academic level. While historically only 18 percent of program applicants are freshmen, consistently 59 percent are continuing undergraduates. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 9
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		#	%	#	%	#	%	#	%	#	%
1994-95	2,242	491	22	1,403	60	76	3	171	8	101	5
1995-96	2,024	435	21	1,280	60	92	4	155	8	62	3
1996-97	1,446	261	18	897	60	73	10	164	11	51	4
1997-98	1,545	272	18	876	60	138	10	202	13	57	4
1998-99	1,569	295	19	856	60	146	10	224	14	48	3
1999-00	1,532	331	22	863	60	135	10	196	13	7	<1
2000-01	2,028	440	22	1,087	50	194	10	300	15	7	1
2001-02	2,297	545	24	1,241	54	215	9	291	13	5	<1
2002-03	2,004	336	17	1,183	59	205	10	277	14	3	<1
2003-04	1,948	298	15	1,177	60	194	10	263	14	16	<1
2004-05	1,735	232	13	1,068	62	162	9	256	15	17	1
2005-06	1,902	281	15	1,083	57	231	12	248	13	59	3
2006-07	2,033	363	18	1,157	57	209	10	251	12	53	3
2007-08	2,451	445	18	1,471	60	186	8	233	9	116	5
2008-09	2,676	428	16	1,534	57	265	10	278	10	171	6
2009-10	2,228	404	18	1,370	61	204	9	207	9	43	2
TOTAL	31,660	5,857	18	18,546	59	2,725	9	3,716	12	813	3

Source: South Carolina Student Loan Corporation, 1995-2010.

Section III

Recipients of a South Carolina Teacher Loan

To reiterate, over time, approximately two-thirds of all applicants to the Teacher Loan Program have qualified and received a South Carolina Teacher Loan. In 2009-10, of the 2,228 applications received, 1,555 individuals or 70 percent of all applicants received a Teacher Loan. In 2009-10 the number of applications declined by 17 percent, and the number of loans awarded also declined by 18 percent from the prior year. According to the South Carolina Student Loan Corporation, the average loan amount in 2009-10 was \$4,270.

Table 10 documents the distribution of loan recipients over time by academic level. In 2009-10 84 percent of all Teacher Loan Program recipients were undergraduate students as compared to 79 percent in 2008-09. Looking at the undergraduate recipients, over sixty percent, were juniors or seniors. The data show that there is an annual decline in loan recipients between freshman and sophomore years. There are several possible reasons for the decline: (1) individuals may decide that they do not want to become teachers; (2) some students may leave college after freshman year; and (3) some individuals may no longer meet the qualifications to receive the loans. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional TLP loans until the Praxis I was passed. In 2009-10 there was an overall decline in the number of loans awarded to graduate students.

Table 10
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
1994-95	268	143	290	381	37	64	41	12
1995-96	8	108	246	395	34	91	45	3
1996-97	137	71	228	359	31	70	67	18
1997-98	173	105	225	338	37	165	45	22
1998-99	292	107	228	330	34	168	67	8
1999-00	225	93	205	324	36	143	88	7
2000-01	291	145	278	376	48	231	104	19
2001-02	318	166	306	400	35	208	82	8
2002-03	183	143	274	396	31	218	72	13
2003-04	168	114	317	386	55	187	86	26
2004-05	121	69	248	392	50	118	82	20
2005-06	185	89	230	419	67	203	85	21
2006-07	221	148	267	441	61	212	92	15
2007-08	344	195	345	469	61	207	80	8
2008-09	328	225	426	459	59	284	85	22
2009-10	286	165	362	452	48	157	76	9
TOTAL	3548	2086	4475	6317	724	2726	1197	231

Source: South Carolina Student Loan Corporation, 1995-2010

Comparing the academic status of applicants to actual recipients in 2009-10, the percentages are similar (Table 11).

Table 11
Comparisons by Academic Level of Applicants and Recipients, 2009-10

	Undergraduate	Graduate	Unknown	TOTAL
Applicants	1,774 (80%)	411 (18%)	43 (2%)	2,228
Recipients	1,313 (84%)	242 (16%)		1,555

Teacher Loan recipients attended forty-one universities and colleges in 2009-10 of which thirty or 73 percent were South Carolina institutions with a physical campus. For comparison purposes, the Commission on Higher Education reports that there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.⁷ Table 12 documents the number of Teacher Loan recipients attending South Carolina public and private institutions. The “Other” category includes: (1) out-of-state colleges and universities; (2) branches of out-of-state degree-granting institutions operating in South Carolina; and (3) online institutions.

Table 12
Teacher Loan Recipients by Institution of Higher Education, 2009-10

	Institution	Number Recipients
1	Anderson University	68
2	Benedict College	2
3	Bob Jones University	1
4	Charleston Southern	10
5	Claflin University	1
6	Clemson University	146
7	Coastal Carolina University	64
8	Coker College	27
9	College of Charleston	128
10	Columbia College	48
11	Converse College	77
12	Erskine College	9
13	Francis Marion University	46
14	Furman University	25
15	Lander University	56
16	Limestone College	8
17	Newberry College	38
18	North Greenville University	14
19	Presbyterian College	21
20	South Carolina State University	9
21	Southern Wesleyan University	39
22	Spartanburg Community College	1
23	The Citadel	29
24	USC – Aiken	53
25	USC-Beaufort	3
26	USC-Lancaster	1
27	USC-Upstate	110
28	USC-Columbia	304

⁷ Commission on Higher Education. <http://www.che.sc.gov/InfoCntr/Coll_Univ.htm>.

	Institution	Number Recipients
29	Winthrop University	202
30	Wofford College	2
	Other: (Out-of-State or On-Line)	13
	TOTAL:	1,555

Source: South Carolina Student Loan Corporation, 2010

The number of loan recipients at historically African American institutions remains low and in 2009-10 was at an historic low. According to the Commission on Higher Education and SCSL, in 2009-10 there were a total of 12 teacher loans to students attending the following historically African American institutions, a two-thirds reduction from the prior year (Table 13A). Table 13B documents the total enrollment changes in these institutions over time. Between the fall of 2008 and the fall of 2009, total enrollment in these three institutions declined by 1.1 percent. The largest and only decline in enrollment occurred at South Carolina State University which had a decline in student enrollment of 7 percent.

Table 13A
Teacher Loans to Historically African American Institutions

Institution	2009-10	2008-09	2007-08
Benedict College	2	6	14
Clafflin University	1	7	2
Morris College	0	0	2
S.C. State University	9	22	24
TOTAL:	12	35	42

Source: South Carolina Student Loan Corporation, 2010

Table 13B
Total Headcount Enrollment – All Students, Fall

Institution	2009	2008	2007
Benedict College	2,983	2,883	2,641
Clafflin University	1,860	1,773	1,763
Morris College	966	921	871
S.C. State University	4,538	4,888	4,933
TOTAL:	10,347	10,465	10,208
% Increase over Prior year	-1.1%	2.5%	

*Source: Commission on Higher Education, Current and Historical Enrollment Data,
http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm*

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs in question include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the Hope Scholarships. The Palmetto Fellows Program, LIFE Scholarships, and Hope award scholarships to students based on academic achievement, but are not directed to teacher recruitment. In 1999 the General Assembly created the Teaching Fellows Program to recruit up to 200 high achieving high school seniors each year into teaching. Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application (scholastic profiles, school and community involvement, references, and an interest paragraph), an interview and presentation in front of a team of three educators, and a scored written response. Teaching Fellows are awarded up to \$6,000 per year to attend one of eleven Teaching Fellows Institutions in the state of South Carolina as long as they continue to meet criteria for

participation. Teaching Fellows must maintain a minimum GPA of 2.75, attend regular Teaching Fellows meetings on their campus, engage in service learning activities, and participate in advanced professional development. Recipients agree to teach in South Carolina at least one year for each year they receive an award, and they sign a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Working with the Commission on Higher Education, the South Carolina Student Loan, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 14 shows over the last twelve years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. The merged data found a total of 2,115 recipients of LIFE, Palmetto Fellows and Hope Scholarships employed in public schools in South Carolina in 2009-10. The data show consistent annual increases, evidence that more high achieving students are choosing to enter the field of education and teach in public schools in South Carolina.

Table 14
Loan Recipients serving in South Carolina schools and having received LIFE, Palmetto Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
1998-1999	11	*		11
1999-2000	93	*		93
2000-2001	227	*		227
2001-2002	370	*		370
2002-2003	533	2	**	535
2003-2004	701	10	0	711
2004-2005	898	27	0	925
2005-2006	1,069	39	0	1,108
2006-2007	1,306	59	5	1,370
2007-2008	1,552	72	26	1,650
2008-2009	1,775	93	49	1,917
2009-2010	1,932	116	67	2,115

Source: Commission on Higher Education, 2010

*Data Not Available

**Hope Scholarship established in 2002-03.

Policymakers have also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 15 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 15
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
1998	14,618	**	
1999	16,374	**	
2000	16,560	**	
2001	19,469	2,606	
2002	23,330	2,915	2,085 *
2003	25,450	3,358	2,324
2004	27,105	3,663	2,343
2005	27,832	4,316	2,449
2006	28,362	4,755	2,408
2007	29,140	5,148	2,615
2008	29,943	5,516	2,590
2009	31,607	5,894	2,716

Source: Commission on Higher Education, 2010.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Of these individuals receiving scholarships in the fall of 2009, the following had declared education as their intended major (Table 16).

Table 16
Comparison of Scholarship Recipients and Education Majors, Fall 2009

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	390	2,716	14.4%
LIFE	3,505	31,607	11.1%
Palmetto	385	5,894	6.5%
TOTAL	4,280	40,217	10.6%

In the first year of the LIFE Scholarships 7.2 percent of the scholarship recipients declared as education majors (Table 17). In the fall of 2009, 11.1 percent of LIFE scholarship recipients had declared education as their major. Overall, in the fall of 2009 14.4 percent of all Hope scholarship recipients declared education as a major. Today, approximately ten percent of all students with a Hope, LIFE or Palmetto Fellows scholarship declared education as a major.

Table 17
Percent of Students that Received Scholarships for each Fall Term
and had Declared an Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
1998	7.2	**	*	7.2
1999	7.7	**	*	7.7
2000	7.4	**	*	7.4
2001	11.0	5.9	*	10.4
2002	11.4	6.1	14.3	11.1
2003	12.1	7.0	13.9	11.7
2004	12.1	6.3	13.2	11.5
2005	12.2	7.1	15.1	11.7
2006	11.7	7.1	14.7	11.3
2007	11.3	6.8	14.6	10.9
2008	11.0	6.4	13.1	10.4
2009	11.1	6.5	14.4	10.6

Source: Commission on Higher Education, 2010.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Finally, over time, average SAT scores of loan recipients have increased. In 1998-99 the mean SAT score for Teacher Loan recipients was 961.1. In 2009-10 the mean score for Teacher Loan recipients had increased by 14 percent (Table 18). The mean scores represent information for seniors who took SAT during their high schools years through March of their senior year. If a student took the test more than once, the most recent score is used. In 2009-10 the average SAT score was 1,091, well above the national SAT average of 1,016.

Table 18
Mean SAT Scores⁸

Academic Year	Teacher Loan Program Recipients	SC
1998-1999	961.1	951
1999-2000	960.9	954
2000-2001	971.3	966
2001-2002	997.9	974
2002-2003	1,024.1	981
2003-2004	1,056.9	989
2004-2005	1,069.6	986
2005-2006	1,076.7	993
2006-2007	1,076.8	986
2007-2008	1,081.2	984
2008-2009	1,095.6	985
2009-2010	1,091.4	982
2010-2011		979

Source: South Carolina Student Loan Corporation, 2010 and College Board.

Repayment or Cancellation Status

South Carolina Student Loan (SCSL) reports that as of June 30, 2010, 14,854 borrowers were in a repayment or cancellation status.⁹ The data suggest that 14 percent of these borrowers never taught or were ever eligible for loan cancellation. Approximately 37 percent are repaying the loan or a portion of the loan. Another 34 percent had the loans cancelled by fulfilling the teaching requirement.

2,117	(14%)	never eligible for cancellation and are repaying loan
386	(3%)	previously taught but not currently teaching
1,548	(10%)	teaching and having loans cancelled
5,562	(37%)	are repaying the loan or a portion of the loan;
96	(1%)	were discharged due to death, disability or bankruptcy
80	(1%)	were in default
<u>5,065</u>	(34%)	had loans cancelled by fulfilling teaching requirement
14,854		

SCSL also reports that as of June 30, 2010 these borrowers owed \$33,918,844 to the program as compared to \$33,954,145 on June 30, 2009. The current interest on these loans is \$2,366,082.

⁸ The composite score is the sum of the average Verbal and Math Score (1998-2005) and the Critical Reading score average and the Mathematics score average (2006-2010).

⁹ 2010-11 EIA Program Report as provided to the ECO by the South Carolina Student Loan Corporation, October 2010.

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

What information exists about the current employees of public schools in South Carolina who had received a Teacher Loan? Data files from SCSL and South Carolina Department of Education (SCDE) were merged. There were 6,266 Teacher Loan recipients employed by public schools in 2009-10. Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly white and female (Table 19).

Table 19
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2009-10

Gender	Number	Percent
Male	755	12.0
Female	5,462	87.2
Unknown	49	0.8
Total	6,266	

Ethnicity	Number	Percent
African American	831	13.3
Caucasian	5,224	83.4
Asian	16	0.3
Hispanic	39	0.6
American Indian	4	0.1
Unknown	152	2.4
Total	6,266	

These, 6,266 individuals were serving in a variety of positions in 2009-10 (Table 20).

Table 20
Loan Recipients Employed in SC Public Schools as of 2009-10 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	69	47	Director, Athletics	1
2	Assistant Principal, Co-principal	145	48	Assistant Superintendent, Noninstruction	1
3	Special Education (Itinerant)	16	53	Director, Instruction	1
4	Prekindergarten (Child Development)	98	54	Supervisor, Elementary Education	3
5	Kindergarten	234	56	Supervisor, Adult Education	1
6	Special Education (Self-Contained)	368	58	Director, Special Services	4
7	Special Education (Resource)	415	72	Coordinator, Mathematics	1
8	Classroom Teacher	4138	74	Coordinator, Science	1
9	Retired Teacher	4	75	Educational Evaluator	2
10	Library Media Specialist	245	78	Coordinator, Special Education	12
11	Guidance Counselor	154	80	Supervisor, District Library Media Services	1
12	Other Professional Instruction-Oriented	76	82	Coordinator, Early Childhood Education	1
15	Coordinator, Job Placement	2	83	Coordinator, Parenting/Family Literacy	2
16	Director, Adult Education	1	84	Coordinator, Elementary Education	1
17	Speech Therapist	131	85	Psychologist	10
19	Temporary Instruction-Oriented Personnel	7	89	Title I Instructional Paraprofessional	4
23	Career Specialist	3	92	Kindergarten Aide	3
27	Technology/IT Personnel	8	93	Special Education Aide	4
28	Director, Personnel	6	94	Instructional Aide	3

Position Code	Description	Number	Position Code	Description	Number
33	Director, Technology	2	97	Instructional Coach	50
35	Coordinator, Federal Projects	2	98	Adult Education Teacher	3
43	Other Professional Noninstructional Staff	19	99	Other District Office Staff	13
44	Teacher Specialist	1		TOTAL	6,266

Analyzing the data in another way, approximately two-thirds of the recipient graduates were employed in public schools as regular classroom teachers, another 13 percent were working in special education classrooms, and another 6 percent in four-year-old child development and kindergarten classes (Table 21). Only 7 percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 21
Loan Recipients Employed in Public Schools By Various Functions, 2009-10

Position Code	Description	# Positions	Percent
04	Prekindergarten	98	2%
05	Kindergarten	234	4%
03, 06, 07	Special Education	799	13%
08	Classroom Teachers	4,138	66%
10	Library Media Specialist	245	4%
11	Guidance Counselor	154	2%
13	Speech Therapist	131	2%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	467	7%
	Total	6,266	

Table 22 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2009-10. Recruiting quality math and science teachers is an ongoing national focus. The data show that 7 percent of Teacher Loan recipients employed in public schools in 2009-10 had their primary certification area as mathematics and another 3 percent, science.¹⁰

¹⁰ “Math teachers included all with a code of 10, 11, 1B, and 1F. Science teachers included Codes 12, 13, 14, 15, 16, 1C and 1G.

Table 22
Loan Recipients Employed in SC Public Schools in 2009-10 by Primary Certification Area

Code	Certification Subject	Number Certified	Code	Certification Subject	Number Certified
01	Elementary	2837	2J	Sp/Ed - Severe Disabilities	1
02	Sp/Ed - Generic Special Ed	144	30	Agriculture	6
03	Speech Language Therapist	131	32	Distributive Education	2
04	English	342	35	Family & Consumer Science	9
05	French	30	40	Commerce	1
06	Latin	1	46	Data/Information Processing	1
07	Spanish	76	47	Business Education	43
08	German	3	49	Advanced Fine Arts	1
10	Mathematics	403	4B	Business & Marketing Technology	23
11	General Mathematics	4	50	Art	116
12	Science	130	51	Music Education – Choral	46
13	General Science	15	53	Music Education – Voice	2
14	Biology	42	54	Music Education – Instrumental	47
15	Chemistry	12	57	Speech & Drama	
16	Physics	1	58	Dance	8
1A	Middle School Language Arts	2	5A	English for Speakers of Other Languages	2
1B	Middle School Mathematics	2	5C	Theater	5
1C	Middle School Science	1	60	Media Specialist	84
1D	Middle School Social Studies	5	63	Driver Training	7
1E	Middle Level Language Arts	54	64	Health	1
1F	Middle Level Mathematics	39	67	Physical Education	65
1G	Middle Level Science	13	70	Superintendent	1
1H	Middle Level Social Studies	51	71	Elementary Principal	26
20	Social Studies	140	72	Secondary Principal	4
21	History	8	80	Reading Teacher	5
26	Psychology	2	81	Reading Consultant	1
29	Industrial Technology Education	7	84	School Psychologist II	4
2A	Sp/Ed - Educable Mentally Disabled	97	85	Early Childhood Education	727
2B	Sp/Ed - Visual Impairment	2	86	Guidance – Elementary	55
2C	Sp/Ed - Trainable Mentally Disabled	3	89	Guidance – Secondary	13
2D	Sp/Ed - Deaf & Hard of Hearing	4	AC	Health Science Technology	2
2E	Sp/Ed - Emotional Disabilities	88	AV	Electricity	2
2G	Sp/Ed - Learning Disabilities	167	BF	Small Engine Repair	1
2H	Sp/Ed - Mental Disabilities	32	DB	Protective Services	1
2I	Sp/Ed – Multicategorical	56		Unknown/Not Reported	10
				TOTAL	6266

Section IV

Teacher Supply and Demand

Annually since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted a Teacher/Administrator Supply and Demand Survey. CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. The results of the latest survey were released in December 2010.¹¹ CERRA also compiled and published a summary of the results of the surveys for the past ten years.¹²

From data provided to CERRA by the South Carolina Department of Education, the number of full-time equivalent (FTE) teachers employed in public schools in school year 2010-11 reflected a 2 percent reduction over the number of FTE teachers employed in 2009-10 (Table 23). The declines are likely due to the impact of the national recession on state revenue. A teacher was defined as an individual classified in the Professional Certified Staff (PCS) code as being in Position Codes 03 through 08 and 17. The appendix contains a comprehensive list of PCS codes. For comparison purposes, approximately 5,400 of these teachers in 2009-10 or 12% were recipients of a South Carolina Teacher Loan (Table 21).

Table 23
Full-Time Equivalent Teachers

School Year	Number
2008-09	46,214.73
2009-10	43,557.19
2010-11	42,707.98

Source: CERRA, per PCS data provided by SCDE

While the number of full-time equivalent teachers has declined, over three thousand teachers are hired each year. Annually, teachers retire, move from one district to another within South Carolina, move out of state, change positions from the classroom to administration, etc. Comparing the number of hires by school districts from 2001 to 2010, CERRA documented that the number of hires in 2010 was at a historic low. In fact, the data show a 49 percent reduction in the number of teachers hired between 2008 and 2009 and another 3 percent reduction between 2009 and 2010 (Table 24). Districts may have chosen not to fill vacant positions. Teachers may have been more reluctant to leave one district for employment in another due to the possibility of furloughs and layoffs.

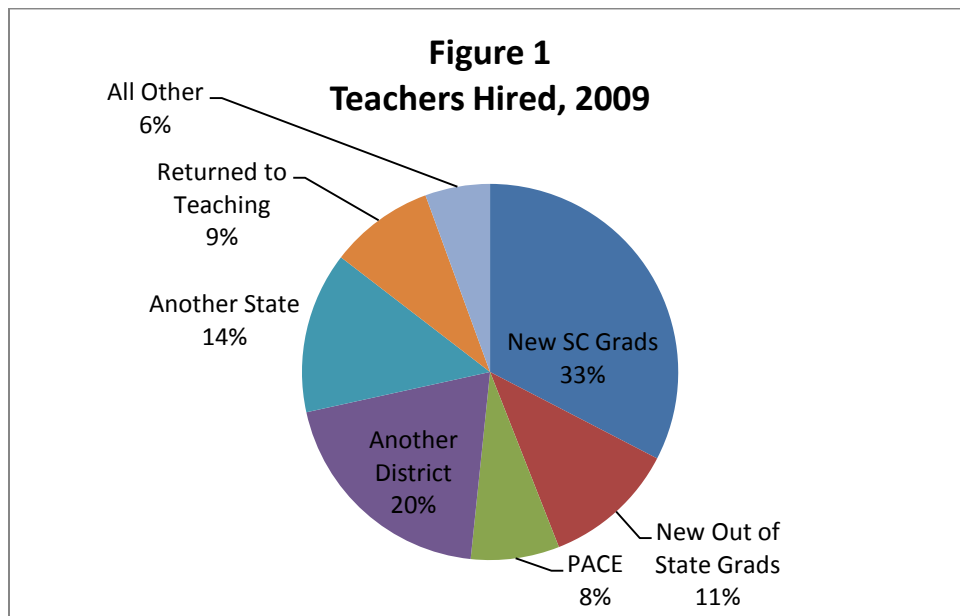
¹¹ "Fall 2010 Teacher/Administrator Supply & Demand Survey." CERRA. December 2010. <<http://www.cerra.org/export/sites/default/research/SupplyAndDemand/2010.SD.pdf>>.

¹² 2001-2010 Composite Report, Annual Teacher/Administrator Supply and Demand Surveys. <http://www.cerra.org/export/sites/default/research/SupplyAndDemand/2001-2010.SD.pdf>

Table 24
Teachers Hired and Leaving, 2001-2010¹³

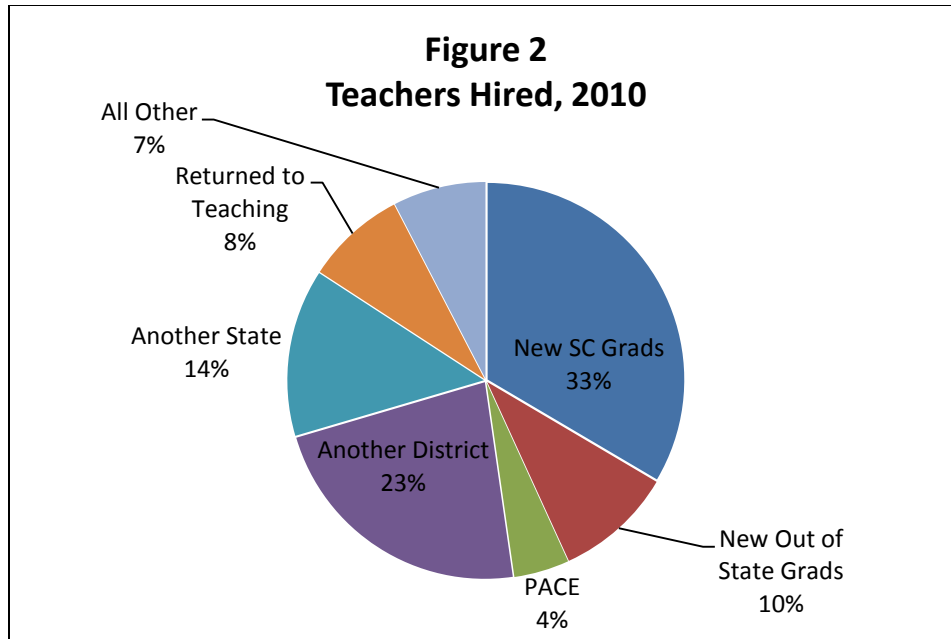
Year	Teachers Hired	Teachers Leaving
2001	6,553.50	5,049.50
2002	5,581.70	5,333.00
2003	4,828.75	4,808.00
2004	6,486.75	5,222.00
2005	7,444.80	5,630.00
2006	8,101.00	6,354.00
2007	8,416.70	6,530.00
2008	7,159.20	5,746.00
2009	3,619.30	4,652.50
2010	3,514.59	4,612.80

Despite the declines, ensuring that the teacher pipeline, the number of highly qualified teachers who can fill openings, is sufficient for demand is a state priority. According to CERRA's survey of districts, one-third of all teachers hired in South Carolina for the past two years were new graduates from South Carolina. These teachers include individuals who completed their undergraduate degrees as well as individuals who already had undergraduate degrees but completed graduate work to become certified. Another ten percent of all teachers hired in South were new graduates who attended college outside of South Carolina (Figures 1 and 2). The term "all other" includes teachers hired from other countries, unknown sources and a general "other" category. The data presented in Figures 1 and 2 are based on survey data



Source: CERRA

¹³ Ibid.



Source: CERRA

Looking at the age and experience of the current teaching force in South Carolina, there will be significant retirements in the future that will require the hiring of additional South Carolina graduates. Tables 26 and 27 document that 30 percent of the current teachers are over the age of 50 and 17 percent have 25 or more years of experience. These tables represent the total number of teachers employed and not full-time equivalents. A teacher is again defined as an individual classified in the Professional Certified Staff (PCS) code as being in Position Codes 03 through 08 and 17.

Table 26
Age of Teachers, 2010-11

Age	Number	%
21 to 29	8,527	19%
30 to 39	12,662	28%
40 to 49	11,072	24%
50 to 59	10,640	23%
60 to 65	2,780	6%
Over 65	332	1%
Null (as shown on PCS)	3	0%
TOTAL	46,016	

Sources: CERRA; original data provided by SCDE.

Table 27
Years of Experience of Public School Teachers, 2010-11

Years of Experience	Number	%
0 to 4.9	8,760	19%
5 to 9.9	9,495	21%
10 to 14.9	8,292	18%
15 to 19.9	5,595	12%
20 to 24.9	4,581	10%
25 +	7,918	17%
Null as shown on PCS	1,375	3%
TOTAL:	46,016	

Section V

Summary of Findings

Findings from Previous Reports Confirmed

- The Teacher Loan Program continues to fulfill the statutory mission to attract individuals into the teaching profession and into areas of critical need as measured by the annual increase in applications and in the number of Teacher Loan Program recipients teaching in public schools in South Carolina.
- There has been a strong increase in the average SAT score of Teacher Loan recipients over time. While the mean SAT score of for South Carolina has increased by 3 percent from the 1998-99 academic year to the 2009-10 academic year, the mean SAT score for Teacher Loan recipients has increased by 13 percent over the same time period.
- Approximately 10 percent of all Hope, Life and Palmetto Fellows Scholarships were awarded to students who had declared education as a major.
- Over time, one-third of all Teacher Loan recipients had their loans cancelled by fulfilling the teaching requirement with another ten percent in the process of teaching and having their loans cancelled. The default rate has been consistently one percent of all loans made.

New Findings from the 2009-10 Report

- The number of applicants to the Teacher Loan Program declined by 17 percent in 2009-10, the largest annual reduction in total applicants since 1996-97.
- Of the 2,228 applicants to the program, 1,555 loans were approved totaling \$6,640,103. The number of approved applications was an 18 percent reduction from the prior year. The average amount of a Teacher Loan in 2009-10 was \$4,270.
- In 2009-10 the Teacher Loan Program was funded with \$4,000,722 in EIA revenues and \$3,000,000 in Revolving Loan Funds.
- Approximately 300 applicants were denied due to inadequate funds. An additional \$1,281,000 was needed to fund all eligible applicants.
- The State Board of Education identified 18 critical need subject areas and 785 critical geographic need schools in 2009-10.
- While the percentage of male applicants and male recipients to the Teacher Loan Program continues to mirror the percentage of male teachers in the teaching force, the percentage of African American applicants in 2009-10 declined to 14 percent which is less than the percentage of African American teachers in the public schools, 15.1 percent.
- The number of Teacher Loan Program recipients at historically African American institutions remains low and in 2009-10 was at an historic low. There were a total of 12 Teacher Loans to students attending historically African American institutions, a two-thirds reduction from the prior year.
- In the 2009-10 school year there were 6,266 individuals employed by public schools in the state who had received a South Carolina Teacher Loan.

Observations and Questions for Discussion

- Should the statutory definition of critical geographic be amended to include schools with a poverty index of 80 percent or greater, rather than 70 percent or greater?
- Should the definition of critical subject area be reviewed and amended?
- Additional discussion with the South Carolina Student Loan Corporation, the South Carolina Department of Education, and the Commission on Higher Education is needed to determine how many teachers who were recent South Carolina graduates and who had received a South Carolina Teacher Loan were hired by school districts annually. To clarify how the South Carolina Teacher Loan program assists in increasing the number of individuals actually hired each year will require additional data collection and analysis.

Appendix

Appendix A

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time. Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall

receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining “critical geographical areas”, which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, “critical geographic area” is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory;

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher;
or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor’s Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a ‘talented and qualified state resident’ includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix B
Number of Vacant Teacher Positions – 2008

(Source: Fall 2008 Teacher/Administrator Supply & Demand Survey, Center for Educator
Recruitment, Retention & Advancement, December 2008.)

SUBJECT AREA	Number of Vacant Teacher Positions		
	Elementary	Middle	High
Agriculture		0	0
American Sign Language (ASL)	0	0	0
Business/Marketing/Computer		0	2
Career and Technology		0	3
Driver's Education			0
Early Childhood	9		
Elementary	15.2		
English for Speakers of Other Languages	1	1	0
English/Language Arts		12	17
Family and Consumer Science		1	2
Fine Arts			
Art	0.5	0	2
Dance	0	0	1
Music/Band/Chorus	8	2.5	4
Theater or Speech and Drama	0	0	0
Foreign Languages			
Chinese	0	0	0
French	0	0	1
German	0	0	0
Japanese	0	0	0
Latin	0	0	0
Russian	0	0	0
Spanish	3	1	5
Gifted and Talented	1	1	0
Guidance	2	0	0
Health	0	0	1
Industrial Technology		0	1
Mathematics		14	20
Media Specialist	5	1	2
Physical Education	4	1	3
Reading	0	1	0
School Psychologist I, II, III	1	1	1
Social Studies		7	8
Sciences			
Biology			2
Chemistry			3
Physics			2
Science		8	12

SUBJECT AREA	Number of Vacant Teacher Positions		
	Elementary	Middle	High
Special Education			
Deafness & Hearing Impairment	0	0	0
Emotional Disabilities	3	0	2
Learning Disabilities	8.7	10	14
Mental Disabilities (EMD/TMD)	4	1	5
Multi-categorical (Generic)	1	3	4
Orthopedically Impaired	2	1	0
Severe Disabilities	0	0	1
Speech Language Therapy	24.7	2	0
Visual Impairment	3	1	1
Other	4	2	6
TOTAL: 296.6	100.1	71.5	125.0

Appendix B (Continued)
Number of Vacant Teacher Positions – 2009

(Source: Fall 2009 Teacher/Administrator Supply & Demand Survey, Center for Educator Recruitment, Retention & Advancement, December 2009.)

SUBJECT AREA	Number of Vacant Teacher Positions-2009		
	Elementary	Middle	High
Agriculture		0	0
American Sign Language (ASL)	0	0	0
Business/Marketing/Computer Technology		2	2
Career and Technology		0	5
Driver's Education			0
Early Childhood	12		
Elementary	7		
English for Speakers of Other Languages (ESOL)	1	1	0
English/Language Arts		7	12
Family and Consumer Science		0.5	0
Fine Arts			
Art	0	2.7	2.8
Dance	0	0	0
Music/Band/Chorus	5	3	0
Theater or Speech and Drama	0	0	2.5
Foreign Languages			
Chinese	0	0	0
French	0	0	0
German	0	1	0
Japanese	0	0	0
Latin	0	0.5	1
Russian	0	0	0
Spanish	3	0	7.75
Gifted and Talented	1	0	0
Guidance	0	1	3
Health	0	0	1
Industrial Technology		1	0
Mathematics		5.5	21
Media Specialist	2	2	2
Physical Education	0	2	2
Reading	1	0	1
School Psychologist I, II, III	1	0	1
Social Studies		3.5	6.5
Sciences			
Biology			2
Chemistry			0.5
Physics			0.5
Science		3	9
Special Education			
Deafness & Hearing Impairment	0	0	0.5
Emotional Disabilities	1	0	1
Learning Disabilities	2.5	4	7
Mental Disabilities (EMD/TMD)	2	0	3
Multicategorical (Generic)	1	0.5	3
Orthopedically Impaired	0	0	0
Severe Disabilities	0	0	0

SUBJECT AREA	Number of Vacant Teacher Positions-2009		
	Elementary	Middle	High
Speech Language Therapy	10.5	1	2
Visual Impairment	0	0	0
Other Special Education	2	0	0
Other	2	1.5	8
TOTAL: 203.75	54	42.7	107.05

Appendix B (Continued)
Number of Vacant Teacher Positions – 2010

(Source: Fall 2010 Teacher/Administrator Supply & Demand Survey, Center for Educator Recruitment, Retention & Advancement, December 2010.)

Subject Area	Number of Vacant Teacher Positions			
	Elementary/ Primary	Middle	High	Total
Agriculture		0	2.13	2.13
Art	1.8	0	0	1.8
Business and Marketing Technology		0	1	1
Career and Technology		0	6	6
Computer Programming		0	0	0
Dance	0	0	0	0
Driver's Education			2.5	2.5
Early Childhood	13.2			13.2
Elementary	4			4
English for Speakers of Other Languages (ESOL)	1	1	1	3
English / Language Arts		6	4	10
Family and Consumer Sciences		1	0.09	1.09
Guidance	1.2	1.5	3	5.7
Health	0	0	3	3
Industrial Technology		0	1	1
Literacy / Reading	2	1	1	4
Mathematics		2	4	6
Media Specialist	3.5	1	0	4.5
Montessori	0			0
Music (includes Band and Chorus)	0	2	0	2
Physical Education	1.2	1	0.5	2.7
School Psychologist	1	0	0	1
Sciences				
Biology			0	0
Chemistry			0	0
Physics			1	1
Science		3	5	8
Social Studies		3	3.5	6.5
Special Education				
Deaf & Hard of Hearing	0	0	0	0
Emotional Disabilities	3	2	7.75	12.75
Learning Disabilities	5	5.5	14.5	25
Mental Disabilities	0	1	1	2
Multicategorical	3.5	1	3	7.5
Severe Disabilities	0	1	1	2
Speech Language Therapist	10.5	1	0	11.5
Visual Impairment	2	0	0	2
Other Special Education	3.5	0.25	0.25	4
Theater or Speech and Drama	1	0	0	1

Subject Area	Number of Vacant Teacher Positions			
	Elementary/ Primary	Middle	High	Total
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0
French	0	0	2	2
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	0	2.5	4	6.5
Other	7.38	5	7	19.38
TOTAL	64.78	41.75	79.22	189.75

Appendix C
Professional Certified Staff (PCS) Position Codes
Fiscal Year 2009-10

Position Code	Position Description	Narrative
01	Principal	
02	Assistant Principal, Co-principal	
03	Special Education (Itinerant)	
04	Prekindergarten (Child Development)	Child Development teachers funded through the Early Childhood Education Pilot Program (CDEPP)
05	Kindergarten	
06	Special Education (Self-Contained)	
07	Special Education (Resource)	
08	Classroom Teacher	
09	Retired Teachers	Retired Teachers/Post TERI Teachers with Negotiated Salary which may be less than minimum salary schedule,
10	Library Media Specialist	
11	Guidance Counselor	
12	Other Professional Instruction-Oriented	School-based nonadministrative personnel who work with classroom teachers in an instructional or curriculum coordinator capacity or any other school-based personnel not requiring principal/administrative supervisory certification. Include curriculum and instructional facilitators (CIF) and curriculum specialists.
13	Director, Career & Technology Education Ctr.	
14	Assistant Director, Career & Technology Education Center	
15	Coordinator, Job Placement	School-to-Work Coordinator, Job Developer
16	Director, Adult Education	
17	Speech Therapist	
18	ROTC Instructor	
19	Temporary Instruction-Oriented Personnel	Long-Term Substitutes
20	Director, Finance/Business	Finance Officer/Fiscal Affairs
21	Manager, District Accountant/Accounting	
22	Bookkeeper	
23	Career Specialist	Career Specialists/Career Facilitators funded through the Education and Economic Development Act (EEDA)
24	Supervisor, Payroll	
25	Purchasing Agent	
26	Director, Food Services	
27	Technology/IT Personnel	Data Processing Personnel, Include SASI Coordinator in this category if not the Director of Technology (33).
28	Director, Personnel	
29	Other Personnel Positions	
30	Director, Maintenance	Superintendent of Buildings & Grounds

Position Code	Position Description	Narrative
32	Assistant Director, Maintenance	
33	Director, Technology	
34	Director, Transportation	Supervisor of Vehicles
35	Coordinator, Federal Projects	Title 1, Title VI, and so on
36	School Nurse	
37	Occupational/Physical Therapist	
38	Orientation/Mobility Instructor	
39	Audiologist	
40	Social Worker	
41	Director, Student Services	Attendance Officer
42	Director, Attendance	
43	Other Professional Noninstructional Staff	School Administrative Assistant, Nonsupport
44	Teacher Specialist	
45	Principal Specialist	
46	Purchased-Service Teacher	FACES, not paid on district payroll
47	Director, Athletics	
48	Assistant Superintendent, Noninstruction	Deputy and Associate Superintendents
49	Assistant Superintendent, Instruction	Deputy and Associate Superintendents
50	District Superintendent	County Superintendent
52	Area Superintendent	
53	Director, Instruction	
54	Supervisor, Elementary Education	
55	Supervisor, Secondary Education	
56	Supervisor, Adult Education	Adult Program Coordinator
57	Director, Career and Technology Education	
58	Director, Special Services	IDEA Coordinator; Special Education Director
59	Director, Early Childhood Development	Director, Early Childhood Education; Director, Child Development
60	Coordinator, AP/G&T	Advanced Placement and Gifted & Talented Coordinator
61	Coordinator, Agriculture	
62	Coordinator, Fine Arts	Arts Coordinator
63	Coordinator, Business & Office Education	
64	Director, Business & Marketing Education	Distributive Education Coordinator
65	Coordinator, English	
66	Coordinator, Reading	
67	Coordinator, Foreign Language	
68	Coordinator, Health/Science Technology	Health Occupations Coordinator
69	Coordinator, Health, Safety, PE	
70	Coordinator, Family and Consumer Science	
71	Coordinator, Industrial Arts	
72	Coordinator, Mathematics	
73	Coordinator, Music	
74	Coordinator, Science	
75	Educational Evaluator	
76	Coordinator, Social Studies	

Position Code	Position Description	Narrative
77	Coordinator, Trade and Industrial	
78	Coordinator, Special Education	
79	Coordinator, Driver Education	
80	Supervisor, District Library Media Services	
81	Coordinator, Guidance	
82	Coordinator, Early Childhood Education	
83	Coordinator, Parenting/Family Literacy	
84	Coordinator, Elementary Education	
85	Psychologist	
86	Support Personnel	Secretaries, Guidance Secretary, Guidance Clerk, Other Office Clerical, Nonprofessional Personnel
89	Title I Instructional Paraprofessional	
90	Library Aide	
91	Child Development Aide	Aides funded through the Early Childhood Education Pilot Program (CDEPP); Other names include Paraprofessional and Instructional Assistant
92	Kindergarten Aide	Other names include Paraprofessional and Instructional Assistant
93	Special Education Aide	Other names include Paraprofessional and Instructional Assistant
94	Instructional Aide	Regular Classroom Teacher Aide
95	Grant Writer	
96	Director, Communications/PIO	
97	Instructional Coach	Include Literacy Coach and Math/Science Coach
98	Adult Education Teacher	
99	Other District Office Staff	

Source: South Carolina Department of Education. <<http://ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/pcsinformation.html>>.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.