

**Sixth Annual Report
on the Implementation of the
Education and Economic Development Act of 2005**



Empowering all students to shape our future.™

**Issued by the
Education and Economic Development Coordinating Council
to the Governor of South Carolina, the General Assembly,
and the State Board of Education**

December 1, 2011

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Dear Governor Haley, Members of the South Carolina General Assembly, and Members of the State Board of Education:

On behalf of the Education and Economic Development Coordinating Council (EEDCC), we are pleased to present to you this Sixth Annual Report on the Implementation of the Education and Economic Development Act of 2005. This report reflects the tremendous ongoing efforts educators, business leaders, parents, and other stakeholders have made since December 2010 to reform education in our state.

During this sixth year of implementation, our state's public schools have continued to sustain key components of the Act: curricula organized around career clusters, individual graduation plan conferences for all students in grades eight through twelve, evidence-based programs designed to meet the needs of students at risk of dropping out, and opportunities for students to participate in experience-based, career-oriented learning experiences.

Furthermore, the Commission on Higher Education and our state's colleges and universities have continued their efforts to improve students' transitions from secondary to postsecondary education. Additionally, the 12 Regional Education Centers established in accordance with the Act have continued encouraging the business community to increase its involvement in education.

Since the passage of the EEDA in 2005, the Coordinating Council—comprised of representatives from various state agencies, businesses, secondary and postsecondary institutions, and other entities—has worked tirelessly in its role as advisor to the South Carolina Department of Education (SCDE). We believe the unprecedented collaboration among these entities has been key to the successful implementation of the Act. Therefore, as the Council prepares to sunset on June 30, 2012, we have included in this report recommendations to the SCDE that we believe are critical to the future sustainability of this all-important legislation.

We are grateful to you for your past support of the EEDA and for affording us the opportunity to serve.

Sincerely,

A handwritten signature in blue ink that reads "Harry Stille". The signature is written in a cursive style.

Harry Stille
Chairman, EEDCC

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Acknowledgments

The following individuals are recognized for their efforts in guiding the implementation of the Education and Economic Development Act:

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Executive Summary

The South Carolina Education and Economic Development Act (EEDA) of 2005—codified at Chapter 59 of Title 59 of the South Carolina Code of Laws—is comprehensive, reform-focused legislation that addresses workforce development through student-centered education reform. The Act is predicated upon the belief that if all public school districts implement the key components as legislated and if all other stakeholders—parents, business partners, and community members—become more active in assisting educators with the implementation of these components, more of our state’s students will indeed complete high school better prepared to transition seamlessly into employment, further training, or postsecondary study.

During this sixth year of implementation, the Education and Economic Development Coordinating Council (EEDCC) continued to rely on four committees and an advisory panel to oversee the revision of guidelines and practices that will ensure the longevity of the positive impact the initiative has had on student success as well as workforce and economic development:

- Articulation, Dual Enrollment, High School Graduation, and Postsecondary Education Alignment Committee
- At-Risk Student Committee
- Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee
- Information Technology Committee
- Regional Education Centers Advisory Panel

In preparation for its sunset in June 2012, the Council has compiled a list of actions that must be continued if the accomplishments attained thus far are to be sustained. The Council’s *Recommendations for Sustainability* are presented below, following these highlights of accomplishments made since December 1, 2010:

At-Risk Student Initiatives

- In 2010–11, the dropout rate for students who participated in at-risk student programs that were financially supported and/or endorsed by the SCDE and the EEDCC’s ARSC was 1.29 percent. The dropout rate for all students statewide was 2.9 percent.
- In 2010–11, 98.7 percent of the over 34,000 students who were identified as at-risk and participated in an at-risk program that was financially supported and/or endorsed by the EEDCC’s At-Risk Student Committee either graduated from high school in 2011 or were enrolled in school during the 2011–12 academic year.
- All South Carolina high schools have implemented an evidence-based program designed to ensure that students at risk of dropping out persist to graduation.

Individual Graduation Plan (IGP) Conferences

- All middle and high schools held annual IGP conferences for students in grades eight through twelve.
- Over 248,000 students in grades eight through twelve developed or revised their IGPs during 2010–11:
 - 98.69 percent of eighth-grade students
 - 98.41 percent of ninth-grade students
 - 98.44 percent of tenth-grade students
 - 98.76 percent of eleventh-grade students
 - 98.61 percent of twelfth-grade students
- Parents or parental designees of all students in grades eight through twelve were invited to participate in the annual IGP conferences. Over 168,000 parents or parental designees (68 percent) of students in grades eight through twelve attended IGP conferences with their children.
- According to surveys administered during April and May of 2011, students and parents believe that IGP conferences are beneficial:
 - 81 percent of the over 7,800 student respondents indicated that the conference helped them to better understand the relationship between their career goals and their academic progress
 - 84 percent of the over 7,800 student respondents indicated that the conference was either very helpful or helpful for academic planning
 - 82 percent of the over 7,800 student respondents indicated that the conference was either very helpful or helpful for career planning
 - 93 percent of the over 1,500 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level
 - 95 percent of the over 1,500 parent respondents indicated they would recommend that other parents and guardians attend the IGP conferences with their children

Integrated Academic and Career Development Activities

- All the state's public schools (elementary, middle, and high) have integrated the South Carolina Comprehensive Developmental Guidance and Counseling Program Model into their curricula.
- 100 percent of students in the state's elementary, middle, and high schools have access to career awareness, exploration, and/or preparation activities.
- All middle school students receive at least one career interest inventory and assessment before they transition to high school (for example, the South Carolina Occupation Information System [SCOIS], EXPLORE, Kuder).
- 100 percent of high schools offer at least three of the sixteen career clusters:

- 74 of the state's 88 school districts offer at least ten of the sixteen career clusters
- 14 of the state's 88 districts offer between three and nine of the sixteen career clusters
- Since 2006–07, funds have been provided to districts to support the salaries and benefits of career specialists. As a result, all middle and high schools employ at least one career development facilitator to address the career development needs of students:
 - A. In 2010–11, funds were provided to the 88 school districts to support the salaries and benefits of 547 career specialist FTEs.
 - B. In 2011–12, funds will be provided to the 88 school districts to support the salaries and benefits of 541 career specialist FTEs.

Seamless Transition

- According to data from the South Carolina Commission on Higher Education, 9,944 high school students took college courses (unduplicated data) in 2010–11.
- The nationally award-winning South Carolina Transfer and Articulation Center (SC TRAC) system was enhanced in several ways to better serve students. As of October 2011, the system was populated with approximately 551,000 course equivalencies and 770 transfer agreements between and among public institutions of higher education in the state.
- Approximately 80 secondary and postsecondary faculty from across the state participated in the South Carolina Course Alignment Project.
- Regional Education Center coordinators arranged for approximately 570 speakers to discuss college access and awareness for over 29,600 students and parents.

Workforce Development

- Over 120,000 students participated in extended/work-based learning opportunities in 2010–11.
- Since January 2011, thousands of students have viewed at least one of the over 180 virtual job shadowing experiences provided by Microburst Learning and/or VirtualJobShadow.com.
- All of the virtual job shadowing experiences developed by VirtualJobShadow.com are closed captioned for the hearing impaired.
- Over 22,000 adults are currently registered in *Kuder Journey*, with an average of 244 new users registering each week. Using the *Kuder Journey* online career resource, college students and other adults can complete career assessments, explore career outlook information, and conduct job searches.
- The SCOIS Career Information System (CIS) for Adults, which offers career-related assessments and information about available jobs, is used by more than 45,000 individuals annually in local workforce centers, vocational rehabilitation centers, public libraries, and other community-based centers. Through SCOIS

CIS for Adults, workers with disabilities can find suitable careers that match their abilities.

The remainder of this report details the progress toward EEDA implementation that was made from December 2010 through November 2011, a period that includes portions of both the 2010–11 and the 2011–12 academic years. For each section of the EEDA legislation, the following information is provided: current implementation status, *completed* or *continuing*; 2010–11 and 2011–12 Budget Allocations, 2012–13 Budget Requests; and key achievements during 2010–11.

The SCDE and other state agencies that contributed information to this report will provide supporting documents upon request. The crucial factor that continues to underlie the EEDCC's success is the collaboration among the SCDE, business leaders, and key agencies: the South Carolina Chamber of Commerce, the South Carolina Commission on Higher Education, the South Carolina Department of Commerce, the South Carolina Department of Employment and Workforce, and the South Carolina Technical College System.

The entire EEDCC membership remains committed to preparing all of South Carolina's students to meet the requirements of a globally competitive marketplace.

**Education and Economic Development Coordinating Council
Sustainability Recommendations
November 2011**

In preparation for its sunset on June 30, 2012, the Education and Economic Development Coordinating Council (EEDCC) respectfully submits the following recommendations to the South Carolina Department of Education as critical to the future sustainability of the Education and Economic Development Act (EEDA). The recommendations are organized according to the sections of the legislation.

Clusters of Study: 59-59-20, 59-59-220

1. Provide support to ensure equity, provide choice, and offer diversity in majors offered among districts throughout the state (e.g., virtual courses, extended/work-based learning experiences, including virtual job shadowing experiences).
2. Provide districts electronic access to career cluster guides to assist in the planning and creation of clusters and secondary majors.

Guidance and Counseling: 59-59-40, 59-59-60, 59-59-105, 59-59-120

1. Sustain the use of the SC Comprehensive Guidance Model, which includes roles, responsibilities, and credentialing and certification requirements for school counselors and global career development facilitators (GCDFs).
2. Maintain state funding for EXPLORE, the career and academic assessment developed by ACT (American College Testing).
3. Provide access to other career exploration and assessment systems.

Supports for At-Risk Students: 59-59-55, 59-59-150

1. Vet innovative at-risk models with the National Dropout Prevention Center (NDPC) in accordance with SCDE guidelines.
2. Sustain state funding for the Innovative and Supplemental At-Risk grants.
3. Provide districts information about best practices and effective innovative programs.
4. Provide support for the Student Potential Performance Snapshot (SPPS) System as part of the SC Longitudinal Information Center for Education.

Professional Development: 59-59-70, 59-59-100, 59-59-105, 59-59-180

1. Provide diverse delivery options for professional development related to each appropriate component of the EEDA.

Individual Graduation Plans (IGP) and Conferences: 59-59-90, 59-59-100, 59-59-140, 59-59-160

1. Provide state funding for the maintenance and enhancement of an electronic individual graduation plan (eIGP) and a college and career planning system.
2. Review and revise IGP conference guidelines, including guidelines related to parental involvement.

3. Maintain state funding to support the student-to-guidance personnel 300:1 ratio.
4. Ensure districts facilitate local and regional partnerships to enhance and align clusters, secondary majors, and extended/work-based learning experiences.

High School Reform: 59-59-130

1. Continue state funding for *High Schools That Work*.

Regional Education Center (REC) Committee: 59-59-180

1. Sustain state funding for REC coordinators' salaries/benefits and operating expenses which will allow coordinators to share information and coordinate partnerships among and between representatives of education, economic development, and workforce development.
2. Provide REC coordinators access to reports and other information related to the following areas:
 - IGP and curriculum development
 - At-Risk initiatives
 - Articulation agreements
 - Information technology systems
 - Marketing initiatives
3. Maintain the formation of the Regional Education Centers Advisory Panel (RECAP), as approved in 2009 by the EEDCC, to
 - promote collaboration and alignment of the RECs
 - review and approve strategic plans and budgets
 - monitor compliance with EEDA of RECAB (Board) appointments and board functioning
 - track and report individual REC performance
 - coordinate statewide communication among and between the RECs and the stakeholders they serve
 - provide oversight for the Alliance of REC Coordinators
4. Maintain the formation of the Alliance of REC Coordinators to ensure statewide alignment of REC goals and objectives. The Alliance will
 - operate with four committees: Executive, Communications and Awareness, Grants, and Partnerships
 - coordinate and/or assist with statewide initiatives [e.g., the College Access Grant, virtual job shadowing experiences (VJS), *Dream It Do It* activities, *Choice Bus* tours, industry clusters]
 - manage the REC websites and the REC Network News
 - coordinate statewide business and education partnerships

Career Information and Employment: 59-59-190

1. Continue collaboration with the Department of Employment and Workforce to
 - identify potential employers to participate in career-oriented learning programs

- serve as a contact point for employees seeking career information to include access to VJSs
- collaborate with local agencies to stimulate funds
- create education programs
- link employers with youth who are seeking employment

Accountability and Reporting: 59-59-200, 59-59-250

1. Ensure state funding for valid programmatic research related to the impact of the implementation of the EEDA on student achievement, career development, economic development, and/or workforce development.
2. Store and make available for analysis and use in decision-making longitudinal e-IGP data.
3. Submit a report that highlights EEDA accomplishments to the Governor annually.
4. Prepare the At-Risk End-of-the-Year Program Report.
5. Update and make available the At-Risk Student Programs Implementation Guide
6. Continue the collection of Career Specialist Employment Verification documents.
7. Continue the collection of the Career Specialist Accountability Report.
8. Sustain IT personnel at the state level for continued support and enhancement of EEDA systems, including the Personal Pathways to Success portal. Give consideration to the following portal improvements:
 - a content management system
 - interactive content
 - an updated look and feel
 - additional partner links

Articulation Agreements Between School Districts and Institutions of Higher Education (IHE), and Dual Enrollment Opportunities: 59-59-210

1. Sustain state funding for the South Carolina Transfer and Articulation Center (SC TRAC) system beyond the current contract period, to include ongoing yearly software licensing fees for all public institutions and a level of funding sufficient to support ongoing needs for maintenance and customizations.
2. Sustain state funding for current South Carolina Course Alignment Project (SC CAP) activities.
3. Provide state funding for full statewide expansion of the SC CAP.
4. Provide state funding and support to ensure the provision of a regional focus and regional activities for SC CAP (e.g., faculty participants, local administrators).
5. Follow through with implementation of changes and/or modifications to academic policies and curricula based upon information gleaned from the SC CAP (e.g., Math Tech 4 curriculum modification and realignment).

In closing, the EEDCC has served as the coordinating body for the State of South Carolina in its implementation of the Education and Economic Development Act since its passage in 2005. As the Council's work comes to a close under the sunset provision of the Act, Council members wish to express their gratitude for the opportunity to serve the State of South Carolina in achieving its education, economic development, and workforce development goals. In the course of its work, the EEDCC became aware that approximately forty states have developed a P-16 or P-20 Council to coordinate activities to achieve educational and economic goals. South Carolina is one of ten states that does not currently have such a structure. Consideration of the establishment of such a Council may be warranted as a tool to achieving the educational and economic development goals of South Carolina.

EEDA Implementation Activities

Progress during the period from
December 2010 through November 2011

Section 59-59-20

Curriculum Standards Organized around Career Clusters

(A) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

- Guidelines for conducting conferences to develop IGPs were revised to include considerations necessary for working with twelfth-grade students. The revised guidelines have been made available to school counselors statewide.
- Reports generated by the eIGP system provide the following data:
 - Over 248,000 students, or 98.9 percent, in grades eight through twelve developed or revised an IGP during the 2010-11 academic year:
 - 98.69 percent of eighth-grade students
 - 98.41 percent of ninth-grade students
 - 98.44 percent of tenth-grade students
 - 98.76 percent of eleventh-grade students
 - 98.61 percent of twelfth-grade students

- B. Over 148,000 parents or parental designees, or 67 percent, participated in IGP conferences with their children:
 - 85 percent of eighth-grade students were accompanied by a parent or parental designee
 - 68 percent of ninth-grade students were accompanied by a parent or parental designee
 - 68 percent of tenth-grade students were accompanied by a parent or parental designee
 - 68 percent of eleventh-grade students were accompanied by a parent or parental designee
 - 64 percent of twelfth-grade students were accompanied by a parent or parental designee
- The Career Specialists/Guidance Personnel Accountability Report provides the following information:
 - A. Nearly 29,000 career development activities were conducted by career specialists during 2010–11, as compared to over 27,200 in 2009–10; 24,000 in 2008–09; and 12,000 in 2007–08.
 - B. Approximately 17,000 career development activities were conducted or coordinated by educators other than the career specialists during 2010–11.
 - C. Nearly 100 percent of the state’s students in grades six through eleven completed at least one career assessment and/or participated in at least one career exploration activity during 2010–11, with the greatest percentage of students being assessed in tenth and eleventh grades.
 - D. Nearly 3,100 workshops pertaining to the PPTS initiative, with over 67,500 participants, were conducted by career specialists statewide for teachers, counselors, and work-based learning constituents. This is an increase of nearly 4000 teachers, counselors and constituents compared to 2009–10 but a decrease of about 350 workshops.
 - E. Over 39,450 educators received information from career specialists about the career majors that are available to high school students in their districts.
 - F. Career specialists have collaborated with over 8,000 new businesses as a result of the PPTS initiative.
- Over 890 public elementary, middle, and high schools use SCOIS free of charge. Since the passage of the EEDA, the number of schools electing to use SCOIS has increased from 477 in 2006–07 to 874 in 2009–10 to 891 in 2010–11.
- All public elementary, middle, and high schools have free access to the South Carolina College and Career Planning System. This planning system gives students access to the research-based Kuder assessments as well as to comprehensive college and career exploration and comparison tools.

Section 59-59-30

Full Implementation of EEDA Requirements by 2011

This chapter must be implemented fully by July 1, 2011, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | continuing | \$60,000* | \$25,000* | \$25,000* |

* The SCDE's EEDA staff salaries are accounted for in the agency's personnel budget.

- SCDE staff continued to assist the EEDCC, its four committees, and the advisory panel—the Articulation, Dual Enrollment, High School Graduation, and Postsecondary Education Alignment Committee; the At-Risk Student Committee; the Curriculum Frameworks and Individual Graduation Plan Committee; the Information Technology Committee; and the Regional Education Centers Advisory Panel (RECAP).
- On June 14, 2011, Governor Nikki Haley signed into law H.3748, R92, a law that extends the life of the EEDCC and the implementation date of the EEDA for one year. As a result, all committees are on schedule to complete their assigned tasks by July 1, 2012.
- Because of their nature, some of the specific activities associated with certain tasks and information technology systems will continue beyond 2012 and will, therefore, require ongoing financial and human resources.

Section 59-59-40

Comprehensive Guidance and Counseling Programs in Every School District

During the 2005-06 school year, the Department of Education's guidance and counseling model must provide standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts. This model must assist school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program to support the personal, social, educational, and career development of pre-kindergarten through twelfth grade students.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|----------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed in 2005-06 | \$0 | \$0 | \$0 |

Section 59-59-50

Curriculum Framework Based on the Sixteen National Career Clusters

(A) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. These clusters of study may be based upon the national career clusters and may include, but are not limited to:

- (1) agriculture, food, and natural resources;
- (2) architecture and construction;
- (3) arts, audio-video technology, and communications;
- (4) business, management, and administration;
- (5) education and training;
- (6) finance;
- (7) health science;
- (8) hospitality and tourism;
- (9) human services;
- (10) information technology;
- (11) law, public safety, and security;
- (12) manufacturing;
- (13) government and public administration;
- (14) marketing, sales, and service;
- (15) science, technology, engineering, and mathematics; and
- (16) transportation, distribution, and logistics.

(B) The Department of Education is to include in the state models and prototypes for individual graduation plans and curriculum framework the flexibility for a student to develop an individualized plan for graduation utilizing courses offered within the clusters at the school of attendance. Any plan of this type is to be approved by the student, parent or guardian, and the school guidance staff.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed | \$0 | \$0 | \$0 |

Section 59-59-55

State Model for Addressing At-Risk Students

The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed | \$0 | \$0 | \$0 |

Section 59-59-60

Curricula Organized around a Minimum of Three Career Clusters

Before July 1, 2007, school districts shall:

(1) organize high school curricula around a minimum of three clusters of study and cluster majors. The curricula must be designed to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life. . . .

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed | \$0 | \$0 | \$0 |

- Reports generated by the eIGP system provide the following information:
 - A. Seventy-four of the 88 districts offer at least ten of the sixteen career clusters. The remaining 14 districts offer between four and nine career clusters.
 - B. The three clusters chosen most frequently by all students—regardless of the students’ grade level or ethnicity—are Health Science; Arts, Audio-Video Technology, and Communications; and Science, Technology, Engineering, and Mathematics, have remained the same since 2007–08.
- Curriculum managers from each school district—including the South Carolina Department of Juvenile Justice, the South Carolina Palmetto Unified District, and the South Carolina Public Charter School District—were provided online curriculum management training related to the eIGP system and the new PowerSchool student information system.

Access to the South Carolina Occupational Information System (SCOIS) or an Equivalent System

(2) promote increased awareness and career counseling by providing access to the South Carolina Occupational Information System for all schools. However, if a school chooses another occupational information system, that system must be approved by the State Department of Education.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed | \$215,113 | \$0* | \$0* |

* SCOIS no longer receives funds through a separate EEDA line item in the state’s budget. However, SCOIS continues to be funded by a special appropriation earmarked for the South Carolina Occupational

Information Coordinating Committee, which is currently housed at the SC DEW (formerly the Employment Security Commission).

- Over 890 public elementary, middle, and high schools use SCOIS free of charge. Since the passage of the EEDA, the number of schools electing to use SCOIS has increased from 477 in 2006–07 to 810 in 2008–09 to 874 in 2009–10 and 891 in 2010–11.
- Each year since 2006–07, over 100,000 students have completed SCOIS assessments.
- Additional services provided by SCOIS include the following:
 - (a) the SCOIS Career Information System, which allows counselors, career specialists, and business partners to maintain in electronic form selected data relating to job shadowing, mentoring, co-ops, and other extended/work-based learning experiences.
 - (b) educator training in the use of SCOIS’s STEM Career Inventories for educators.
- In addition to SCOIS, schools are utilizing one or more of the other approved career information systems:
 - A. EXPLORE
 - Over 35,000 eighth-grade students in 83 districts took the EXPLORE assessment (the ACT's College Readiness Test for eighth and ninth graders) during 2010–11.
 - B. Kuder

Section 59-59-70

Implementing Career Development Plans for Guidance Professionals

During the 2006–07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

- Guidance professionals, who include certified school counselors and career specialists, were provided training and technical assistance in the following venues:
 - 2011 Education and Business Summit
 - Nine regional PPTS workshops for career specialists
 - Listserv lists for school counselors
 - career specialist e-newsletters
 - various local and statewide conferences for school counselors and career specialists
 - *School Counseling Updates and Strategies*, Carolina Careers on ITV. Topics included
 - “Modeling Career Guidance”
 - “Creating a Career with the Arts in Mind”
 - “Non-Traditional Careers”
 - “Military Career Pathways for Today’s Soldiers”
 - local professional development workshops conducted by SCDE personnel
 - ETV statewide presentations
 - Career Aisle digital video library
- Since the passage of the EEDA, SCOIS staff members have conducted 526 training sessions that were attended by approximately 6,000 counselors, teachers, media specialists, career specialists, and administrators.
- Representatives from Kuder, Inc., the developers of both the eIGP system and the South Carolina College and Career Planning System, facilitated training sessions for approximately 1,200 counselors and other educators. Training topics included the eIGP, the College and Career Planning System, the PPTS portal, and Kuder Galaxy.

Section 59-59-80

**Career Awareness Integrated into Curricula
for Grades One through Five**

During the 2006–07 school year, the department’s school guidance and counseling program model along with career awareness and exploration activities must be integrated into the curricula for students in the first through fifth grades.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

Section 59-59-90

Career Awareness Programs and IGPs for Middle School Students

Beginning with the 2006–07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and they must receive career interest inventories and information to assist them in the career decision-making process. Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall select a preferred cluster of study and develop an individual graduation plan, as provided for in Section 59-59-140.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | continuing | \$1,129,680 | \$1,043,000 | \$1,043,000 |

- The 2010–11 Career Specialist/Guidance Personnel Accountability Report provides the following information:
 - Nearly 29,000 career events, classes, or activities were conducted by career specialists during the 2010–11 school year and another 17,000 career activities were conducted by school personnel other than career specialists, indicating that career development has been embraced by teachers and district personnel.
 - Approximately 17,000 career-related events were held, during which information on an average of five occupations within the sixteen career clusters was presented to the state’s middle and high school students.
 - Over 257,000 of the state’s middle and high school students participated in at least one career awareness inventory.
 - Approximately 182,000 parents/guardians of the state’s middle and high school students participated in activities that highlighted the career majors offered at the high schools.
- Reports generated by the eIGP system provide the following data:
 - 98.69 percent of the state’s eighth-grade students completed an IGP on which they identified a preferred cluster of study (the top three clusters selected by eighth-grade students are Health Science; Arts, Audio-Video Technology, and Communications; and Science, Technology, Engineering, and Mathematics)
 - 85 percent of the state’s eighth-grade students who completed an IGP were accompanied by a parent or parental designee during the IGP planning conference

- According to data were compiled on the basis of reports from the state’s secondary educators, 120,000 students participated in extended/work-based learning opportunities throughout the 2010–11 academic year
- All middle and high school students have free access to the career resources and college information in the South Carolina College and Career Planning System.
- All guidance personnel and students have free access to over 180 virtual job-shadowing experiences via the PPTS portal.

Section 59-59-100

Career Specialists and Student-to-Guidance-Personnel Ratio

(A) By the 2006–07 school year, middle schools and by 2007–08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national Career Development Facilitator (CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. By the 2007–08 school year, each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$21,362,113* | \$21,362,113** | \$21,362,113 |

* In 2010–11, over \$926,900 was moved to the EEDA Career Specialist funding line item from the EEDA General Operations funding line item to ensure that adequate funds were available to support the number of career specialist FTEs required. As a result, \$22,289,013.78 was expended in 2010–11.

** In 2011–12, over \$967,000 was moved to the EEDA Career Specialist funding line item from the EEDA General Operations funding line item to ensure that adequate funds were available to support the number of career specialist FTEs required. As a result, \$22,044,668 will be expended in 2011–12.

- For 2010–11, funding was allocated for 547 career specialists in middle and high schools to assist schools in meeting the student-to-guidance-personnel ratio of 300:1. [See appendix C.]
- For 2011–12, funding has been allocated for 541 career specialists in middle and high schools to assist schools in meeting the student-to-guidance-personnel ratio of 300:1.
- According to the Professional Certified Staff Report (provided by the SCDE’s Office of Finance) and the 45-day membership reports (provided by the SCDE’s Office of Data Management and Analysis) for 2010–11, approximately 87 percent of middle and high schools (351 out of 414) that have at least one school counselor or career specialist have a student-to-guidance-personnel ratio of 350:1 or less. (Note: Under Joint Resolution H.4299 and Provisos 1.43, 1.50,

and 1A.23 for fiscal year 2010–11, districts may suspend professional staffing ratios, except for four-year-old programs.)

These SCDE reports also yielded the following data:

- 76 percent of schools have student-to-guidance-personnel ratios of 300:1 or less
- 11 percent of schools have student-to-guidance-personnel ratios between 301:1 and 350:1
- 5 percent of schools have student-to-guidance-personnel ratios between 351:1 and 400:1
- 8 percent of schools have student-to-guidance-personnel ratios of 401:1 or greater
- According to the Career Specialist Employment Verification Report, 100 percent of career specialists whose positions are either fully or partially funded by the EEDA have earned their Career Development Facilitator (CDF) or Global Career Development Facilitator (GCDF) certification, have obtained provisional status, or are still within the two-year eligibility guidelines approved by the State Board of Education.
- The percentage of career specialists who have earned the CDF or GCDF certification has increased from 50 percent in 2006–07 to 52 percent in 2007–08, 80 percent in 2009–10, and 99 percent in 2010–11, and 100 percent in 2011–12. (See chart 1.)

Chart 1



Tech Prep Consortia Career Specialists

(B) Career specialists currently employed by the sixteen tech prep consortia and their performance responsibilities related to the delivery of tech prep or school-to-work activities must be supervised by the State Department of Education’s Office of

Career and Technology Education in conjunction with the immediate site supervisor of the tech prep consortia.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|--|--|--|
| ✓ | continuing | \$575,000 in state work-based learning funds | \$575,000 in state work-based learning funds | \$575,000 in state work-based learning funds |

- With the reauthorization of the Perkins legislation having led to the demise of the sixteen Tech Prep/School-to-Work Consortia that were known as the South Carolina Education and Business Alliances, those sixteen partnerships had the option of continuing as Perkins IV, Title I alliances. Six of those sixteen Alliances decided to operate under the Perkins IV, Title I guidelines. To ensure the availability of assistance in all twelve of the WIA regions, funds were allocated to support the hiring of a regional career specialist to serve in each of the state’s WIA regions. Currently, a regional career specialist is providing services in eleven of the twelve WIA regions. A twelfth regional career specialist, to be placed in the Catawba Region, is expected to be hired in the near future.
- The SCDE’s Office of Career and Technology Education (OCTE), in accordance with proviso requirements, supervises the eleven regional career specialists employed in the Alliance regions and in the other WIA geographic regions. These individuals regularly submit accountability reports reflecting their activities to the OCTE.
- Regional career specialists support OCTE and EEDA staff by providing technical assistance and facilitating professional development activities in the school districts within their geographic areas. These specialists also provide GCDF training statewide.
- Regional career specialists conducted 81 workshops pertaining to contextual methodology and career development for over 1,530 secondary educators.

Section 59-59-105

Duties of Certified Career Specialists

An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;

- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;
- (9) assist with the implementation of the district's student career plan or individual graduation plan;
- (10) assist schools in planning and developing parent information on career development;
- (11) coordinate with school counselors and administration career events, career classes, and career programming;
- (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13) assist with the usage of computer assisted career guidance systems.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0* | \$0* | \$0* |

* Services are provided with funding for Sections 59-59-70 and 59-59-100.

- The 2010-11 Career Specialist/Guidance Personnel Accountability Report confirms that career specialists in the state's middle and high schools are providing services as outlined in Section 59-59-105:
 - A. Over 3,000 career-related workshops were conducted during the 2010-11 academic year for nearly 68,000 parents, business partners, and school district employees.
 - B. Over 455,000 students in grades six through twelve and 181,000 parents were assisted in identifying and accessing career-related information.
 - C. Approximately 317,000 parents/guardians received career and technology education information in 2010-11. This figure represents a significant increase from the 305,590 parents/guardians served in 2009-10, the 179,800 parents/guardians served in 2008-09, and the 123,900 served in 2007-08.

D. Approximately 37,000 educators received career and technology education information in 2010–11. This figure represents a slight decrease from the 39,450 served in 2009-10, and the 42,115 educators served in 2008–09.

E. Career Specialists collaborated on career development activities with more than 8025 new businesses during the 2010–11 school year.

- According to the Career Specialist Employment Verification Report in 2011–12, 352 out of the 535 (66 percent) career specialists for whom employment verification forms have been received serve in the dual role of guidance counselor and career specialist.
- According to the Verification Report, approximately 100 percent of career specialists whose positions are either fully or partially funded by the EEDA have earned their CDF or GCDF certification, have obtained provisional status, or are still within the two-year eligibility guidelines approved by the State Board of Education. To ensure compliance, strict accountability measures are maintained by the EEDA staff. Career specialists and EEDA district coordinators are notified one year ahead of time when certification requirements have not been met or need to be renewed.

Section 59-59-110

High School Career Guidance Model and Student Transfer within the District

During the 2007–08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student’s career cluster if not offered by the high school in his attendance zone.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | continuing | \$682,607* | \$608,657* | \$0** |

* This budget request is for transporting students, if necessary, to locations within their districts that offer courses related to the career clusters the students have chosen.

** For FY 2012, funds to support student transportation for purposes related to the EEDA have been included in the SCDE's line item amounts.

- Reports generated by the eIGP system provide the following data for 2010–11:
 - 98.41 percent of ninth-grade students participated in an IGP conference and completed their IGPs
 - 68 percent of ninth-grade students who completed an IGP were accompanied by a parent or parental designee during the IGP conference
 - 98.44 percent of tenth-grade students participated in an IGP conference and completed their IGPs.
 - 68 percent of tenth-grade students who completed an IGP were accompanied by a parent or parental designee during the IGP conference
 - 98.76 percent of eleventh-grade students participated in an IGP conference and completed their IGPs
 - 68 percent of eleventh-grade students who completed an IGP were accompanied by a parent or parental designee during the IGP conference
 - 98.61 percent of twelfth-grade students participated in an IGP conference and completed their IGPs
 - 64 percent of twelfth-grade students who completed an IGP were accompanied by a parent or parental designee during the IGP conference
- According to reports from the state's secondary educators, 120,000 students participated in extended/work-based learning opportunities throughout the 2010–11 academic year
 - Seventy-four of the state's eighty-eight school districts offer at least ten of the sixteen career clusters.
- High school students may be transported to an alternate high school within their district if their home school does not offer the course(s) necessary for them to complete a major within their chosen cluster.

EEDA Section 59-59-120

Limitations on Duties of Guidance Counselors and Career Specialists

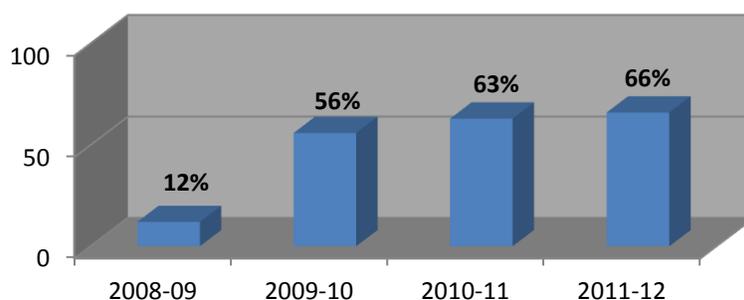
School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | (district funded) | (district funded) | (district funded) |

- The American School Counselor Association (ASCA) guidelines are being used to distinguish between counseling and noncounseling responsibilities.
- The National Career Development Association’s Code of Ethics and the GCDF Scope of Practice are being used to guide the work of career specialists.
- For 2011–12, 352 out of the 535 (66 percent) career specialists for whom employment verification forms have been received serve in the dual role of guidance counselor and career specialist. In 2010–11, 342 out of 547 (63 percent) guidance counselors served as career specialists. In 2009–10, the number was 302 out of 544 (56 percent); and in 2008–09, the number was 64 out of 547 (12 percent). [See chart 2.] This steady increase is a direct result of budget cuts: in several districts, the positions of career specialists who were not certified counselors were eliminated due to cuts in district’s budgets.

Chart 2

Percentage of Guidance Counselors Who Also Serve as Career Specialists



Section 59-59-130

Implementation of *High Schools That Work* or Another Organizational Model

By the 2009–10 school year, each high school shall implement the principles of the "High Schools that Work" organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|---|---|-------------------------------|
| ✓ | continuing | \$2,278,196 (SCDE and other state funds) | \$2,146,499 (SCDE and other state funds) | \$0 |

* For FY 2012, funds previously appropriated for *HSTW* have been included in the SCDE’s line item amounts.

- There are currently 191 *HSTW* sites and 16 *Career Centers That Work* sites in South Carolina.
- The Content Literacy Continuum, developed by the University of Kansas Center for Research on Learning, and CARS (Crescent = Achievement, Responsibility, Stability), developed by South Carolina's Anderson School District Three, have been approved by the SCDE as acceptable organizational models.

Section 59-59-140

IGP Requirements

An individual graduation plan [IGP] is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must:

- (1) align career goals and a student's course of study;
- (2) be based on the student's selected cluster of study and an academic focus within that cluster;
- (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;
- (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
- (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;
- (6) incorporate provisions of a student's individual education plan, when appropriate; and
- (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|----------------------|---------------------------|---------------------------|------------------------|
| ✓ | completed in 2006-07 | \$0 | \$0 | \$0 |

Section 59-59-150

At-Risk Student Regulations

By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk

for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to graduate with a state high school diploma. By the 2007–08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students an opportunity to graduate with a state high school diploma.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$2,866,455 | \$3,050,000 | \$3,050,000 |

- According to reports submitted by high schools statewide, all state-supported high schools in South Carolina have implemented an evidence-based at-risk student program designed to ensure that students at risk of school failure receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and to build skills that prepare them to enter the job market successfully:
 - o 34,148 students participated in at-risk student programs that were financially supported and/or endorsed by the SCDE and the EEDCC’s At-Risk Student Committee during school year 2010–11.
 - o 33,705 (98.7 percent) of the students identified in 2010–11 as at-risk and who participated in an at-risk program that was financially supported and/or endorsed by the EEDCC’s At-Risk Student Committee are still enrolled in school today or have graduated from high school.
- Since 2007–08, an average of approximately 30,000 students annually have participated in at-risk student programs that were financially supported and/or endorsed by the SCDE and the EEDCC’s At-Risk Student Committee. Each year between 2007–08 and 2010–11, over 96 percent of the students identified as at-risk and who participated in one of the programs reenrolled in school the year after they participated in the program or graduated at the end of the academic year during which they participated. [See table 1.]

Table 1

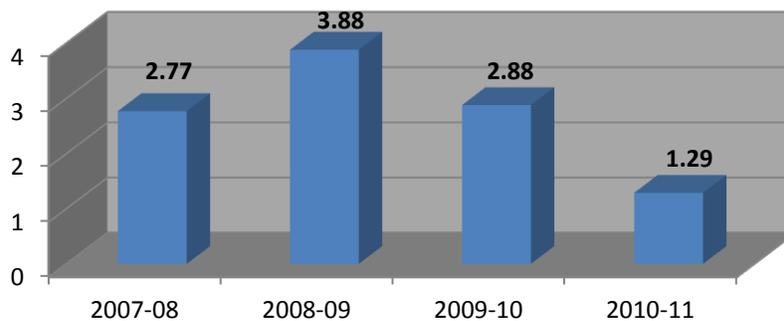
Percentage of At-Risk Students Who Remained in School or Graduated after Participating in an EEDA Funded and/or Endorsed Program
2007-08 through 2010-11

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|---------|
| Number of Student Participants | 21,065 | 32,623 | 31,667 | 34,148 |
| Percent of Students Who Remained in School or Graduated | 97.2 | 96.1 | 97.1 | 98.7 |

- The dropout rate for students who participated in at-risk student programs that were financially supported and/or endorsed by the SCDE and the EEDCC's ARSC in 2010-11 is 1.29 percent. The dropout rate for all students is 2.9 percent.
- Since 2008-09, the dropout rate for students who have participated in evidence-based at-risk programs that were financially supported and/or endorsed by the SCDE and the EEDCC's ARSC has continued to decrease. [See chart 3.] Additionally, the dropout rate for these students has remained lower than the state's dropout rate.

Chart 3

Dropout Rate for Students Who Participated in an EEDA-Funded and/or Endorsed Program



- During school year 2010-11, a total of 46 schools representing 12 districts received innovative grants to implement evidence-based at-risk student intervention models, and a total of 42 schools, representing 29 districts received supplemental grants to support existing evidence-based at-risk student initiatives.
- During school year 2011-12, a total of 94 schools representing 18 school districts will receive innovative grants to implement evidence-based at-risk student intervention model, and a total of 58 schools representing 25 districts have been recommended to receive supplemental grants to support existing evidence-based at-risk student initiatives.

- The SCDE's Student Potential Performance Snapshot, or early warning system, is expected to be available in spring 2012 to districts statewide as a part of the South Carolina Longitudinal Information Center for Education (SCICE). The early warning system will be a resource educators may use to identify students who have a combination of factors that could increase their probability of dropping out of school prior to earning a diploma.
- During school year 2007–08, the EEDA At-Risk Student Committee in conjunction with the National Dropout Prevention Center (NDPC) initiated the Nine Schools Project, which was designed to provide a multiyear comprehensive program of assistance to nine selected high schools in South Carolina. Participating schools received NDPC technical assistance consisting of a comprehensive Performance Assessment and Review (PAR), recommendations for intervention strategies, assistance for working with local action teams (LATs), and additional assistance for developing evidence-based dropout prevention plans. In 2009–10, three middle schools were added to the project.

The following is a summary of the 2010–11 progress:

- A. Eight of the nine high schools showed improvement ranging from a 0.1% decrease to a 2.6% decrease in their dropout rates.
 - B. Four of the nine high schools showed increases in graduation rates.
 - C. All twelve schools have implemented new intervention strategies as part of their long-range dropout prevention plans in order to continue addressing their dropout concerns.
 - D. Materials were developed for the project schools that can help other schools across the state to use the PAR process, including protocols.
 - E. Predictive statistical techniques were developed as a part of the Dropout Early Warning System (DEWS) that could be incorporated in the SCDE data management program, SPPS. When complete, state and local educators could be trained in the interpretation and use of this data.
 - F. Professional development activities were provided to each school and some have been produced as self-contained DVDs for continued use by the schools, including the *Making the Most of Instruction* modules created with the assistance of Newberry College faculty.
- Over 200 students are currently being served in the Jobs for America's Graduates–South Carolina (JAG-SC) sites at Berkeley High School, in Berkeley County School District; Mullins High School, in Marion School District Two; and South Florence High School, West Florence High School, and Wilson High School, in Florence School District One. These five sites are jointly funded by the SC DEW and the SCDE (on behalf of the EEDCC At-Risk Student Committee).
 - 59 percent of the JAG-SC seniors who graduated during the past two years have enrolled in a postsecondary institution.
 - 93 to 95 percent of JAG-SC high school participants have consistently returned to school since the program's inception.

Section 59-59-160

Parental Participation and Annual Parent Counseling Conferences

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student

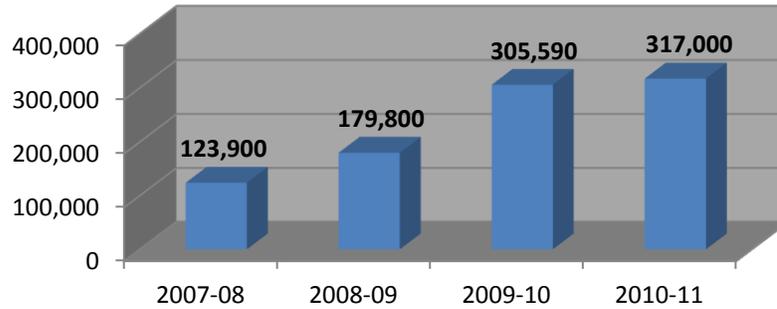
| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|----------------|------------------|---------------------------|---------------------------|------------------------|
| ✓ | continuing | \$0* | \$0* | \$0* |

* Services are provided by career specialists or guidance counselors (see Section 59-59-105).

- Reports generated by the eIGP system provide the following data:
 - 168,000 parents or parental designees participated in an IGP planning conference during 2010–11:
 - 85 percent of eighth-grade students were accompanied by a parent or parental designee
 - 68 percent of ninth-grade students were accompanied by a parent or parental designee
 - 68 percent of tenth-grade students were accompanied by a parent or parental designee
 - 68 percent of eleventh-grade students were accompanied by a parent or parental designee
 - 64 percent of twelfth-grade students were accompanied by a parent or parental designee
- Approximately 317,000 parents/guardians received career and technology education information in 2010–11. This figure represents a significant increase from the 305,590 parents/guardians served in 2009–10, the 179,800 parents/guardians served in 2008–09, and the 123,900 served in 2007–08. (See chart 4.)

Chart 4

Parents/Guardians Who Have Received Career and Technology Education Information



- During numerous workshops facilitated by guidance personnel statewide, approximately 180,000 parents were provided information about career courses offered at the state’s high schools.
- The REC coordinators arranged for approximately 570 speakers to discuss college access and awareness for over 29,600 students and parents.
- An SCDE survey administered in 2010 yielded the following data from over 1,500 parents who participated in their children’s IGP conferences:
 - 88 percent of the respondents believe their children’s counselors explained the relationship between the children’s career goals and their academic progress
 - 93 percent of the respondents believe that the IGP conference benefitted their children
 - 95 percent of the respondents would recommend that other parents participate in IGP conferences with their children
- With funds provided by the Commission on Higher Education through a College Access Grant, “College Is POSSIBLE” magnets were produced and will be distributed to thousands of parents. Additionally, *Making Good Choices: Preparing Students for Success* brochures that highlight the importance of attendance were distributed to parents.

Section 59-59-170

Education and Economic Development Coordinating Council

(A) There is created the Education and Economic Development Coordinating Council. The council is comprised of the following members representing the geographic regions of the State and must be representative of the ethnic, gender, rural, and urban diversity of the State:

- (1) State Superintendent of Education or his designee;
- (2) Executive Director of the South Carolina Employment Security Commission or his designee;
- (3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- (4) Secretary of the Department of Commerce or his designee;
- (5) Executive Director of the South Carolina Chamber of Commerce or his designee;
- (6) Executive Director of the South Carolina Commission on Higher Education or his designee;
- (7) the following members who must be appointed by the State Superintendent of Education:
 - (a) a school district superintendent;
 - (b) a principal;
 - (c) a school guidance counselor;
 - (d) a teacher; and
 - (e) the director of a career and technology center;
- (8) the following members who must be appointed by the Chairman of the Commission on Higher Education:
 - (a) the president or provost of a research university;
 - (b) the president or provost of a four-year college or university; and
 - (c) the president of a technical college;
- (9) ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by statewide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;
- (10) Chairman of the Education Oversight Committee or his designee;
- (11) a member from the House of Representatives appointed by the Speaker of the House; and
- (12) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2005, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education, and the Governor are to ensure that the demographics and diversity of this State are represented.



- (B) The council shall:
- (1) advise the Department of Education on the implementation of this chapter;
 - (2) review accountability and performance measures for implementation of this chapter;
 - (3) designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180.

- (4) report annually by December first to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter and its ability to provide a better prepared workforce and student success in postsecondary education;
- (5) make recommendations to the Department of Education for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter; and
- (6) provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

- The EEDCC provided support and advice to the SCDE regarding the implementation of the EEDA through the four EEDCC committees and the one advisory panel.
- On June 14, 2011, Governor Nikki Haley signed into law H.3748, R92, a law that extends the life of the EEDCC and the implementation date of the EEDA for one year.

Section 59-59-180

Designation and Operation of Regional Education Centers

- (A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.
- (B) The primary responsibilities of these centers are to:
 - (1) provide services to students and adults for career planning, employment seeking, training, and other support functions;
 - (2) provide information, resources, and professional development programs to educators;
 - (3) provide resources to school districts for compliance and accountability pursuant to the provisions of this chapter;
 - (4) provide information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services;
 - (5) facilitate local connections among businesses and those involved in education; and

(6) work with school districts and institutions of higher education to create and coordinate workforce education programs.

(C)(1) By the 2006–07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

(2) A career development facilitator must be certified and recognized by the National Career Development Association.

(D) The Education and Economic Development Coordinating Council, in consultation with the Department of Education, shall provide oversight to the regional centers, and the centers shall provide data and reports that the council may request.

(E)(1) The regional centers are to assume the geographic configuration of the Local Workforce Investment Areas (LWIA) of the South Carolina Workforce Investment Act. Each regional center shall have an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the center. Appropriate local legislative delegations shall make the appointments to the regional center boards.

(2) The regional centers shall include, but not be limited to, the one-stop shops, workforce investment boards, tech prep consortia, and regional instructional technology centers.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$1,844,032 | \$1,302,000 | \$1,302,000 |

Subsection A

- Twelve RECs have been designated in the geographic configuration of the twelve local workforce investment areas delineated by the South Carolina Workforce Investment Act.
- Over 240 different educators and business representatives serve on the twelve advisory boards that have been established to oversee the functions of the RECs.

Subsection B

- Twelve Regional Education Centers—accessible through the PPTS portal—connect student and adult learners and workers to the academic and career-oriented information and resources that are available within each specific REC region.

- In collaboration with the South Carolina Technical College System and various industries, REC coordinators introduced the “Dream It, Do It” initiative to over 20,000 students and 500 other stakeholders (educators, business representatives, and community partners). The Dream It, Do It campaign is designed to increase awareness of and interest in manufacturing in South Carolina.
- During 2011, REC coordinators facilitated several STEM events throughout the state:
 - educator externships in which educators toured and worked in various businesses
 - professional development activities that emphasized contextual teaching
 - the statewide STEM Summit, which yielded over 400 participants
- Since December 2010, over 4,000 middle school students have toured the Choice Bus as it traveled throughout the state. The Choice Bus, which is co-sponsored by the Mattie C. Stewart Foundation and State Farm Insurance and houses a replication of a jail cell, is designed to convince students that staying in school is “the right choice.”
- In addition, the coordinators facilitated meetings in their regions, with over 5,000 business and civic representatives in attendance (topics included business and school partnerships, extended/work-based opportunities, and trends in workforce development) and facilitated 150 professional development workshops for approximately 6,200 educators (topics included labor market information, curriculum alignment, postsecondary transition, and the integration of career development into the curriculum).
- They also coordinated over 200 workshops for over 40,000 students and their parents (topics included college access and career awareness and exploration) and conducted sessions about the impact of the PPTS initiative at over 20 state and/or national conferences.
- *The REC Network News*, an electronic newsletter that highlights the activities of the RECs and their advisory boards, was distributed to over a thousand individuals each month.
- The REC coordinators have secured over \$300,000 in grant funds for education and workforce development. These funds have provided professional development for educators, industry tours for students, and curriculum upgrades for districts.

Subsection C

- All REC coordinators hold (GCDF) certification and have participated in numerous professional development activities to enhance their ability to deliver economic and workforce development information to educators.
- REC coordinators collaborated with representatives from the SC CHE to facilitate activities associated with College Goal Sunday and College Application Month.

The coordinators assisted representatives from various colleges and universities in providing resources to students and parents seeking financial aid and scholarship information.

Subsection D

- The RECAP, responsible for providing continuous oversight to the RECs, revised the REC bylaws and other operating documents to improve the efficiency of the RECs and to facilitate a more productive collaboration between the RECs and their partners.

Subsection E

- In accordance with the mandate regarding the makeup of the advisory boards, approximately 240 individuals, appointed by the local legislative delegations in the twelve established REC regions, comprise the REC boards.

Section 59-59-190

Career Information and Employment Options

(A) The South Carolina Employment Security Commission, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, shall assist the Department of Education, in planning and promoting the career information and employment options and preparation programs provided for in this chapter and in the establishment of the regional education centers by:

- (1) identifying potential employers to participate in the career-oriented learning programs;
- (2) serving as a contact point for employees seeking career information and training;
- (3) providing labor market information including, but not limited to, supply and demand;
- (4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System;
- (5) collaborating with local agencies and businesses to stimulate funds; and
- (6) cooperating in the creation and coordination of workforce education programs.

(B) The South Carolina Employment Security Commission shall assist in providing a link between employers in South Carolina and youth seeking employment.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0* | \$0* | \$0* |

* As a result of reductions in state funding, the SC CHE redirected funds from this line item to support the agency's major EEDA initiatives, the South Carolina Course Articulation and Transfer System, and the South Carolina Course Alignment Project. (Implementation details for both these projects are listed under Section 59-59-210.)

- The SC DEW and the South Carolina Department of Commerce, in collaboration with the State Board for Technical and Comprehensive Education and the SC CHE, are assisting the SCDE by providing labor market information, helping to create and coordinate workforce education programs, and establishing links between employers and youths who are seeking employment.
- The SCOIS Career Information System (CIS) for Adults, which offers career-related assessments and information about available jobs, is used by more than 45,000 individuals annually in local workforce centers, vocational rehabilitation centers, public libraries, and other community-based centers. Through SCOIS CIS for Adults, workers with disabilities can find suitable careers that match their abilities.
- Microburst Learning, a South Carolina company, has developed 37 virtual job-shadowing experiences that highlight the careers of South Carolinians in 11 of the 16 career clusters. Microburst Learning has received funding for 25 additional experiences and expects to have those experiences available to students during fall 2012.
- VirtualJobShadow.com has developed over 140 virtual profiles that represent careers in each of the sixteen clusters. All of the virtual profiles are closed captioned for the hearing impaired. Students from approximately 275 schools have viewed profiles developed by VirtualJobShadow.com.
- REC coordinators provided regional labor market information to schools in their respective regions.
- Working in collaboration with the SC DEW, the REC coordinators provided information about GED programs and WorkKeys testing to adults in each region. The coordinators also shared with their stakeholders information about Apprenticeship Carolina, the South Carolina Technical College System's program to help businesses achieve their workforce development goals.
- Over 22,000 adults are currently registered in *Kuder Journey*, with an average of 244 new users registering each week. Using the *Kuder Journey* online career resource, college students and other adults can complete career assessments, explore career outlook information, and conduct job searches.
- Representatives from Kuder, Inc., the developer of the *South Carolina College and Career Planning System* and *Kuder Journey*, have presented to and/or trained over 1,500 individuals on *Kuder Journey*.

Section 59-59-200

Curricula for Teacher, Administrator, and Counselor Preparation

Beginning with the 2006–07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009–10 school

year, the teacher evaluation system established in Chapter 26, Title 59, and the principal’s evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | Completed in 2009 | \$0 | \$0 | \$0 |

Section 59-59-210

Seamless Pathways from High Schools to Institutions of Higher Education

(A) By September 2005, the Commission on Higher Education shall convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The committee shall review, revise, and recommend secondary to postsecondary articulation agreements and promote the development of measures to certify equivalency in content and rigor for all courses included in articulation agreements. The advisory committee shall include representatives from the research institutions, four-year comprehensive teaching institutions, two-year regional campuses, and technical colleges. The committee, for purposes pursuant to this chapter, shall include representation from the State Department of Education, and school district administrators, to include curriculum coordinators and guidance personnel.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | on schedule | \$1,213,065* (SC CHE) | \$1,180,576* (SC CHE) | \$1,180,576 (SC CHE) |

* As a result of reductions in state funding during fiscal year 2009–10, the SC CHE redirected funds to this line item to support the agency’s major EEDA initiatives, the South Carolina Transfer and Articulation Center System, and the South Carolina Course Alignment Project. (Implementation details for both these projects are listed under Section 59-59-210.)

- The SC CHE continued its contract with the Educational Policy Improvement Center (EPIC) to implement the South Carolina Course Alignment Project (SC CAP), a statewide collaborative effort designed to develop and implement sequences of paired courses in English/language arts, mathematics, and science (“paired courses” are a sequence of two courses: an exit-level high school course aligned with an entry-level college course in the same curricular area).

In addition to being aligned with its postsecondary pairing, each secondary-level course is aligned with the South Carolina College Readiness Reference Standards, which were developed as part of the SC CAP (see *South Carolina Course Alignment Project College Readiness Reference Standards Report*, online at http://www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf).

The SC CAP has received significant national attention. Complete project information, including articles about the project that have appeared in the local and national press, can be found on the project's website at http://www.epiconline.org/south_carolina. The ongoing goal of the SC CAP is to strengthen alignment between high school and college so that South Carolina students can experience a seamless transition from high school to postsecondary learning.

A number of activities were completed as part of the SC CAP project during this reporting period. Key participants in those activities were secondary and postsecondary faculty members and their institutional representatives; members of the Articulation, Dual Enrollment, High School Graduation, and Postsecondary Education Alignment Committee (Expanded ACAP); students participating in paired courses; and staff members from EPIC, the SC CHE, the SCDE, and the South Carolina Technical College System.

A. Working in groups and as individuals, the project participants

- (a) provided stakeholders with up-to-date project information and facilitated institutional participation by maintaining an interactive project website (see http://www.epiconline.org/south_carolina/);
- (b) convened and facilitated meetings of the SC CAP Project Steering Committee, which is composed of EEDCC members, business and industry leaders, and education leaders from South Carolina's secondary and postsecondary systems and is charged with providing oversight and strategic direction for the SC CAP;
- (c) created and published documents describing the work of the faculty implementers;
- (d) recruited institutional liaisons from high schools, two-year colleges, and four-year colleges and universities through e-mail, letters, and direct telephone contact; and
- (e) created and disseminated a semi-annual project newsletter to provide stakeholders and implementers with current information about the project and to increase support from secondary and postsecondary institutions.

B. Fifteen faculty members from secondary and postsecondary institutions statewide designed a total of seventeen paired courses and created for each pair a detailed and consistent course packet containing course syllabi and scoring rubrics, an introduction for the administrator and instructor, and an explanation of the course's alignment with the state's academic standards and the South Carolina College Readiness Reference Standards.

- C. Paired courses were created for English/language arts, mathematics, and science: English 3, English 4, American Literature, British Literature, and English Composition; Math Tech 4, Precalculus, College Algebra, Probability and Statistics, and Elementary Calculus; High School Biology, High School Chemistry, High School Physics, Biological Sciences 1, College Chemistry 1, University Physics (Algebra-based), and University Physics (Calculus-based).
- D. In 2009–10, thirty-two faculty members from high schools and two- and four-year institutions began teaching paired courses using course packet documents developed by the design teams.
- E. Pilot faculty implementers were videotaped using the SC CAP materials; footage from the taping was used to produce a twelve-minute documentary of the first year of the project. The video is available online at http://www.epiconline.org/south_carolina.
- F. During the 2010–11 school year, paired course materials were revised based on feedback from pilot implementers. Revised course documents as well as additional ones created for use with the project were distributed to 69 participants who attended a training workshop in February 2011. These faculty participants also completed partnership-building activities, including visiting partners' classrooms and engaging in regular correspondence, during the spring of 2011. Faculty also participated in training webinars in August 2011 in which they were provided with strategies for adapting project materials to meet the requirements of their individual institutions and for sharing resources across institutional lines. Additional implementers were recruited to teach paired courses during the 2011–12 academic year, and 79 faculty are currently participating in the project. New and returning faculty implementers attended a training workshop in October 2011, and implementers who joined the project during the first three phases will teach paired courses while all implementers will complete required partnership-building activities.
- The SC CHE continued its work with AcademyOne, Inc., of West Chester, Pennsylvania, to develop and implement a web-based course articulation and transfer system statewide. The South Carolina Transfer and Articulation Center (SC TRAC) was launched on April 1, 2010, and is accessible online at <http://www.SCTRAC.org>. SC TRAC displays detailed and up-to-date information on degree pathways, thereby providing a searchable database allowing students easy access to transfer agreements developed among and between public higher education institutions and enabling students to compare courses they have taken at one public institution with equivalent courses at another institution so that the students may learn how those courses transfer and meet degree requirements.

During 2010–11, SC CHE staff ensured that Advanced Placement and International Baccalaureate equivalencies and all institutional equivalencies for courses included in the statewide transfer agreement policy (known as the "List of South Carolina Universally Transferable Courses") were included in the system. Additionally, a user-group conference was held in Columbia on February 22, 2011. During the past year, in addition to the enhancements described

above as part of the contract with AcademyOne, the SC TRAC portal was further enhanced to the benefit of students, families, and institutions: equivalency maps were enhanced to take grades into consideration; the option to compare equivalency maps and results for up to three institutions was provided; institutional reports were created to show institution-specific usage and metrics; and a transfer event calendar and video user guide were also developed.

As of October 2011, the SC TRAC system was populated with approximately 551,000 course equivalencies and 770 transfer agreements between and among public institutions in the state. Over 200,000 of the course equivalencies in the system have been added since the system’s launch, which demonstrates that the system is having a positive effect on articulation efforts across the state.

SC CHE staff members are working collaboratively with institutions to identify and implement additional functionalities for the system that will enhance effective institutional use of the software tools and data as well as improve the student-user experience. Use of the system has continued to increase steadily across the state and is a source of invaluable information not only for college students who may be transferring from one institution to another, but also for high school students as they plan for postsecondary education. Additionally, higher education personnel, including administrators and faculty, report that the system continues to gain acceptance and usage across institutions and provides the ability for them to deliver better guidance and advising services to the students they serve.

Dual Enrollment of High School Students in Postsecondary Institutions

(B) By July 2006, the Advisory Committee on Academic Programs shall make recommendations to the Commission on Higher Education regarding coursework that is acceptable statewide for dual enrollment to be accepted in transfer within a related course of study. Dual enrollment college courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. Related policies and procedures established by the Commission on Higher Education for dual enrollment and guidelines for offering dual enrollment coursework and articulation to two-year and four-year colleges and universities for awarding of credit must be followed.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

- In order to assist high school students who are taking or are planning to take dual enrollment or dual credit courses in a South Carolina public high school, the SC CHE surveyed all the state’s public two- and four-year institutions concerning the transferability of dual enrollment courses. On the basis of this information,

the SC CHE created a brochure that shows students the various ways in which courses will transfer as credit toward a degree at any of the state’s public institutions of higher education. In addition to this brochure, which is available online at <http://www.che.sc.gov/AcademicAffairs/TRANSFER/DualEnroll.pdf>, SC CHE staff worked with representatives of the state’s public teacher education programs to develop a transfer guide specific to those programs. This guide, which was approved by the CHE’s Advisory Committee on Academic Programs in July 2010, is also applicable to dual enrollment students and is available online at <http://www.che.sc.gov/AcademicAffairs/TRANSFER/TransferGuideforEducationPrograms.pdf>. Both guides are reviewed annually and updated as required.

- The SC CHE collects information about dual enrollment. According to the SC CHE’s data, during the 2010–11 academic year:
 - A. Of the state’s 33 public higher education institutions, 29 offered dual enrollment courses.
 - B. The technical colleges offered 88.2 percent of the total number of dual enrollment courses offered statewide. The state’s four-year institutions offered 6.6 percent of the total number of such courses, and the USC regional institutions offered 5.2 percent of the total number of such courses.
 - C. Approximately 85 percent of the high school students who take college courses do so through two-year institutions (70 percent of high school students who take college courses do so through the technical colleges).
 - D. Dual enrollment courses were offered in public high schools and private schools and academies, on college campuses, and through distance education.
 - E. According to the SC CHE’s Management Information System, 9,944 high school students took college courses in 2010–11, an increase of 32 percent since 2007–08 when 7,532 high school students took college courses. It is worth noting that it is probable that at least some of these high school students were not dually enrolled and thus were not receiving both high school and college course credit; therefore, the actual number of students enrolled in dual enrollment courses is less than 9,944.

Section 59-59-220

Clusters of Study System

With the implementation of the clusters of study system, appropriate resources and instructional materials, aligned with the state’s content standards, must be developed or adopted by the State Department of Education and made available to districts.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$160,000 | \$128,000 | \$128,000 |

- In 2007–08, the General Assembly included \$800,000 in the EEDA appropriations specifically for Proviso 1.67, Career Cluster Industry Partnerships. In accordance with the Proviso, the SCDE established a grant program for statewide trade associations or educational foundations providing nationally certified programs in established career clusters. In 2010–11, the Office of Career and Technology Education awarded grants to the following five organizations: the South Carolina Automobile Dealers Association, the South Carolina Hospital Association, the South Carolina Hospitality Association, the South Carolina Mechanical Contractors Association, and the New Carolina Engineering Cluster.
- Approximately 3,950 students enrolled in at least one of the twenty-one EEDA-funded virtual career courses offered during 2010–11.
- Of the 2,004 students who remained in a virtual course beyond the ten-day drop period, 1,786 (89 percent) completed the course successfully, earning a grade of 70 or above.
- EEDA-funded courses were offered to support the following career clusters: Arts, Audio-Video Technology, and Communications; Business, Management, and Administration; Health Science; Human Services; Information Technology; and Science, Technology, Engineering, and Mathematics.

Section 59-59-230

Promulgation of EEDA Regulations

The State Board of Education, with input from the Education and Economic Development Council, shall promulgate regulations necessary to carry out the provisions of this chapter.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | continuing | \$0 | \$0 | \$0 |

- Additional regulations will be promulgated as needed.

Section 59-59-240

Exemption of Private and Homeschool Students

The requirements of this chapter do not apply to private schools or to home schools.

| Current Status | Current Progress | 2010–11 Budget Allocation | 2011–12 Budget Allocation | 2012–13 Budget Request |
|-----------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|
| ✓ | completed | (no funding needed) | (no funding needed) | (no funding needed) |

Section 59-59-250

State Funds Appropriation

Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

| Current Status | Current Progress | 2010-11 Budget Allocation | 2011-12 Budget Allocation | 2012-13 Budget Request |
|----------------|------------------|------------------------------------|------------------------------------|------------------------------------|
| ✓ | continuing | \$21,362,113 Career Specialists | \$21,362,113 Career Specialists | \$21,362,113 Career Specialists |
| | | \$ 7,315,832 General Operations | \$ 7,315,832 General Operations | \$ 7,315,832 General Operations |
| | | \$28,677,945* | \$28,677,945* | \$28,677,945* |

* These figures do not include the funds appropriated for EEDA-related transportation as indicated in Section 59-59-110.

APPENDIX A

Number of Career Clusters Offered by S.C. School Districts, 2010–11

| District | Clusters | District | Clusters |
|-----------------------------------|----------|-------------------------------------|----------|
| Abbeville School District | 8 | Horry School District | 15 |
| Aiken School District | 16 | Jasper School District | 13 |
| Allendale School District | 8 | Kershaw School District | 14 |
| Anderson 1 School District | 14 | Lancaster School District | 16 |
| Anderson 2 School District | 16 | Laurens 55 School District | 12 |
| Anderson 3 School District | 6 | Laurens 56 School District | 10 |
| Anderson 4 School District | 9 | Lee School District | 11 |
| Anderson 5 School District | 14 | Lexington 1 School District | 16 |
| Bamberg 1 School District | 13 | Lexington 2 School District | 15 |
| Bamberg 2 School District | 13 | Lexington 3 School District | 8 |
| Barnwell 19 School District | 12 | Lexington 4 School District | 11 |
| Barnwell 29 School District | 14 | Lexington 5 School District | 16 |
| Barnwell 45 School District | 14 | Marion 1 School District | 11 |
| Beaufort School District | 14 | Marion 2 School District | 12 |
| Berkeley County School District | 16 | Marion 7 School District | 13 |
| Calhoun School District | 14 | Marlboro School District | 14 |
| Charleston County School District | 16 | McCormick School District | 4 |
| Cherokee School District | 13 | Newberry School District | 13 |
| Chester School District | 16 | Oconee School District | 16 |
| Chesterfield School District | 12 | Orangeburg 3 School District | 14 |
| Clarendon 1 School District | 9 | Orangeburg 4 School District | 14 |
| Clarendon 2 School District | 11 | Orangeburg 5 School District | 16 |
| Clarendon 3 School District | 9 | Pickens School District | 16 |
| Colleton School District | 14 | Richland 1 School District | 16 |
| Darlington School District | 13 | Richland 2 School District | 16 |
| Dillon 1 School District | 11 | Saluda School District | 10 |
| Dillon 2 School District | 11 | S.C. Department of Juvenile Justice | 6 |
| Dillon 3 School District | 11 | S.C. Public School Charter District | 14 |
| Dorchester 2 School District | 16 | S.C. School for the Deaf and Blind | 4 |
| Dorchester 4 School District | 10 | Spartanburg 1 School District | 12 |
| Edgefield School District | 12 | Spartanburg 2 School District | 12 |
| Fairfield School District | 12 | Spartanburg 3 School District | 12 |
| Florence 1 School District | 16 | Spartanburg 4 School District | 16 |
| Florence 2 School District | 4 | Spartanburg 5 School District | 16 |
| Florence 3 School District | 15 | Spartanburg 6 School District | 16 |
| Florence 4 School District | 7 | Spartanburg 7 School District | 15 |
| Florence 5 School District | 12 | Sumter 2 School District | 13 |
| Georgetown School District | 14 | Sumter 17 School District | 15 |
| Greenville County School District | 16 | Union School District | 14 |
| Greenwood 50 School District | 13 | Williamsburg School District | 14 |
| Greenwood 51 School District | 15 | York 1 School District | 16 |
| Greenwood 52 School District | 11 | York 2 School District | 15 |
| Hampton 1 School District | 14 | York 3 School District | 16 |
| Hampton 2 School District | 6 | York 4 School District | 14 |

APPENDIX B

S.C. School Districts IGP Completion Rates, 2010-11

| District | Percentage of IGPs Completed | District | Percentage of IGPs Completed |
|-----------------------------------|------------------------------|-------------------------------------|------------------------------|
| Abbeville School District | 82% | Horry School District | 98% |
| Aiken School District | 98% | Jasper School District | 98% |
| Allendale School District | 99% | Kershaw School District | 100% |
| Anderson 1 School District | 100% | Lancaster School District | 100% |
| Anderson 2 School District | 100% | Laurens 55 School District | 99% |
| Anderson 3 School District | 98% | Laurens 56 School District | 96% |
| Anderson 4 School District | 99% | Lee School District | 94% |
| Anderson 5 School District | 100% | Lexington 1 School District | 100% |
| Bamberg 1 School District | 100% | Lexington 2 School District | 96% |
| Bamberg 2 School District | 99% | Lexington 3 School District | 78% |
| Barnwell 19 School District | 99% | Lexington 4 School District | 96% |
| Barnwell 29 School District | 100% | Lexington 5 School District | 94% |
| Barnwell 45 School District | 100% | Marion 1 School District | 100% |
| Beaufort School District | 99% | Marion 2 School District | 99% |
| Berkeley County School District | 99% | Marion 7 School District | 100% |
| Calhoun School District | 91% | Marlboro School District | 100% |
| Charleston County School District | 99% | McCormick School District | 100% |
| Cherokee School District | 100% | Newberry School District | 99% |
| Chester School District | 99% | Oconee School District | 100% |
| Chesterfield School District | 88% | Orangeburg 3 School District | 100% |
| Clarendon 1 School District | 99% | Orangeburg 4 School District | 94% |
| Clarendon 2 School District | 94% | Orangeburg 5 School District | 100% |
| Clarendon 3 School District | 100% | Pickens School District | 95% |
| Colleton School District | 98% | Richland 1 School District | 97% |
| Darlington School District | 99% | Richland 2 School District | 100% |
| Dillon 1 School District | 99% | Saluda School District | 100% |
| Dillon 2 School District | 91% | S.C. Department of Juvenile Justice | 83% |
| Dillon 3 School District | 99% | S.C. Public School Charter District | 91% |
| Dorchester 2 School District | 98% | S.C. School for the Deaf and Blind | 93% |
| Dorchester 4 School District | 100% | Spartanburg 1 School District | 100% |
| Edgefield School District | 100% | Spartanburg 2 School District | 100% |
| Fairfield School District | 80% | Spartanburg 3 School District | 98% |
| Florence 1 School District | 100% | Spartanburg 4 School District | 98% |
| Florence 2 School District | 94% | Spartanburg 5 School District | 100% |
| Florence 3 School District | 100% | Spartanburg 6 School District | 100% |
| Florence 4 School District | 76% | Spartanburg 7 School District | 89% |
| Florence 5 School District | 100% | Sumter 2 School District | 100% |
| Georgetown School District | 86% | Sumter 17 School District | 100% |
| Greenville County School District | 86% | Union School District | 100% |
| Greenwood 50 School District | 100% | Williamsburg School District | 100% |
| Greenwood 51 School District | 98% | York 1 School District | 100% |
| Greenwood 52 School District | 99% | York 2 School District | 100% |
| Hampton 1 School District | 96% | York 3 School District | 100% |
| Hampton 2 School District | 100% | York 4 School District | 99% |

APPENDIX C

Career Specialist Full-time Equivalents Allocated to S.C. School Districts, 2010–11

| District | FTEs | Allocation |
|-----------------------------------|------|----------------|
| Abbeville School District * | 2 | \$81,495.48 |
| Aiken School District | 19 | \$774,207.06 |
| Allendale School District | 2 | \$81,495.48 |
| Anderson 1 School District | 6 | \$244,486.44 |
| Anderson 2 School District | 3 | \$122,243.22 |
| Anderson 3 School District | 2 | \$81,495.48 |
| Anderson 4 School District | 2 | \$81,495.48 |
| Anderson 5 School District | 9 | \$366,729.66 |
| Bamberg 1 School District | 1 | \$40,747.74 |
| Bamberg 2 School District | 1 | \$40,747.74 |
| Barnwell 19 School District | 1 | \$40,747.74 |
| Barnwell 29 School District * | 1 | \$40,747.74 |
| Barnwell 45 School District | 3 | \$122,243.22 |
| Beaufort School District | 14 | \$570,468.36 |
| Berkeley County School District * | 22 | \$896,450.28 |
| Calhoun School District | 2 | \$81,495.48 |
| Charleston County School District | 32 | \$1,303,927.67 |
| Cherokee School District * | 5 | \$203,738.70 |
| Chester School District | 6 | \$244,486.44 |
| Chesterfield School District | 6 | \$244,486.44 |
| Clarendon 1 School District | 1 | \$40,747.74 |
| Clarendon 2 School District | 3 | \$122,243.22 |
| Clarendon 3 School District | 2 | \$81,495.48 |
| Colleton School District | 6 | \$244,486.44 |
| Darlington School District | 7 | \$285,234.18 |
| Dillon 1 School District | 1 | \$40,747.74 |
| Dillon 2 School District | 3 | \$122,243.22 |
| Dillon 3 School District | 2 | \$81,495.48 |
| Dorchester 2 School District | 17 | \$692,711.58 |
| Dorchester 4 School District | 2 | \$81,495.48 |
| Edgefield School District | 3 | \$122,243.22 |
| Fairfield School District | 2 | \$81,495.48 |
| Florence 1 School District | 13 | \$529,720.62 |
| Florence 2 School District | 1 | \$40,747.74 |
| Florence 3 School District | 4 | \$162,990.96 |
| Florence 4 School District | 1 | \$40,747.74 |
| Florence 5 School District | 2 | \$81,495.48 |
| Georgetown School District | 6 | \$244,486.44 |

**Career Specialist Full-time Equivalents
Allocated to S.C. School Districts, 2010–11**

| District | FTEs | Allocation |
|---------------------------------------|------|----------------|
| Greenville County School District | 53 | \$2,159,630.22 |
| Greenwood 50 School District | 7 | \$285,234.18 |
| Greenwood 51 School District | 1 | \$40,747.74 |
| Greenwood 52 School District | 1 | \$40,747.74 |
| Hampton 1 School District | 3 | \$122,243.22 |
| Hampton 2 School District | 2 | \$81,495.48 |
| Horry School District | 26 | \$1,059,441.24 |
| Jasper School District | 2 | \$81,495.48 |
| Kershaw School District | 7 | \$285,234.18 |
| Lancaster School District | 8 | \$325,981.92 |
| Laurens 55 School District | 5 | \$203,738.70 |
| Laurens 56 School District | 2 | \$81,495.48 |
| Lee School District | 3 | \$122,243.22 |
| Lexington 1 School District | 16 | \$651,963.84 |
| Lexington 2 School District | 8 | \$325,981.92 |
| Lexington 3 School District | 2 | \$81,495.48 |
| Lexington 4 School District | 2 | \$81,495.48 |
| Lexington 5 School District | 11 | \$448,225.14 |
| Marion 1 School District | 2 | \$81,495.48 |
| Marion 2 School District | 2 | \$81,495.48 |
| Marion 7 School District | 1 | \$40,747.74 |
| Marlboro School District | 3 | \$1,22,243.22 |
| McCormick School District | 1 | \$40,747.74 |
| Newberry School District | 3 | \$122,243.22 |
| Oconee School District | 8 | \$325,981.92 |
| Orangeburg 3 School District | 2 | \$81,495.48 |
| Orangeburg 4 School District | 5 | \$203,738.70 |
| Orangeburg 5 School District | 6 | \$244,486.44 |
| Pickens School District * | 12 | \$488,972.88 |
| Richland 1 School District | 19 | \$774,207.06 |
| Richland 2 School District | 18 | \$733,459.32 |
| Saluda School District | 2 | \$81,495.48 |
| S.C. Department of Juvenile Justice | 3 | \$122,243.22 |
| S.C. Palmetto Unified School District | 1 | \$40,747.74 |
| S.C. Public School Charter District | 6 | \$244,486.44 |
| Spartanburg 1 School District | 5 | \$203,738.70 |
| Spartanburg 2 School District | 4 | \$162,990.96 |
| Spartanburg 3 School District | 3 | \$122,243.22 |
| Spartanburg 4 School District | 2 | \$81,495.48 |
| Spartanburg 5 School District | 4 | \$162,990.96 |

**Career Specialist Full-time Equivalents
Allocated to S.C. School Districts, 2010–11**

| District | FTEs | Allocation |
|-------------------------------|------|-----------------|
| Spartanburg 6 School District | 8 | \$325,981.92 |
| Spartanburg 7 School District | 6 | \$244,486.44 |
| Sumter 2 School District | 8 | \$325,981.92 |
| Sumter 17 School District | 4 | \$162,990.96 |
| Union School District | 3 | \$122,243.22 |
| Williamsburg School District | 5 | \$203,738.70 |
| York 1 School District | 3 | \$122,243.22 |
| York 2 School District | 5 | \$203,738.70 |
| York 3 School District | 12 | \$488,972.88 |
| York 4 School District | 7 | \$285,234.18 |
| TOTAL: | 547 | \$22,289,013.78 |

* In accordance with Proviso 1.43, which states that "all school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students," the following school districts transferred a portion of their career specialists funding to other line items:

1. Abbeville County School District
2. Barnwell 29 School District
3. Berkeley County School District
4. Cherokee County School District
5. Pickens County School District