According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State’s Perkins Regional Coordinator (PRC) who can be located under the “Contact Us” tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.

1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   - Agency Name: South Carolina State Board of Education

2. Lead individuals completing this plan:
   - Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.
   - A. Please select the individual responsible for the narrative descriptions in this plan:
     - Maria Swygert
   - B. Please select the individual responsible for the budget in this plan:
     - Diane House
   - C. Please select the lead individual who may be contacted to answer questions about this plan:
     - Angel Malone

3. Type of Perkins V State Plan Submission:
   - SELECT: 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan:
   - ☒ Yes ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   - Date Governor was sent State Plan for signature:

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.

TRANSITION YEAR STATE PLAN

U.S. Department of Education Washington, DC 20202
OMB Number: 1830-0029
Expiration Date: 04/30/2022

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.
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I. COVER PAGE

U.S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Transition Year State Plan

A. State Name: South Carolina_____________________________________________

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   South Carolina State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

   1. Name: Angel Malone
   2. Official Position Title: Director, Office of Career and Technology Education
   3. Agency: South Carolina Department of Education (SCDE)
   4. Telephone: (803) 734-8412 Email: amalone@ed.sc.gov

D. Individual serving as the State Director for Career and Technical Education:
   ☒ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

   1. Name: Angel Malone
   2. Official Position Title: Director, Office of Career and Technology Education
   3. Agency: South Carolina Department of Education (SCDE)
   4. Telephone: (803) 734-8412 Email: amalone@ed.sc.gov

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):
   ☒ 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will then complete Items G and J.
   ☐ State Plan (FY 2019-23) – if an eligible agency selects this option, it will then complete Items G, I, and J.

F. Type of Perkins V State Plan Submission – Subsequent Years (Check one):
   ☒ State Plan (FY2020 - 23 only) – if an eligible agency selects this option, it will then complete Items H, I, and J.
   ☐ State Plan Revisions (Please indicate year of submission : _________________) – if an eligible agency selects this option, it will then complete Items H and J.
G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities ACT (WIOA) Combined State Plan – FY 2019 (Check one):
☐ Yes
☒ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities ACT (WIOA) Combined State Plan – Subsequent Years (Check one):
☐ Yes (if yes, please indicate year of submission: ________________)
☒ No

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):

<table>
<thead>
<tr>
<th>Date Governor was sent State Plan for Signature:</th>
</tr>
</thead>
</table>

☐ The Governor has provided a letter that he or she is jointly signing the State plan for the submission of the Department.
☒ The Governor has not provided a letter that he or she is jointly signing the State plan for the submission of the Department.

J. By Signing this document, the eligible entity, through its authorized representative agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submissions; and
2. That, to the best of my knowledge and belief, all information and data included in this State Plan submission are true and correct.

Authorized Representative Identified in Item C above (Printed Name)  

__________________________________________________________  

Signature of Authorized Representative  

__________________________________________________________  

Date
II: NARRATIVE PERFORMANCE REPORT

Introduction

The South Carolina State Department of Education (SCDE) is pleased to submit to the U.S. Department of Education (USDE) the following plan developed to address the one-year transition from the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) into the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The SCDE developed the South Carolina Transition Plan—July 1, 2019–June 30, 2020, (State Transition Plan) in collaboration with the State Technical College System (SCTCS), the S.C. Department of Commerce (Commerce), the S.C. Department of Employment and Workforce (DEW), the S.C. Chamber of Commerce (Chamber), the South Carolina Commission on Higher Education (CHE), the S.C. Vocational Rehabilitation Department, the S.C. Office of Adult Education, and other key stakeholders from across the state. Additional comprehensive activities and requirements for state-level planning, coordination, and collaboration for the subsequent complete state plan will be accomplished during the transition year.

The State Transition Plan includes the required sections identified in the Guide for the Submission of State Plans, OMB Control Number 1830-0029, by the USDE’s Office of Career, Technical, and Adult Education (OCTAE). The State Transition Plan includes Part B—State Plan Program Administration and Implementation sections B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv), and Part C—Fiscal Responsibility. The complete state plan to be submitted prior to the second program year, July 1, 2020–June 30, 2021, will include all additional components.

South Carolina is a diverse and determined state, positioned to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-demand, high-wage careers. According to the Center for American Progress, in 2018 South Carolina ranked 42nd in the nation’s poverty rate (Progress, 2019). However, despite this 15.4% percent poverty rate the SCDE is focused on equity. Whether a student is located in a rural or urban setting, the SCDE believes that all students will graduate prepared for success in college, careers, and citizenship. It is our mission to provide leadership and support so that all students will graduate prepared for success.

South Carolina is situated to embrace the opportunities provided by the revised legislation for improving equitable access and workforce needs of its citizens. As such, the SCDE plays a critical role in the upward climb for each and every South Carolinian and are united around what is necessary for all South Carolina students to succeed. The unity is demonstrated in the multi-agency collaboration on the Profile of the South Carolina Graduate (Profile). The Profile highlights the three tenets of success, world-class knowledge, world-class skills, and life and career characteristics. Using the Profile as the launching platform for our state plan, we are prepared to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-demand, high-wage careers. The state’s focus on partnership and collaboration will lead to better alignment of programs and resources such as the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA) bringing us closer to achieving our one workforce development vision for South Carolina.
A. Plan Development and Consultation
☐ Required
☒ Not Required

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development
☐ Required
☒ Not Required

2. Implementing Career and Technical Education Programs and Programs of Study
   a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

South Carolina is in an excellent position to make the transition needed to implement the provisions of Perkins V. As such, the vision of career and technical education (CTE) is to cultivate a skilled and responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina. Secondary and postsecondary educational agencies, along with our workforce development partners, laid the foundation for many components of the new law during the implementation of the previous Perkins legislation. In 2005, the South Carolina General Assembly passed the Education and Economic Development Act (EEDA). The EEDA mandates a curriculum organized around a career cluster system based upon the national career cluster model. The system provides students with both strong academics and real-world problem-solving skills and addresses key elements that will impact how the state’s high school curricula are structured and connected to postsecondary study. As a result of the EEDA, all public-school districts in South Carolina are required to organize their curricula around a minimum of three career clusters.

South Carolina continued in its transformative development by aligning key partners, including economic development, education and workforce, around the same goal of creating a pipeline of skilled talent. Working together, the stakeholder partners focused on building regional, industry-focused skilled workforces, based on data to address the talent pipeline gap. The state team, conducted an intensive data dive which resulted in identifying these five industries as the top priority in program development on the state level: Diversified Manufacturing; Construction; Health Care; Information Technology; and Transportation and Logistics.

Using the National Center for Education Statistics (NECS) Classification of Instructional Program (CIP) codes, the secondary and postsecondary clusters were aligned to determine potential paths of study for CTE students. In each of the five top priority content areas, the program-of-study templates is being developed to outline a recommended path of study for secondary students interested in pursuing a certificate, diploma, or degree through the SCTCS. They will include the progression of course work from the ninth through twelfth grade, specifically the secondary academic requirements and the recommended courses in the specified
CTE program sequence. Each of the applicable postsecondary degree, diploma, and certificate programs will be included to help students understand that there is a wide array of options within one content area.

The OCTE and the SCTCS will continue to work collaboratively to develop and enhance programs of study at the state level aligned with these top priority pathways. In addition to the state level priorities, through support from the OCTE and SCTCS, the programs of study will be regionally and industry-focused focused to best address the needs of the state. The state’s vision for programs of study is integrated career pathways aimed at building skilled workforces through alignment of public partners and industry ultimately leading to industry-recognized credentials/certificates, work based learning (WBL) experiences, apprenticeship, or to associate or baccalaureate degrees. Across the state, courses are offered in fifteen of the sixteen career clusters to best prepare students with opportunities for dual credit attainment, work-based learning, and industry credential attainment. The programs of study available to the local educational agencies (LEAs) and technical colleges provide seamless pathways from secondary to postsecondary education that could be offered as options to students when planning for and developing their individual graduation plans (IGPs).

The fifteen career clusters supported are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and
iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The vision of the SCDE is that ALL students graduate prepared for success in college, careers, and citizenship. The mission for CTE in South Carolina is to cultivate the development of a skilled and responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness. This mission drives the development and approval of CTE programs in South Carolina, where all students graduate prepared for success in college, careers, and citizenship. By focusing on our programs becoming the successful alignment of the ESSA’s state-identified rigorous academic standards and the WIOA emphasis on “in-demand” industry sectors and occupations, the state will use the current and emerging programs of study to strengthen the articulation and existing partnerships between secondary and postsecondary institutions. With input from the technical colleges and secondary schools, the state is developing a program of study template to map out the successful articulation of programs into a program of study. These templates will help the LEAs build strong defined programs of study to help guide student success. The templates will also strengthen the articulation between secondary and postsecondary.

As determined by the legislation, eligible recipients will be required to implement at least one program of study. Using the state’s programmatic guidance, recipients may use the programs of study templates to guide conversations and build programs best suited to meet their geographic needs. The LEAs will be encouraged to allocate Perkins funds to support the development of seamless integration between course work in secondary and postsecondary career and technology education programs and address equity gaps by providing information to students and their parents about available programs of study. Information will be provided through many resources including a multimedia resource being developed by the stakeholder partners.

In addition, the OCTE in collaboration with the SCTCS will continue to provide leadership for the development, implementation, and improvement of these CTE programs. Furthermore, all CTE programs that receive federal and state funds must be supported by diverse advisory committees with representatives from business and industry partners to ensure program relevance to the region’s workforce needs.

A major focus of the state’s plan is to break down the equity barriers and ensure equitable access and success of all students, especially those that have historically lacked access to high-quality CTE programs, particularly special populations. The special populations as identified in the legislation are those:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
• English learners;
• homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
• youth who are in, or have aged out of, the foster care system; and
• youth with a parent who is a member of the armed forces and is on active duty.

To support the success of the CTE programs across the state, the Perkins funds will supplement the state’s efforts under the EEDA that to improve career guidance and academic counseling for secondary CTE students in South Carolina. The IGP required for all high school students, coupled with state funding provided to lower the student-to-guidance ratio, will help to ensure that students, parents, and school counselors collaborate at least once a year in planning students’ academic and CTE courses, thereby supporting high school completion and success for all students, including the special populations students identified in Perkins V. The number of students who have had work-based learning experiences and apprenticeships has increased by 43% since the 2013-2014 academic year. In the 2017-18 school year, there were a total of 119,336 work-based learning experiences to include youth apprenticeships.

The SCDE and the OCTE will help school districts and technical colleges ensure that all students who are members of special populations are afforded equal access to CTE programs through outreach and recruitment, access to required programmatic resources, incorporation of Individual Education Plans (IEP), and increasing awareness of career and educational options. Career development activities will include career counseling and exploration focusing on career paths to high-wage, high-skill, or high-demand occupations. Advisement, tutoring, and special classes will be available for academic support to foster success. Accommodations are made for students considered part of a special populations, such as the development of individualized plans that target and develop specific work-based skills according to students’ abilities. Students have opportunities to receive extra help and to participate in work-based learning opportunities such as job shadowing, cooperative education, entrepreneurship, internship, virtual job shadowing, and mentorships.

c. Describe how the eligible agency will—
   i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

   Students receive information about CTE opportunities through state and local brochures, course catalogs, state and district Web sites, CDFs who
provide career development activities in the schools, and guidance counselors who conduct the annual IGP conferences. The OCTE provides state leadership in serving members of special populations through an equity coordinator, who serves as a liaison and collaborative partner with other agencies and SDE offices and coordinates the SDE’s methods of administration (MOA) evaluation team to ensure that CTE students who are members of special populations are not discriminated against, that career counseling is equitable, that students are making career choices based on their career interests, that accessibility to programs is provided, and that strategies and support services are helping members of special populations to be successful in CTE programs.

Federal legislation references the value of comprehensive WBL opportunities in Perkins V, ESSA, and WIOA. A comprehensive WBL program should contain the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors. These elements are one part of the South Carolina College and Career Readiness Accountability Measure. To increase equity and access to WBL opportunities across the state, the OCTE will use Perkins funds to support innovative programs that prepare students for in-demand occupations with business and industry partners. CTE programs prepare students, including special populations, academically and technically for postsecondary opportunities and entry into high-skill, high-wage, or high-demand occupations. Many of these jobs require additional training beyond high school in the form of postsecondary education, on-the-job-training, apprenticeship experience, and a high depth of knowledge developed from a definite skill path.

For the purposes of this discussion, high-skill is determined based on those occupations with education or training requirements of long-term on-the-job training lasting 1 or more years; work experience in a related occupation; post-secondary career training; or postsecondary credential. High-wage is determined as those occupations paying at least 25% percent more than the $50,570 the median household income for South Carolina in 2017 (i.e. $63,212.50 or above). (Glasmeier, 2019) High-demand occupations are those occupations with a projected 2016-2026 growth rate at least 11% percent average employment growth rate over the next ten years, and having an increase of at least 900 jobs openings. (Workforce, 2019)
d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

South Carolina’s CTE vision states that high-quality education is world class knowledge that aligns to the needs of business and industry. One aspect of world-class knowledge is access to dual credit opportunities in CTE programs. For the 2017-18 school year, more than 2,500 CTE completers were able to attain dual credit through technical college coursework. In South Carolina, a completer is a CTE concentrator who has earned all of the required units in a state-recognized CTE program. To strengthen the access to the world-class learning opportunities and best prepare students for success, the OCTE and SCTCS will continue the collaboration of CTE program integration, for secondary-to-postsecondary program articulation and dual enrollment.

The SCTCS and the SDE will continue to work collaboratively with the CHE, the South Carolina Department of Employment and Workforce, the South Carolina Department of Commerce, and other agencies to ensure the program opportunities reflect the current and future job market, new technologies, and changing economic conditions to support the state’s global competitiveness. This collaboration will enable the state to reset priorities and reallocate resources to new or existing programs that best meet the needs of the employers and students they serve.

These dual credit and early college opportunities are shown to have a benefit to student success. As such, they have also been adopted as one part of the South Carolina College and Career Readiness Accountability Measure. According to the USDE, dual enrollment credits reduce the average time-to-degree and increase the likelihood of college graduation. Dual credit provides students with additional insight into real-world learning. Through the post-secondary learning in high-school, students learn how to collaborate within diverse teams, manage projects, think critically, document research, and communicate results to authentic audiences. Furthermore, students apply academic and technical skills to effectively solve challenging real-world problems. The OCTE will work closely with the SCTCS to ensure that Perkins funds are available for all students across the state have access to these CTE dual credit opportunities. In order to address the equity gap, secondary and post-secondary collaboration will provide access to dual credit opportunities through in person, as well as, virtual program and online opportunities across the state at all of the colleges and LEAs.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

☐ Required
☒ Not Required
f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.
☑ Required
☐ Not Required

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.
☑ Required
☐ Not Required

h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

South Carolina is focused on ensuring all programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs. The fiscal and programmatic support will be used to inextricably link federal and state workforce to programs of such size, scope, and quality as to bring about improvement in the quality of career and technical education as identified in Section 134 and Section 135 of the legislation. For purposes of Perkins V, the SCDE will define “size, scope, and quality” for eligible recipients through the following mechanism:

In consideration for size, eligible programs must include a sequence of no less than two courses. Eligible recipients will provide the quantifiable evidence, to include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. In addition, an appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment.

Indications of adequate scope in a Perkins-funded CTE program may include providing for secondary students' opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities. Secondary Perkins-funded programs must be aligned with business and industry as validated by a local business advisory committee. Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses. Furthermore, at least one state
recognized Program of Study containing a coherent sequence of courses must be offered in alignment with the secondary and postsecondary partners to demonstrate student progression. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.

The measure of quality will be determined based on how successfully each program is able to provide all enrolled students with the opportunity to participate in a CTE program that provides the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. In addition, the quality program should provide the opportunity to earn an industry certification and/or licensure approved by the state, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high quality programs align with current workplace standards, practices and competencies.

The state is utilizing the career cluster framework to ensure that academic and technical components of all CTE programs are designed to prepare South Carolina students for competition in a global workforce. Through this alignment, both academic and technical course sequences are strengthened. Each program is developed and reviewed with multiple stakeholders to ensure that content is included to meet the needs of South Carolina’s existing and emerging industry sectors. Throughout this program development of career pathways, the national knowledge and skills are cross-walked with all South Carolina CTE programs, helping ensure that all programs provide students with strong experience in and understanding of all aspects of the particular industry.

3. Meeting the Needs of Special Populations

   A. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

   i. will be provided with equal access to activities assisted under this Act;
   ii. will not be discriminated against on the basis of status as a member of a special population;
   iii. will be provided with appropriate accommodations; and

Students who are members of special populations are afforded equal access to all CTE programs. The SCDE and OCTE work in collaboration with the school districts and colleges to ensure that students who are members of special populations are provided equal access through outreach and recruitment by increasing awareness of career and educational options. Career development activities include career counseling and exploration focusing on career paths to high-wage, high-skill, and high-demand occupations. Advisement, tutoring, and special classes will be available for academic support. Special populations students will have access to assistive technology to foster success.
The OCTE will help school districts ensure that all students experience equal access, opportunities, guidance, support, and success in every aspect of their secondary education. The OCTE will assist LEAs in embracing the requirements and spirit of federal civil rights laws and South Carolina’s MOA required by the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs*. Through the MOA process, the OCTE will ensure that school district policies, procedures, and practices related to federal civil rights laws are known, meet basic standards, and are workable. Under the MOA guidelines, South Carolina will conduct a minimum of two on-site monitoring visits each year. The OCTE will provide school districts with information, samples, and assistance regarding best practices in civil rights, nondiscrimination, and educational equity and diversity. The OCTE will participate in activities sponsored by national organizations such as the National Alliance for Partnerships in Equity (NAPE), to identify best practices and provide effective technical assistance to the districts. The OCTE will support innovative linkages between districts and community stakeholders such as institutions of higher education, local businesses, and public welfare and workforce agencies.

The SCTCS has an open admissions policy for the technical colleges that ensures programs and services are available to benefit from the available learning opportunities, including individuals who are in the Perkins V special populations groups. The technical colleges will be required to adhere to the SCTCS nondiscrimination clause in the student code, which prohibits discrimination against a student or prospective student based on race, color, age, religion, national origin, sex, or disability.

The OCTE will provide leadership to LEAs in assessing and meeting the needs of students who are identified as special populations. The local applications and progress reports will detail the LEAs’ efforts to provide equal access to CTE programs, assess students’ needs, support accountability standards, and evaluate the progress of the special populations. OCTE staff members will review these annual applications to ensure that the LEAs are assisting special populations in meeting standards and in preparing for further learning and high-tech, high-wage, and high-demand career opportunities. The OCTE will also recommend strategies that LEAs can use to help ensure that the structure of the educational environment is appropriate for special populations students:

- providing professional development opportunities for staff to promote a better understanding of the needs of special populations students;
- offering short-term courses with flexible schedules, virtual courses, and other distance learning opportunities;
- ensuring that CTE recruitment activities and promotional materials are free of bias or stereotypes and are germane for all students;
- providing support services, such as teaching study and survival skills; and
- coordinating with business and industry representatives to provide job shadowing opportunities, work-site visits, and presentations on careers.

Both the secondary LEAs and the technical colleges will identify programs that target special populations in their local applications. Examples of past activities include child care for single parents, transportation, tutoring services for students with learning
disabilities, and work-based learning experiences for those entering into nontraditional fields. Subrecipients will be asked to explain specifically how their programs will prepare special populations for high-skill, high-wage, or high-demand occupations and enable these students to become successful global citizens.

4. Preparing Teachers and Faculty
☐ Required
☒ Not Required
III. FISCAL RESPONSIBILITY

The information included in this section and in Part B—Budget Forms is based on the estimated state allocation provided by the OCTAE for the 2019–20 transition year. The budget must be revised if the actual federal allocation differs from the estimate.

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

A comprehensive, computerized local application processes was developed and utilized by secondary and postsecondary eligible recipients under Perkins IV. This data management system and grants accounting processing system is connected, providing a crosswalk of the application and budget. The two processes are being reviewed and revised to incorporate the significant changes for Perkins V and implement the elements of the needs assessment for a local application. The state will use the transition year to meet with stakeholder groups to develop a comprehensive needs assessment for South Carolina. The previously mentioned online computer resources provide a bridge between the elements in Sections 134 and 135 of Perkins V. The application will deliver a series of questions built out of the legislation and focused on the needs assessment such as:

- activities or services that will be conducted to encourage CTE students to enroll in rigorous and challenging core academic subjects;
- professional development that will promote the integration of academic and technical education;
- activities that will be provided to prepare special populations students for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency; and
- career guidance and academic counseling services that address linkages to future education and training opportunities for CTE students.

The eligible recipients will complete these application narrative elements as they directly link to the legislation. The application’s narrative will provide access to their performance data and highlight equity gaps to address. In addition, the application’s finance section ties directly to the application. As the eligible recipients build the Perkins budget, they are required to utilize the indicators and required local uses of funds that have been identified in the narrative. CTE staff at the SEA specializing in finance, gender equity, special populations, career guidance, CTE program areas, and evaluation will review the applications using individual checklists of approval criteria to ensure Perkins V compliance for uses
of funds, required application contents, meeting adjusted levels of performance, or serving special populations. Applications that are not initially approved will be returned to the eligible recipient with comments regarding all areas that require additional attention prior to approval or denial.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed**—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

South Carolina will allocate the Perkins Title I funds as follows: 10% percent for state leadership, 5% percent for state administration, and 85% percent for local secondary and postsecondary eligible recipients. The local allocation among secondary and postsecondary eligible recipients will continue with 70% percent for secondary programs and 30% percent for postsecondary programs as specified in the state plan previously approved for Perkins IV. This split is based on enrollment in CTE courses.

South Carolina will distribute funds for secondary CTE programs on the basis of the allocation formula outlined in Section 131 of Perkins V. Data are adjusted to reflect changes in school district boundaries and for LEAs without geographical boundaries, as required, by obtaining attendance and poverty data directly from the affected districts. South Carolina does not use an alternative formula. Any secondary eligible recipient that receives less than the minimum allocation will have to enter into a consortium or will be considered for a waiver in accordance with Section 131. Allocations will be made in accordance with Section 131 to multidistrict career centers that form a consortium with feeder school districts for the purpose of receiving funds under this section. Currently in South Carolina there are eighty one school districts and twelve multi-district career center who are eligible secondary recipients.

South Carolina will distribute funds for postsecondary programs on the basis of the allocation formula outlined in Section 132 of Perkins V. The state does not have postsecondary consortia or the requirements for an alternative formula. No postsecondary recipients will receive less than the minimum allocation under this section. Currently in South Carolina there are sixteen technical colleges who are eligible postsecondary recipients.

South Carolina will not allocate Perkins Title I funds directly to consortia. Funds allocated to eligible recipients under Section 131 or 132 may be pooled with funds provided by one or more other eligible recipients and used for
innovative initiatives. The SCDE has added this permissible use of funds to the financial accounting system to determine the extent that consortia are formed and funding is used in this manner. The OCTE’s local application instructions include guidance on the eligibility of consortium members, allowable uses of funds, and reporting requirements. The local application requires a detailed description for the uses of the pooled funds and how these funds will improve student performance.

3. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

The allocations to the secondary eligible recipients are based on the formula described in Perkins IV, Section 131(a). Thirty percent of the funding is allocated to the LEAs in proportion to the number of individuals aged five through seventeen, inclusive, who reside in the school district served by such LEA for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding fiscal year, as determined by the most recent census data. Seventy percent of the funding is allocated to the LEAs in proportion to the number of individuals aged five through seventeen, inclusive, who reside in the school district served by the LEA and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent data used under Section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the LEAs in the state for the preceding fiscal year.

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<thead>
<tr>
<th>Secondary and Postsecondary Grantee Organization</th>
<th>Preliminary Award Amount</th>
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<tbody>
<tr>
<td>Abbeville County School District</td>
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SC – Perkins V Transition Plan
Revised June 21, 2019
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<td>Greenville Technical College</td>
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<td>Orangeburg-Calhoun Technical College</td>
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<td>Piedmont Technical College</td>
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<td>Spartanburg Community College</td>
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<td>Technical College of the Lowcountry</td>
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<td>Tri-County Technical College</td>
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</tr>
<tr>
<td>Trident Technical College</td>
<td>$681,910.00</td>
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</tbody>
</table>
4. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

The allocations to the postsecondary eligible recipients are based on the formula described in Perkins IV, Section 132(a). The proportionate share for each institution is based on the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 135 offered by the institution in the preceding fiscal year compared to the sum of the number of such recipients enrolled in such programs within the state for the preceding fiscal year.

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

In South Carolina, there are two public charter school districts treated as LEAs and held to the same administrative parameters. These districts are comprised of schools from across the state. The OCTE will adjust the data used to make the allocations these two districts by extracting the enrollment data from the previous 135-Day Average Daily Membership (ADM). The ADM is a count of students that is taken at different times of the year to satisfy local, state and federal data collection needs and also to ensure that school districts are adequately funded, according to student population. These counts satisfy state and federal data reporting needs and include distributions by school and district for grade, gender and race/ethnicity. This membership count provides enrollment to include local education agencies without geographical boundaries. The enrollment data is applied to the allocation formula outlined in Section 131(a) of Perkins V. Data are adjusted to reflect changes in school district boundaries.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C.**
South Carolina is not requesting a waiver to the secondary allocation formula. The state uses the allocation formula described in section 131(a).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

South Carolina is not requesting a waiver to the postsecondary allocation formula. The state uses the allocation formula described in section 132(a).

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

South Carolina will maintain the current level of fiscal effort per student, or aggregate expenditures for the state. The aggregate expenditure for maintained fiscal effort is approximately $20 million for the Education Improvement Act (EIA) funding which supports career and technical education and work based learning activities. There will be no change to the base line per student for Perkins V. South Carolina uses both the Education Finance Act (EFA) to determine the per pupil measurement to districts for certain programs, such as career and technical education and work based learning. The measurement is based upon the one hundred thirty-five day count for the most recently completed fiscal year. The base student cost is weighted based on the estimated cost of resources needed to educate a student. South Carolina adds additional weighting for the career and technical student calculations. For example, if the average student with no special needs or required extra expenditures has a weight of one (1.0), a student in a career and technical curriculum would have an additional weight of (.29) based on the additional cost of educating that student. In practice the number of career and technical students in a district’s student population would be multiplied by (1.29).
REFERENCES


**APPENDIX A: BUDGET FORM**

**State Name:** South Carolina  

**Fiscal Year (FY):** 2020

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Total Perkins V Allocation</td>
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<td>2</td>
<td>State Administration</td>
<td>5%</td>
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<td>3</td>
<td>State Leadership</td>
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<td>4</td>
<td>• Individuals in State Institutions</td>
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<tr>
<td>4a</td>
<td>– Correctional Institutions</td>
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<td>4b</td>
<td>– Juvenile Justice Facilities</td>
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<td>4c</td>
<td>– Institutions that Serve Individuals with Disabilities</td>
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<tr>
<td>5</td>
<td>• Nontraditional Training and Employment</td>
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</tr>
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<td>6</td>
<td>• Special Populations Recruitment</td>
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<tr>
<td>7</td>
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<td>• Reserve</td>
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<td>– Secondary Recipients</td>
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<td>– Postsecondary Recipients</td>
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<td>– Postsecondary Recipients</td>
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<td>14</td>
<td><strong>State Match (from non-federal funds)</strong></td>
<td>Not applicable</td>
<td>$1,072,375.00</td>
</tr>
</tbody>
</table>
A. Statutory Assurances

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment\(^1\) for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were considered in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)
B. **EDGAR Certifications**

☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. **Other Forms**

☒ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - [https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf](https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf)
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(15)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(15)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(15)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(15)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: South Carolina State Depart
Date: 5/15/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: South Carolina State Depar
Date: 5/15/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

TITLE

Director

APPLICANT ORGANIZATION

South Carolina State Department of Education

DATE SUBMITTED

5/15/19

Standard Form 424B (Rev. 7-87) Back
**Disclosure of Lobbying Activities**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

OMB Number: 4040-0813
Expiration Date: 02/28/2022

### 1. Type of Federal Action:
- a. contract
- b. grant [X]
- c. cooperative agreement
- d. loan
- e. loan guarantee
- f. loan insurance

### 2. Status of Federal Action:
- a. bid/offer/application
- b. initial award [X]
- c. post-award

### 3. Report Type:
- a. initial filing [X]
- b. material change

### 4. Name and Address of Reporting Entity:

- **Prime** [X] **Subsidiary**
- **Name**
- **Street 1** 1429 Senate Street
- **City** Columbia
- **State** SC, South Carolina
- **Zip** 29201

### 5. If Reporting Entity in No.4 is Subsidiary, Enter Name and Address of Prime:

### 6. Federal Department/Agency:
- **U.S. Department of Education**

### 7. Federal Program Name/Description:
- **Office of Career, Technical, and Adult Education**
- **CFDA Number, if applicable:** 84.048

### 8. Federal Action Number, if known:
- 7048190040

### 9. Award Amount, if known:
- $ 21,447,519.00

### 10. a. Name and Address of Lobbying Registrant:
- **Prefix**
- **First Name**
- **Middle Name**
- **Last Name**
- **Street 1**
- **City**
- **State**
- **Zip**

### b. Individual Performing Services (including address if different from No. 10a):
- **Prefix**
- **First Name**
- **Middle Name**
- **Last Name**
- **Street 1**
- **City**
- **State**
- **Zip**

### 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

- **Signature:**
- **Name:**
- **Title:**
- **Telephone No.:**

**Date:**

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-87)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
South Carolina Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mrs. * First Name: Angel * Middle Name: H.
Last Name: Malone * Title: Director

* SIGNATURE: * DATE: 8/15/19
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ictDocketMary@ed.gov and reference the OMB Control Number 1894-0065.
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**Total Perkins V Allocation:** $21447519.00

**State Match (from non-federal funds):** $1072375.00
State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: South Carolina State Depart
Date: 5/15/2019 12:00:00 AM