
STATE PLAN

U.S. Department of Education Washington, DC 20202
OMB Number: 1830-0029

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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 Technical 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 Technical 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):
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☒ 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):

Date Governor was sent State Plan for Signature:
March 16, 2020

☐ 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)  Telephone

______________________________________________  _____________________
Signature of Authorized Representative  Date

Date Governor was sent State Plan for Signature: March 16, 2020
FOREWORD

Vision:

All students graduate prepared for success in college, careers, and citizenship.

Mission:

To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry-leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.

In the book, *Future Shock*, Alvin Toffler wrote: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn" (Toffler, 1970). This statement drives the need for our country to re-think Career and Technical Education and its prominence along the landscape of global workforce development. No longer can students plan and prepare for a specific job, but rather, they must be developed and equipped with specific skills that are multifaceted to address the balance of jobs that currently exist and those that have yet to be created.

According to a Dell Technologies and Institute for the Future (IFTF) report, 85 percent of the jobs in 2030 don’t exist yet. Structured education can no longer end after leaving school or college. Education must become a lifelong endeavor, and sources for education need to evolve to provide those opportunities (Marr, 2019). South Carolina has a unique opportunity to change the trajectory of generations as it relates to workforce development by ensuring that our skilled workforce has the necessary skills to impact and change business and industry such as creativity, curiosity, and design-thinking.

The seamless transition from education into the workforce must now be personalized by providing multiple points of entry and exit to meet the needs of the potential worker in balance with meeting the needs of emerging and ever-changing industries. American philosopher John Dewey said, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow” (Dewey, 1915). The demands from industry require that we acknowledge the many gains made in business and industry from our past, maintaining the progress of our present, while forging and setting the path of new technologies such as artificial intelligence, big data, augmented reality, blockchain, the Internet of Things, and automation for our future. We must not only train and develop a skilled workforce for the needs of the present industry but also develop divergent thinking, which allows a skilled workforce to be disrupters of global industries and economies by meeting as well as exceeding the needs of consumers in innovative and authentic ways.

The ensuing 4th Industrial Revolution that is upon us requires that we do the following:

- Redefine the purpose of education;
- Improve STEM Education;
- Develop Human Capital and Potential;
- Adapt to lifelong learning models;
- Alter educator training;
- Make schools makerspaces;
- Develop International Mindfulness; and

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• Redefine and restructure Higher Education.

**Perkins V: The Strengthening Career and Technical Education for the 21st Century Act** aligns the initiatives of education to meet the needs for a seamless transition into the workforce with a tremendous amount of flexibility fostered through deliberate and intentional collaboration. This intentionality affords the opportunity to develop a skilled workforce for the greatest global competitive advantage. It is with this vision in mind that South Carolina takes on the responsibility to cultivate the development of skilled workers that is viable and responsive to business and industry. Through strategic partnership and collaboration between secondary education, postsecondary education, and a plethora of workforce development partners, we are afforded the opportunity to affect the global system through necessary change, innovation, and action. This process will allow South Carolina to become the conduit of change that affords many opportunities for its residents without regard to demographics, thus having a positive impact on economic prosperity, innovation, and development for its future generations.
II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

South Carolina is submitting a four-year state plan under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The South Carolina Department of Education (SCDE) developed the South Carolina Four-Year Plan—July 1, 2020–June 30, 2023, (State Plan) for Perkins V in collaboration with the South Carolina Technical College System (SCTCS). The plan builds on and extends the South Carolina Transition Plan, July 1, 2019–June 30, 2020, approved by the U.S. Department of Education in July 2019. The State Plan includes the required sections identified in the Guide for the Submission of State Plans, OMB Control Number 1830-0029, by the USED’s Office of Career, Technical, and Adult Education (OCTAE).

The SCDE and the SCTCS jointly convened the Perkins State Plan Advisory Committee to provide input into the development of the State Plan and to make recommendations for the delivery of career and technical education in the state. Key stakeholders from across the state represented agencies such as S.C. Department of Commerce (Commerce), S.C. Department of Employment and Workforce (DEW), the S.C. Chamber of Commerce (Chamber), the South Carolina Commission on Higher Education (CHE), S.C. Vocational Rehabilitation Department, S.C. Office of Adult Education, S.C. Department of Juvenile Justice, S.C. Department of Corrections, S.C. Governor’s Office, S.C. School for the Deaf and Blind, parents, and students. The plan takes into account input from stakeholders representing secondary and postsecondary education instructors and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers, parents; students; the state workforce investment board; interested community members; representatives of special populations, business and industry, and labor organizations; and the governor’s office.

To afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the development of the State Plan, meetings were conducted throughout 2019 (see Appendix D). Appropriate and sufficient notice was provided through presentations, print materials, and electronic correspondence to allow all committee members with an opportunity to review an outline and draft of the State Plan components and discuss their recommendations or concerns. Committee members were also encouraged to provide input electronically as the State Plan was completed. Input provided by committee members was carefully considered and used in developing the State Plan.

Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in South Carolina. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this by placing a greater emphasis on the following areas: stakeholder engagement and collaborative planning; innovation; equity; accountability; and, alignment with other education and workforce programs. South Carolina’s State Plan integrates these elements, as well as aligns with other statewide goals and initiatives, which include the following:

- The Every Student Succeeds Act (ESSA) Plan;
- Workforce Innovation and Opportunity Act (WIOA);
The South Carolina Education and Economic Development Act (EEDA) (S.C. Code Ann. §59-59-130) which created a curriculum, aligned with state content standards, organized around a career cluster system to provide students with both strong academics and real-world problem-solving skills;

- State Act 195 to adopt the Profile of the South Carolina Graduate as the standard and achievement goals for high school students in the state; and

- State Act 252 establishes the Coordinating Council of Workforce Development (CCWD), a cross-sector council charged with assessing workforce needs in the state and providing recommendations to increase access to and incentivize workforce training programs.

The CTE delivery system in South Carolina is divided into secondary and postsecondary and is supported by two state agencies. Secondary CTE is regulated by the South Carolina State Board of Education (SBE), which provides state-level leadership, technical assistance, accountability, planning, and delivery resources to local school districts and area career centers. In South Carolina, there are eighty-one school districts which include comprehensive high schools and career centers. In addition, there are eleven multi-district career centers. The secondary system also includes four systems organized by state agencies that serve students as part of their responsibilities- the South Carolina Department of Juvenile Justice, the South Carolina Department of Corrections’ Palmetto Unified School, the South Carolina School for the Deaf and Blind, and the John de la Howe. Postsecondary CTE is coordinated at the state level by the South Carolina Technical College System which approves and monitors CTE programs and programs of study offered at the sixteen community and technical colleges and provides state-level leadership and technical assistance to the two-year college system.

Consistent with section 122(e)(1) of Perkins V, the SCDE as the eligible agency has developed an agreement with the SCTCS on incrementally increasing the secondary postsecondary split to the LEAs over the next four years. Currently, the local allocation among secondary and postsecondary eligible recipients is a split of 68 percent for secondary programs and 32 percent for postsecondary programs as specified in the state plan previously approved for Perkins IV. Through our increased collaboration the local allocation between the secondary and postsecondary CTE eligible recipients will increase over the next three fiscal years to 65 percent for secondary programs and 35 for postsecondary programs(see Appendix I). Furthermore, the funds set in reserve will be shared between the secondary and postsecondary programs equally and awarded through competitive applications focused on increasing the collaboration and innovation between programs at both levels.
B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development

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 in-demand and high-wage careers. As such, the state is poised to embrace the opportunities provided by the revised legislation of Perkins V for improving equitable access and workforce needs of its citizens. The state’s focus on partnership and collaboration will lead to better alignment of programs and resources that bring us closer to achieving our vision for South Carolina. The SCDE plays a critical role in the upward climb for each and every South Carolinian and is 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 (see Appendix E). The Profile of the South Carolina Graduate 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, greater emphasis is placed on the alignment of high-quality education and workforce development that supports our state’s career and technical education (CTE) mission.

These tenets and statements have been embraced as the vision for education in South Carolina. It is the vision statement that is used for all of our print and electronic communications to the field and to stakeholders. The vision that solidifies the state’s focus on partnership and collaboration leading to greater alignment of the programs and resources provided through ESSA and WIOA. Thereby, bringing us closer to achieving our one workforce development vision for South Carolina.

Just as the vision for education in South Carolina focuses on collaboration and partnerships to support education and workforce development, the CTE Mission statement also reflects this state-wide alignment. In an effort to exemplify a unified focus throughout the state, the Perkins V and WIOA plans adopted the same mission to ensure alignment strategies for workforce development and preparedness for the entire state.

To further synthesize the focus and goals of CTE in South Carolina under Perkins V, the OCTE worked with internal and external stakeholders to develop a series of eight vision themes. The vision themes listed on the following page exemplify our alignment and convergence for the education and workforce needs of our state.

SCDE VISION STATEMENT:
All students graduate prepared for success in college, careers, and citizenship.

MISSION FOR PERKINS V:
To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry-leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.
EIGHT VISION THEMES FOR CTE:

1. Performance and Accountability
   Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

2. Business/Industry and stakeholders
   Develop a network of relationships that promote career awareness and marketable skills, and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

3. Programs of Study and Programs
   Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

4. Career Guidance and Awareness
   Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions.

5. Equity and Access
   Enhance programs and supports to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.

6. Educator Recruitment, Development, and Retention
   Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

7. CTE Leadership Development
   To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

8. Quality
   To acquire the resources and networks essential to achieve the CTE vision, including providing opportunities for students to obtain industry certification, articulated credit, and work-based learning.

South Carolina is home to some of the most successful and innovative companies in the world. Our economy is globally based and therefore, we must ensure that the educational and training opportunities provided to our students are global in scope. Tremendous coordination to align resources and programs with industry’s ever-changing needs are required as our state continues to build a workforce focused career and technical education system. This ongoing collaboration helps to create a transformational system leading to greater alignment of the programs and resources provided through ESSA, Perkins V, and WIOA forming a conduit of success for all South Carolina citizens.

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The alignment of secondary and postsecondary education and training with area workforce needs is a fundamental aspect of the State Plan. This alignment reinforces South Carolina’s dedication to developing CTE programs focused on employability skills as defined by the Profile of the South Carolina Graduate. By providing in-demand, industry-specific skills at physical locations to multi-generational learning communities, the state is striving to address the equity and access barriers facing many of our rural and special population families. As such, the South Carolina developed the Comprehensive Local Needs Assessment to become a lens to identify and a catalyst for changing the way our education system addresses the access and equity needs of every student in our state. In addition, to support the opportunities and access for all students, the state has developed legislation to address prosperity through resources allocated to more challenged areas of South Carolina. This collaboration to remove equity barriers to success is the key to ensuring all South Carolina citizens can prosper.

South Carolina is a state known for its warm climate and beautiful landscapes along with global economic development that allows us to maintain an unemployment rate below 3 percent. South Carolina’s focus on workforce and education drives the increasing attraction to businesses from across the globe, solidifying the state’s greater alignment of the programs and resources provided through ESSA, Perkins V, and WIOA. South Carolina offers strong schools, a talented workforce and business-friendly environments that demonstrate the strategic priority for collaboration and partnership in the state. While a number of industries are experiencing significant employment growth, South Carolina has identified Diversified Manufacturing, Construction, Healthcare, Information Technology, and Transportation as the high-growth industries. These industries along with automotive manufacturing, aerospace, biotechnology, energy, and logistics are some of the top industries that keep South Carolina globally competitive.

South Carolina’s multi-diverse landscape of rural, metropolitan, suburban, and urban communities results in a diverse workforce with varying needs. Different population groups often face varying challenges and barriers and may need more specific or dedicated services to meet their employment and training needs. To address the diversity, South Carolina is organized into twelve Local Workforce Development Areas (LWDA). These twelve areas have diverse economies. These regions are divided to address the access and equity issues in not only the state’s primary urban areas such as the Midlands, Trident, and Greenville but also the rural areas such as Santee-Lynches, Upper Savannah, and the Lowcountry. Within each of these regions, there are diverse secondary programs, workforce boards, and at least one technical college. Together these regions work on the state’s comprehensive local needs assessment, as well as, the industry sector strategies partnerships. The state is continuing to address equity and access gaps by collaborating and being purposeful in partnership and participation. Where there are gaps, related activities aim to fill them by increasing access for individuals with barriers to education and workforce systems aiming to improve employment outcomes through the development and support of activities and initiatives that also achieve this goal.

From premium automobiles to wide-bodied commercial aircraft, the people of South Carolina have a proven record in manufacturing advanced and extremely complex products. South Carolina currently leads the US in the export of completed passenger vehicles. Moreover, the state also ranks first in both the production and export of tires, accounting for nearly one-third of the US market share. From appliances to boats and aircraft, each time a finished product rolls off an assembly line in this state, it helps solidify South Carolina’s reputation as a location that truly is just right for advanced manufacturing. This reputation also means having an infrastructure network in place to make business
happen. South Carolina has one of the nation’s fastest-growing container ports, an innovative inland port, 2,300 miles of rail lines, and more than 41,000 miles of state-maintained highways. Because of these assets, South Carolina has become internationally-known, not only for making things and making them well but also for our skill in getting those things where they need to go. South Carolina is home to a diversified and dynamic economy. Our focus with the South Carolina State Plan for CTE is to robustly support the need for an ever-growing and ever-changing highly-skilled workforce that is locally cultivated and globally focused as well as scaffolded through the alignment of the opportunities provided through ESSA, Perkins V, and WIOA.
2. Implementing Career and Technical Education Programs and Programs of Study

The state’s vision of 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. South Carolina is positioned to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-skill, in-demand, and high-wage careers. As such, 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). S.C. Code Ann. §59-59-130. The EEDA mandates a curriculum organized around a career cluster system based upon the national career cluster model.

Career exploration, planning, and guidance opportunities begin in the middle grades as directed through the EEDA. These career cluster and guidance opportunities are outlined throughout S.C. Code Ann. §59 South Carolina Education and Economic Development Act, to better prepare students by improving career development, workforce development, and economic development for our citizens through early career planning and an individualized curriculum. Under the EEDA, beginning in eighth grade, students work with career guidance personnel to develop their Individual Graduation Plan (IGP). These plans help map out the student's high school career and are aligned with the national career clusters. The sixteen career cluster framework is the scaffold upon which the CTE opportunities cross South Carolina are built. These standardized pathways are the framework for the dual credit and postsecondary alignment throughout the state. This system provides students with both strong academics and real-world problem-solving skills and addresses key elements that impact how the state’s high school curricula are structured and connected to a seamless postsecondary pathway. This dynamic standardized system based on the national career cluster model facilitates the secondary to postsecondary pathway to success. As a result of the EEDA pathway structure, South Carolina is in an excellent position to make the transitions needed to implement the various aspects of Perkins V.

Through the development of the Perkins V state plan, the state 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 state team focused on building regional, industry-focused skilled workforces, based on data to address the talent pipeline gap. The first product of this regionally focused alignment was to develop the Comprehensive Local Needs Assessment (CLNA) as specified in the Perkins V legislation. The CLNA pulls together secondary and postsecondary education providers, the business and industry, and stakeholders in each of the 12 workforce regions to examine the opportunities and gaps in the programmatic offerings. This gaps analysis would then foster opportunities for shared services, better alignment, and help to improve not only the local collaboration but also the state-level partnerships and priorities. The CLNA resonates with the focus of the stakeholder conversations for the alignment of the secondary and postsecondary CTE systems and services provided within and across program providers. Thereby creating a pipeline to align with state and regional workforce needs to provide students, teachers, parents, and families with strategies to acquire the academic, employability, and technical skills that employers demand.

As part of the alignment with the education and workforce needs of South Carolina, the Office of Career and Technical Education (OCTE) has begun developing online and print resources for increasing student, parent, and community awareness of the opportunities available and information that identifies specific careers and the many pathways to those careers. Through these resources, the OCTE hopes to...
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 an individual graduation plan that helps to achieve these goals. Thereby, providing students with individualized educational, academic, and career-oriented choices, as well as greater exposure to career information and opportunities.

To begin the process of the education and workforce alignment, the stakeholder partners conducted an intensive data dive which resulted in identifying not only the five priority or high growth industries but also the opportunities to strengthen and encourage opportunities for pathways for all industries. The five priority or high growth industries as identified by the South Carolina stakeholder team are Diversified Manufacturing; Construction; Health Care; Information Technology; and Transportation and Logistics.

The OCTE and SCTCS are focused on the continuous improvement for dual credit opportunities and pathways of study for secondary students interested in pursuing a certificate, diploma, or degree through the postsecondary alignment. Using the National Center for Education Statistics (NECS) Classification of Instructional Program (CIP) codes, the secondary and postsecondary clusters are aligned to determine potential paths of study for CTE students. The progression of course work from the ninth through twelfth grade identifies the academic requirements and the recommended courses in the specified CTE program sequence that lead to the applicable postsecondary degree, diploma, and certificate programs. The OCTE and the SCTCS will continue to work collaboratively to help students and families understand the wide array of options within one content area, as well as, develop and enhance programs of study at the state level aligned with the identified top priority pathways.

In addition to the state-level priorities, the regional work of the CLNA will help guide the support from the OCTE and SCTCS on the programs of study opportunities available through a more local or industry-focused lens to best address the needs of the state. The ultimate focus for the integrated programs of study is an integrated career pathway aimed at building skilled workforces through alignment of public partners and industry ultimately leading to industry-recognized credentials/certificates, work-based learning (WBL) experiences, or to associate or baccalaureate degrees.

The EEDA highlights WBL experiences supporting school-to-work opportunities, beginning with students in the middle grades and leading into postsecondary education. The state believes education for all students should be relevant and provide appropriate transitions to future careers and lifelong learning. Students can and should learn to apply their knowledge and skills to real life, real work, and real-world situations, both predictable and unpredictable. In South Carolina, the WBL opportunities at the secondary level are administered by regional career specialists; school district and school-level career specialists. The efforts of these individuals and entities are aligned with the state's 12 Education Workforce regions.

WBL opportunities in combination with identified CTE curricula support strong secondary and postsecondary education opportunities to prepare students for mid- and high-level careers. Students completing a rigorous academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options. The number of students who have had work-based learning experiences and apprenticeships has increased by 43 percent since the 2013–14 academic year. In the 2017–18 school year, there were a total of 119,336 WBL experiences to include youth apprenticeships.
When developing new programs, SCTCS colleges go through a local and state level process for approval. The local and state processes ensure that proposed programs are designed to fulfill a workforce need. These processes also ensure that programs will be sufficient in size, scope, and quality to meet the workforce demand. After implementation, programs are reviewed annually for state-level productivity requirements, which include graduates, graduate placement, enrollment, and full-time equivalent (FTE). Additionally, in-depth reviews of learning outcomes and other programmatic goals are assessed on a local timetable to ensure the program remains competitive and relevant to workforces needs. Programs of study are submitted and reviewed by the SCTCS State Office and outcomes are reported annually. Every college must have at least one program of study on file in partnership with their local school districts.

Currently, 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. Beginning in the fall of 2020, the state will begin offering programs and courses in the sixteenth cluster Government & Public Administration. The state is excited to embrace the new opportunities this cluster will offer to the students across the state. This cluster will also allow greater partnerships with our local military and government agencies to provide access to a broader student base.

The programs of study available to the local educational agencies (LEAs) and technical colleges continue to provide seamless pathways from secondary to postsecondary education that could be offered as options to students when planning for and developing their IGPs. The secondary and postsecondary partners are collaborating on greater continuity and availability to the resources and opportunities a rigorous and seamless program of study affords a student. Together we are able to truly promote the vision of the SCDE, that **ALL** students graduate prepared for success in college, careers, and citizenship.

As determined by the legislation, eligible recipients are required to implement at least one program of study. One of the opportunities to strengthen the alignment between secondary and postsecondary is the development of a program of study template used by both secondary and postsecondary stakeholders to visually map out the successful articulation of singular CTE programs into a dynamic and responsive program of study. These templates assist LEAs to strengthen the articulation between secondary and postsecondary to help guide student success.

The programs of study templates help guide conversations to build programs best suited to meet each LEAs geographic need. The LEAs are encouraged to allocate Perkins funds to support the development of seamless integration between course work in secondary and postsecondary career and technical education programs and address equity gaps by providing information to students and their parents about available programs of study. Information is provided through many resources including a multimedia resource being developed by the stakeholder partners.

In addition to these resources, the OCTE in collaboration with the SCTCS continues 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 nontraditional 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 supplement the state’s efforts under the EEDA 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, helps 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 SCDE and the OCTE help school districts and technical colleges to 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 include career counseling and exploration focusing on career paths to high-wage, high-skill, or high-demand occupations. Advisement, tutoring, and special classes are available for academic support to foster success. Accommodations are made for students considered part of a special population group, 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.

Students receive information about CTE opportunities through state and local brochures, course catalogs, state and district Web sites, Career Development Facilitators (CDF) who provide career development activities in the schools, and school 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 SCDE offices and coordinates the SCDE’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, as well as 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 uses 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 in-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 South Carolina, high-skill is determined based on those occupations with education or training requirements of long-term on-the-job training lasting one or more years; work experience in a related occupation; postsecondary 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) In-demand occupations are those occupations with a projected 2016–26 growth rate of at least 11 percent average employment growth rate over the next ten years and have an increase of at least 900 job openings. (Workforce, 2019)

South Carolina’s CTE mission communicates that high-quality education is world-class knowledge that aligns with 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 continue the collaboration of CTE program integration, for secondary-to-postsecondary program articulation and dual enrollment.

The SCTCS and the SCDE continue to work collaboratively with the CHE, S.C. Department of Employment and Workforce, S.C. 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 enables 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. Currently, the SCTCS and SCDE are working on a state-level dual credit alignment framework to ensure current and future CTE dual enrollment offerings to ensure the appropriate course weighting and inclusion of courses that are relevant to today’s workforce needs. With the implementation of Perkins V, these efforts will promote seamless processes between K–12, postsecondary, and the workforce.

Locally, colleges work with their area school districts on dual enrollment opportunities. Specifically, local pathways are created to allow high school students to enroll in college coursework that leads to a certificate, diploma, or associate degree. Several colleges have implemented technical scholars programs that align with community needs and in-demand occupations. Examples include healthcare, manufacturing, and hospitality and tourism. Local business and industry partners serve on advisory committees for programs related to their industry. Community stakeholders are also included in these committees. These efforts ensure that programs remain on the cutting edge of workforce needs and students are adequately prepared for occupations. The use of data from S.C. Department of Employment
and Workforce, U.S. Bureau of Labor Statistics, and other labor analytics resources were utilized to ensure data-informed decisions are made in programming and workforce needs.

These dual credits 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 USED 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 postsecondary 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 works closely with the SCTCS to ensure that Perkins funds are available for students across the state to ensure access to these CTE dual credit opportunities. In order to address the equity gap, secondary and postsecondary collaboration provides access to dual credit opportunities through in-person, as well as, virtual programs and online opportunities across the state at all of the colleges and LEAs.

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 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 and the SCTCS have defined “size, scope, and quality” for eligible recipients through the following mechanisms.

In consideration of size, eligible secondary programs must include a sequence of no less than two courses. Eligible recipients 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.

For postsecondary programs, the size will align with the SCTCS annual program productivity standards. For associate degree programs, sufficient size consists of a fall semester enrollment of at least 16 students. Diploma programs must have a fall semester enrollment of at least 12 students. Because certificate programs are designed based on local labor market needs, no minimum student enrollment is defined. However, colleges must ensure these programs are of sufficient size to meet local labor market demands or serve as pathway programs into diplomas or associate degrees. Additionally, each post-secondary eligible recipient should also have a minimum of one program of study established with the school districts in their service area.

Indications of adequate scope in a Perkins-funded secondary 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, the ability to fully simulate the appropriate workplace environment, the number of work skills and competencies taught, etc.

At the postsecondary level, the scope includes alignment of course content, equipment, and instructional methods with current educational practices and business and industry standards. Opportunities for dual enrollment and articulation and transfer agreements are also included. Funded programs of study and activities must relate to high-skill, high wage, or in-demand careers.

The measure of quality on both the secondary and postsecondary levels is 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 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

Students who are members of special populations are afforded equal access to all Career and Technical Education (CTE) programs. The South Carolina Department of Education (SCDE) and South Carolina Technical College System (SCTCS) 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 are available for academic support. Special populations students have access to assistive technology to foster success.

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 nontraditional 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.

The Office of Career and Technical Education (OCTE) helps school districts ensure that all students experience equal access, opportunities, guidance, support, and success in every aspect of their secondary education. The OCTE assists Local Education Agencies (LEAs) in embracing the requirements and intent of federal civil rights laws and South Carolina’s Memorandum Of Administration (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 ensures 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 conducts a minimum of two on-site monitoring visits each year. The OCTE provides school districts with information, samples, and assistance regarding best practices in civil rights, nondiscrimination, and educational equity and diversity. The OCTE participates 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 supports 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 are 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 SCTCS is committed to access and equity for all students. Using data analytics, the SCTCS is identifying the gaps between student groups based on several demographics, such as race/ethnicity, gender, socioeconomic status, academic program, and age. Additionally, under Perkins V, the SCTCS is...
committed to efforts to improve access to CTE programs in rural areas of the state. Tier II, Tier III, and Tier IV counties, as defined by the SC Department of Revenue and SC Department of Commerce, will be the focus of these rural efforts due to their economic disparities with the rest of the state. Targeted efforts in these counties will help to address historical and systemic issues that have resulted in these economic disparities.

Professional development opportunities that focus on equity and access in CTE programs will be conducted on the state level through the use of leadership dollars. Through a series of workshops and training, faculty and staff will be able to identify additional equity and access barriers on the local level and develop strategies to address the barriers. The SCTCS will continue to partner with NAPE and other organizations to provide quality training and resources to help address issues. Through the comprehensive local needs assessment, colleges will also identify and develop strategic efforts to address equity and access issues in partnership with secondary, community, and business and industry stakeholders.

The passage of Perkins V provides an opportunity for LEAs to expand their special population programs and services. Currently, both postsecondary and secondary LEAs provide a variety of services to special population students, including academic advisement, career advisement, and support services. Assistive technology and other accommodations are provided to students with disabilities who participate in CTE programs. Economically disadvantaged students and single parents are provided opportunities for transportation assistance and childcare. LEAs continue to seek resources and best practices for recruiting and retaining non-traditional students. Non-traditional students continue to be a focus on the state level due to the challenges under the previous legislation. On both the postsecondary and secondary levels, non-traditional crosswalks were revised under Perkins V to narrow in on the gender gaps within specific programs.

On the state level, both the OCTE and the SCTCS are working to partner with organizations that provide services to special populations. These partnerships will help to understand the needs of special populations, strengthen the services that are provided to special populations, and provide data to support the need for additional programs and services. With the addition of three new special population categories, the state is committed to assisting the LEAs in ways to collect information about these students that are valid and reliable.

The OCTE provides leadership to LEAs in assessing and meeting the needs of students who are identified as special populations. The local applications and on-site programmatic monitoring 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 review these to ensure that the LEAs are assisting special populations in meeting standards and in preparing for further learning in high-tech, high-wage, and high-demand career opportunities. In addition, the OCTE recommends 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 simulated work-based learning opportunities in partnership with business and industry;
- 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;

Both the secondary LEAs and the technical colleges identify programs that target special populations in their local applications. Examples of past activities include childcare for single parents, transportation, tutoring services for students with learning disabilities, and work-based learning experiences for those entering into nontraditional fields. Subrecipients are asked to explain specifically how their programs 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

South Carolina understands that the greatest resource for student success is the recruitment and preparation of highly qualified professionals at all levels. These professionals include special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support. As such, professional development must include the knowledge and skill needed to work with and improve instruction for special populations. As such, South Carolina is embarking on rebranding and reinvigorating the Education and Business Summit (EBS) to ensure it provides multi-faceted professional development, training. The EBS supports accountability regarding all aspects of career and technical education, including a focus on the integration of academics and career and technical education, transitions from secondary to postsecondary education, and teachers’ certificate renewal. This annual statewide professional development conference is in its thirtieth year of providing intensive and comprehensive programs, resources, hands-on learning, certification, and industry credential opportunities for CTE teachers, guidance and career counselors, special education faculty, and administrators. Both secondary and postsecondary level CTE and academic instructors participate in the EBS activities where focus sessions and activities related to academic and CTE integration, contextual methodology training, and the South Carolina curriculum standards are provided. Many other strands are offered at the EBS, including strands for career guidance and counseling, new CTE administrator training and professional development, whole-school reform, serving and addressing the needs of special populations and potential dropouts, and the use of technology in the classroom. Over 1,400 educators attended this event in June 2019.

In addition to the EBS, an institute for new and prospective CTE administrators is offered annually. The institute encompasses the required tasks and responsibilities new administrators need to accomplish in order to successfully administer relevant CTE programs. Topics include techniques to improve instruction for all students, supervision, and evaluation of teachers, understanding industry standards, implementing a new program, and understanding state and federal CTE legislation. The institute begins during the annual Education and Business Summit and extends into five full-day sessions during the school year. Each participant spends two days with an assigned mentor who has extensive CTE administrative experience. The participants travel to the school site of the mentor to observe day-to-day operations and learn about identified administrator tasks. Completers are recognized at an awards ceremony held during the annual EBS.

Training and instruction for individuals entering CTE from the business environment are provided through the Developing Instructional Readiness for Educators of Career and Technology (DIRECT) program. Preparatory courses related to academic and CTE integration are offered for DIRECT participants as part of the requirements to attain initial teacher certification. The OCTE provides all CTE teachers with high quality, sustained, intensive, professional development focused on instruction through the EBS; annual conferences unique to each career cluster; numerous workshops that address curriculum delivery, new programs, and curriculum standards revision; and education symposia at annual student organization conferences. Through print and electronic materials, fall and spring workshops for CTE administrators and career guidance staff, and on-site visits that support whole-school reform and career center improvement efforts, the OCTE provides CTE educators with opportunities for professional development throughout the year. South Carolina continues to target career center and whole school reform through the various Southern Regional Education Board (SREB) initiatives such as Making Schools That Work (MSTW) and Technology Centers That Work (TCTW). These comprehensive and
diverse opportunities provide the OCTE with an opportunity to target the professional development needs specific to the state’s comprehensive high schools and career and technology centers.

The OCTE supports the professional development activities conducted by colleges of education under the EEDA initiatives related to career guidance, the use of the clusters-of-study curriculum framework and individual graduation plans, the career guidance elements of the SCDE’s guidance and counseling model, and contextual teaching. An OCTE staff member ensures that the career guidance component of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model is available to all districts and schools and coordinates ongoing revisions needed to keep the document current. Career cluster guides and resources for the clusters-of-study framework are updated and available on the SCDE website to support professional development activities and student and parent involvement. Furthermore, the OCTE partners closely with Virtual SC, and the SC Educational Television (SCETV) to provide distance-learning components for contextual instruction to support teachers following their instruction in the higher education classroom.

The OCTE works closely to provide an annual roadshow of “just-in-time” career guidance professional development workshops for teachers, school counselors, and career specialists. These regional workshops are held across the state to provide resources for career development and address topics such as scheduling career guidance activities, implementing career clusters and pathways, and providing articulation and dual enrollment opportunities for students.

Another way that educator recruitment and retention are supported in South Carolina through the Local Application process and the Perkins Funding. When a Local Education Agency (LEA) is developing its local application for Perkins funding, one aspect is to describe their professional development activities. In addition, budget Perkins funds to support these professional development opportunities for CTE teachers, administrators, and career guidance and academic counselors. Examples of the uses of these funds are sending teams of academic and CTE teachers to the EBS or to attend related institutes and workshops such as Code.Org or Project Lead The Way (PLTW). CTE teachers are also provided with professional development opportunities to visit businesses/industries in their discipline so they can remain current with emerging technological equipment and relevant workplace competencies.

The SCTCS addresses faculty preparation, recruitment, and retention in CTE programs in a variety of ways. On the state level, the SCTCS regularly hosts professional development institutes and webinars that address a variety of topics related to CTE pedagogy and learning. Recent examples include a professional development institute focused on artificial intelligence and virtual reality. This event focused on the use of artificial intelligence and virtual reality in industries such as manufacturing, business, and healthcare. Sessions also promoted the use of artificial intelligence and virtual reality in student support services. Faculty and staff from across the SCTCS and representatives from four-year institutions, the SCDE, S.C. Department of Commerce, S.C. Department of Employment and Workforce, and the State Legislature were present to also learn about the importance of these topics and their impact on the workforce. Additionally, a professional development institute focused on student retention was held to help faculty and staff understand best practices that promote student persistence and matriculation. In Spring 2020, a workshop on designing accessible courses will be held for faculty to learn how to ensure courses are designed with accessibility in mind. Professional development webinars, which are held monthly, cover a spectrum of topics including the use of instructional technology, open educational resources, online education, guided pathways, student populations, and student engagement. Presenters range from nationally and regionally known speakers to local SCTCS faculty who wish to share best practices and proven practices with their colleagues.
Through partnerships with national, regional, and state organizations, the SCTCS promotes faculty development in specialized areas. In 2019, the SCTCS partnered with the SC Propane Gas Association for two faculty training workshops on specialized equipment. This partnership will also serve as a recruitment tool for students into heating, ventilation, and air conditioning (HVAC) programs. A similar partnership has been in place with Siemens for several years to provide training to faculty in mechatronics programs. Manufacturing continues to be one of the top industries in South Carolina and partnerships with companies, such as Siemens, give faculty opportunities to work collaboratively with employers to ensure students are adequately prepared for the workforce. A longstanding partnership is also in place with the SC Hospital Association and has resulted in several faculty development opportunities, in addition to opportunities for students in health programs.

Locally, colleges host annual professional development workshops for both full-time and adjunct faculty. Opportunities for faculty to attend national, regional and local conferences and workshops are available annually. These opportunities allow faculty to stay current on new practices, skills, research, and technologies in their respective fields. Professional development for faculty translates into better teaching practices and preparation for students who will ultimately enter the workforce.

Professional development opportunities on the state and local level aid in the retention of current CTE faculty. Recruitment of CTE faculty is conducted through partnerships with the aforementioned and other partner organizations. The recruitment of individuals with the appropriate credentials and industry work experience adds to the quality of CTE programs across the SCTCS.

The technical colleges offer comprehensive professional development opportunities for faculty, staff, and administrators in an effort to continuously enhance the quality of instruction in CTE programs. Each college must provide narrative in the local plan application addressing the use of Perkins funds for professional development activities. The colleges host several professional development days that allow for collaborative learning among the faculty and staff. Conferences and workshops address a variety of topics including instructional design, assessment, classroom management, student advisement, and strategies for successful student outcomes. Colleges also bring in consultants to discuss effective strategies for working with special populations groups or to help faculty integrate academic and career and technical curricula.

Faculty learning communities are implemented to promote the sharing, exploration, and development of effective pedagogical strategies that increase student success and retention. Through these communities, faculty complete projects that promote applied learning in each of the CTE program areas. Faculty and staff create annual professional development plans. These plans help to ensure that instructors are maintaining current skills and licensure/certification requirements for their related industry.

The SCDE works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to promote the teaching profession in South Carolina. Housed at Winthrop University and funded by the South Carolina General Assembly, CERRA operates with the mission of providing leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in the state. Initiatives, such as Mentoring programs provided regional training sessions that focused on the knowledge, skills, and understanding essential for accomplished teachers who work with beginning teachers. Mentor training supports the concept that learning to teach is a career-long developmental process that involves continuous cycles of planning, teaching, and reflecting.
South Carolina’s CTE teachers enter the profession through a number of avenues. Teachers in areas such as business education, agriculture, family and consumer sciences, and industrial technology typically become certified to teach by completing an approved teacher education program at an accredited college or university. As an alternative, it is possible under certain circumstances for individuals with an appropriate bachelor’s or master’s degree to gain certification in these areas through the state’s Program for Alternative Certification of Educators (PACE). In the areas of certification for which no approved teacher education programs exist, individuals may enter the profession through the state’s CTE work-based certification program. Some of the areas covered under the CTE work-based certification program are carpentry, cosmetology, welding, automotive technology, health science technology, electronics, and culinary arts.

Teachers in these areas qualify for certification based on an evaluation of the individual’s education and work experience related to the area of certification. Additionally, teachers certified through CTE work-based certification must demonstrate competency in the area of certification by obtaining appropriate industry certification or passing a state-approved area competency examination. Since teachers certified through CTE work-based certification have not completed an approved teacher education program, these new teachers are required to complete a state-managed teacher-training program designed especially for their needs. The DIRECT program provides both classroom and hands-on instruction in methods of teaching, classroom and laboratory management, curriculum, and assessment. Master teachers are involved in both classroom instruction and serve as mentors to the new teachers. The primary goal of the DIRECT program is to provide the new teachers with the pedagogical skills needed to make a successful transition to the teaching profession.

To help meet the three hundred-to-one ratio for students and counselors under the EEDA, the state adopted a 120-hour certification program for career specialists to train them for delivering career guidance in middle and high schools. Personnel are trained by nationally certified career development instructors and receive instruction in the use of the South Carolina Career Guidance Model. Recertification workshops are being offered to ensure the retention of these career specialists who provide quality career programming in secondary schools.

Recruitment and retention of postsecondary faculty is a cyclical process that involves the collaboration of the colleges, businesses, and local communities. Each of the colleges is challenged to maintain a strong relationship with local business and industry representatives. Doing such promotes a strong network for the recruitment of administrators and faculty, including those individuals who are underrepresented in the teaching profession.
C. 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 2020–21 fiscal year (FY21). The budget must be revised if the actual federal allocation differs from the estimate.

A comprehensive, computerized local application process 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 transition year provided the state an opportunity to meet with stakeholder groups and develop a comprehensive needs assessment for both the secondary and postsecondary recipients to use as regional teams. The previously mentioned online computer resources provide a bridge between the elements in Sections 134 and 135 of Perkins V. The application delivers 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 in-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 complete these application narrative elements as they directly link to the legislation. The application’s narrative provides access to their performance data and highlights 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 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 are returned to the eligible recipient with comments regarding all areas that require additional attention prior to approval or denial.

South Carolina allocates 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. Currently, the local allocation among secondary and postsecondary eligible recipients is a split of 68% percent for secondary programs and 32% percent for postsecondary programs as specified in the previously approved state plan. Through our increased collaboration the local allocation between the secondary and postsecondary CTE eligible recipients, the Department and the SCTCS are discussing a potential increase in the allocation split. Over the next three fiscal years, the Department will convene a representative committee of secondary and postsecondary representatives for advising on this proposed change. The committee and Department will host public comment hearings and feasibility studies on the adjustment of the split from the current level to an increase of 65% percent for secondary programs and 35% for postsecondary programs.
In addition to the direct allocations for the subrecipients, the Department will utilize the reserve funds as a mechanism to strengthen the collaboration and seamless progression from secondary to postsecondary. The funds set in reserve will be shared between the secondary and postsecondary programs equally and awarded through competitive applications focused on increasing the collaboration and innovation between programs at both levels. With an emphasis on innovative programs preparing a skilled workforce in one of South Carolina’s top industries as identified by S.C. Department of Employment and Workforce.

South Carolina distributes 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 the attendance and poverty data directly from the affected districts. South Carolina does not use an alternative formula. Allocations are 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 centers who are eligible for secondary recipients.

South Carolina distributes 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 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 of the uses of the pooled funds and how these funds will improve student performance.

As there are no substantive changes to the relevant statutory provisions between Perkins IV and Perkins V, the Department will maintain its determination for the allocations to eligible recipients based on the formula perviously described. For Perkins V, 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 the 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.

The allocations to the postsecondary eligible recipients are based on the formula outlined for Perkins V. 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.

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 adjusts 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 taken at intervals throughout the year to satisfy local, state and federal data collection needs and also to ensure that school districts are adequately funded, according to the student population. These counts satisfy state and federal data reporting needs and include distributions by school and district for the 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.

South Carolina is not requesting a waiver to the secondary allocation formula. The state uses the allocation formula described in section 131(a).

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

South Carolina maintains the current level of fiscal effort per student, or aggregate expenditures for the state. The aggregate expenditure for the 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 baseline 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).
D. ACCOUNTABILITY FOR RESULTS

Perkins V represents an important opportunity to expand access and equity for every student to explore, choose, and follow the career and technical education programs of study and career pathways to earn credentials of value. Under Perkins IV, the state negotiated our performance levels with the U.S. Department of Education. However, the new CTE legislation has mirrored ESSA, and Perkins V empowers South Carolina to set our own state-determined levels of performance for each of the four years covered by the initial state plan, based on specific criteria.

The Perkins V accountability system evaluates the extent to which South Carolina’s CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. The established and selected indicators ensure as a state we are able to assess the effectiveness of our programs in achieving statewide progress in career and technical education and to optimize the return on investment of Federal funds in career and technical education. These indicators include the following:

- **Secondary Indicators**
  - Graduation
  - Proficiency in academic standards
  - Postsecondary education, training, military or employment rate six months after graduation
  - Program quality indicators (state-selected)
  - Enrollment in programs leading to nontraditional fields

- **Postsecondary Indicators**
  - Postsecondary education, advanced training, military, employment rate six months after completion
  - Completion of postsecondary credential within one year
  - Enrollment in programs leading to nontraditional fields

Under Perkins V, the level of each core indicator of performance must be the same for all concentrators in the state. In order for the target level to make meaningful progress toward improving the performance of all CTE students, including subgroups, a statewide advisory group of CTE district, career center, high school, college, and agency representatives was formed to provide input in establishing measurement definitions and approaches for both the secondary and postsecondary performance indicators and to provide input on the student definitions. Together with collaborative meetings and in workgroup sessions, the Palmetto State has worked deliberately to ensure the accountability measures and matrix for success are a central focus of Perkins V.

Since the State-determined levels of performance allow the state to set long-term and annual goals through Perkins V that align with our strategic vision for CTE, intentional efforts have been made to connect the three federal legislations: ESSA, Perkins V, and WIOA. The OCTE and SCTCS have shared in our meetings and communications how our Perkins V performance goals are aligned with other statewide goals to leverage related initiatives and resources to increase stakeholder's support.

One aspect of focus created through these new Perkins V secondary indicators of performance is the new CTE concentrator definition, combined with new quality program indicator options. As a state we strove to be as methodical as possible, to ensure our goals were ambitious and yet achievable. For both the secondary and postsecondary indicators where applicable, we reviewed the last few years of

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performance data using the new definitions as outlined in the law to begin a conversation for performance level determination. The baseline was set using the median performance level for all of the sub-recipients. Setting the target performance level at the current median or slightly above allows for strategic efforts to increase performance level increments while allowing for any considerations for potential changes in collection and calculation methods.

South Carolina has developed measurement definitions and approaches for seven of the possible ten secondary core indicators of performance. As required by the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE), the three academic attainment core indicators will be measured using the academic assessments that have been approved for South Carolina under the state ESSA plan, and the measure of student graduation rates for core indicator 1S1 and placement 3S1 as determined under previous legislation. South Carolina selected 5S1 attained recognized postsecondary credential as the indicator of program quality to be reported. However, the state will continue to collect and calculate the data for 5S2 and 5S3 to monitor growth and program improvement. Each measurement definition and approach is intended to directly measure the student outcome for which it is intended in a consistent manner. Data collection criteria and methods will remain constant, which should produce reliable data that can be used for accountability and continuous improvement purposes.

South Carolina's postsecondary measurement definitions and approaches used for the three core indicators of performance were developed by the postsecondary accountability workgroup members to provide measurement approaches and definitions modeled after the non-regulatory guidance provided by OCTAE. The accountability workgroup members developed measurement approaches that are within the scope of each core indicator, and the workgroup considers these approaches to be valid and reliable.

**Core Indicators of Performance**

**Secondary Level:**

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1: Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.
3S1: Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1: Program Quality – Attained Recognized Postsecondary Credential: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through dual or concurrent enrollment or another credit transfer agreement. The state will collect, but not report on this indicator.

5S3: Program Quality – Participated in Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning. The state will collect, but not report on this indicator.

**Postsecondary Level**

1P1: Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1: Credential, Certificate or Diploma: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. The SCTCS defines all baccalaureate degree, associate degree, diploma, and credit certificate programs offered in technical/community colleges as part of this definition as specified in the State Board for Technical and Comprehensive Education Procedure 3-1-101.1.

3P1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Collecting and Reporting Complete, Accurate, and Reliable Data**

The SCDE utilizes PowerSchool, a comprehensive electronic student data collection system for all public schools. The OCTE receives student-level data for students in CTE courses and programs. The data collected will be used to measure academic achievement, high school completion, graduation rates, placement status, and nontraditional enrollment. The data system provides demographic variables on all students, including specific special population data. Additional variables will be added to the data collection system in order to meet reporting requirements under Perkins V beginning with the school year 2019–20. Student information entered into the database by each school during the year is submitted to the SCDE in June. The school and district data will be aggregated to obtain state totals for each of the SC State Perkins V Plan
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secondary core indicators. State totals will then be disaggregated to provide information on the special population groups for analysis and reporting.

The SCDE has been collecting data on CTE students for many years. As with any data collection system, errors and omissions have been detected. A reporting procedure guide is developed by the OCTE and disseminated to school districts to help ensure the correct coding of fields within the data collection system. Regional training sessions on data reporting are held across the state with required attendance for all districts and career centers. During these training sessions, common errors and misconceptions are discussed. Procedures are demonstrated that local districts/centers could use to verify that their data are accurate and complete. Within the OCTE, extensive checks and crosschecks on the consistency and reliability of local data are run. To emphasize the importance of complete, accurate, and reliable data.

Colleges report data to the SCTCS using a comprehensive database system that houses student data including program major, gender, full-time/part-time status, GPA, CIP codes, faculty, courses, race, age, and other demographic information. Each college provides a signed assurance statement verifying that the data provided to the SCTCS are complete, accurate, and reliable. Based on the data in this system, the SCTCS has developed customized Perkins indicator reports used by the colleges to identify student cohorts. Student progress is measured on the basis of data extracted from the SCTCS’s Enterprise Decision Support System (EDSS). EDSS is a secure electronic data warehousing and reporting system designed to ensure logical and physical integrity, compatibility, accuracy, and consistency among files. The colleges utilize their individual records management systems to identify the special population groups defined in Perkins V. Disaggregated data on special populations are provided to the SCTCS through surveys obtained by way of SharePoint Portal, the SCTCS's college-wide intranet.

**Local Application**

Currently, both the OCTE and the SCTCS have created an online, password-protected Perkins V data management and budgetary tracking systems. The tracking system on the postsecondary side is called the Data Management System (DMS). The DMS holds the programmatic, and performance information for Perkins V. On the secondary side, the programmatic and performance information is housed in the Grants Accounting Processing System (GAPS). Both the secondary and postsecondary sub-recipients enter their budgets into GAPS. GAPS is set up on a multi-layered verification system to ensure accountability and oversight on the funding and programmatic support. These systems allow for more accurate and consistent recordkeeping and provide a centralized location for pertinent grant information. The systems manage and track the local plan application, amendment requests, reimbursements, annual performance reports, and improvement plan processes. The connection between the reporting and operational components of the grant provides both the SCDE and the SCTCS with real-time accountability for the funds allocated and provide more valid and reliable data for annual reporting.
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>
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<td>1</td>
<td>Total Perkins V Allocation</td>
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</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
<td>$1,089,007.35</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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</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
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<td>$50,000.00</td>
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<td>5</td>
<td>Nontraditional Training and Employment</td>
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<td>$60,000.00</td>
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<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
<td>Not applicable</td>
<td>$21,780.00</td>
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<td>7</td>
<td>Local Formula Distribution</td>
<td>85%</td>
<td>$18,513,124.95</td>
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<tr>
<td>8</td>
<td>Reserve</td>
<td>9%</td>
<td>$1,960,213.23</td>
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<tr>
<td>9</td>
<td>Secondary Recipients</td>
<td>50%</td>
<td>$980,106.62</td>
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<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
<td>50%</td>
<td>$980,106.62</td>
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<tr>
<td>11</td>
<td>Allocation to Eligible Recipients</td>
<td>85%</td>
<td>$16,552,911.72</td>
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<tr>
<td>12</td>
<td>Secondary Recipients</td>
<td>68%</td>
<td>$11,255,979.97</td>
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<td>13</td>
<td>Postsecondary Recipients</td>
<td>32%</td>
<td>$5,296,931.75</td>
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<td>14</td>
<td>State Match <em>(from non-federal funds)</em></td>
<td>Not applicable</td>
<td>$1,089,007.35</td>
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## APPENDIX B: STATE DETERMINED PERFORMANCE LEVELS

**State Name:** South Carolina

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>Performance Levels</th>
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</thead>
<tbody>
<tr>
<td><strong>Column 1</strong></td>
<td><strong>Column 2</strong></td>
<td><strong>Column 3</strong></td>
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<tr>
<td><strong>Indicators</strong></td>
<td><strong>Baseline Level</strong></td>
<td><strong>Performance Levels</strong></td>
</tr>
<tr>
<td>1S1: Four-Year Graduation Rate</td>
<td>98.4</td>
<td>90.0</td>
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<tr>
<td>1S2: Extended Graduation Rate</td>
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<td>N/A</td>
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<tr>
<td>2S1: Academic Proficiency in Reading Language Arts</td>
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<td>67.0</td>
</tr>
<tr>
<td>2S2: Academic Proficiency in Mathematics</td>
<td>89.7</td>
<td>72.0</td>
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<tr>
<td>2S3: Academic Proficiency in Science</td>
<td>81.8</td>
<td>71.0</td>
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<tr>
<td>3S1: Postsecondary Placement</td>
<td>97.5</td>
<td>93.0</td>
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<tr>
<td>4S1: Non-traditional Program Enrollment</td>
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<td>12.0</td>
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<tr>
<td>5S1: Program Quality – Attained Recognized Postsecondary Credential</td>
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<td>35.0</td>
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<td>5S2: Program Quality – Attained Postsecondary Credits</td>
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<td>N/A</td>
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<tr>
<td>5S3: Program Quality – Participated in Work-Based Learning</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5S4: Program Quality – Other</td>
<td>N/A</td>
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<tr>
<td>Indicators</td>
<td>Baseline Level</td>
<td>Performance Levels</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>FY 2020</td>
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<tr>
<td>Postsecondary Indicators</td>
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<tr>
<td>1P1: Postsecondary Retention and Placement</td>
<td>70.0</td>
<td>74.5</td>
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<tr>
<td>2P1: Earned Recognized Postsecondary Credential</td>
<td>90.0</td>
<td>92.5</td>
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<tr>
<td>3P1: Nontraditional Program Enrollment</td>
<td>6.0</td>
<td>7.0</td>
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</tbody>
</table>
APPENDIX C: ACKNOWLEDGMENTS

The South Carolina Department of Education wishes to express its sincere gratitude to the individuals and organizations that have contributed to the creation of the state’s Strengthening Career and Technical Education for the 21st Century Act state plan. The agency is grateful to the members of the stakeholder team, as well as to the many individuals and agencies, who have laid the groundwork for the state’s career and technical education programs and success.

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Scott Winburn, General Counsel
South Carolina Department of Education – Office of General Counsel
### APPENDIX D: STATE-WIDE PERKINS V MEETING DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>State-Wide Webinar: Perkins V</td>
<td>September 12, 2018</td>
</tr>
<tr>
<td>2018 Fall Update</td>
<td>October 10 - 11, 2018</td>
</tr>
<tr>
<td>State Perkins Planning</td>
<td>November 16, 2018</td>
</tr>
<tr>
<td>State Perkins Planning</td>
<td>December 5, 2018</td>
</tr>
<tr>
<td>State-Wide Bruestein and Masavits Meeting</td>
<td>February 26, 2019</td>
</tr>
<tr>
<td>2019 Spring Update</td>
<td>March 11-12, 2019</td>
</tr>
<tr>
<td>2019 Annual McKinney-Vento Conference</td>
<td>March 14, 2019</td>
</tr>
<tr>
<td>State-Wide USED Technical Assistance</td>
<td>April 25 - 26, 2019</td>
</tr>
<tr>
<td>Education and Business Summit</td>
<td>June 24 - 27, 2019</td>
</tr>
<tr>
<td>State-Wide Stakeholder Meeting with Assistant Secretary Scott Stump at EBS</td>
<td>June 25, 2019</td>
</tr>
<tr>
<td>State Perkins Planning</td>
<td>July 24, 2019</td>
</tr>
<tr>
<td>2019 Fall Update</td>
<td>October 9-10, 2019</td>
</tr>
<tr>
<td>State-Wide Webinar: Perkins V Update</td>
<td>November 19, 2019</td>
</tr>
<tr>
<td>State Perkins Planning</td>
<td>December 10, 2019</td>
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<tr>
<td>State-Wide Webinar: CLNA</td>
<td>January 21, 2020</td>
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<td>State-Wide Webinar: Dual Credit</td>
<td>February 18, 2020</td>
</tr>
<tr>
<td>2020 Annual McKinney-Vento Conference</td>
<td>March 10, 2020</td>
</tr>
<tr>
<td>2020 Spring Update</td>
<td>March 11, 2020</td>
</tr>
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</table>
| OCTE Office Hours                                                     | Every Wednesday 12 – 5 pm  
30 Minute one-on-one sessions |
APPENDIX E: PROFILE OF THE SOUTH CAROLINA GRADUATE

Profile of the South Carolina Graduate

World Class Knowledge
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce
SC Education Oversight Committee, SC State Board of Education, SC Department of Education,
SC General Assembly, SC Council on Competitiveness, TransformSC, & SC Arts in Basic Curriculum
Steering Committee
Perkins V
Comprehensive Local Needs Assessment

#FutureReadyCTE

Office of Career and Technical Education
“Strengthening Career and Technical Education for the 21st Century Act”
(Perkins V, Public Law 115-224)
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<th>Section</th>
<th>Page</th>
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<tr>
<td>Comprehensive Local Needs Assessment Overview</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Template</td>
<td>pg. 7</td>
</tr>
<tr>
<td>Team Planning</td>
<td>pg. 8</td>
</tr>
<tr>
<td>STEP 1: Analysis of Labor Market Information</td>
<td>pg. 9</td>
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<tr>
<td>STEP 2: Analysis of Student Performance</td>
<td>pg.13</td>
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<tr>
<td>STEP 3: Analysis of Programs</td>
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<td>pg.25</td>
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<td>Appendix A: Data &amp; Statistics Resources</td>
<td>pg.27</td>
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<tr>
<td>Appendix C: Regional Partner Planning</td>
<td>pg.31</td>
</tr>
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</table>
COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS
2020-2032
#FUTUREREADYCTE

South Carolina is positioned to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-skill, in demand, and high-wage careers. The state’s focus on partnership and collaboration will lead to greater alignment of programs and resources that will bring us closer to achieving our vision for Career and Technical Education (CTE) in South Carolina.

VISION STATEMENT:
All students graduate prepared for success in college, careers, and citizenship.

MISSION FOR PERKINS V:
To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.

CAREER AND TECHNICAL EDUCATION (CTE): EIGHT VISION THEMES

1. Performance and Accountability
   Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

2. Business/Industry and stakeholders
   Develop a network of relationships that promote career awareness and marketable skills, and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

3. Programs of Study and Programs
   Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

4. Career Guidance and Awareness
   Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions.

5. Equity and Access
   Enhance programs and supports to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.
6. **Educator Recruitment, Development, and Retention**
   Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

7. **CTE Leadership Development**
   To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

8. **Quality**
   To acquire the resources and networks essential to achieve the CTE vision, including provide opportunities for students to obtain industry certification, articulated credit, or apprenticeship and work-based learning.

**Purpose of the Comprehensive Local Needs Assessment**

The Comprehensive Local Needs Assessment (CLNA) is a vital part of the Strengthening Career and Technical Education for the 21st Century Act which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law on July 31, 2018. The CLNA provides a process designed to help identify where local CTE programs may need improvements and where exceptional CTE programs and activities exist. The application of the CLNA also helps to ensure accountability for the uses of state and federal funds to improve CTE programs and CTE student performance.

**Purpose**

The purpose of this document is to provide a template in preparation of the Comprehensive Local Needs Assessment (CLNA) by:

- Explaining the rationale of the CLNA
- Outlining state goals and benchmarks, the requirements for presenting and submitting findings and incorporating local results
- Providing tools for accessing and sharing data, and facilitating stakeholder engagement
- By conducting needs assessment, the Team will:
  - Use evidence-based strategies to recognize needs of the industry
  - Identify strengths and weaknesses of secondary and postsecondary CTE programs
  - Perform a root-cause analysis of gaps
  - Make progress toward student success and employment

**What is a comprehensive local needs assessment?**

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive needs assessment consists of the following steps:

1. Determine Local Goals
2. Identify Stakeholders and a leadership team
3. Make a plan for seeking feedback
4. Gather and develop materials
Components of a comprehensive local needs assessment?
The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a needs assessment that must be included in the Perkins application. There are six components of the comprehensive needs assessment:
1. Evaluation of Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.
6. Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive local needs assessment needed?
The needs assessment must be completed every two years, with a review of progress in the interim. The assessment must be completed prior to the completion of the grant application and submitted with the application. The needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive local needs assessment process?
Local recipients are required to engage a diverse body of participants who will plan and implement the needs assessment. The Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:
1. CTE program representatives at the secondary and postsecondary levels
   • Teachers
   • Faculty
   • Administrators
   • Career guidance counselors and advocates
   • Advisement professionals
   • Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth

Process
1. Establish a Local Needs Assessment Team
   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders.
2. Assign three co-ordinators for the Local Team – one from secondary education, one from a postsecondary institution, and one business partner.
3. Gather, review and analyze data.
4. Convene the Team to write the needs assessment.
5. Complete the needs assessment template.
Template
The needs assessment template outlines all of the required steps:

**STEP 1:** Analysis of Labor Market Information
- Part 1: Utilize the Labor Market Analysis Tool (Excel)
- Part 2: Use additional approved sources of data and compare the data to Part 1 findings.
- Part 3: Bring the Team together to discuss the findings from Parts 1 & 2
- Part 4: Based on the input from local stakeholders, use this template to provide answers to the needs assessment questions

**STEP 2:** Analysis of Student Performance

**STEP 3:** Analysis of Programs
- Part 1: Size, Scope and Quality
- Part 2: Progress toward Implementing Programs of Study
- Part 3: Recruitment, Retention and Training of CTE Educators
- Part 4: Progress toward Improving Access and Equity

Stakeholder Team

<table>
<thead>
<tr>
<th>Perkins Law - Sec. 134(d) – Required CLNA Stakeholder Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—</td>
</tr>
<tr>
<td>(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</td>
</tr>
<tr>
<td>(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</td>
</tr>
<tr>
<td>(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</td>
</tr>
<tr>
<td>(4) parents and students;</td>
</tr>
<tr>
<td>(5) representatives of special populations;</td>
</tr>
<tr>
<td>(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);*</td>
</tr>
<tr>
<td>(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and</td>
</tr>
<tr>
<td>(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.</td>
</tr>
</tbody>
</table>

*Section 1432 of the Elementary and Secondary Education Act of 1965: “(2) AT-RISK- The term at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.”
EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS  
2020-2032 
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Use of Perkins V funding is based on the results of the comprehensive needs assessment. Activities and expenditures should not be included in a grant application if the eligible recipient cannot demonstrate a need based on the assessment.

- The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding needs assessment.

<table>
<thead>
<tr>
<th>Team Name:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Needs Assessment Lead Co-Coordinators:</td>
<td>Contact Information:</td>
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<tr>
<td>Facilitator:</td>
<td></td>
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<tr>
<td>Secondary:</td>
<td></td>
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<td>Postsecondary:</td>
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<tr>
<td>Business Partner:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Representative</th>
<th>Name</th>
<th>Institution and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Coordinators</td>
<td>Postsecondary Perkins Grant Coordinator</td>
<td></td>
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<tr>
<td></td>
<td>Secondary Perkins Grant Coordinator</td>
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<tr>
<td>Teacher(s) - Secondary</td>
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<td>Faculty - Postsecondary</td>
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<td>Secondary Administration</td>
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<td>Postsecondary Administration</td>
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<tr>
<td>Specialized instructional support and paraprofessional(s)</td>
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<tr>
<td>Representative(s) of Special Populations</td>
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<td>Career Guidance and Academic Counselor(s)</td>
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<td>Student(s)</td>
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<td>Community</td>
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<td>Business &amp; Industry</td>
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<td>Workforce Development</td>
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<td>Parent(s)</td>
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<tr>
<td>Other (Data Support, Admin Assistant, HR, Business Office, etc.)</td>
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</table>
**STEP 1: ANALYSIS OF LABOR MARKET INFORMATION**

Perkins V Section 134(c)(2)(B)(ii)  
The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are—  
(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or  
(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

<table>
<thead>
<tr>
<th>What Information Should Locals Collect: Labor Market Alignment</th>
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<tbody>
<tr>
<td><strong>What does the law say?</strong></td>
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<tr>
<td>The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate.</td>
</tr>
</tbody>
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**Part 1:** Utilize the Labor Market Analysis information to assess the labor market in the region  
- Secondary Pathways  
- Postsecondary Programs  
- Additional Optional Data Resources

1. South Carolina Department of Labor data and program data sources provided in Appendix A must be used in the assessment.  
2. Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of needs.

**Part 2:** Use additional approved sources of data sources provided in Appendix A  
**Part 3:** Bring the Team together to discuss the findings from Parts 1 and 2  
**Part 4:** Based on the input from local stakeholders, use this template to provide answers to the needs assessment questions

Based on the information determined in the abovementioned process, describe the strengths and needs in the following pages. Add rows as needed.
STEP 1: Analysis of Labor Market Information

What programs and pathways in the region align with the labor market needs?

<table>
<thead>
<tr>
<th>Program</th>
<th>Evidence from South Carolina Labor Market Data</th>
<th>Evidence from Sources</th>
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</table>
## STEP 1: Analysis of Labor Market Information

According to the data analysis, what programs/pathways (if any) are not offered but are needed?

<table>
<thead>
<tr>
<th>Program</th>
<th>Evidence from South Carolina Labor Market Data</th>
<th>Evidence from Sources</th>
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</table>
STEP 1: Analysis of Labor Market Information

What programs/Pathways are offered, but are not supported with the local labor data?

<table>
<thead>
<tr>
<th>Program/Pathway</th>
<th>Reason for offering these Programs/Pathways</th>
<th>South Carolina Labor Market Data or Local Labor Data Source</th>
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## STEP 2: ANALYSIS OF STUDENT PERFORMANCE

**Perkins V Section 134(c)(2)(A)**

The local needs assessment shall include...

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 1113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

<table>
<thead>
<tr>
<th>What Information Should Locals Collect: Student Performance Data</th>
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<tbody>
<tr>
<td><strong>What does the law say?</strong></td>
</tr>
<tr>
<td>The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**</td>
</tr>
<tr>
<td><strong>What does the law mean?</strong></td>
</tr>
<tr>
<td>The needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**</td>
</tr>
</tbody>
</table>

**Because the disaggregated data on special population subgroups is not available at this time, the needs assessment’s student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.**

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data for the entire region.

### Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
Secondary Performance

1S1 – Four-year Graduation Cohort Rate
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Postsecondary Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Enrollment
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1 – Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S3 – Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Complete the tables on the following pages. Add rows as needed.
STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Based on the secondary and postsecondary performance data, what are the region’s strengths in student performance?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>How are these strengths being sustained in the region?</th>
<th>Local Example</th>
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<tbody>
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</table>

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?
STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...
(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Based on available data, what are the student performance gaps in the region? Use the Analysis tools provided in Appendix B to determine root cause.

<table>
<thead>
<tr>
<th>Gap</th>
<th>Root Cause</th>
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</tbody>
</table>

Optional Questions for Discussion:
- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?
STEP 3: ANALYSIS OF PROGRAMS

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)
The local needs assessment shall include
(B) A description of how career and technical education programs offered by the eligible recipient are—
(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...

<table>
<thead>
<tr>
<th>What Information Should Locals Collect: Size, Scope &amp; Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the law say?</strong></td>
</tr>
<tr>
<td>The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.</td>
</tr>
<tr>
<td>The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.</td>
</tr>
</tbody>
</table>

State Definitions:
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.

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.

Scope: a Perkins-funded CTE program may include providing for students' opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities. 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.
**Quality**: determination 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.

**How do schools and colleges in the region determine that programs...**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I offering programs in which students are choosing to enroll?</td>
<td></td>
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<tr>
<td>Am I offering programs with too low an enrollment to justify the costs in offering those programs?</td>
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<tr>
<td>Am I offering a sufficient number of courses, and course sections, within programs?</td>
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<tr>
<td>Are there students who want to enroll in my programs who are unable to do so?</td>
<td></td>
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<tr>
<td>Do some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences?</td>
<td></td>
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<tr>
<td>How do specific program areas compare in quality?</td>
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<tr>
<td>How do specific components of my programs, such as work-based learning or instruction, compare in quality?</td>
<td></td>
</tr>
</tbody>
</table>
STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)
The local needs assessment shall include
(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

<table>
<thead>
<tr>
<th>What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the law say?</strong></td>
</tr>
<tr>
<td>The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.</td>
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</table>

**Federal Definition:**
**Perkins V Sec. 2(41)**
Program of Study:
The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
(B) addresses both academic and technical knowledge and skills, including employability skills;
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
(E) has multiple entry and exit points that incorporate credentialing; and
(F) culminates in the attainment of a recognized postsecondary credential.

- Complete the table on the next page. Add rows as needed.
STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

How do schools and colleges in the region implement programs of study?

<table>
<thead>
<tr>
<th>Implementation Process</th>
<th>Strengths</th>
<th>Needs/Gaps</th>
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STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

Perkins V Section 134(c)(2)(D)
The local needs assessment shall include...
(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

<table>
<thead>
<tr>
<th>What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the law say?</strong></td>
</tr>
<tr>
<td>The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.</td>
</tr>
<tr>
<td><strong>What does the law mean?</strong></td>
</tr>
<tr>
<td>Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.</td>
</tr>
</tbody>
</table>

Complete the table on the next page. Add rows as needed.
STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

How do schools and colleges in the region recruit, retain and train CTE educators?

<table>
<thead>
<tr>
<th>Process</th>
<th>Strengths</th>
<th>Needs/Gaps</th>
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</table>
STEP 3: Analysis of Programs
Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)
The local needs assessment shall include...
(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What Information Should Locals Collect: Progress Towards Improving Access & Equity

<table>
<thead>
<tr>
<th>What does the law say?</th>
<th>What does the law mean?</th>
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</thead>
<tbody>
<tr>
<td>The needs assessment shall include a description of:</td>
<td>This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.</td>
</tr>
<tr>
<td>• Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</td>
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<tr>
<td>• How they are providing programs that are designed to enable special populations to meet the local levels of performance; and</td>
<td></td>
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<tr>
<td>• How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</td>
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</table>

Perkins V Sec. 2(48)
SPECIAL POPULATIONS. -- The term “special populations” means--
(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including low-income youth and adults;
(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women;
(E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
(H) youth who are in, or have aged out of, the foster care system; and
(I) youth with a parent who—
(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
How do schools and colleges ensure access and equity for all students, especially special populations?

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<thead>
<tr>
<th>Strengths</th>
<th>Gaps</th>
<th>Strategies for Improvement</th>
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</table>
Consortium Coordination Strategy
Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What went well in your CLNA process?</td>
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<td>What could have been done differently to achieve better results?</td>
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<tr>
<td>What individuals or groups were invited but did not participate?</td>
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<tr>
<td>Why did they not participate?</td>
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<tr>
<td>What future steps will you take to engage them?</td>
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<tr>
<td>What other initiatives can be leveraged and aligned across sectors to</td>
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<tr>
<td>make this work successful?</td>
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<tr>
<td>How will you build connections to and through those other initiatives?</td>
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<tr>
<td>On what established schedule will you continue to meet and work together?</td>
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</tbody>
</table>
How will you demonstrate collective commitment to on-going engagement in this work?

Consortium Review of Comprehensive Local Needs Assessment

I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Secondary Partner: ___________________________ Date: ________________

Postsecondary Partner: ________________________ Date: ________________

Business Partner: ____________________________ Date: ________________
Appendix A:

Data & Statistics Resources

SC Department of Employment and Workforce Business Intelligence Department resources:

The following resources to analyze and disseminate current and historical employment statistics, job forecasts, wages, demographics and other labor market information for the state to help better understand today’s complex labor force.

- **SC Workforce Dashboard:**
  A Customizable dashboard to help prioritize information that is relevant to your needs.

- **Community profile for your region:**
  Create a pdf specific for your county and region that you can share with your team.

Additional Resources for your local needs assessment analysis:

- **Bureau of Economic Analysis (U.S. Department of Commerce)**
  Provides data on national accounts, as well as state & local area personal income, GDP for states & metropolitan areas, & a link to the Survey of Current Business

- **Bureau of Labor Statistics**
  The principal Federal agency responsible for measuring labor market activity, working conditions, & price changes in the economy. Its mission is to collect, analyze, & disseminate essential economic information to support public & private decision-making.

- **South Carolina Statistics Links**
  Compiled by SciWay, "South Carolina's Information Highway"

- **State Data Center Network**
  The State Data Center Program makes data available locally to the public through a network of state agencies, universities, libraries, & regional & local governments

- **Digest of Education Statistics**
  A compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government & private, & draws especially on the results of surveys & activities carried out by the National Center for Education Statistics (NCES).
• **Public School District Profiles**

  Compiled by the Institute of Education Sciences at the National Center for Education Statistics.

• **Integrated Postsecondary Education Data System**

  The primary source for data on colleges, universities, & technical & vocational post-secondary institutions in the United States. Find & compare institutions side-by-side. Data Center allows you to compare institutional data, create reports, download data files & more. Visit the Tables Library to view & download national & state level data tables on enrollments, graduation rates, institutional prices, student financial aid, faculty & staff, etc.
Appendix B:

Root Cause Tool Kit

Analyze the data
This is one of the most difficult and easily neglected steps within a needs assessment process. At its most basic level, it is determining cause and effect. The data and input you will be gathering will be the effects of some underlying cause and it is your task to determine what these causes are. To use an analogy from health sciences, you will be like a doctor looking at symptoms and searching for a diagnosis. To get to an accurate diagnosis:

- **Process the data transparently** to allow for others to double check and verify your results.
- **Display the data** to facilitate interpretation. Tables, graphs, charts, word clouds, and any other means you can think of to see patterns within the data will be highly beneficial.
- **Verify findings through corroboration/triangulation.** Be skeptical. Particularly for small data sets, surprising results, or other unexpected outcomes, make sure to use multiple means of verifying patterns, such as additional data sources, stakeholder input, and evidence-based research.
- **Perform root cause analysis.** There are a number of techniques that can be used to go from the needs identified to discover root causes. One technique is to ask and answer ‘why’ five times (example below). Focused interviews, consulting experts, fish bone analysis, and reviewing evidence-based literature on the topic are additional and powerful means of discovering root causes.

**Asking ‘Why?’ Five Times to Determine a Root Cause:**

For instance, if you discover a gap in performance between two population groups asking why five times may reveal underlying factors having to do with curriculum, supports, student background, teacher training, instructional practices, materials, barriers, and any number of other contributing factors. Focus on identifying the factors most within your ability to influence.
Fishbone/Cause-and-Effect/Ishikawa Analysis to Determine Root Cause

The diagram below illustrates one method for brainstorming causal factors that contribute to an identified need (such as a performance gap). This method contrasts with the “Five Why” method listed above in that it recognizes that in many contexts it is best to look at the multiplicity of contributing factors rather than narrowing the focus to a single, primary root cause. The categories in which to brainstorm causes will vary by need context, but examples for non-traditional career preparation can be viewed at napequity.org/root.
Appendix C:

Regional Teams

The CLNA work will be divided into the 12 Workforce/Education Regions. These regions and the partners are:

<table>
<thead>
<tr>
<th>Region</th>
<th>Counties</th>
<th>School Districts</th>
<th>Career Centers by County</th>
<th>Technical Colleges</th>
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</thead>
<tbody>
<tr>
<td>Catawba</td>
<td>Chester</td>
<td>Chester</td>
<td>Chester County Career Center</td>
<td>York Technical College</td>
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<td>Lancaster</td>
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<td>York</td>
<td>York 1 – 4</td>
<td>Floyd D Johnson Technology Center Applied Technology Center</td>
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<td>Greenville</td>
<td>Greenville</td>
<td>Greenville</td>
<td>Donaldson Career Center</td>
<td>Greenville Technical College</td>
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<td>Golden Strip Career/Tech. Center</td>
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<td>J. Harley Bonds Career Center</td>
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<td>Lowcountry</td>
<td>Beaufort</td>
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<td>Beaufort-Jasper Academy For Ex</td>
<td>Technical College of the Lowcountry</td>
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<td>Colleton</td>
<td>Colleton</td>
<td>Thunderbolt Career And Tech</td>
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<td>Hampton</td>
<td>Hampton 1 &amp; 2</td>
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<td>Jasper</td>
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<td>Denmark Technical College</td>
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<td>Bamberg 1 &amp; 2</td>
<td>Cope Career Center</td>
<td>Orangeburg-Calhoun Technical College</td>
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<td>Barnwell Co Career Center</td>
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<td>Area</td>
<td>City</td>
<td>Education Center</td>
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<td>Florence 1 – 5 Florence Career Center</td>
<td>Florence-Darlington Technical College</td>
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CONNECTING ALL THE PIECES IN PERKINS V
FEBRUARY 26, 2019
9:00 AM - 1:00 PM
THE RIVER CENTER @ SALUDA SHOALS PARK, COLUMBIA, SC

AGENDA
#FUTUREREADYCTE

8:30 – 9:00 am  Registration

9:00 – 9:15 am  Welcome and Comments
   Angel Malone, Director, Office of Career and Technology Education (OCTE)

9:15 – 9:20 am  Introduction of Michael Brustein
   Maria Swygert, Team Lead, OCTE

9:15 am – 1:00 pm  Perkins V
   Michael Brustein, Brustein & Manasevit, PLLC

1:00 pm  Adjourn

Hosted in collaboration with the South Carolina Department of Education and the South Carolina Technical College System
I. Welcome
II. Updates
III. Agency Terminology for conversation Crosswalk
IV. Date & Discussion
V. Next Steps
VI. Adjourn Meeting
PERKINS V - PLANNING MEETING AGENDA

Location: SC State Museum Gervais Room
Date: Tuesday, December 10, 2019
Time: 8:30 am – 3:00 pm

8:30 – 9:00 a.m. Welcome and Introductions
9:00 – 10:15 a.m. State Plan Review and Discussion
10:15 – 10:30 a.m. Break
10:30 – 11:30 a.m. Comprehensive Local Needs Assessment Review & Best Practices
11:30 – 12:30 p.m. Working Lunch / Performance Indicators (Post-Secondary & Secondary)
12:30 – 1:30 p.m. Required Courses for Secondary Concentrators
1:30 – 2:00 p.m. Upcoming Webinars
2:00 – 2:30 p.m. Q&A
2:30 – 3:00 p.m. Next Steps and Adjournment

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)
PERKINS V - PLANNING MEETING AGENDA

Location: Charter Institute at Erskine District Office
Date: Wednesday, July 24, 2019
Time: 10:00 am – 12:00 pm (noon)

I. Welcome
II. State Transition Plan Update
III. Comprehensive Local Needs Assessment Discussion
IV. State Plan Next Steps
V. Adjourn Meeting
Location: SC Department of Commerce
Date: Friday, November 16, 2018
Time: 9:00 am – 12:00 pm (noon)

I. Opening Remarks / Welcome
Angel Malone, Director
Office of Career and Technical Education

II. Debrief Vision and Message

III. Possible Committee Discussion & Cross Agency Collaboration

IV. Dates and Deadlines

V. State Plan Discussion

<table>
<thead>
<tr>
<th>State Plan Items</th>
<th>1-Year Transition Plan (FY 2019 only)</th>
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<tbody>
<tr>
<td>Cover Page</td>
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<tr>
<td>Narrative Descriptions</td>
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<tr>
<td>A. Plan Development and Coordination</td>
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<tr>
<td>B. Program Administration and Implementation</td>
<td>Only Items B.2.a-e, and B.3.a</td>
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<td>C. Fiscal Responsibility</td>
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<td>D. Accountability for Results</td>
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<tr>
<td>Assurances, Certifications, and Other Forms</td>
<td>Required</td>
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<tr>
<td>Budget</td>
<td>Required</td>
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<tr>
<td>State Determined Performance Levels (SDPL)</td>
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VI. Question & Answer

VII. Next Steps

VIII. Adjourn Meeting

Stakeholders Represented:
SCDE CTE, SCDE Adult Education, SCDEW, SCTCS, SC CHE, SC Commerce, Secondary CTE, Post-Secondary CTE
“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)
DAY ONE (Thursday)

8:30am – 8:45am  Introductions
8:45am – 9:30 am  Brief overview of Perkins V
9:30am - 10:30am  Review of Transition Plan
10:30am – 10:45am  Break
10:45am – 11:30am  State Plan submission for FY 2020-24
11:30am – 12:00pm  Perkins V Local Application
12:00pm – 1:00pm  Working Lunch (State Plan Discussion continued)
1:00pm –2:45pm  Local Needs Assessment
2:45pm – 3:00pm  Break
3:00pm – 4:00pm  Perkins V Group Discussion/Questions
4:00pm – 4:15  Wrap Up
DAY TWO (Friday)

8:30am – 9:30 am  State Determined Levels of Performance

(Section 113, determining which 1 of 3 or additional Indicators to use, and Statewide Longitudinal Data System (SLDS))

9:30am – 10:30am  Improvement Plans Under Perkins V

10:30am – 10:45am  Break

10:45am – 12:00pm  Fiscal Responsibility – Part I

12:00pm – 1:00pm  Working Lunch

1:00pm – 2:30pm  Perkins V Group Discussion/Questions

Adjourn
### Strengthening Career and Technical Education for the 21st Century Act (PERKINS V)

#### Multi-year Funding Planning Draft (Fiscal Years: FY20, FY21, FY22, and FY23)

Based on previous year budget and appropriation review of Basic State Grant

**FY20 Award**
- $21,447,519.00

**Local Level Activities (85%) non Sequestration (with 10% Reserve)**
- Reserve 10% $1,823,039.00
- Secondary 68% $11,156,261.00
- Postsecondary 32% $5,251,092

**State Level Activities (15%) non Sequestration**
- Administration 5% $1,072,375.00
- Postsecondary $175,000.00
- Leadership 10% $2,144,752.00
- Postsecondary $75,000.00

---

**Estimated (non sequestration) FY21**
- $22,090,944.00
  - (3% increase)

**Local Level Activities (85%) non Sequestration (with 10% Reserve)**
- Reserve 10% $1,877,730.00
- Secondary 67% $13,320,839.00
- Postsecondary 33% $6,561,010.00

**State Level Activities (15%) non Sequestration**
- Administration 5% $1,104,547.00
- Postsecondary $200,000.00
- Leadership 10% $2,209,094.00
- Postsecondary $100,000.00

---

**Estimated (non sequestration) FY22**
- $22,753,672.00
  - (3% increase)

**Local Level Activities (85%) non Sequestration (with 10% Reserve)**
- Reserve 10% $1,934,062.00
- Secondary 66% $13,515,681.00
- Postsecondary 34% $6,962,623.00

**State Level Activities (15%) non Sequestration**
- Administration 5% $1,137,683.00
- Postsecondary $225,000.00
- Leadership 10% $2,275,367.00
- Postsecondary $125,000.00

---

**Estimated (non sequestration) FY23**
- $23,436,282.00
  - (3% increase)

**Local Level Activities (85%) non Sequestration (with 10% Reserve)**
- Reserve 10% $1,992,083.00
- Secondary 65% $13,710,224.00
- Postsecondary 35% $7,382,428.00

**State Level Activities (15%) non Sequestration**
- Administration 5% $1,171,814.00
- Postsecondary $250,000.00
- Leadership 10% $2,343,628.00
- Postsecondary $150,000.00

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If sequestration not avoided as imposed by the Budget Control Act (BCA):

**FY20 Award**
- $21,447,519.00

**Estimated (sequestration) FY21**
- $20,375,143.00
  - (5% decrease)

**Local Level Activities (85%) Sequestration (with 10% Reserve)**
- Reserve 10% $1,731,887.00
- Secondary 67% $10,443,279.00
- Postsecondary 33% $3,446,282.00

**State Level Activities (15%) Sequestration**
- Administration 5% $1,104,547.00
- Postsecondary $200,000.00
- Leadership 10% $2,209,094.00
- Postsecondary $100,000.00

---

**Estimated (sequestration) FY22**
- $19,356,385.00
  - (5% decrease)

**Local Level Activities (85%) Sequestration (with 10% Reserve)**
- Reserve 10% $1,645,292.00
- Secondary 66% $9,773,038.00
- Postsecondary 34% $3,322,833.00

**State Level Activities (15%) Sequestration**
- Administration 5% $1,137,683.00
- Postsecondary $225,000.00
- Leadership 10% $2,275,367.00
- Postsecondary $125,000.00

---

**Estimated (sequestration) FY23**
- $18,388,565.00
  - (5% decrease)

**Local Level Activities (85%) Sequestration (with 10% Reserve)**
- Reserve 10% $1,563,028
- Secondary 65% $9,143,713.00
- Postsecondary 35% $3,200,299.00

**State Level Activities (15%) Sequestration**
- Administration 5% $1,171,814.00
- Postsecondary $250,000.00
- Leadership 10% $2,343,628.00
- Postsecondary $150,000.00

---

Source: Office of Career and Technical Education - June 2019
South Carolina is 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. The state’s focus on partnership and collaboration will lead to better alignment of programs and resources that will bring us closer to achieving our vision for South Carolina.

**VISION STATEMENT:**
All students graduate prepared for success in college, careers, and citizenship.

**MISSION FOR SC CTE PERKINS V:**
To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.

**WHAT IS CAREER TECHNICAL EDUCATION (CTE)?**

<table>
<thead>
<tr>
<th>HIGH QUALITY EDUCATION</th>
<th>REAL WORLD EXPERIENCE</th>
<th>CAREER EXPLORATION</th>
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<tbody>
<tr>
<td>High Quality Education</td>
<td>Real World Experience</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>World-Class Knowledge</td>
<td>Work-Based Learning</td>
<td>Development</td>
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<tr>
<td>Aligns to the needs of business and industry.</td>
<td>Engaging that develops World-Class Skills and creates a competitive advantage.</td>
<td>Exposure to learning that develops Life and Career Characteristics.</td>
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</table>

**WHY IS CAREER TECHNICAL EDUCATION (CTE) IMPORTANT?**
CTE provides equity through access and inclusion.
<table>
<thead>
<tr>
<th>TECHNICAL COLLEGE</th>
<th>PELL/BIA RECIPIENTS</th>
<th>FY 2021 TITLE I PRELIMINARY ALLOCATION</th>
</tr>
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<tr>
<td>Aiken Technical College</td>
<td>1,408</td>
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<td>Central Carolina Technical College</td>
<td>2,341</td>
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<td>Denmark Technical College</td>
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<tr>
<td>Florence-Darlington Technical College</td>
<td>2,576</td>
<td>$337,770.716</td>
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<tr>
<td>Greenville Technical College</td>
<td>5,157</td>
<td>$676,836.686</td>
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<tr>
<td>Horry-Georgetown Technical College</td>
<td>3,794</td>
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<td>Midlands Technical College</td>
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<tr>
<td>Northeastern</td>
<td>938</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>
<td>2,606</td>
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<td>Technical College of the Lowcountry</td>
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<tr>
<td>Tri-County Technical College</td>
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<tr>
<td>Trident Technical College</td>
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<td>Williamsburg Technical College</td>
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<td>York Technical College</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>$5,296,931.750</strong></td>
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PRELIMINARY ALLOCATION $5,296,931.75
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<tr>
<th>BEDS</th>
<th>School District/Other Eligible Recipients</th>
<th>FY2021 Preliminary Allocation with Carryover</th>
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<td>0780</td>
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<td>4604</td>
<td>Fort Mill School District (York 4)</td>
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<td>SC Public Charter School District</td>
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<td>4801</td>
<td>Charter Institute at Erskine</td>
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**GRAND TOTAL** $12,032,169.04

FY2021 Secondary Allocation $11,255,979.97

Additional Carryover FY2020 $776,189.07
1. Prioritization and Description of Local Needs – Describe the results of the comprehensive local needs assessment.

2. CTE Programs and Activities – Provide information on the CTE course offerings and activities that will be provided with Perkins funds, which must include at least one state-approved program of study, including the following:
   - How the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.
   - A description of any new programs of study the local recipient will develop to submit to the state for approval.
   - How students, including students who are members of special populations, will learn about their school’s CTE course offerings and whether each course is part of a CTE program of study.

3. Career Guidance and Academic Counseling – Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:
   - Career exploration and career development coursework, activities or services
   - Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment
   - An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program

4. Integration of Academic and Technical Skills – Describe how the academic and technical skills of students participating in CTE programs will be improved by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined by ESSA).

5. Special Populations – Describe how the recipient will:
   - Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
   - Prepare CTE participants for non-traditional fields
   - Provide equal access for special populations to CTE courses, programs and programs of study
   - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

6. Work-Based Learning – Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities, as applicable.
7. **Dual Enrollment** – Describe how students participating in CTE programs will be provided the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

8. **Faculty Recruitment and Retention** – Describe coordination with the state and institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

9. **Evaluation and Assessment** – Describe the process for how disparities or gaps in student performance will be identified in the local report will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps.
Local Application Completion Contact Information

Provide contact information below for the person responsible for completing the local application.

Provide contact information below for the person responsible for the financial accounting of the local application.

Comprehensive Local Needs Assessment - 134(b)(1)

Please provide a description of the results of the comprehensive needs assessment conducted under subsection.

What are the identified priorities?

What were the identified gaps?

Program of Study - 134(b)(2)(A-C)

Please provide information on the career and technical education course offerings and activities at the district or multi-district career center will provide with funds under this part, which shall include not less than one program of study approved by a State under section 124(b)(2).

Please describe how the results of the comprehensive needs assessment described informed the selection of the specific career and technical education programs and activities selected to be funded.

Please describe any new programs of study you are considering based on the results of the comprehensive needs assessment.

Please describe how students, including students who are members of special populations, will learn about the career and technical education course offerings and the career and technical education program of study.

Career Guidance and Exploration - 134(b)(3)(A-C)

Please provide a description of how the collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, to provide a series of career exploration and career guidance activities.

Please describe the career exploration and career development coursework, activities, or services at your district or multi-district career center.
Please describe how career information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.

Please describe the system of career guidance and academic counseling offered to students before enrolling and while participating in a career and technical education program.

**Academic and Technical Skills - 134(b)(4)**

Please describe how the district or multi-district career center will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Special Population and Non-traditional Fields - 134(b)(5)(A-D)**

"Special Populations" is defined by the Perkins V legislation as:

1. *Individuals with disabilities;*
2. *Individuals from economically disadvantaged families, including low-income youth and adults;*
3. *Individuals preparing for non-traditional fields;*
4. *Single parents, including single pregnant women;*
5. *Out-of-workforce individuals;*
6. *English learners;*
7. *Homeless individuals described in section 725 of the McKinney - Vento Homeless Assistance Act (42 U.S.C. 11434a);*
8. *Youth who are in, or have aged out of, the foster care system; and*
9. *Youth with a parent who &
   a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
   b. is on active duty (as such term is defined in section 101(d)(1) of such title)*

“Non-Traditional Fields” is defined by the Perkins V legislation as:

*Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 % percent of the individuals employed in each such occupation or field of work.*

Please describe activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
Please describe activities to prepare CTE participants for non-traditional fields.

Please describe activities that provide equal access for special populations to career and technical education courses, programs, and programs of study; and

Please describe activities that ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

**Work-Based Learning - 134(b)(6)**

Please describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the district or multi-district career center will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

**Dual-Credit - 134(b)(7)**

Please describe how the district or multi-district career center will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

**Recruitment and Retention - 134(b)(8)**

A description of how the district or multi-district career center will coordinate with the SCDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

**Performance GAPS - 134(b)(9)**

Please describe how the district or multi-district career center will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) between groups of students and the additional actions that will be taken to eliminate these disparities or gaps.
Courses and Programs

**CTE Courses Offered**
List the CTE Program Name, the CIP Code, and the Courses that make up each program.

List the CTE courses students can enroll in to earn the full sequence of courses needed to complete the secondary program identified.

Identify the secondary school that will offer the above courses for your LEA in the current Program Period.

**CTE Courses Offered That Are Not Part of a CIP-Coded Program**
List the School Name, CTE Course Name, and the Course Code for those CTE Courses that are NOT part a CTE Program.

**Middle Grades CTE Courses**
List the School Name, CTE Course Name, and the Course Code for those CTE Courses offered at Middle the Middle Grade Level (as defined by ESSA).