

# **Annual Report on the Implementation of the Education and Economic Development Act of 2017**



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

**December 1, 2018**

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

The passage of the Education and Economic Development Act of 2005 (the “EEDA”) marked an historic partnership among South Carolina’s business, government and education communities. Spurred by the provisions of the EEDA and by the oversight of the original, EEDA-mandated, Education and Economic Development Coordinating Council (the “EEDCC”), public schools throughout our state acted quickly to increase student and parent involvement in college and career planning, to make more seamless the transition between secondary education and postsecondary education, and to organize curricula around “career clusters” that encouraged students to think about their long-term career and post secondary education goals. All of these efforts, as the EEDCC reported in 2010, helped contribute to a declining dropout rate, an increased graduation rate, and the development of a more “capable and competitive workforce.”

The EEDA called for the original Coordinating Council to disband following a five-year implementation period. Recognizing the value of the Council’s oversight, however, the General Assembly passed legislation in 2017 to reconstitute it. This report is the first annual report published by the “new” EEDCC. We are pleased to present it to you on behalf of the entire Council.

The Coordinating Council began its work this year by reviewing the reports and recommendations of the prior Council, creating subcommittees to focus on specialized subject areas, and adopting a series of objectives related to the main provisions of the EEDA. Next year, we will continue working to accomplish those objectives and set new ones—all with the ultimate goal of ensuring that the EEDA is fully and effectively implemented and sustained throughout South Carolina. The members of the Council are grateful to you and your predecessors for continuing to support the EEDA, and we look forward to continuing to work with you to achieve the Act’s purpose and promise.

Sincerely,



Stephen Cox  
Chairman, EEDCC



Molly Spearman  
State Superintendent of Education

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## **Education and Economic Development Coordinating Council, 2017–18**

1. Stephen Cox, Chairman, Gubernatorial Business Appointee
2. Molly M. Spearman – State Superintendent of Education
3. Michael McIrney—Secretary of Commerce Designee
4. Cheryl Stanton – Executive Director, South Carolina Department of Employment and Workforce
5. Dr. Tim Hardee – Executive Director, State Board for Technical and Comprehensive Education
6. Cynthia Bennett – Executive Director of the South Carolina Chamber of Commerce designee
7. James Richter – Executive Director of the South Carolina Manufacturers Alliance designee
8. Jeff Schilz – Executive Director of the South Carolina Commission on Higher Education
9. Georgia Mjartan – Executive Director, Office of First Steps to School Readiness
10. Dr. Jessee Washington – Superintendent, Orangeburg 5
11. John Murphy - Principal, North Augusta High School
12. Sherrie Beaver - South Carolina Department of Education Student Intervention Services
13. Ashley Brown - RD Anderson Applied Technology Center
14. Ron Roveri – Rock Hill School District Applied Technology Center
15. Dr. Robert Jones, Clemson University
16. Dr. Walt Tobin - President, Orangeburg-Calhoun Technical College
17. Neil Robinson – Chairman of the Education Oversight Committee
18. Representative Rita Allison – Speaker of the SC House of Representatives designee
19. Senator Scott Talley – Senate President Pro Tempore designee

### *Gubernatorial Business Appointees:*

20. Dr. Christine Crawford
21. Bryan Hamrick
22. Tim Hayden
23. Carl Henson
24. Srikanth Kodeboyina
25. Milton Smith
26. Don Herriott
27. Carol Moody
28. Janice Jolly

## Executive Summary

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

As originally enacted, the EEDA created an “Education and Economic Development Coordinating Council” to oversee the implementation of the Act’s statutory mandates. The Act required the Coordinating Council to disband in June 2012—at the conclusion of the implementation period. As part of the conclusion of its work, the Coordinating Council included in its final, 2011 report a series of “Recommendations for Sustainability”—measures that the Council believed were necessary for governing authorities to adopt to ensure the EEDA’s continuing viability and effectiveness.

In response to suggestions from the state’s business community and other interested stakeholders, and after concluding that continued oversight and support of the EEDA by a Coordinating Council would help ensure the Act’s effectiveness, Governor McMaster and the General Assembly reconstituted the Council by legislation enacted and signed into law in 2017. The newly-reconstituted Council has met four times—in December 2017, and February, May and October 2018.

The “new” Coordinating Council began its work by reviewing the “Recommendations for Sustainability” adopted by its predecessor in 2011. With the assistance of subject-matter experts at the Departments of Commerce, Education, and Workforce Development, the Council assessed the current viability of each of those recommendations and then prioritized them. At its May meeting, the Council adopted a series of long-term goals and objectives based, in large measure, on its predecessor’s recommendations. These goals and objectives are attached as Appendix C to this report.

Like its predecessor, the current Coordinating Council has created four subcommittees to make its work more efficient and productive. These subcommittees, organized around particular mandates of the EEDA, are:

- Articulation, Dual Enrollment, High School Graduation and Postsecondary Alignment Subcommittee;
- At-Risk Students, Comprehensive Guidance and Counseling, and Individualized Graduation Plans Subcommittee;
- Industry Credentials, Apprenticeships, and Soft Skills Subcommittee; and
- Coordination of Efforts with Workforce Development Board, Regional Education Centers, Coordinating Council on Workforce Development, and Sector Strategies Subcommittee.

Each of the Council’s subcommittees has designated one or two of the Council’s long-term goals as a priority for the coming calendar year. Those prioritized goals are indicated on Appendix C.

Set forth below is a summary of the extent to which the principal components of the EEDA have been implemented statewide:

### **At-Risk Student Initiatives**

Data retrieved from PowerSchool, South Carolina’s uniform student information system, revealed the following outcomes related to 11,593 students who participated in at-risk student programs during 2017–18, that were financially supported by the EEDA. Each grantee incorporated at least one of the 15 effective strategies that have the most positive impact on the dropout rate, as identified by the National Dropout Prevention Center (NDPC), or selected a program from the NDPC’s database of Model Programs, which is based on the evaluation literature of specific prevention, intervention, and recovery programs.

#### *Key Outcomes*

- 99 percent (11,488) of the 11,593 students identified in 2016–17 either enrolled in school during 2017–18 or graduated with a South Carolina high school diploma.
- Less than 1 percent (105) of the 11,488 students identified in 2016–17 was not enrolled in school for 2017–18.
- The average daily attendance of these students was 93.45 percent.
- The average grade was an 82.

Outcomes associated with the implementation of evidence-based, at-risk strategies and models have been consistently positive:

- For the past five years, individual graduation plan (IGP) conferences have been held and individual graduation plans have been developed for at least 98 percent of all students in grades 8–12 who participated in an at-risk program.
- Each year between 2012–13 and 2017–18, over 90 percent of the students identified as at-risk have either re-enrolled in school the year after they participated in the program or graduated at the end of the academic year in which they participated in IGP conferences.

### **Individualized Graduation Plans (IGP’s)**

- All middle and high schools held annual IGP conferences for students in grades eight through twelve.
- Over 241,550 students in grades eight through twelve developed or revised their IGPs during 2017–18:
  - Ninety-eight (98) percent of eighth-grade students;
  - Ninety-eight (98) percent of ninth-grade students;
  - Ninety-nine (99) percent of tenth-grade students;
  - Ninety-nine (99) percent of eleventh-grade students; and

- Ninety-nine (99) percent of twelfth-grade students.
- Parents or parental designees of all students in grades eight through twelve were invited to participate in the annual IGP conferences. Over 168,000 parents or parental designees (68 percent) of students in grades eight through twelve attended IGP conferences with their children.
- According to surveys administered during April and May of the 2017–18 school year, students and parents believe that IGP conferences are beneficial.
  - Ninety-five (95) percent of the over 20,700 student respondents indicated that the conference helped them to better understand the relationship between their career goals and their academic progress.
  - Ninety-four (94) percent of the over 20,700 student respondents indicated that the conference was either very helpful or helpful for academic planning.
  - Ninety-four (94) percent of the over 20,700 student respondents indicated that the conference was either very helpful or helpful for career planning.
  - Eighty-two (82) percent of the over 25,000 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level.
  - Eighty-six (86) percent of the over 25,000 parent respondents indicated they would recommend that other parents and guardians attend the IGP conferences with their children.

### **Integrated Academic and Career Development Activities**

- All South Carolina public schools (elementary, middle, and high) have integrated the South Carolina Comprehensive Developmental Guidance and Counseling Program Model into their curricula.
- One hundred (100) percent of students in the state’s elementary, middle, and high schools have access to career awareness, exploration, and/or preparation activities.
- All middle school students receive at least one career interest inventory and assessment before they transition to high school.
  - One hundred (100) percent of high schools offer at least three (3) of the sixteen (16) career clusters;
  - Seventy-Five (75) of the state’s 84 school districts offer at least ten (10) of the sixteen (16) career clusters.
  - Nine of the state’s 84 districts offer between three (3) and nine (9) of the sixteen (16) career clusters.

### **Seamless Transition**

- According to data from the South Carolina Commission on Higher Education, 14,865 high school students enrolled in college courses (unduplicated data) in fall 2017.
- As of October 2018, the South Carolina Transfer and Articulation Center (SC TRAC) system, a tool for students to determine whether courses will transfer between public institutions, was populated with approximately 1,350,094 course equivalencies and 1,218 transfer agreements between and among public institutions of higher education in the state.
- More than 100 high school students, teachers, administrators, and postsecondary faculty and

program directors from across the state have participated in recent Francis Marion University Center for College and Career Readiness activities, including project-based learning professional development for teachers, students' college and career development writing portfolios, and career-development residencies for students at manufacturing employers.

### **Workforce Development**

- Over 120,000 students participated in extended/work-based learning opportunities in 2017–18. All of the virtual job shadowing experiences developed by VirtualJobShadow.com are closed captioned for the hearing impaired.
- The South Carolina Occupational Information System (SCOIS) Career Information System (CIS) for Adults, which offers career-related assessments and information about available jobs, is used by more than 45,000 individuals annually in local workforce centers, vocational rehabilitation centers, public libraries, and other community-based centers. Through SCOIS CIS for Adults, workers with disabilities can find suitable careers that match their abilities.



# **EEDA Implementation Activities**

## **2017–18**

### **Section 59-59-20**

#### **Curriculum Standards Organized around Career Clusters**

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

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

#### **Current Status**

Guidelines for conducting conferences to develop IGP were revised to include considerations related to Diploma Pathways. The revised guidelines have been made available to school counselors statewide.

- Reports generated by the eIGP system provide the following data:
  - (a) Over 241,550 students in grades eight through twelve developed or revised an IGP during the 2017–18 academic year:
    - Ninety-eight (98) percent of eighth-grade students;
    - Ninety-eight (98) percent of ninth-grade students;
    - Ninety-nine (99) percent of tenth-grade students;
    - Ninety-nine (99) percent of eleventh-grade students; and
    - Ninety-nine (99) percent of twelfth-grade students.
  - (b) Approximately 180,000 parents, guardians, or other representatives, or 78 percent, participated in IGP conferences with students.
    - Eighty-nine (89) percent of eighth-grade students were accompanied by a parent, guardian, or other representative;
    - Seventy-five (75) percent of ninth-grade students were accompanied by a parent, guardian, or other representative.
    - Seventy-five (75) percent of tenth-grade students were accompanied by a parent, guardian, or other representative;
    - Seventy-four (74) percent of eleventh-grade students were accompanied by a parent, guardian, or other representative; and

- Seventy-six (76) percent of twelfth-grade students were accompanied by a parent, guardian, or other representative.
- The Career Specialists/Guidance Personnel Accountability Report provides the following information:
  - (a) Nearly 31,075 career development activities were conducted by career specialists during 2017–18.
  - (b) Approximately 33,733 career development activities were conducted or coordinated by educators other than the career specialists during 2017–18.
  - (c) Nearly 100 percent of the state’s students in grades six through eleven completed at least one career assessment and/or participated in at least one career exploration activity during 2017–18, with the greatest percentage of students being assessed in tenth and eleventh grades.
  - (d) Nearly 3,400 workshops pertaining to the Personalized Pathways to Success (PPTS) initiative, with over 77,000 participants, were conducted by career specialists statewide for teachers, counselors, and work-based learning constituents.
  - (e) Over 45,172 educators received information from career specialists about the career majors that are available to high school students in their districts.
  - (f) Career specialists have collaborated with over 9,100 new businesses as a result of the PPTS initiative.
- Over 1,100 public elementary, middle, and high schools use SCOIS free of charge.

## Section 59-59-30

See Section 59-59-175 for new enabling legislation.

## Section 59-59-40

### Comprehensive Guidance and Counseling Programs in Every School District

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

#### Current Status

In 2017–18, the South Carolina Comprehensive School Counseling and Career Development Model was updated to be consistent with the *Profile of the South Carolina Graduate*.

## Section 59-59-50

### Curriculum Framework Based on the Sixteen National Career Clusters

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

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

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

#### **Current Status**

A link to the completed framework may be found here: <https://www.ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/cate-programs/personal-pathways-to-success/>

A link to the state model for IGP templates maybe found here:  
<https://ed.sc.gov/scdoe/includes/eeda/Pathways/documents/BlankEIGP.pdf>

## Section 59-59-55

### State Model for Addressing At-Risk Students

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

#### Current Status

A link to the completed model may be found here: <https://www.ed.sc.gov/districts-schools/student-intervention-services/education-and-economic-development-act-eeda/career-specialist-services/sc-comprehensive-counseling-and-guidance-model-revised-october-2018/>

A link to State Board of Education Regulation 43-274.1 regarding At Risk Students may be found here: <https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/43-274-1-a-17-pdf/>

## Section 59-59-60

### Curricula Organized around a Minimum of Three Career Clusters

Before July 1, 2007, school districts shall:

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

#### Current Status

- Reports generated by the eIGP system provide the following information:
  - (a) Seventy-five of the 84 districts offer at least ten of the sixteen career clusters. The remaining nine districts offer between four and nine career clusters. The three clusters chosen most frequently by all students—regardless of the students' grade level or ethnicity—are Health Science; Arts, Audio-Video Technology, and Communications; and Science, Technology, Engineering, and Mathematics.

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

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

## **Current Status**

- Over 1,100 public elementary, middle, and high schools use SCOIS free of charge.
- For the year 2017–18, over 104,000 students have completed SCOIS assessments.
- Additional services provided by SCOIS include the following:
  - (a) the SCOIS CIS, which allows counselors, career specialists, and business partners to maintain in electronic form selected data relating to job shadowing, mentoring, co-ops, and other extended/work-based learning experiences.
  - (b) educator training in the use of SCOIS’s STEM Career Inventories for educators.

## **Section 59-59-70**

### **Implementing Career Development Plans for Guidance Professionals**

During the 2017–18 school year, the department continued supporting career development plans for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the IGPs. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

## **Current Status**

- Guidance professionals, who include certified school counselors and career specialists, were provided training and technical assistance in the following venues:
  - 2018 Education and Business Summit;
  - Five Regional Career Specialist trained as Master Trainers to facilitate state-wide Employability Soft-Skills professional development sessions;
  - Six regional School Counseling Personnel Workshops;
  - School counseling personnel ListServ, e-newsletters, and other web-based resources;
  - Webinar training and online access to updates and professional development;
  - District- and school-level professional development workshops conducted by South Carolina Department of Education (SCDE) personnel;
  - SC State Library – DISCUS resources;
  - Career Guidance resources provided through Knowitall.org; and
  - Career Aisle digital video library.
- In 2017–18, SCOIS staff members have conducted over 400 training sessions that were attended by 8,568 South Carolina school counselors, teachers, media specialists, career specialists, and administrators.
- During 2017, the SCDE Office of Career and Technology Education (OCTE), in partnership with the Military Child Education Coalition, facilitated sessions to support and connect families during separation.

## Section 59-59-80

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

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

#### Current Status

A link to the comprehensive model may be found here: <https://www.ed.sc.gov/districts-schools/student-intervention-services/education-and-economic-development-act-eeda/career-specialist-services/sc-comprehensive-counseling-and-guidance-model-revised-october-2018/>

## Section 59-59-90

### Career Awareness Programs and IGPs for Middle School Students

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

#### Current Status

- According to surveys administered during April and May 2017–18, students believe that IGP conferences are beneficial.
  - Ninety-five (95) percent of the over 20,700 student respondents indicated that the conference helped them to better understand the relationship between their career goals and their academic progress.
  - Ninety-four (94) percent of the over 20,700 student respondents indicated that the conference was either very helpful or helpful for academic planning.
  - Ninety-four (94) percent of the over 20,700 student respondents indicated that the conference was either very helpful or helpful for career planning.
- The 2017–18 Career Specialist/Guidance Personnel Accountability Report provides the following information:
  - Nearly 31,075 career events, classes, or activities were conducted by career specialists during the 2017–18 school year and other career activities were conducted by school personnel other than career specialists, indicating that career development has been embraced by teachers and district personnel.
  - Approximately 33,733 career-related events were held, during which information on an average of five occupations within the sixteen career clusters was presented to the state’s middle and high school students.
  - Over 610,000 of the state’s middle and high school students participated in at least one

- career awareness inventory.
- Approximately 383,000 parents/guardians of the state’s middle and high school students participated in activities that highlighted the career majors offered at the high schools.
- Reports generated by the eIGP system provide the following data:
  - Ninety-eight (98) percent of the state’s eighth grade students completed an IGP on which they identified a preferred cluster of study (the top three clusters selected by eighth-grade students are Health Science; Arts, Audio-Video Technology, and Communications; and Science, Technology, Engineering, and Mathematics)
  - Eighty-nine (89) percent of the state’s eighth grade students who completed an IGP were accompanied by a parent or parental designee during the IGP planning conference.
- Over 120,000 students participated in work-based learning opportunities throughout the 2017–18 academic year.
- All guidance personnel and students have free access to over 180 virtual job shadowing experiences via the PPTS portal.

## **Section 59-59-100**

### **Career Specialists and Student-to-Guidance-Personnel Ratio**

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

#### **Current Status**

- For 2017–18, funding was allocated for 716 full time equivalent (FTE) career specialists in middle and high schools to assist schools in meeting the student-to-guidance-personnel ratio of 300:1.
- According to the Career Specialist Employment Verification Report, 100 percent of career specialists whose positions are either fully or partially funded by the EEDA have earned their Career Development Facilitator (CDF) or Global Career Development Facilitator (GCDF) certification or are still within the two-year eligibility guidelines approved by the State Board of Education.

### **Regional Work-Based Learning Coordinators**

Regional Work-Based Learning Coordinators (RWBLC), previously known as the Regional Career Specialists (RCS), are educators with Global Career Development Facilitator National Certification serving regions in alignment with the state’s Workforce Investment Act (WIOA) Regions. The RWBLC have continued to work in collaboration with regionally assigned school districts to enhance the level of student career guidance and placement. Each play a pivotal role in facilitating WBL experiences for each assigned region and connecting schools to business/industry worksites.

They serve as a liaison between the SCDE, OCTE, to school administrators, school counselors, and career guidance personnel, and work-based learning coordinators by providing training and updates related to the career readiness accountability model, work-based learning implementation, and PowerSchool WBL reporting procedures.

### **Current Status**

- With the reauthorization of the Perkins legislation having led to the demise of the sixteen Tech Prep/School-to-Work Consortia that were known as the South Carolina Education and Business Alliances, those sixteen partnerships had the option of continuing as Perkins IV, Title I alliances. Six of those sixteen Alliances decided to operate under the Perkins IV, Title I guidelines. To ensure the availability of assistance in all twelve of the WIA regions, funds were allocated to support the hiring of a regional career specialist to serve in each of the state's WIA regions. Currently, a regional career specialist is providing services in eleven of the twelve WIA regions. A twelfth regional career specialist, to be placed in the Catawba Region, is expected to be hired in the near future.
- The SCDE's, OCTE, in accordance with proviso requirements, supervises the eleven regional career specialists employed in the Alliance regions and in the other WIOA geographic regions. These individuals regularly submit accountability reports reflecting their activities to the OCTE.
- Regional career specialists support OCTE and EEDA staff by providing technical assistance and facilitating professional development activities in the school districts within their geographic areas. These specialists also provide GCDF training statewide.
- Regional career specialists conducted more than 80 workshops pertaining to contextual methodology and career development for over 1,500 secondary educators.

## **Section 59-59-105**

### **Duties of Certified Career Specialists**

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

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator



- curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;
- (9) assist with the implementation of the district’s student career plan or individual graduation plan;
- (10) assist schools in planning and developing parent information on career development;
- (11) coordinate with school counselors and administration career events, career classes, and career programming;
- (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13) assist with the usage of computer assisted career guidance systems.

**Current Status**

- The 2017–18 Career Specialist/Guidance Personnel Accountability Report confirms that career specialists in the state’s middle and high schools are providing services as outlined in Section 59-59-105.
  - Over 3,300 career-related workshops were conducted during the 2017–18 academic year for nearly 77,000 parents, business partners, and school district employees.
  - Over 610,000 students in grades six through twelve and 322,000 parents were assisted in identifying and accessing career-related information.
  - Approximately 322,000 parents/guardians received career and technology education information in 2017–18.
  - Career Specialists collaborated on career development activities with more than 9,100 new businesses during the 2017–18 school year.
- According to the Career Specialist Employment Verification Report in 2017–18, 202 out of the 611 (33 percent) career specialists for whom employment verification forms have been received serve in the dual role of guidance counselor and career specialist.
- According to the Verification Report, approximately 100 percent of career specialists whose positions are either fully or partially funded by the EEDA have earned their CDF or GCDF certification or are still within the two-year eligibility guidelines approved by the State Board of Education.
- According to surveys administered during April and May 2017–18, parents believe that IGP conferences are beneficial.
  - Eighty-two (82) percent of the over 25,000 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level.
  - Eighty-six (86) percent of the over 25,000 parent respondents indicated they would recommend that other parents and guardians attend the IGP conferences with their children.

**Section 59-59-110**

**High School Career Guidance Model and Student Transfer within the District**

During the 2007–08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career

cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student's career cluster if not offered by the high school in his attendance zone.

### **Current Status**

- Reports generated by the eIGP system provide the following data:
  - (a) Over 241,550 students in grades eight through twelve developed or revised an IGP during the 2017–18 academic year:
    - Ninety-eight (98) percent of eighth-grade students;
    - Ninety-eight (98) percent of ninth-grade students;
    - Ninety-nine (99) percent of tenth-grade students;
    - Ninety-nine (99) percent of eleventh-grade students; and
    - Ninety-nine (99) percent of twelfth-grade students.
  - (b) Approximately 180,000 parents, guardians, or other representatives, or 78 percent, participated in IGP conferences with students:
    - Eighty-nine (89) percent of eighth-grade students were accompanied by a parent, guardian, or other representative;
    - Seventy-five (75) percent of ninth-grade students were accompanied by a parent, guardian, or other representative;
    - Seventy-five (75) percent of tenth-grade students were accompanied by a parent, guardian, or other representative;
    - Seventy-four (74) percent of eleventh-grade students were accompanied by a parent, guardian, or other representative; and
    - Seventy-six (76) percent of twelfth-grade students were accompanied by a parent, guardian, or other representative.
- Over 120,000 students participated in work-based learning opportunities throughout the 2017–18 academic year
- Seventy-four (74) of the state's eighty-eight (82) school districts offer at least ten (10) of the sixteen (16) career clusters.
- High school students may be transported to an alternate high school within their district if their home school does not offer the course(s) necessary for them to complete a major within their chosen cluster.

## **Section 59-59-120**

### **Limitations on Duties of Guidance Counselors and Career Specialists**

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

## **Current Status**

- The American School Counselor Association (ASCA) guidelines are being used to distinguish between counseling and non-counseling responsibilities.
- The National Career Development Association’s Code of Ethics and the GCDF Scope of Practice are being used to guide the work of career specialists.
- For 2017–18, 202 out of the 611 (33 percent) career specialists for whom employment verification forms have been received serve in the dual role of guidance counselor and career specialist.

## **Section 59-59-130**

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

## **Current Status**

According the “Program Report on EEDA Dropout Prevention and *High Schools That Work*,” submitted to the SC General Assembly in December 2017, “SREB has established direct communication and technical assistance to the participating schools in South Carolina. Schools from 74 South Carolina districts joined the network in 2015–16. The total of participating schools is 432: 192 high schools, 189 middle schools, 32 career technical centers, and 19 elementary schools.”

## **Section 59-59-140**

### **IGP Requirements**

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

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

## **Current Status**

A link to the IGP template may be found here:

<https://ed.sc.gov/scdoe/includes/eeda/Pathways/documents/BlankEIGP.pdf>

## Section 59-59-150

### At-Risk Student Regulations

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

#### Current Status

Regulations approved by the South Carolina State Board of Education and the General Assembly in 2007 established desired outcomes or performance criteria based on the specific needs of the at-risk population and on the nature and structure of the particular model implemented in a district or school.

Data retrieved from PowerSchool, the state's uniform student information system, revealed the following outcomes related to the 11,593 students who participated in at-risk student programs during 2017–18 that were financially supported by the EEDA. Each grantee incorporated at least one of the 15 effective strategies that have the most positive impact on the dropout rate as identified by the National Dropout Prevention Center (NDPC), or selected a program from the NDPC's database of Model Programs, which is based on the evaluation literature of specific prevention, intervention, and recovery programs.

#### *Key Outcomes*

- Ninety-nine (99) percent (11,488) of the 11,593 students identified in 2016–17 either enrolled in school during 2017–18 or graduated with a South Carolina high school diploma.
- Less than one percent (105) of the 11,488 students identified in 2016–17 was not enrolled in school for 2017–18.
- The average daily attendance of these students was 93.45 percent.
- The average grade was an 82.

Outcomes associated with the implementation of evidence-based, at-risk strategies and models have been consistently positive:

- For the past five years, individual graduation plan conferences have been held and individual

graduation plans have been developed for at least 98 percent of all students in grades 8–12 who participated in an at-risk program.

- Each year between 2012–13 and 2017–18, over 90 percent of the students identified as at-risk have either re-enrolled in school the year after they participated in the program or graduated at the end of the academic year in which they participated (see Table 1).

Table 1: Percent of At-Risk Students Who Remained in School or Graduated after Participating in an EEDA-Funded and/or Endorsed Program

School Year	Number of Students Enrolled in a Program	Percent Remained in School or Graduated
2012–13	20,582	96.8%
2013–14	16,378	99.0%
2014–15	15,813	99.3%
2015–16	15,117	98.8%
2016–17	12,360	91.0%
2017–18	11,593	99.0%

Based on the data received from the End-of-the-Year Reports submitted by Preparing College- and Career-Ready Graduates grant recipients:

- Approximately 363 high school students scored platinum, gold, silver, or bronze on the career-readiness assessment.
- Eighty-one (81) percent of schools reported a decrease in discipline referrals for participating students between 2016–17 and 2017–18.
- Forty-two (42) percent of schools reported that the truancy rate among participating students decreased by at least five (5) percent between 2016–17 and 2017–18.
- Fifty-six (56) percent of schools reported an increase of at least 0.5 of a point in the mean grade point average (GPA) among participating students between the end of 2016–17 and the end of 2017–18.
- Approximately 944 participating high school students passed at least one End-of-Course exam during 2017–18.
- One hundred (100) percent of schools reported that participating students appeared to have a more positive attitude toward school and learning in 2017–18 than they had in 2016–17.
- One hundred (100) percent of the participating students in grades 8–12 met with their school counselors to develop or revise their IGPs during 2017–18.

## Section 59-59-160

### **Parental Participation and Annual Parent Counseling Conferences**

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an

individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.

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

### **Current Status**

Approximately 180,000 parents, guardians, or other representatives, or 78 percent, participated in IGP conferences with students:

- Eighty-nine (89) percent of eighth-grade students were accompanied by a parent, guardian, or other representative;
- Seventy-five (75) percent of ninth-grade students were accompanied by a parent, guardian, or other representative;
- Seventy-five (75) percent of tenth-grade students were accompanied by a parent, guardian, or other representative;
- Seventy-four (74) percent of eleventh-grade students were accompanied by a parent, guardian, or other representative; and
- Seventy-six (76) percent of twelfth-grade students were accompanied by a parent, guardian, or other representative.

Approximately 322,400 parents/guardians received career and technology education information in 2017–18.

## **Section 59-59-175**

### **Education and Economic Development Coordinating Council**

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

- (1) State Superintendent of Education or his designee;
- (2) Executive Director of the South Carolina Department of Employment and Workforce or his designee;
- (3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- (4) Secretary of the Department of Commerce or his designee;
- (5) Executive Director of the South Carolina Chamber of Commerce or his designee;
- (6) Chief Executive Officer of the South Carolina Manufacturers Alliance or his designee;
- (7) Executive Director of the South Carolina Commission on Higher Education or his designee;
- (8) Executive Director of the Office of First Steps to School Readiness or his designee;
- (9) the following members who must be appointed by the State Superintendent of Education:
  - (a) a school district superintendent;
  - (b) a principal;
  - (c) a school guidance counselor;
  - (d) a teacher; and
  - (e) the director of a career and technology center;

(10) the following members who must be appointed by the Chairman of the Commission on Higher Education:

- (a) the president or provost of a research university;
- (b) the president or provost of a four-year college or university; and
- (c) the president of a technical college;

(11) ten representatives of business appointed by the Governor, at least one of whom must represent small business, and one whom must represent the health care industry. Of the representatives appointed by the Governor, five must be recommended by statewide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;

(12) Chairman of the Education Oversight Committee or his designee;

(13) a member from the House of Representatives appointed by the Speaker of the House; and

(14) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2017, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education and the Governor are to ensure that the demographics and diversity of this State are represented.

Appointed members of the council shall serve for terms of four years each and until their successors are appointed and qualify. Vacancies on the council in appointed positions must be filled by appointment in the same manner of original appointment for the remainder of the unexpired term.

Any member of the council who is a public official with a term of office provided by law, including the State Superintendent of Education and members of the General Assembly, shall serve on the council for a term coterminous with his or her term of office as a public official. Designees of a public official shall serve at the pleasure of the designating public official.

Members of the council who are not public officials but who hold a specified position of employment shall serve on the council for as long as that person holds the specified position. Designees of a person who holds a specified position of employment shall serve at the pleasure of that person.

Members of the council are not deemed to hold an office of honor or profit in this State as the functions of council only involve providing advice, review, recommendations, or reports to other officials, boards, or departments.

(B) The council shall:

(1) advise the Department of Education and the Department of Commerce to ensure the components of this chapter are implemented with fidelity;

(2) review accountability and performance measures for implementation of this chapter;

(3) report annually by December first to the Governor, the General Assembly, the Department of Commerce, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter to specifically include progress toward career pathways and its ability to provide a better prepared workforce and student success in postsecondary education;

(4) make recommendations to the Department of Education and Department of Commerce for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter;

(5) provide input to the Department of Commerce, State Board of Education, and other appropriate

governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance; and

(6) the coordinating council shall be staffed by personnel from the State Department of Education and the Department of Commerce.

(C) The provisions of this section expire five years after its effective date unless the General Assembly by law extends its provisions.

HISTORY: 2017 Act No. 35 (H.3220), Section 1, eff May 10, 2017.

### **Current Status**

The committee met on four separate occasions: December 6, 2017, February 15, 2018, May 17, 2018, and October 25, 2018. In addition, the four subcommittees met on their own. The subcommittee and committee's work is still ongoing.

## **Section 59-59-180**

Repealed by 2014 Act No. 149, Section 3, eff April 7, 2014.

The powers and duties of the Education and Economic Development Coordinating Council relating to regional education centers pursuant to Chapter 59, Title 59 are transferred to the Department of Commerce.

## **Section 59-59-190**

### **Career Information and Employment Options**

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

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

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

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



## **Current Status**

- The SC Department of Employment and Workforce (SC DEW) and the South Carolina Department of Commerce, in collaboration with the State Board for Technical and Comprehensive Education and the SC Commission on Higher Education (SC CHE), are assisting the SCDE by providing labor market information, helping to create and coordinate workforce education programs, and establishing links between employers and youths who are seeking employment.
- The SCOIS CIS for Adults, which offers career-related assessments and information about available jobs, is used by more than 45,000 individuals annually in local workforce centers, vocational rehabilitation centers, public libraries, and other community-based centers. Through SCOIS CIS for Adults, workers with disabilities can find suitable careers that match their abilities.
- Microburst Learning, a South Carolina company, has developed 90 virtual job-shadowing experiences that highlight the careers of South Carolinians in eleven (11) of the sixteen (16) career clusters.
- VirtualJobShadow.com has developed over 140 virtual profiles that represent careers in each of the sixteen clusters. All of the virtual profiles are closed captioned for the hearing impaired. Students from approximately 275 schools have viewed profiles developed by VirtualJobShadow.com.
- Regional Workforce Area (RWA) coordinators provided regional labor market information to schools in their respective regions.

## **Section 59-59-200**

### **Curricula for Teacher, Administrator, and Counselor Preparation**

Beginning with the 2006–07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009–10 school year, the teacher evaluation system established in Chapter 26, Title 59, and the principal’s evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

## **Current Status**

A link to the Standards, Policies, and Procedures for South Carolina Educator Preparation Units as approved by the State Board of Education in January of 2014 under Regulation 43-90 may be found here: <https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/>

## **Section 59-59-210**

## Seamless Pathways from High Schools to Institutions of Higher Education

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

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

### Current Status

In 2007, the SC CHE partnered with the Educational Policy Improvement Center (formerly EPIC, now Inflexion; <https://www.inflexion.org>) to implement the South Carolina Course Alignment Project (SC CAP), a statewide collaboration for developing and implementing sequences of paired courses in English/language arts, mathematics, and science (“paired courses” are a sequence of two courses: an exit-level high school course aligned with an entry-level college course in the same curricular area).

In addition to being aligned with its postsecondary pairing, each secondary-level course was aligned with the South Carolina College Readiness Reference Standards, which were developed as part of SC CAP (see *South Carolina Course Alignment Project College Readiness Reference Standards Report*, online at [https://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/EEDA/SC\\_College\\_Readiness\\_Standards.pdf](https://www.che.sc.gov/CHE_Docs/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf))

SC CAP received significant national attention. Complete project information, including articles about the project that have appeared in the local and national press, can be found on the project’s website at <https://www.inflexion.org/?s=south+carolina>.

In 2014, the SC CHE awarded an EIA Center of Excellence to Francis Marion University (FMU). The Center of Excellence, called the Center for College and Career Readiness (CCR), is a professional development initiative designed to work with teachers and students to improve students’ readiness for post-secondary opportunities (more information is available at <http://www.screadiness.org>). Soon after inception, the Center partnered with EPIC and developed the South Carolina College and Career Readiness Toolkit (<https://www.inflexion.org/south-carolina-toolkit/>), a resource for educators and communities across South Carolina to support preparing all students for college, careers, and citizenship in the 21st century. While specific to South Carolina, information in the toolkit can aid any state or district wishing to implement a college and career readiness action plan and to foster secondary-postsecondary partnerships (see

<https://www.inflexion.org/south-carolina-college-career-readiness-toolkit/>).

The Center and EPIC hosted regional workshops across South Carolina in 2015, convening secondary and postsecondary faculty, administrators, counselors, advisors and program directors for toolkit engagement, data sharing, and presentations about college readiness best practices.

The toolkit features:

- a definition of college and career readiness;
- case studies of innovative college and career readiness work happening in South Carolina;
- college and career readiness data indicators with background information and guiding questions to help interpret them;
- examples of strategies to foster both horizontal and vertical alignment between educators; and
- strategies and resources for creating meaningful secondary-postsecondary partnerships.

Thereafter, the Course Alignment Project transitioned fully to the FMU Center for College and Career Readiness (<http://www.screadiness.org/sc-course-alignment/>). Since its beginning, the Center has focused its work on high-needs school districts where college and career preparedness needs have been underserved. This ongoing work includes:

- Project-based learning lesson plan development workshops for school district teachers;
- Career development “academies,” working directly with 9th grade students and industry;
- Student writing portfolios (The Write Stuff) to improve communications skills needed after high school; and
- P-20 summits to disseminate research on current college and career readiness best practices.

While this work continues, new and future work with students, districts, and institutions will include:

- Training in Every Student Success Act (ESSA) implementation in South Carolina, which includes alignment with the *Profile of the South Carolina Graduate*;
- Advanced readiness institutes for training to meet expectations of the Profile and new statewide school report cards; and
- Creating college and career readiness online instructional modules to increase access to content.

Since 2010, the SC CHE staff continue to ensure that Advanced Placement and International Baccalaureate equivalencies and all institutional equivalencies for courses included in the statewide transfer agreement policy (known as the “List of South Carolina Universally Transferable Courses”) are included in the system. Additionally, the SC TRAC portal was further enhanced to the benefit of students, families, and institutions: equivalency maps were enhanced to take grades into consideration; the option to compare equivalency maps with results for up to three institutions was provided; institutional reports were created to show institution-specific usage and metrics; and a transfer event calendar and video user guide were also developed.

As of October 2018, the SC TRAC system was populated with approximately 1,350,094 course equivalencies and 1,218 transfer agreements between and among public institutions in the state.

The SC CHE staff members are working collaboratively with institutions to identify and implement additional functionalities for the system that will enhance effective institutional use of the software tools and data as well as improve the student-user experience. Use of the system has continued to

increase steadily across the state and is a source of invaluable information not only for college students who may be transferring from one institution to another, but also for high school students as they plan for postsecondary education. Additionally, higher education personnel, including administrators and faculty, report that the system continues to gain acceptance and usage across institutions and provides the ability for them to deliver better guidance and advising services to the students they serve. Continued work will include expanding specific resources for high school students and school districts.

### **Dual Enrollment of High School Students in Postsecondary Institutions**

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

#### **Current Status**

- In accordance with statute, the SC CHE developed, maintains, and publicizes dual enrollment policy to assist high school students, their families, schools, and institutions with understanding the benefits of and eligibility requirements for dual enrollment coursework in South Carolina. ([http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/DualEnrollment.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/DualEnrollment.pdf)). In order to better assist high school students taking or planning to take dual enrollment or dual credit courses in a South Carolina public high school, the SC CHE surveyed all the state's public two- and four-year institutions concerning the transferability of dual enrollment courses. On the basis of this information, the SC CHE created a brochure in 2012 that shows students the various ways in which courses will transfer as credit toward a degree at any of the state's public institutions of higher education. The brochure is available online at [http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/TRANSFER/DualEnroll.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/TRANSFER/DualEnroll.pdf),
- The SC CHE collects information about dual enrollment. According to the SC CHE's data, during fall 2017:
  - At the state's 33 public higher education institutions, 84,955 dual enrollment credit hours were attempted in fall 2017 (an 84 percent increase from five years ago (46,254)).
  - The technical colleges offered 74 percent of the total number of dual enrollment credit hours (63,057) provided by public institutions in fall 2017. The state's senior institutions (research and comprehensive) offered 9.2 percent, and the USC regional institutions offered 16.5 percent.
  - In fall 2017, 83 percent of high school students (12,483) who took college courses did so through two-year institutions, with 68 percent of high school students who took college courses doing so through the technical colleges (10,042).
  - Dual enrollment courses were offered in public high schools and private schools and academies, on college campuses, and through distance education.
  - According to the SC CHE's Management Information System (CHEMIS), 14,865 high school students took college courses in fall 2017, a 141 percent increase over fall 2007

enrollees, (6,179), and a 62 percent increase over all 2012 enrollment (9,179). This total includes SC public and independent institutions (the actual number of students dually enrolled may vary from the total because it is likely that at least some high school students were not receiving both high school and college course credit at the same time).

## **Section 59-59-220**

### **Clusters of Study System**

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

#### **Current Status**

In 2017–18, the General Assembly included \$800,000 in the EEDA appropriations specifically for Proviso 1A.34, Career Cluster Industry Partnerships. In accordance with the proviso, the SCDE established a grant program for statewide trade associations or educational foundations providing nationally certified programs in established career clusters. In 2017–18, the OCTE awarded grants to the following six organizations: the South Carolina Transportation Education and Business Alliance, the South Carolina Hospital Association, the South Carolina Hospitality & Tourism Educational Foundation, the South Carolina Mechanical Contractors Association, South Carolina Maintenance Construction Technology Alliance, and the South Carolina Council on Competitiveness.

## **Section 59-59-230**

### **Promulgation of EEDA Regulations**

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

#### **Current Status**

Additional regulations will be promulgated as needed.

## **Section 59-59-240**

### **Exemption of Private and Homeschool Students**

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

**Section 59-59-250**

**State Funds Appropriation**

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

<b>Current Progress</b>	<b>2018–19 Appropriations</b>
Funded, ongoing	EEDA – EIA: \$8,413,832 EEDA – CHE: \$1,180,576 Guidance Counselors/Career Specialists: \$31,362,113

**APPENDIX A**

**Number of Career Clusters Offered by S.C. School Districts, 2017–18**

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



## APPENDIX B

### Career Specialist Full-time Equivalents Allocated to S.C. School Districts, 2018–19

<b>District Name</b>	<b>CS FTEs</b>	<b>Total Allocation</b>
Abbeville County School District	4.0	\$188,612.00
Aiken County Public School District	20.0	\$943,060
Allendale County Schools	3.0	\$141,459
Anderson School District One	8.0	\$377,224
Anderson School District Two	3.0	\$141,459
Anderson School District Three	3.0	\$141,459
Anderson School District 4	3.0	\$141,459
Anderson School District Five	11.0	\$518,683
Bamberg School District One	3.0	\$141,459
Bamberg School District 2	2.0	\$94,306
Blackville-Hilda Public Schools (Barnwell 19)	2.0	\$94,306
Williston School District 29	3.0	\$141,459
Barnwell School District 45	4.0	\$188,612
Beaufort County School District	17.0	\$801,601
Berkeley County School District	28.0	\$1,320,284
Calhoun County Public Schools	2.0	\$94,306
Charleston County School District	40.0	\$1,886,120
Cherokee County School District	8.0	\$377,224
Chester County School District	5.0	\$235,765
Chesterfield County School District	5.0	\$235,765
Clarendon School District One	2.0	\$94,306
Clarendon School District Two	4.0	\$188,612
Clarendon County School District Three	3.0	\$141,459
Colleton County School District	5.0	\$235,765
Darlington County School District	8.0	\$377,224
Latta Schools (Dillon 3)	4.0	\$188,612
Dillon School District Four	6.0	\$282,918
Dorchester School District Two	23.0	\$1,084,519
Dorchester School District Four	2.0	\$94,306
Edgefield County School District	3.0	\$141,459
Fairfield County School District	3.0	\$141,459
Florence Public School District One	15.0	\$707,295
Florence County School District 2	3.0	\$141,459
Florence County School District 3	5.0	\$235,765
Florence County School District Four	2.0	\$94,306
Florence County School District Five	4.0	\$188,612
Georgetown County School District	11.0	\$518,683
Greenwood School District 50	9.0	\$424,377

Ware Shoals School District 51 (Greenwood 51)	2.0	\$94,306
Greenwood County School District 52	2.0	\$94,306
Hampton School District One	4.0	\$188,612
Hampton County School District 2	2.0	\$94,306
Horry County Schools	29.0	\$1,367,437
Jasper County School District	4.0	\$188,612
Kershaw County School District	12.0	\$565,836
Lancaster County School District	11.0	\$518,683
Laurens County School District 55	7.0	\$330,071
Laurens County School District 56	4.0	\$188,612
Lee County School District	3.0	\$141,459
Lexington School District One	24.0	\$1,131,672
Lexington School District Two	8.0	\$377,224
Lexington County School District Three	2.0	\$94,306
Lexington School District 4	3.0	\$141,459
School District Five of Lexington and Richland Counties (Lexington/Richland 5)	17.0	\$801,601
McCormick County School District	2.0	\$94,306
Marion County School District (Marion 10)	6.0	\$282,918
Marlboro County School District	4.0	\$188,612
School District of Newberry County	4.0	\$188,612
School District of Oconee County	9.0	\$424,377
Orangeburg County Consolidated School District Three	3.0	\$141,459
Orangeburg Consolidated School District Four	3.0	\$141,459
Orangeburg Consolidated School District Five	7.0	\$330,071
School District of Pickens County	15.0	\$707,295
Richland County School District One	21.0	\$990,213
Richland School District Two	27.0	\$1,273,131
Saluda County Schools	3.0	\$141,459
Spartanburg School District One	5.0	\$235,765
Spartanburg School District 2	9.0	\$424,377
Spartanburg School District Three	4.0	\$188,612
Spartanburg School District Four	3.0	\$141,459
Spartanburg School District Five	7.0	\$330,071
Spartanburg County School District 6	9.0	\$424,377
Spartanburg School District Seven	5.0	\$235,765
Sumter School District	15.0	\$707,295
Union County Schools	4.0	\$188,612
Williamsburg County School District	4.0	\$188,612
York School District 1	5.0	\$235,765
Clover School District (York 2)	8.0	\$377,224
Rock Hill School District Three (York 3)	19.0	\$895,907

Fort Mill School District (York 4)	11.0	\$518,683
SC Department of Juvenile Justice	2.0	\$94,306
SC Public Charter School District	13.0	\$612,989
Charter Institute at Erskine	8.0	\$377,224
Greenville County Schools	61	\$2,876,333
<b>TOTAL</b>	<b>716</b>	<b>\$33,761,548</b>

## APPENDIX C

### SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT COORDINATING COUNCIL

#### *Subcommittee List*

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1. Articulation, Dual Enrollment, High School Graduation & Postsecondary Education Alignment Subcommittee

**Members:**

Jeff Schilz (Chairperson)  
Tim Hardee  
Stephen Cox  
Robert Jones  
Janice Jolly

**Goals and Objectives:**

- Review opportunities to assess and expand dual credit/enrollment for high school students throughout the state. Discussion should include ways to ensure the rigor and quality required for these programs to truly prepare students for postsecondary success. **(2019 Priority)**
- Assess the status of the South Carolina Transfer and Articulation Agreement Center (SC TRAC) and the South Carolina Course Alignment Project (SC CAP) for opportunities to sustain and expand course transferability and college readiness. Planning may include identifying high school dual enrollment coursework qualified for transfer (SC TRAC) and ensuring a regional focus and regional activities for SC CAP. **(2019 Priority)**
- Define the need for remediation at the high school level, best methods for implementation, and reduce the need for remedial intervention for college students, minimizing costs and improving time for degrees. **(2019 Priority)**

2. At-Risk Students, Comprehensive Guidance & Counseling and Individual Graduation Plans Subcommittee

**Members:**

Christine Crawford (Chairperson)  
Rita Allison  
Sherrie Beaver  
Janice Jolly  
Srikanth Kodeboyina  
John Murphy  
Milton Smith  
Ashley Brown

**Goals and Objectives:**

- Identify impediments to the full and effective implementation of IGP protocols and develop strategies to overcome those impediments. Specifically focus on these areas of engagement: students, teachers, counselors, and parents. **(2019 Priority)**
- Develop strategies to promote parental involvement in the IGP process. **(2019 Priority)**
- Identify ways to sustain, expand and promote dropout prevention programs that have proven successful in South Carolina. (See 2017 Annual Report on EEDA Dropout Prevention).
- Develop strategies for the implementation of electronic IGP materials and career cluster guides.
- Develop strategies to ensure equity, provide choice and offer diversity in majors and career clusters offered in districts throughout the State.
- Consider the KUDAR software career assessment.
- Integrate efforts towards personalized learning

3. Coordination of Efforts with Workforce Development Board, Regional Education Centers, Coordinating Council on Workforce Development (CCWD), and Sector Strategies Committee

**Members:**

Michelle Paczynski (Chairperson)

Bryan Hamrick

Carl Henson

Michael McInerney

Molly Spearman

Cheryl Stanton

Jesse Washington

**Goals and Objectives:**

- Develop strategies to align and implement SC Sector Strategies with the work and policies of the EEDA Coordinating Council. **(2019 Priority)**
- Confer with members of the Workforce Development Board to develop effective coordinating protocols between the Board and the EEDA Coordinating Council.
- Assess activities of the Regional Education Centers and develop strategies to strengthen and promote those activities.
- Coordination between groups to include a longitudinal data study

4. Industry Credentials, Apprenticeships, and Soft Skills Subcommittee

**Members:**

Walter Tobin (Chairperson)  
Cynthia Bennett  
Don Herriott  
James Richter  
Neil Robinson  
Ron Roveri  
Scott Talley  
Ashley Brown

**Goals and Objectives:**

- Develop strategies to expand and promote relevant industry credentials, apprenticeship programs, and soft skills curricula for students and parents throughout the state. **(2019 Priority)**
- Develop strategies to promote, improve and expand industry credentials in adult education. **(2019 Priority)**
- Develop strategies to promote industry credentials to students and parents. Assess the feasibility of development an online, searchable database of industry credentials.
- Develop strategies to promote and expand apprenticeship and youth apprenticeship programs throughout the State.
- Develop strategies to promote “soft skills” curricula and programs in districts throughout the State.