

Legislative Oversight Committee
South Carolina House of Representatives
Post Office Box 11867
Columbia, South Carolina 29211
Telephone: (803) 212-6810 • Fax: (803) 212-6811



Extension Request Guidelines

Restructuring & Seven-Year Plan Report

March 11, 2015

EXTENSION REQUEST GUIDELINES

Background

Section 1-30-10(G) requires agencies to submit an Annual Restructuring Report and Seven-Year Plan. Legislative Oversight Standard Practices 4.1 and 6.1 state the Legislative Oversight Committee (“Committee”) shall provide agencies with a uniform format for submitting their Annual Restructuring Report and Seven-Year Plan to the House.

The Committee provided agencies the uniform format for these reports. The correspondence with the Report Guidelines, and the actual Report Guidelines, stated the deadline for agencies to submit their completed reports.

The Committee has received a request from the agency for an extension in which to provide the agency’s completed report. Pursuant to the Committee’s Standard Practice 1.2 and Committee Rule 7.1, the following procedures apply to these types of Requests for Extension:

4.1.1 The Chairman may, for reasons he determines as good cause, provide an agency an extension to submit its Annual Restructuring Report.

4.1.2 Before the Chairman will consider a request from an agency for an extension, the agency must fully complete a Committee Extension Request form, as approved by the Committee Chairman, and provide it to the Chairman for consideration.

4.1.3 Until the agency receives a response, it should continue to complete the report to the best of its ability as if it is due on the original deadline.

6.1.1 The Chairman may, for reasons he determines as good cause, provide an agency an extension to submit its Seven-Year Plan.

6.1.2 Before the Chairman will consider a request from an agency for an extension, the agency must fully complete a Committee Extension Request form, as approved by the Committee Chairman, and provide it to the Chairman for consideration.

6.1.3 Until the agency receives a response, it should continue to complete the report to the best of its ability as if it is due on the original deadline.

Submission Process

Please complete the Extension Request Form included on the following pages. All forms should be submitted electronically to the House Legislative Oversight Committee (HCommLegOv@schouse.gov) in both the original format (Word) and saved as a PDF for online reporting. The signed copy of the complete Extension Request Form should be mailed to: House Legislative Oversight Committee, Post Office Box 11867, Columbia, South Carolina 29211. Please direct any questions about this process to Jennifer Dobson (jenniferdobson@schouse.gov) or Charles Appleby (charlesappleby@schouse.gov).

Note the Extension Request Forms will be published online.

EXTENSION REQUEST FORM

RESTRUCTURING & SEVEN-YEAR PLAN REPORT

State Board for Technical and Comprehensive Education

I. Extension Requested

1. List the Sections for which the Agency is Requesting an Extension:	<i>Entire Report</i>
2. State the date the agency originally received the report guidelines:	<i>March 2, 2015</i>
3. State the date the agency submitted this request for an extension:	<i>March 24, 2015</i>
4. State the original deadline for the report:	<i>March 31, 2015</i>
5. State the number of additional days the agency is requesting:	<i>15</i>
6. State the new deadline if the additional days are granted:	<i>April 15, 2015</i>

II. History of Extensions

1. List the years in which the agency previously requested an extension, putting the years the extension was granted in bold:	<i>None</i>
---	-------------

EXTENSION REQUEST FORM

RESTRUCTURING & SEVEN-YEAR PLAN REPORT

III. Organizational Knowledge

Please attach an agency organization structure. Below, and if needed attach additional pages, list all individuals considered upper management at the agency with the section(s) of the agency they oversee and their date of hire.

Position	Section of Agency	Date of Hire	Name
Agency Director	Executive Office	3/17/2014	Dr. James C. Williamson
Director	Governmental Affairs	12/2/2005	Joren Bartlett
Vice President	Finance	11/2/2010	Cindy Hoogenboom
Vice President	Human Resources	11/18/1996	Kandy Peacock
Vice President	Economic Development & Workforce Competitiveness	11/4/1996	Susan Pretulak
Vice President	Academic & Student Affairs	1/2/2002	Hope Rivers
Vice President	Communications	10/2/2001	Kelly Steinhilper
Vice President	Information Technology	2/2/2003	Khushru Tata

IV. Good Cause

Please state below good cause as to why the Committee should grant the extension requested by the agency. Please limit the response to two (2) pages.


Our agency has recently gone through some organizational changes with the appointment of a new Executive Director, as well as, a new Vice President for Finance. In a good faith effort to follow proper procedures when there is a change in executive management, we have requested through the SC Office of the State Auditor that our annual audit be moved up to an earlier date and that the scope of the annual audit be broadened to include the usual requirements for an annual audit along with a review of our organization's governance, risk management and management controls over efficiency/effectiveness of operations, the reliability of financial and management reporting, and all compliance. This audit began in early March with the gathering of information and is continuing at this time with the Office of the State Auditor's team located in-house while conducting the audit. The audit should continue through the end of the month and into early April. Because the scope of this audit is larger than normal and because the Vice President for Finance (and Finance Division as a whole) plays an integral part in the preparation of the Restructuring and Seven Year Plan Report, we are requesting an additional two weeks to properly prepare the information for the report. We are asking that we have an extension until April 15, 2015.

EXTENSION REQUEST FORM

RESTRUCTURING & SEVEN-YEAR PLAN REPORT

V. Verification

I have reviewed and approved the information provided in this Extension Request Form. The information contained in this form is complete and accurate to the extent of my knowledge.

<p>Current Agency Director (Sign/Date):</p>	
<p>(Type/Print Name):</p>	<p>Dr. James C. Williamson</p>

VI. Committee Response

Leave this Section blank. The Chairman will complete this Section after fully considering the agency's request.

Sections for which an Extension is Granted:	Entire Report
Number of Additional Days Granted:	15 Days
New Deadline for Agency Response:	April 15, 2015

James C. Williamson
System President

BOARD MEMBERS

Ralph A. Odom, Jr.
Chairman
Fifth Congressional District

Warren L. Helm
First Congressional District

Robert E. Barnett
Second Congressional District

Charles G. Wilson
Third Congressional District

Stephen J. Burry
Fourth Congressional District

Gregory B. Askins
Sixth Congressional District

Dan P. Gray
Seventh Congressional District

Gwendolyn A. Bright
At-Large

Montez C. Martin, Jr.
At-Large

Dr. Robert A. Wilson
At-Large

Matthew L. Yaun
At-Large

Molly M. Spearman
Ex Officio

Robert M. Hitt III
Ex Officio



April 15, 2015

Transmitted by mail and electronically to:
The Honorable Wm. Weston J. Newton
Chairman
Legislative Oversight Committee
South Carolina House of Representatives
PO Box 11867
Columbia, SC 29211
HCommLegOv@schouse.gov

Dear Chairman Newton:

Enclosed please find the report of the SC State Board for Technical and Comprehensive Education (SBTCE) as requested by the House Legislative Oversight Committee in response to requirements of S.C. Code of Laws, as amended §1-30-10(G).

Should you have questions or require additional information about SBTCE and its programs, do not hesitate to contact me or members of my staff.

Respectfully,



James C. Williamson, Ph.D.
Executive Director

cc: Ms. Jennifer Dobson, Director, House of Legislative Oversight Committee

RESTRUCTURING & SEVEN-YEAR PLAN

State Board for Technical and Comprehensive Education

Date of Submission: April 15, 2015

Extension Granted on March 25, 2015 by Chairman Newton

Please provide the following for this year's Restructuring and Seven-Year Plan Report.

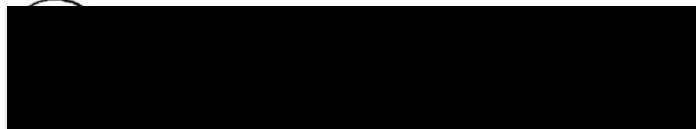
	Name	Date of Hire	Email
Agency Director	Dr. James C. Williamson	03/17/2014	williamsonj@sctechsystem.edu
Previous Agency Director	Dr. Darrel W. Staat	08/10/2010	darrelstaat@gmail.com

	Name	Phone	Email
Primary Contact:	Dr. James C. Williamson	896-5280	williamsonj@sctechsystem.edu
Secondary Contact:	Cindy Hoogenboom	896-5316	hoogenboomc@sctechsystem.edu

Is the agency vested with revenue bonding authority? (re: Section 2-2-60(E))	No
--	----

I have reviewed and approved the enclosed 2015 Restructuring and Seven-Year Plan Report, which are complete and accurate to the extent of my knowledge.

Current Agency Director
(Sign/Date):



(Type/Print Name):

Dr. James C. Williamson

If applicable, Board/Commission Chair
(Sign/Date):



(Type/Print Name):

Mr. Ralph A. Odom, Jr.

TABLE OF CONTENTS

Insert the appropriate page numbers once the agency has completed the report.

I. Executive Summary	1
Historical Perspective	1
Purpose, Mission & Vision	1
Key Performance Measurement Results	1
II. Organizational Profile	2-4
III. Laws (Statutes, Regulations, Provisos)	5
IV. Reports & Reviews	5
V. Key Performance Measurement Processes	6-18
VI. Seven-Year Plan	
General	19
Recommended Changes	19-21
Additional Information	22-23
VII. Charts Appendix	24

EXECUTIVE SUMMARY

I. Executive Summary

A. Historical Perspective

1. Please complete the **Historical Perspective Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Historical Perspective." In this chart the Committee is asking the agency to provide a bullet style list of any major changes in the agency's purpose or mission and any restructuring that occurred (i.e., combining with or taking on other agency responsibilities, etc.) during the last ten years.

Historical Perspective Chart is attached.

B. Purpose, Mission and Vision

1. Please complete the **Purpose/Mission/Vision Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Purpose, Mission." The other specifics are included in the template.

Purpose/Mission/Vision Chart is attached.

C. Key Performance Measure Results

1. After completing the Key Performance Measurement Processes Section of this Report, please come back to this question and provide a summary of the results (bullet style results only, explanations should be included in the Key Performance Measurement Processes Section).

- ***Leadership and Advocacy Initiatives***
- ***System Enrollment Outcomes***
- ***Academic and Educational Initiatives***
- ***Workforce Development Initiatives***
- ***Workforce Development Outcomes***
- ***Economic Development Initiatives***
- ***Fiscal and Budget Initiatives***
- ***Information Technology Initiatives***

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

ORGANIZATIONAL PROFILE

II. Organizational Profile

This section asks for a fact based description of the agency. Please provide information in the stated Excel template. If an Excel template is not referenced, provide the information in bullet style.

1. The agency's main deliverables (i.e., products or services) and the primary methods by which these are provided;
 - a. Complete the **Key Deliverables Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Key Deliverables."

Key Deliverables Chart is attached.

2. The agency's key customers and their requirements and expectations;
 - a. Complete the **Key Customers Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Key Customers;"

Key Customers Chart is attached.

3. The agency's key stakeholders (other than customers);
 - a. Complete the **Key Stakeholders Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Key Stakeholders;"

Key Stakeholders Chart is attached.

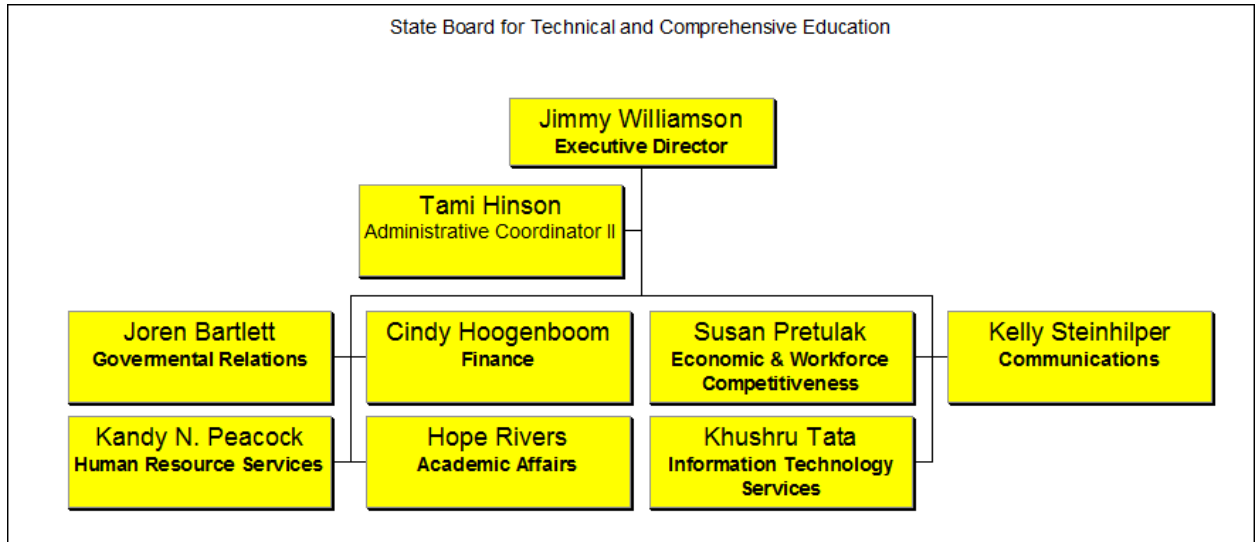
4. Other state agencies which have the biggest impact on the agency's mission success;
 - a. Complete the **Key Partner Agency Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Key Partner Agencies."

Key Partner Agency Chart is attached.

5. The agency's performance improvement system(s);

Employee Performance Management System – we have automated the EPMS system in order to make annual planning, annual reviews, and sign-offs more user friendly for both management and staff.

6. The agency’s organizational structure in flow chart format;



7. Details about the body to whom the Agency Head reports;
- Complete the **Overseeing Body Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Overseeing Body-General” and “Overseeing Body-Individual Member.”

Overseeing Body – General and Overseeing Body – Individual Charts are attached.

8. Please complete the **Major Program Areas Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Major Program Areas.”

Major Program Areas Chart is attached.

9. Please identify any emerging issues the agency anticipates may have an impact on its operations in the upcoming five years.

The environment of higher education is changing as a whole and the SC Technical College System will be forced to construct new models for design and delivery of programs and training, as well as, propose new strategies for funding. These strategies will be reflected in how our colleges will educate people. The SC Technical College System focuses on the important work of growing our state’s workforce. The System continues to dedicate its resources to educating and training a world-class workforce for competitive, high demand jobs in our state. As new business and industry moves into South Carolina and

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

because our readySC program is an integral part of Workforce Development in the state, our System will need to focus even more so on administering workforce related programs and apprenticeships. We will need the capacity in funding and staff in order to remain innovative and successful. Academically, our faculty and staff will have to continue to be trained themselves in order to enhance pedagogical practices and assessment in order to contribute to student retention and overall student success. Another emerging issue is that of Information Technology (IT). IT is one of the fastest growing investment areas in the agency, and holds great possibilities for dramatically changing the way that we do business and deliver services. With increased data related risk and the rapid increase of mobile devices, Enterprise Information Security is a relevant issue for the future.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

ORGANIZATIONAL PROFILE

III. Laws (Statutes, Regulations, Provisos)

This section asks for state and federal statutes, regulations and provisos (“Laws”) which apply to the agency.

1. Please complete the **Legal Standards Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Legal Standards.” In this Chart, please list all state and federal statutes, regulations and provisos that apply to the agency (“Laws”). The other specifics are included in the template.

Legal Standards Chart is attached.

IV. Reports and Reviews

This section asks for information about reports the agency is required to submit to a legislative entity and the agency’s internal review process.

1. Please complete the **Agency Reporting Requirements Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Agency Reporting Requirements.” In this Chart, please list all reports, if any, the agency is required to make to a legislative entity. The specifics as to each report are included in the template.

Agency Reporting Requirements Chart is attached.

2. Please complete the **Internal Audit Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Internal Audits.”

Internal Audit Chart is attached.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

RESTRUCTURING REPORT

V. Key Performance Measurement Processes

This category examines the agency's performance and improvement in key areas. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Information is typically displayed by the use of performance measures. Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Address only top-level results showing aggregate measures of agency-wide performance that are reflective of the value added to customers. Please include comparative data as applicable. These results are typically captured in performance goals and planning documents. When determining which processes are "key processes" consider the business impacts, and select those processes that are most important to the customer (both internal and external) to satisfy their requirements and/or those processes with problem areas identified by management.

Note: Results information (i.e., each chart, graph, and table) reported for this category should be referenced to the specific question number (Ex. Chart 5.1-1, Graph 5.1-2, Table 5.1-3). The third digit identifies the sequential position of the specific chart, graph or table included in the agency's responses to each questions.

For each performance measurement included in response to the questions on the next page under Subsection A, please provide the following information:

- a. The performance goal(s)/benchmark(s) for the overall process output, and/or critical activities that produce the output.
 - i. Three agency/government entities in other states or non-government entities the agency considers the best in the country in this process or similar process and why.
 - ii. If the agency did not use results from an entity the agency listed in response to "i" as a performance goal/benchmark, why not and why did the agency choose the goal/benchmark it did?
 - iii. Individual(s) who are not employed by the agency (government or non-government, located anywhere in the country) whom the agency considers an expert in the process or similar process and their contact information, or if deceased, name of books authored.
- b. List the senior leaders who review the performance measure, their title and frequency with which they monitor it.
- c. Trends the agency has seen and the method by which it analyzes trends in these results.
- d. Whether the agency has reasonable control over this result (i.e., more than 50% or enough to be able to influence and accurately measure the result).
 - i. If the agency does not have reasonable control over this result, the other one or more agencies, who when combined with the agency, together have reasonable control over the result and names of those other agencies.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

V. Key Performance Measurement Processes (cont.)

A. Results of Agency's Key Performance Measurements

Mission Effectiveness

1. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission effectiveness (i.e., a process characteristic indicating the degree to which the process output (work product) conforms to statutory requirements (i.e., is the agency doing the right things?))?

The SC State Board for Technical and Comprehensive Education (SBTCE) operates the SC Technical College System. The System is comprised of 16 technical colleges located strategically across the state with each serving its respective local community through credit and continuing education programs. The system also boasts two internationally-renowned statewide programs, readySC™ and Apprenticeship Carolina™. The SC Technical College System (SCTCS) is the primary mechanism for workforce and economic development in the South Carolina. The State Board and the statewide affiliate programs and the 16 technical colleges meet customers' expectations by focusing on educational programs and workforce training that support the creation or retention of jobs and allow our citizens to earn higher income levels.

The SCTCS prepares students of all ages for real work today and demonstrates a firm commitment to increasing the employability of all South Carolinians. Affordability and accessibility have long been key tenets of the SC Technical College System.

Our colleges remain one of the most economical means to a quality higher education in South Carolina. It is important that we maintain a reasonable and affordable tuition for our students. To this end, each academic year, the State Board for Technical and Comprehensive Education establishes a tuition range for the colleges. The Higher Education Price Index (HEPI) is used as a guideline for establishing this range. In addition, the System aggressively promotes each year the continued funding of the Lottery Tuition Assistance program, which currently helps to offset tuition up to \$1,140 per semester for our students. Nearly 30% of our students rely on this assistance to continue their educational pursuits. Each year, approximately 40,000 students take advantage of LTA.

Our colleges are strategically located across the state with nearly every South Carolinian within a 30-minute drive of one of our 16 main campuses or 43 satellite campuses. Yet, we understand that geographical location addresses just one aspect of accessibility. Flexibility as well as breadth and depth of programs and services offered must also be taken into account. Our colleges make available flexible course offerings, a wide array of online options and degrees, diplomas and certificates in South Carolina’s high-demand, high-paying fields. Across the System, our colleges offer 77 degrees, 28 diplomas and nearly 1100 certificate programs.

Our readySC™ program, initially known as Special Schools, was established as an economic development training incentive designed to guarantee South Carolina could remain competitive through changing economic circumstances. It remains a key component of South Carolina’s economic development engine and has been recognized for more than 50 years as one of the nation’s premier programs of its kind. readySC™ focuses on the recruiting and initial training needs of new and expanding organizations in South Carolina. It provides recruiting, assessment, training development, management and implementation services to qualifying organizations. In order to qualify, companies must be 1) creating new, permanent, full-time jobs for the state; 2) paying a competitive wage for the area; and 3) providing a benefits package that includes health insurance. For more information about readySC, please visit the website at www.readysc.org.

Apprenticeship Carolina™

Established in 2007, Apprenticeship Carolina™ works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs. At no cost to the employer, apprenticeship consultants are available to guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.

The growth in both the number of programs and the number of apprentices has been phenomenal. Because of its innovative approach and exponential growth, Apprenticeship Carolina is held as a model for the nation. For more information about Apprenticeship Carolina, please visit the website at www.apprenticeshipcarolina.com.

With this, our agency is effective in that we are meeting our mission very successfully. Our leadership with the State Board, agency leadership, and college leadership look at policies and processes in order to set goals to meet our mission.

Mission Efficiency

2. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission efficiency (i.e., a process characteristic indicating the degree to which the process produces the required output at minimum resource cost (i.e., is the agency doing things right?)) including measures of cost containment, as appropriate?

The State Board for Technical and Comprehensive Education is continuously researching, planning, and implementing initiatives to reduce resource costs and to perform to our mission's greatest efficiencies. Two of these strategies are as follows:

Academic and Educational Initiatives

Approximately 350 part-time and full-time faculty and staff have been trained over the past academic year through the Teaching and Learning Tuesdays (TLT) Series. TLTs provide monthly online professional development programming focused on new and innovative ways to incorporate technology into community college instruction. The webinars were birthed as an extension of the inaugural teaching and learning with technology conference, coordinated by the System Office Academic and Student Affairs Division in 2012. Training is intended to enhance pedagogical practice and assessment contributing to student retention and overall student success. Participants may receive certificates of attendance as a way to satisfy regional and program-specific accreditation requirements.

The Academic and Student Affairs Division led efforts to secure a \$10,000 grant award from Microsoft Education and the National Center for Women in Information Technology (NCWIT). With these funds, the System Office will implement a pilot program, the CodeIT Academy, emphasizing female retention in information technology programs. The curriculum will focus on student empowerment and the development of marketable computing skills that are portable across the state. Approximately 20 females will participate in the CodeIT Academy, starting spring 2015.

The Academic and Student Affairs Division also led efforts to secure a grant from the Ford Foundation. The grant award supported a pilot study between the SCTCS and Department of Health and Human

Services to research the number of students that are eligible for Medicaid benefits, but currently not receiving them. Research was based on the premise that receipt of proper healthcare could help to reduce some of the barriers to students' completion of their degree. Results from the study will serve as a catalyst for continued conversation and partnerships related to this matter.

Workforce Development Initiatives

South Carolina Manufacturing Certification (SCMC) Program: In FY-12-13, there was a great deal of conversation in South Carolina about the renaissance of manufacturing and the unique manpower needs that were associated with an economy where nearly 17% of the workforce was employed by the state's 5000 manufacturing firms. The state was also experiencing exponential growth in its manufacturing base. During this timeframe, 200 companies committed to invest \$7.4 B in South Carolina projects creating roughly 24,000 new jobs. Coupled with the exodus of retiring baby boomers, the State Chamber, the South Carolina Manufacturer's Alliance (SCMA) and their memberships were deeply concerned that there would not be trained individuals available to fill these jobs. In partnership with the SCTCS, the SC Chamber of Commerce requested \$6M in non-recurring funding to equip all of the 16 technical colleges to provide Manufacturing Skills Standards Council (MSSC) credentialing statewide. MSSC, a nationally recognized and validated, entry-level production credential, was seen as a viable tool for developing a more robust manufacturing pipeline and would be the anchor for the South Carolina Manufacturing Certification. Funding provided by the General Assembly for the project was aimed at equipping and certifying the colleges; however the majority of the monies were assigned to providing "tuition assistance" to eligible applicants for this non-credit certification.

The SCMC Leadership Team, from the System Office and the CE Deans, worked to expedite the start-up, up-fitting and credentialing of all 16 colleges as efficiently as possible. In the period from late September, 2013 until June 2014 the following activities occurred:

- ***Negotiated a system-wide contract with MSSC for assessment/registration and certificate – Costs Savings \$24,000.***

- **Negotiated contracts for a 10 panel drug screening and national wide background check upon application – Cost Share – Student and SCTCS.**
- **Worked with the State Chamber, the SCMA and partner companies to determine industry-level criteria for acceptance.**
- **Procured all training materials and equipment and deployed to the colleges.**
- **Certified instructors from every college for MSSC and Workforce Florida to guarantee that the curriculum was being delivered in accordance with the standards.**
- **Developed a manufacturing simulation and initiated work with consultants to develop the software application for the simulation.**
- **Developed instructional add-ons to the curriculum including OSHA-10 certification and Yellow Belt certification.**
- **Developed outreach materials, a website and table set-ups to communicate with stakeholders about SCMC and worked with colleges to do outreach and trouble-shoot as needed.**
- **Ensured that state level stakeholders were kept abreast of the progress of the SCMC.**

Quality (Customer Satisfaction)

3. What are the agency’s actual performance levels for two to four of the agency’s key performance measurements for quality (i.e., degree to which a deliverable (product or service) meets customer requirements and expectations (a customer is defined as an actual or potential user of the agency’s products or services)) for the agency as a whole and for each program listed in the agency’s Major Program Areas Chart?

Our system feels very successful in the quality of education and training we provide to our key partners as customers, stakeholders, and agencies. The SC Technical College System focuses on the important work of growing our state’s workforce. The System continues to dedicate its resources to educating and training a world-class workforce for competitive, high-demand jobs in our state.

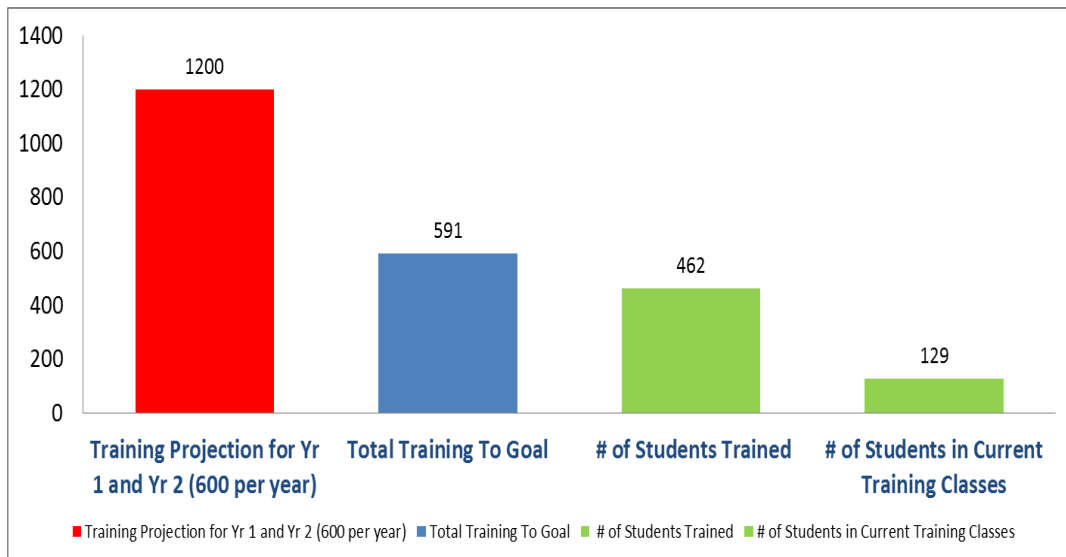
The System’s impact is far-reaching. It represents the largest higher education sector in the state educating more undergraduates than all other public colleges and universities combined - 58% of undergraduates in South Carolina enrolled at a public college or university attends one of our 16 colleges. The System serves more than a quarter million South Carolinians each year through its credit and continuing education programs.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

Student success is an essential driver for the System. Our outstanding placement rates show that 86% of our graduates are either employed in a job related to their education or are continuing their education. What’s more, our innovative Apprenticeship Carolina program has increased the number of registered apprenticeship programs in the state more than seven-fold. In addition, the System’s readySC program is consistently listed as a top economic development incentive for workforce training and recruitment.

For our SCMC program and Apprenticeship Carolina programs we have the following outcomes:

SCMC Training Outcomes: The System committed to training 1,200 Certified Production Technicians to meet employment needs in manufacturing, fill the pipeline for Production Technicians and strengthen the skills in manufacturing across South Carolina. Training Curriculum Development and Equipment/Material Capacity began in early fall of 2013 which allowed classes to begin in four of our colleges by late fall of 2013. All colleges were up to capacity, instructors trained, and curriculum in place by mid-January 2014.



Our training outcomes incorporate all classes held between October 1, 2013 and August 31, 2014. The System has trained or is currently training a total of 591 persons which is 49.25% of the total training goal

Registered Apprenticeships: Established in 2007, Apprenticeship Carolina™ is a division of the SC Technical College System that works to increase awareness and use of registered apprenticeships in the state.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

The growth in both the number of programs and the number of apprentices has been phenomenal. Since its inception in 2007, the number of programs has increased more than seven-fold from 90 to 678 registered programs. The number of apprentices is nearly 10,500 from a mere 777 in 2007. Each month, the program adds approximately 120 new apprentices and registers one or more programs per week. Companies quickly see the benefits of apprenticeship, including reduced turnover, improved productivity, enhanced quality and the list goes on.

Apprenticeship Carolina's goal is 20,000 apprentices by the year 2020 and with more than five years to go the program has already exceeded the halfway point. This exponential growth can be attributed to the program's innovative approach. Many think of traditional trades such as construction, electrician and plumber as the ideal occupations for apprenticeship. Apprenticeship Carolina has broadened that scope to include nontraditional industry sectors like healthcare, information technology, tourism, advanced manufacturing and service industries. Because of its innovative approach and fast growth, the program is held as a model for the nation.

What's more, the program is expanding its reach through youth apprenticeship programs. Through this program high school apprentices can earn a wage while they learn as well as enhance their employability by obtaining critical work skills that are immediately sought by employers. The youth apprenticeship program also works to strengthen students' academic skills. High school completion is a requirement of the program. Apprenticeship Carolina's goal is to have a registered youth apprenticeship program in every county by December 2015.

Workforce Engagement

4. What are the agency's actual performance levels for two to four of the agency's key performance measurements for workforce engagement, satisfaction, retention and development of the agency's workforce, including leaders, for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

The State Board for Technical and Comprehensive Education is continuously researching, planning, and implementing initiatives for workforce engagement, satisfaction, development, and retention. We encourage training, as well as, involvement in our leadership academy, faculty academy, and graduate studies. We have many initiatives in place for other workforce development opportunities.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Operational/Work System Performance

5. What are the agency's actual performance levels for two to four of the agency's key performance measurements for operational efficiency and work system performance (includes measures related to the following: innovation and improvement results; improvements to cycle or wait times; supplier and partner performance; and results related to emergency drills or exercises) for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

The State Board for Technical and Comprehensive Education is continuously researching, planning, and implementing initiatives to make operational efficiency and performance results successful. A few of these strategies are as follows:

Economic Development Initiatives:

Our readySC™ program, initially known as Special Schools, was established as an economic development training incentive designed to guarantee South Carolina could remain competitive through changing economic circumstances. It remains a key component of South Carolina's economic development engine and has been recognized for more than 50 years as one of the nation's premier programs of its kind.

readySC™ focuses on the recruiting and initial training needs of new and expanding organizations in South Carolina. It is a flagship program for the System and continues to be a top incentive for the state. More than 85% of companies who've made the decision to relocate to South Carolina rank readySC's services as playing a significant role in their ultimate decision to move here.

Since its inception in 1961, readySC™ has played a key role in all of South Carolina's major economic development wins, including GE, Michelin, BMW, Bridgestone, Boeing and Continental, among many others. readySC™ is currently working approximately 123 projects across South Carolina. These projects cover the spectrum from our state's most-developed to least-developed counties. Last year, readySC™ trained 4,600 individuals and worked with 81 different companies either relocating to or expanding in South Carolina.

Fiscal and Budget Initiatives

Performance Funding Allocation Formula:

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

The SCTCS continues to be a good steward of the resources that it receives from the state. The General Assembly funded the System in fiscal year 2013-2014 with new recurring funds for the Technical Colleges and it was distributed through its new Performance Funding Allocation Formula. The Performance Funding Allocation Formula is a great example of the System's commitment to performance and ensuring the needs of our students and business/industry are met. The Performance Funding Allocation Formula includes three major sections: 1) Administrative and Fiduciary, 2) Academic Success and Performance, and 3) Enrollment Performance.

Legislative Budget:

In spite of a continued statewide budget struggles, the SCTCS continued to be recognized by the General Assembly as a priority and were funded as follows for Fiscal Year 2013-2014:

- ***The General Fund base funding for the SCTCS was increased by \$1.75 million for the Technical Colleges – Instruction for a total appropriations - \$119,895,244. This new recurring funding was distributed through the Performance Funding Allocation Formula.***
- ***The Lottery Tuition Assistance Program was funded at \$49.1 million. This allowed the System to continue the semester award of \$1,140.***
- ***The Center for Accelerated Technology Training's readySC™ Program was funded at \$7.538 million for Direct Training Projects and the Boeing Training Project in addition to the additional recurring funding.***
- ***The Manufacturing Skills Standard Initiative, which was later named the South Carolina Manufacturing Certification Program, was funded \$2.5m from Capital Reserve Fund and \$1.275m from the Lottery. This will allow for capacity and scholarships to train 1,200 with a manufacturing certification.***
- ***The technical colleges received \$14,840,000 for college projects through the Capital Reserve Fund, Excess Lottery Funds, and Fiscal Year 2012-2013 Surplus Funding.***

Information Technology Initiatives

Enterprise Information Security Planning: With increased data related risks in the state, the rapid increase of mobile devices and the need for information access anywhere/anytime, Cyber security has become a priority issue for our institutions. An Enterprise IT Security Team was chartered to recommend and implement a system-wide approach

towards assessment, monitoring, and awareness/education for Cyber security at our colleges and the SCTCS Office. This team seeks to leverage cost-effective approaches via collaboration, and identify services as well as hardware/software toolsets that can be deployed and managed by the colleges. Primary activities to help our colleges adopt a strong posture towards system-wide information security include:

- **Information Security readiness/vulnerability assessments.**
- **Information Security monitoring, logging, alerting and incident response planning.**
- **Information Security awareness and education/training for all end- users and IT staff.**
- **Engage all relevant peer groups and stakeholders to adopt technology and process best practices based on the State's Information Security policies.**

Enterprise Resource Planning Efficiencies:

Enterprise Resource Planning (ERP) systems and related processes represent significant resources and mission critical activities at all the 16 technical colleges. The SCTCS's councils and peer groups chartered a project to review and analyze current ERP related costs system-wide, and opportunities for collaborative services provisioning, including the concept of a shared services approach. This effort targets improvements in operating cost and focuses on improving services and to increasing efficiencies through collaborations with reductions in duplication of effort. Specific activities involve the following steps:

- **An analysis of the current costs and state of ERP related technology across all SCTCS's institutions, to prioritize areas deemed to have higher potential for realizing desired improvements and cost reductions via industry standards, best practices, and emerging innovations.**
- **Development of a business case for a select set of options that provide the best combination of potential value and feasibility, and serve as the basis for recommendations for actions.**

RESTRUCTURING REPORT

V. Key Performance Measurement Processes (cont.)

B. Most Critical Performance Measures

1. Of the key performance measurement processes listed in Subsection A., which are the three most critical to achieving the overall mission of the agency?
 - **Mission Effectiveness**
 - **Mission Efficiencies**
 - **Quality (Customer Satisfaction)**

C. Databases/Document Management

1. List all electronic databases/document management/business intelligence systems or programs utilized by the agency, including, but not limited to all relational database management systems.
 - ***Enterprise Decision Support System (EDSS)** Enterprise data warehouse for regulatory reporting and business intelligence.
 - ***Perkins Data Management System** Perkins grants management system.
 - ***Approvals** – HR transaction management and reporting for colleges to SCEIS and State HRD.
 - ***South Carolina Manufacturing Certificate Application (SCMC)** Student and program management for the SCMC project. In addition, this application serves as a manufacturing simulation capstone exercise for the SCMC certificate.
 - ***Trainee Data System (TDS)** Trainee management for all ReadySC training programs.
 - ***E-Leave** Leave management for faculty and staff at the colleges.
 - ***EPMS and E-Review** Employee performance evaluation system and position description management for faculty and staff at colleges and the system office.
 - ***Program Management/Catalogue of Approved Courses (CAC)** Course management and approval system for the colleges.
 - ***Program Management/Curriculum Management System (CMS)** Management and approval of degrees, diplomas, and certificate programs at colleges.
 - **Program Matrix** Web application to display programs offered at all college.

- ***Program Evaluation Management Systems (PEMS)** tracking and evaluation of programs at colleges.
- **Asset Inventory Management System (AIMS)** Asset Inventory management at colleges.
- ***Transparency Reporting System (TRS)** Grants management system.
- **Dual Enrollment Site** This application identifies all high school students that are enrolled in our colleges taking college courses.
- **Maximizer** CRM software for ReadySC and ApprenticeshipSC.
- **TWEB** Technical College System Intranet Portal that houses all college peer group data, shared documents and several internal dashboards and reporting sites.
- **SCEIS** System office Finance, HR and procurement system (Hosted by the State).

***The State Board for Technical and Comprehensive Education serves as the system office for the SC Technical College System, and these systems support data management to/from all sixteen technical colleges.**

D. Recommended Restructuring

Consider the process taken to review the agency's divisions, programs and personnel to obtain the information contained in response to all the previous questions in the Restructuring Report ("Process").

1. Yes or No, based on the information obtained and analysis performed during the Process, does the agency have any recommendations for restructuring (either that it could do internally or that would need the assistance of revised or new legislation) that would merge or eliminate duplicative or unnecessary divisions, programs, or personnel within each department of the agency to provide a more efficient administration of government services?
 - a. If yes, please provide the agency's suggestions.

No – The State Board for Technical and Comprehensive Education is not prepared to make any restructuring recommendations at this time. However, we are continuously reviewing programs, policies, and processes to determine cost efficiencies, effectiveness, accountability, and cost savings as a result of these reviews.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

VI. Seven-Year Plan

A. General

1. Yes or No, does the agency have a plan that provides initiatives and/or planned actions the agency will take during the next seven fiscal years that implement cost savings and increased efficiencies of services and responsibilities in order to continually improve its ability to respond to the needs of the state's citizens?

Yes

B. Current/Recommended Actions

1. Describe all of the actions the agency is currently taking and plans it has for initiatives and actions during the next seven fiscal years to work to achieve greater efficiency in its operations in order to continually improve its ability to respond to the needs of the state's citizens? In this description, provide the names of all personnel who are responsible for overseeing the actions and plans.
 - ***The Administration Unit (to include the President's Office, Finance Division, Human Resources, and Information Technology) is continuously looking for different approaches for becoming more efficient in order to create cost savings within the individual divisions. We are evaluating position descriptions and looking for ways to streamline processes from the decision making level to the detail data entry level so that FTE's are being used effectively. This program is looking into Enterprise Resource Planning System's and related processes representing significant resources and mission critical activities for all 16 colleges. This effort targets improvements in operating costs and focuses on improving services, as well as, increasing efficiencies through collaboration that would result in a reduction in duplication of effort. These collaborations would generate both cost savings and increased efficiency.***
 - ***The Instructional Programs Unit (to include Technical Colleges, System Wide Programs and Initiatives, and Instructional Employee Benefits) is continuously looking for ways to be more efficient. This program has increased efforts by presenting initiatives to produce revenue for academic/educational programs for our System by leading efforts to secure grants that would focus on curriculum and***

student services areas. With these grants, pilot programs can be created, research can be done in collaboration with other state agencies, and the development of marketable skills can be promoted for the students within our System. Although there are no direct cost savings in relation to the funds the system already receives, these efforts enhance the programmatic unit with initiatives (and funding) that they would not normally be able to support.

- **The Economic Development Unit (to include ED Administration, Special Schools Training, and Apprenticeship) is continuously looking for ways to be more efficient. This program has increased efforts by presenting initiatives to produce revenue for workforce and apprenticeship programs for our System by leading efforts to secure grants that would focus on curriculum and student services areas. With these grants, pilot programs can be created, research can be done in collaboration with other state agencies, and the development of marketable skills can be promoted for the students within our System. Although there are no direct cost savings in funds the system already receives, these efforts enhance the programmatic unit with initiatives they would not normally be able to support.**

2. What are the anticipated cost savings and/or efficiencies that would be achieved by each action?

It would vary by effort

3. Is legislative action required to allow the department/agency to implement the current or recommended actions?

Not at this time. There would not be any need to request legislation for cost savings initiatives.

4. If legislative action is required, please explain the constitutional, statutory or regulatory changes needed.

Not Applicable

5. Describe the agency actions that will be implemented to generate the desired outcomes for each recommendation.

All of our agency divisions would work collaboratively towards success of the efficiency. We have included many of these cost saving goals and/or efficiencies into our strategic plan for accountability. Those not included as goals have already been implemented as processes and are being utilized currently.

6. What is the timeline for implementation of the change and realization of the anticipated benefits for each recommended action/change?

We would continuously work towards implementation of each initiative, but time frames would vary by effort. As with any implementation, the realization of anticipated benefits would increase with each year that the efficiency is in place.

Now go to Additional Questions.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

VI. Seven-Year Plan (cont.)

C. Additional Questions

1. What top three strategic objectives of the agency will have the biggest impact on the agency's effectiveness in accomplishing its mission?

- ***Ensuring Excellence and value by providing high quality, relevant programs and services to our customers***
- ***Achieving greater efficiency and effectiveness in fulfilling the Technical College Systems mission through coordinated technical college and state level leadership***
- ***To continue to develop a world class workforce to fulfill the demands of an evolving and diversified state economy***

2. What are the fundamentals required to accomplish the objectives?

Continued financial support by state legislature and the Governor's office in regards to system funding for proven and successful programs such as readySC and ApprenticeshipSC, as well as, increased support for college operations and grants/scholarships. Continued collaboration among Key Stakeholders and Key Customers to develop and implement programs that will meet our mission and the needs of South Carolinians.

3. What links on the agency website, if any, would the agency like listed in the report so the public can find more information about the agency?

- <http://www.sctechsystem.edu/>
- <http://www.readysc.org/>
- <http://www.apprenticeshipcarolina.com/>

4. Is there any additional information the agency would like to provide the Committee or public?

Not at this time.

5. Consider the process taken to review the agency’s divisions, programs and personnel to obtain the information contained in response to all the previous questions in the Restructuring Report and Seven-Year Plan (“Process”). State the total amount of time taken to do the following:
 - a. Complete the Process – Not continuous time – 4 weeks**
 - b. Complete this Report – Approximately 105.5 Hours**

6. Please complete the **Personnel Involved Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Personnel Involved.” Please list the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in the Restructuring and Seven-Year Plan Report and their title and their specific role in answering the question (i.e., searched the agency documents, asked for information because they are in charge of the department, etc.).

Personnel Involved Chart is attached.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the Similar Information Requested Chart . If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”
--

CHARTS APPENDIX

VII. Excel Charts

Please send an electronic copy of the entire Excel Workbook and print hard copies of each of the Charts to attach here. Please print the charts in a format so that all the columns fit on one page. Please insert the page number each chart begins on below.

Similar Information Requested Chart _____	1A
Historical Perspective Chart _____	2A
Purpose, Mission Chart _____	3A
Key Products Chart _____	4A-6A
Key Customers Chart _____	7A-8A
Key Stakeholders Chart _____	9A
Key Partner Agency Chart _____	10A-11A
Overseeing Body Chart (General and Individual Member) _____	12A-15A
Major Program Areas Chart _____	16A-18A
Legal Standards Chart _____	19A-21A
Agency Reporting Requirements Chart _____	22A
Internal Audits Chart _____	23A
Personnel Involved Chart _____	24A

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

SIMILAR INFORMATION REQUESTED CHART

INSTRUCTIONS: Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
State Board for Technical and Comprehensive Education	Various	Annual Agency Accountability Report	Agency Discussion and Analysis, Program Template, Performance Measurement Template, and Strategic Planning Template	Executive Budget Office	Annually
State Board for Technical and Comprehensive Education	Various	Restructuring And Efficiencies Report	All Sections are requested; however they are requested in a different format.	Senate Oversight Committee	Annually by first day of Legislative Session

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

HISTORICAL PERSPECTIVE CHART

INSTRUCTIONS: Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
State Board for Technical & Comprehensive Education	N/A*	N/A*	N/A*

* *There have been no restructuring or major changes that have changed the enabling legislation or mission over the past ten years*

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

PURPOSE, MISSION, VISION CHART

INSTRUCTIONS: Provide information about the date the agency, in its current form, was initially created and the present purpose, mission and vision of the agency, with the date each were established in parenthesis. The Legal Standards Cross Reference column should link the purpose, mission and vision to the statutes, regulations and provisos listed in the Legal Standards Chart, which they satisfy.

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
State Board for Technical and Comprehensive Education	1961	The SC State Board for Technical and Comprehensive Education operates the SC Technical College System. The System is comprised of 16 technical colleges located strategically across the state and its statewide affiliate programs: readySC™ and Apprenticeship Carolina™. The SC Technical System is committed to helping increase the employability of all South Carolinians by ensuring they are fully prepared for the careers of today – and tomorrow. As the largest higher education system in the state, the System provides students with a comprehensive education and a fast track to a rewarding career. The System’s nationally-recognized affiliate programs, designed to train or re-train employees so that companies new to South Carolina and existing businesses alike can continue to prosper and grow, help spur job growth and economic development opportunities across the state.	The South Carolina Technical College System provides learning opportunities that promote the economic and human resource development of the state.	The South Carolina Technical College System will lead the nation in delivering relevant and effective programs that advance workforce development, promote workforce development, and ensure attainment of student learning goals	Code of Laws: Title 59-53-10. Part IA Appropriations - Section 25 Proviso 25.1 - 25.6

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY PRODUCTS CHART

INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should links the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	1	Ensure excellence and value by providing high quality, relevant programs and services to all customers	1	Provide program evaluation, review, and approval. Maintain accessibility and affordability to higher education for South Carolina citizens. Provide responsible and flexible access to education, training, and retraining through distance learning technology. Provide responsible and flexible access to education and retraining through dual enrollment opportunities.	Approve new academic certificates, diplomas, and degrees. Evaluate existing academic programs to academic standards. Evaluate annual tuition and fees in relationship with the Higher Education Price Index (HEPI). Deliver distance learning opportunities to meet the educational needs of South Carolinians'. Develop dual enrollment opportunities to meet the educational needs of South Carolinians.	See Previous Question.	Administration; Instructional Programs

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY PRODUCTS CHART CONTINUED

<p>State Board for Technical & Comprehensive Education</p>	<p>2</p>	<p>Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership</p>	<p>2</p>	<p>Improve system wide decision making by increasing access to data. Provide technical assistance to technical colleges.</p>	<p>Partner with SC Department of Employment and Workforce for employment data sharing. Participate in system wide data sharing and through access in the National Community College Benchmarking Project. (NCCBP). Develop reporting structures and dashboards for Continuing Education. Develop a complete Return on Investment (ROI) for the Technical College System. Provide excellent customer service through the IT Help Desk. Provide technical assistance and develop system-wide procurements. Provide technical assistance and reporting system wide for HRIS.</p>	<p>See Previous Question.</p>	<p>Administration; Instructional Programs</p>
<p>State Board for Technical & Comprehensive Education</p>	<p>3</p>	<p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy</p>	<p>3</p>	<p>Initiate strategic partnerships that respond to statewide economic and workforce needs. Expand implementation of a statewide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships. Provide customized start-up training for eligible new and expanding businesses through the System's readySC program.</p>	<p>For both readySC and ApprenticeshipSC, to increase the number of trainees from last year and since inception. To increase the number of companies since last year and since inception. To deliver to the top five industries served by NAICS Code.</p>	<p>See Previous Question.</p>	<p>Administration; Economic Development; Instructional Programs</p>

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY PRODUCTS CHART CONTINUED

State Board for Technical & Comprehensive Education	4	Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission	4	Further enhance education and training goals for the Technical College System by successfully guiding system initiatives as they relate to legislative priorities. Foster system wide leadership through statewide professional development programs	Develop a legislative agenda to address the needs of the Technical College System. To develop and submit an annual request. To provide graduate certificate programs, faculty academies, and leadership academies for faculty and staff within the Technical College System.	See Previous Question.	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	5	Demonstrate accountability and transparency for achieving the SC Technical College System's mission	5	Ensure State Board policies are relevant and reflect current state law. Provide services to Technical colleges through system wide agreements.	Ensure annual reviews of state board policies by Institutional Peer Groups. Administer Federal Methods of Administration (MOA) - Office of Civil Rights Compliance Review - Academics, Facilities, and Human Resources. Ensure annual reviews of Financial Statements and the Lottery Tuition Assistance Program. Establish a task force to review and negotiate a system wide master level agreement with the ERP provider. Develop a system wide information technology security review and a compliance review with DSIT. Increase the number of job postings for Inside Higher Education and Diversity in Higher Education.	See Previous Question.	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	6	Instructional Programs - Technical Colleges	6	Ensure performance goals for Instructional Programs within the Technical College System through the use of the Performance Funding Model.	Administer the Performance Funding Model that includes measurements on fiduciary and accountability performance, graduate placement performance, licensure Exam Pass Rates performance, Fall to Spring Persistence performance, Graduate Production Rates performance, and Enrollment performance.	See Previous Question.	Administration; Instructional Programs

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY CUSTOMERS CHART

INSTRUCTIONS: Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expectations	Deliverables Cross References
State Board for Technical & Comprehensive Education	1	Students and Families	Vital to the agency's purpose, the system focuses on the important work of growing our states workforce through services, open access, and training. We focus on student and families' interest that are vital to the mission of the agency.	1,2,3,5,6
State Board for Technical & Comprehensive Education	2	Governor's Office and State Legislature	Responsible for several roles such as carrying out directives through legislation and other assigned regulatory functions. The System serves as an intermediary for accountability among the technical colleges by providing services regarding policy guidance, research, and any other information for higher education.	All
State Board for Technical & Comprehensive Education	3	Federal Government	Responsible include the administration and oversight of some grant programs for the System and our colleges such as the Pell Grant and the Mining Safety and Health Administration Grant.	1,2,5

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY CUSTOMERS CHART

State Board for Technical & Comprehensive Education	4	Counties and Municipalities	We collaborate closely with counties and municipalities as the training center in economic development proposals. We also build relationships with these entities for additional support for the operations and capital planning for the colleges in their service areas.	1,3,4,5
State Board for Technical & Comprehensive Education	5	Local Businesses	We collaborate closely with local business through readySC and ApprenticeshipSC as the training center in economic development proposals and workforce training models. We also build relationships with local businesses to provide services and workforce they need.	1,3,4,5
State Board for Technical & Comprehensive Education	6	Other State Agencies and/or Local Entities	We interact quite regularly with other key stakeholders within the state and local communities in policy development and constituent services. Focus on taxpayer interests and student concerns are vital to the agency's mission and purpose.	1,2,3,5

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY STAKEHOLDERS CHART

INSTRUCTIONS: Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
State Board for Technical & Comprehensive Education	1	See Key Partner Agencies and Key Customers Charts - All of our customers and partners are an integral part of System and play role as a stakeholder as well. Given the nature of what are agency's purpose is, many roles overlap - meeting the mission of our agency.	See Key Partner Agencies and Key Customer Charts.	See Key Partner Agencies and Key Customer Charts.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY PARTNER AGENCY CHART

INSTRUCTIONS: List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	Department of Commerce	Work together collaboratively to promote economic development within the state, as well as, to coordinate job training for business prospects	Yes	Economic Development
State Board for Technical & Comprehensive Education	Executive Budget Office	Coordinate with EBO to prepare governor's budget, track spending, monitor other/federal funds, etc.	Yes	All
State Board for Technical & Comprehensive Education	SC Department of Education	Work collaboratively with varying initiatives that effect both k-12 and higher education	Yes	Instructional Programs
State Board for Technical & Comprehensive Education	Department of Employment Workforce	Coordinate with DEW to determine job placement of graduates as well as some certificate programs	Yes	Economic Development

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

KEY PARTNER AGENCY CHART CONTINUED

State Board for Technical & Comprehensive Education	University of South Carolina	Recently collaborated in the signing a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs
	Clemson University	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs
State Board for Technical & Comprehensive Education	Francis Marion University	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

OVERSEEING BODY CHART - GENERAL

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
State Board for Technical & Comprehensive Education	Board	Bi-monthly; Six (6) times per year	13	Appointed	One member must be appointed from each congressional district, with the advice and consent of the legislative delegations of the congressional district involved, and is a resident thereof. There must be four at large members appointed by the Governor, one of whom must be experienced in the policy development of secondary vocational education and adult basic and adult secondary education and one of whom must be experienced in the policy development of federal job training programs.	Six (6) Years	None	None	None	None

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

OVERSEEING BODY CHART – INDIVIDUAL MEMBERS

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	Warren L. Helm	warren.l.helm@boeing.com	Director of Quality - Boeing SC	6/1/2013	2	N/A	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	Robert E. Barnett	robbie.barnett@scchamber.net	Associate VP - SC Chamber of Commerce	7/1/2014	1	N/A	All
State Board for Technical & Comprehensive Education	Charles G. Wilson	Charlescgw@gmail.com	Retired	7/1/2011	4	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Stephen J. Burry	sjburry@aol.com	Workforce Development Manager - Retired Michelin North America	7/1/2012	3	N/A	Administration; Economic Development; Instructional Programs

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

OVERSEEING BODY CHART – INDIVIDUAL MEMBERS CONTINUED

State Board for Technical & Comprehensive Education	Ralph A. Odom, Jr. - Chair	nick.odom@springs.com	VP - Environment, Health, & Safety - Springs Industries	6/1/1996	19	N/A	All
State Board for Technical & Comprehensive Education	Gregory B. Askins	askinsgregg@gmail.com	Attorney at Law - Askins, Chandler, & Askins, LLP	7/1/2014	1	N/A	Administration; Employee Benefits; Economic Development
State Board for Technical & Comprehensive Education	Dan Gray	dang595527@aol.com	President - The Dan Gray Company	12/19/2003	12	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Gwendolyn Bright	Bright.Gwendolyn@doc.sc.gov	SC Department of Probation, Parole, and Pardon	7/1/2010	5	N/A	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	Matthew I. Yaun	myaun@coxwood.com	CAO - Cox Industries, Inc.	7/1/2014	1	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Montez Martin	montezmartinjr@gmail.com	Charleston County Housing & Redevelopment Authority	7/1/2001	14	N/A	All

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

OVERSEEING BODY CHART – INDIVIDUAL MEMBERS CONTINUED

State Board for Technical & Comprehensive Education	Robert A. Wilson	tigerrn90@charter.net	Retired	7/1/2011	4	N/A	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	Molly Spearman - Represented by Michael Mann	mspearman@ed.sc.edu	Executive Director - SC Department of Education	1/19/2015	<1	N/A	Instructional Programs
State Board for Technical & Comprehensive Education	Bobby Hitt - Represented by Daniel Young	bhitt@scommerce.com	Executive Director - SC Department of Commerce	1/19/2013	1.5	N/A	Economic Development

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

MAJOR PROGRAM AREAS CHART

INSTRUCTIONS: Provide information about the agency's Major Program Areas as those are defined in the Appropriations Act. When completing columns B - K, the agency can copy and paste the information the agency submitted in the Program Template of the FY 2013-14 Accountability Report, just make sure of the following:
 a) List only the programs that comprise at least 80% of the total budget and include the % of total budget. The remainder of the programs should be "listed ONLY" in the box labeled "Remainder of Programs", with those program expenditures detailed in the box labeled "Remainder of Expenditures." If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11.
 b) The "Associated Objective(s)" column in the Program Template of the FY 2-13-14 Accountability report has been changed to "Key Performance Measures Cross References." The Key Performance Measures Cross References column should link major programs to charts/graphs in the Key Performance Measurement Processes Section (ex. Chart 5.2-1 or Graph 5.2-2). If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11; and
 c) An additional column, titled "Legal Standards Cross References," has been added at the end. The Legal Standards Cross Reference column should link major programs to the statutes, regulations and provisos listed in the Laws Section of this report, which they satisfy. Included below is an example, with a partial list of past Major Program Areas from the Department of Transportation. The example does not include information in the columns under expenditures, key performance measures cross reference, legal standards cross references or remainder of expenditures, however the agency must complete these columns when submitting this chart in final form. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Note:
 -Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.
 -Legal Standards Cross References Column links major programs to the statutes, regulations and provisos they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
State Board for Technical & Comprehensive Education	I. Administration	This program consists of the Administration Unit for the agency to include the President's Office, Finance and Human Resources, and Information Technology. This unit is essential in ensuring the success of the System's mission. The mission ensures that the System's activities are in harmony with the original legislation for the State Board for Technical and Comprehensive Education. Our System focuses on the important work of delivering relevant and effective educational programs that advance workforce development, promote the economy, and ensure attainment of student learning goals. Affordability and accessibility have long been key tenets of the Technical College System. The Administration Unit works closely with the sixteen technical colleges that are strategically located across the state of South Carolina in delivering these programs. The Administration Unit provides leadership for the System in that they work collaboratively with the State Board members, the college Presidents, Legislators, and starformance Measurement Processes Section (ex. Chart 5.2-1 or Graph 5.2-2). If the age	0.04%	<0.01%	0.05%	0.04%	0.04%	<0.01%	0.01%	0.03%	All	1

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

MAJOR PROGRAM AREAS CHART CONTINUED

State Board for Technical & Comprehensive Education	II. Instructional Programs	<p>This program consists of the Instructional Programs unit for the agency to include the Technical Colleges, System Wide Programs and Initiatives, and Employee Benefits – Instructional. This unit is essential in ensuring the Technical College Systems' mission. The program is focused on the Technical Colleges themselves and the Academic Affairs & Student Services area within the System Office. The System as a whole has a tremendous impact and is far-reaching. It represents the largest higher education sector in the state educating more undergraduates than all other public colleges and universities combined. 58% of undergraduates enrolled at a public college or university attends one of our 16 technical colleges. This programmatic unit supports the intent of our legislative statute in that our colleges provide accessibility to students who want to attend college. Our colleges are strategically located across the state with nearly every South Carolinian within a thirty minute drive of one of our 16 main campuses or 43 satellite campuses. Also, our colleges make available flexible course offerings, a large array of online options, and degrees, diplomas, and certificates in many of South Carolina's high demand high paying fields. Across our System, our colleges offer 77 degrees, 28 diplomas, and nearly 1100 certificate programs.</p>	75.36%	99.98%	99.95%	91.3%	73.16%	99.97%	99.93%	91.02%	1, 2, 4,5,6	1
State Board for Technical & Comprehensive Education	III. Economic Development	<p>This program consists of the Administrative and Special Schools Training units for the Economic Development division. This unit is essential in ensuring the Technical College Systems' vision which states that the SC Technical College System will lead the nation in delivering relevant and effective programs that advance workforce development and in ensuring attainment of student learning goals. This programmatic unit supports the intent our legislative statute in that our readySC program, known as Special Schools in the legislation was established as an economic development training incentive designed to guarantee that South Carolina could remain competitive through changing economic circumstances. It remains a key component in South Carolina's economic development engine and has been recognized for more than 50 years as one of the nation's premier programs of its kind. This programmatic unit also supports Apprenticeship Carolina, which was established in 2007. Apprenticeship Carolina works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs at no cost to the employer.</p>	2.6%	<0.02%	0.00%	1%	2.8%	0.03%	0.00%	0.9%	1,3,4,5	1-6

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

MAJOR PROGRAM AREAS CHART CONTINUED

State Board for Technical & Comprehensive Education	IV. Employee Benefits	This program consists of Employee Benefits for the agency .	22%	0%	0%	7%	24%	0%	0%	8%	All	1
---	-----------------------	---	-----	----	----	----	-----	----	----	----	-----	---

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

LEGAL STANDARDS CHART

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency (“Laws”) and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
State Board for Technical & Comprehensive Education	1	59-53-10	State	Enabling Legislation

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

LEGAL STANDARDS CHART CONTINUED

State Board for Technical & Comprehensive Education	2	Proviso 25.1	State	<p>Establishes Training Programs for the State Board for Technical and Comprehensive Education - 25.1 (TEC: Training of New & Expanding Industry) (A) Notwithstanding the amounts appropriated in this section for the "Center for Accelerated Technology Training," it is the intent of the General Assembly that the State Board for Technical and Comprehensive Education expend the funds necessary to provide direct training for new and expanding business or industry.(B) In the event projected expenditures are above the appropriation, the appropriation in this section for the "Center for Accelerated Technology Training" may be appropriately adjusted, if and only if, the Budget and Control Board determines that the projected expenditures are directly related to:(1) an existing technology training program where the demand for the program exceeds the program's capacity and the additional funds are to be utilized to meet the demand; or(2) a new program is necessary to provide direct training for new or expanding business or industry.(C) The adjustment may occur only upon approval by the Budget and Control Board. Upon the Budget Control Board's approval of the adjustment, the Executive Director of the Budget and Control Board must certify, in writing, that the adjustment is directly related to either subsection (B)(1) or (B)(2). The Executive Director must immediately provide a copy of the written certification, including the amount of the adjustment, to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.(D) Upon the Executive Director's written certification approving an adjustment, the State Board for Technical and Comprehensive Education must submit a statement to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee containing a detailed itemization of the manner in which funds initially appropriated for technology training were utilized, the specific purpose for the adjustment, and the ultimate recipient of the adjusted amount.(E) The aggregate amount of all adjustments made pursuant to this section may not exceed ten million dollars.(F) In the event that projected expenditures for the Center for Accelerated Technology Training exceed the amounts appropriated and the amount of any adjustments authorized, the State Board for Technical and Comprehensive Education may request a supplemental appropriation from the General Assembly.</p>
---	---	--------------	-------	---

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

LEGAL STANDARDS CHART CONTINUED

State Board for Technical & Comprehensive Education	3	Proviso 25.2	State	Establishes Carry Forward on Training Funds - 25.2. (TEC: Training of New & Expanding Industry Carry Forward) In addition to the funds appropriated in this section, any of the funds appropriated under this section for the prior fiscal year which are not expended during that fiscal year may be carried forward and expended for direct training of new and expanding industry in the current fiscal year.
State Board for Technical & Comprehensive Education	4	Proviso 25.3	State	Establishes Requirements on Payments in Prior Year for Training - 25.3. (TEC: Training of New & Expanding Industry -Payments of Prior Year Expenditures) The State Board for Technical and Comprehensive Education may reimburse business and industry for prior year training costs billed to the agency after fiscal year closing with the concurrence of the Comptroller General.
State Board for Technical & Comprehensive Education	5	Proviso 25.4	State	Establishes Requirements regarding MSSC Funds - 25.4. (TEC: MSSC) The funds appropriated to the State Board for Technical and Comprehensive Education for the Manufacturing Skills Standards Council Initiative may not be used for consulting associated with the Initiative.
State Board for Technical & Comprehensive Education	6	Proviso 25.6	State	Establishes Methodology for STEM Funding - 25.6. (TEC: Critical Statewide Workforce Needs) Of the funds appropriated in this act to the State Board for Technical and Comprehensive Education for E&G STEM Programs: Critical Needs Workforce Development Initiative, the State Board must allocate the funds between the colleges based on a methodology designed to best meet the state's workforce needs and demands. This methodology should be created by the State Board in consultation with the Department of Commerce and the Department of Employment and Workforce and should identify the areas with the most critical need. For this purpose, critical need shall be defined as unmet employment demand in areas or fields of Science, Technology, Engineering, Mathematics, and Manufacturing. Funds must be used by the college for STEM programs.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

AGENCY REPORTING REQUIREMENTS CHART

INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document; log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report; approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report		Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email; receive)	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form; etc.)	Format in which Agency Submits Completed Report (word, excel; web based form; etc.)	
											# of Staff Members Needed to Complete Report	Approx. Total Amount of time to Complete Report (considering staff time, etc.)						
State Board for Technical & Comprehensive Education	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	30	February	March	4	Four (4) Weeks	TBD	TBD	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word and Excel
State Board for Technical & Comprehensive Education	2	Accountability Report	Executive Budget Office	1-1-810 Appropriations Act 117.31	Accountability	Not Certain	Annually	Varies between 45-60	July	September	Executive Leadership Team (7)	Six - Eight (6-8) Weeks	TBD	Yes - Provides single Resource Report on Agency	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word and PDF
State Board for Technical & Comprehensive Education	3	Restructuring & Cost Savings Reprt	Senate Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	45	November	January	1	Four (4) Weeks	TBD	TBD	Email and Hardcopy	Word	Email and Hardcopy	Word
State Board for Technical & Comprehensive Education	4	Budget Requests	Excutive Budget Office	N/A	Provides information and justification for Agency's budget request annually	Not Certain as this is part of the Budget Process	Annually	Varies between 15-20	August-September	October	Executive Leadership Team (7)	3 weeks	TBD	Yes - Provides opportunity to make a formal rewqst for agency needs	Email and Hardcopy	Word	SCIES - Submit electronically	SCIES - Submit electronically

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

INTERNAL AUDITS CHART

INSTRUCTIONS: Identify the agency's internal audit system and policies during the past five fiscal years including the date the agency first started performing audits; individuals responsible for hiring the internal auditors; individuals to whom internal auditors report; the head internal auditor; general subject matters audited; the individual or body that makes decision of when internal audits are conducted; information considered when determining whether to conduct an internal audit; total number of audits performed in the last five fiscal years; # of months it took for shortest audit; # of months for longest audit; average number of months to complete an internal audit; and date of the most recent Peer Review of Self-Assessment by SC State Internal Auditors Association or other entity (if other entity, name of that entity).

Note: All audits are not the result of suspicious activity or alleged improper actions. Often times regular audits are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring operations are staying on track.

Agency Submitting Report	Does agency have internal auditors? Y/N	Date Internal Audits Began	Individuals responsible for hiring internal auditors	Individuals to whom internal auditors report	Name and contact information for head Internal Auditor	General subject matters audited	Who makes decision of when an internal audit is conducted	Information considered when determining whether to conduct an internal audit	Do internal auditors conduct an agency wide risk assessment routinely? Y/N	Do internal auditors routinely evaluate the agency's performance measurement and improvement systems? Y/N	Total Number of Audits performed in last five fiscal years	# of months for shortest audit	# of months for longest audit	Avg. # of months needed to conduct audit	Date of most recent Peer Review of Self-Assessment by SCSIAA or other entity (if other entity, name of that entity)
State Board for Technical & Comprehensive Education	Yes - One staff member from the Finance Division	>15 Years	VP and Associate VP for Finance	Associate VP for Finance	April Burton Burton@sctechsystem.edu 803.896-5390	Operational and Compliance	Collaboration between VP for Finance and Internal Auditor	Risk associated with funds, Requirements Per Grants/Contract and/or Federal and State Laws	No	Yes - within the Finance Division	Depends - Monthly audits are performed on BMS contract, Revenue, Monthly Checklist and Procurement. Quarterly audits are performed on Enrollment, ARRA grants, Lottery Tuition Assistance awards, and Bank of American P-Card. Annual audits are performed on Assets, Property Verification, and Lottery Tuition Assistance Disbursement.	One (1)	Four (4)	Two (2)	N/A

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name: State Board for Technical and Comprehensive Education
 Agency Code: H590
 Agency Section: 59-53-10

PERSONNEL INVOLVED CHART

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
State Board for Technical & Comprehensive Education	Cindy Hoogenboom	803-896-5316	hoogenboomc@sctechsystem.edu	Finance	VP for Finance	Various	Completed report based on Annual Accountability Report, Senate Oversight Restructuring and Efficiencies Report, and various other reporting.
State Board for Technical & Comprehensive Education	Khush Tata	803-896-5403	tata@sctechsystem.edu	IT	VP for IT	Databases and Document Management	Responsible for providing information on databases and document management as well as trends in IT for the future.
State Board for Technical & Comprehensive Education	Tami Hinson	803-896-5280	hinson@sctechsystem.edu	Executive Office	Executive Administrative Assistant	Overseeing Body Charts/Information	Provided information regarding the State Board and members
State Board for Technical & Comprehensive Education	Laney Strickland	803-896-5356	strickland@sctechsystem.edu	Human Resources	HR Manager	Organization Chart	Provided Organizational Chart

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

Agency Name:
 Agency Code:
 Agency Section:

Similar Information Requested Chart

INSTRUCTIONS: Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
State Board for Technical and Comprehensive Education	Various	Annual Agency Accountability Report	Agency Discussion and Analysis, Program Template, Performance Measurement Template, and Strategic Planning Template	Executive Budget Office	Annually
State Board for Technical and Comprehensive Education	Various	Restructuring And Efficiencies Report	All Sections are requested; however they are requested in a different format.	Senate Oversight Committee	Annually by first day of Legislative Session

Agency Name: State Board for Technical Comprehensive Educaiton
Agency Section: 59-53-10
Agency Code: H590

HISTORICAL PERSPECTIVE CHART

INSTRUCTIONS: Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
State Board for Technical & Comprehensive Education	N/A*	N/A*	N/A*

* *There have been no restructuring or major changes that have changed the enabling legislation or mission over the past ten years*

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
State Board for Technical and Comprehensive Education	1961	<p>The SC State Board for Technical and Comprehensive Education operates the SC Technical College System. The System is comprised of 16 technical colleges located strategically across the state and its statewide affiliate programs: readySC™ and Apprenticeship Carolina™. The SC Technical System is committed to helping increase the employability of all South Carolinians by ensuring they are fully prepared for the careers of today – and tomorrow. As the largest higher education system in the state, the System provides students with a comprehensive education and a fast track to a rewarding career. The System's nationally-recognized affiliate programs, designed to train or re-train employees so that companies new to South Carolina and existing businesses alike can continue to prosper and grow, help spur job growth and economic development opportunities across the state.</p>	<p>The South Carolina Technical College System provides learning opportunities that promote the economic and human resource development of the state.</p>	<p>The South Carolina Technical College System will lead the nation in delivering relevant and effective programs that advance workforce development, promote workforce development, and ensure attainment of student learning goals</p>	<p>Code of Laws: Title 59-53-10. Part IA Appropriations - Section 25 Proviso 25.1 - 25.6</p>

Key Partner Agencies Chart

INSTRUCTIONS: List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	Department of Commerce	Work together collaboratively to promote economic development within the state, as well as, to coordinate job training for business prosepsects	Yes	Economic Development
State Board for Technical & Comprehensive Education	Executive Budget Office	Coordinate with EBO to prepare govenors budget, track spending, monitor other/federal funds, etc.	Yes	All
State Board for Technical & Comprehensive Education	SC Department of Education	Work collaboratively with varying initiatives that effect both k-12 and higher education	Yes	Instructional Programs
State Board for Technical & Comprehensive Education	Department of Employment Workforce	Coordinate with DEW to determine job placement of graduates as well as some certificate programs	Yes	Economic Development
State Board for Technical & Comprehensive Education	University of South Carolina	Recently collaborated in the signing a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs
State Board for Technical & Comprehensive Education	Clemson University	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will e placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs
State Board for Technical & Comprehensive Education	Francis Marion University	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will e placed on coordinated advising between the technical colleges and the four-year universities.	Yes	Instructional Programs

Agency Name: State Board for Technical Comprehensive Education

Agency Code: H590

Agency Section: 59-53-10

Key Partner Agencies Chart

State Board for Technical & Comprehensive Education	Commission on Higher Education	Coordinate with CHE on budget issues, Lottery Technology, parallel courses and associates degree programs	Yes	All
State Board for Technical & Comprehensive Education	Governor's Office	Coordinate with Governor's staff to promote budget requests, technical college initiatives, and work collaboratively to promote economic development	Yes	All

Agency Name:
 Agency Code:
 Agency Section:

Key Deliverables Chart

INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should link the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	1	Ensure excellence and value by providing high quality, relevant programs and services to all customers	1	Provide program evaluation, review, and approval. Maintain accessibility and affordability to higher education for South Carolina citizens. Provide responsible and flexible access to education, training, and retraining through distance learning technology. Provide responsible and flexible access to education and retraining through dual enrollment opportunities.	Approve new academic certificates, diplomas, and degrees. Evaluate existing academic programs to academic standards. Evaluate annual tuition and fees in relationship with the Higher Education Price Index (HEPI). Deliver distance learning opportunities to meet the educational needs of South Carolinians'. Develop dual enrollment opportunities to meet the educational needs of South Carolinians.	See Previous Question.	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	2	Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership	2	Improve system wide decision making by increasing access to data. Provide technical assistance to technical colleges.	Partner with SC Department of Employment and Workforce for employment data sharing. Participate in system wide data sharing and through access in the National Community College Benchmarking Project. (NCCBP). Develop reporting structures and dashboards for Continuing Education. Develop a complete Return on Investment (ROI) for the Technical College System. Provide excellent customer service through the IT Help Desk. Provide technical assistance and develop system-wide procurements. Provide technical assistance and reporting system wide for HRIS.	See Previous Question.	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	3	Develop a world class workforce to fulfill the demands of an evolving and diversified state economy	3	Initiate strategic partnerships that respond to statewide economic and workforce needs. Expand implementation of a statewide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships. Provide customized start-up training for eligible new and expanding businesses through the System's readySC program.	For both readySC and ApprenticeshipSC, to increase the number of trainees from last year and since inception. To increase the number of companies since last year and since inception. To deliver to the top five industries served by NAICS Code.	See Previous Question.	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	4	Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission	4	Further enhance education and training goals for the Technical College System by successfully guiding system initiatives as they relate to legislative priorities. Foster system wide leadership through statewide professional development programs	Develop a legislative agenda to address the needs of the Technical College System. To develop and submit an annual request. To provide graduate certificate programs, faculty academies, and leadership academies for faculty and staff within the Technical College System.	See Previous Question.	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	5	Demonstrate accountability and transparency for achieving the SC Technical College System's mission	5	Ensure State Board policies are relevant and reflect current state law. Provide services to Technical colleges through system wide agreements.	Ensure annual reviews of state board policies by Institutional Peer Groups. Administer Federal Methods of Administration (MOA) - Office of Civil Rights Compliance Review - Academics, Facilities, and Human Resources. Ensure annual reviews of Financial Statements and the Lottery Tuition Assistance Program. Establish a task force to review and negotiate a system wide master level agreement with the ERP provider. Develop a system wide information technology security review and a compliance review with DSIT. Increase the number of job postings for Inside Higher Education and Diversity in Higher Education.	See Previous Question.	Administration; Economic Development; Instructional Programs

Agency Name:
 Agency Code:
 Agency Section:

Key Deliverables Chart

State Board for Technical & Comprehensive Education	6	Instructional Programs - Technical Colleges	6	Ensure performance goals for Instructional Programs within the Technical College System through the use of the Performance Funding Model.	Administer the Performance Funding Model that includes measurements on fiduciary and accountability performance, graduate placement performance, licensure Exam Pass Rates performance, Fall to Spring Persistence performance, Graduate Production Rates performance, and Enrollment performance.	See Previous Question.	Administration; Instructional Programs
---	---	---	---	---	--	------------------------	--

Agency Name:
 Agency Section:
 Agency Code:

Key Customers Chart

INSTRUCTIONS: Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expectations	Deliverables Cross References
State Board for Technical & Comprehensive Education	1	Students and Families	Vital to the agency's purpose, the system focuses on the important work of growing our states workforce through services, open access, and training. We focus on student and families interest that are vital to the mission of the agency.	1,2,3,5,6
State Board for Technical & Comprehensive Education	2	Governor's Office and State Legislature	Responsible for several roles such as carrying out directives through legislation and other assigned regulatory functions. The System serves as an intermediary for accountability among the technical colleges by providing services regarding policy guidance, research, and any other information for higher education.	All
State Board for Technical & Comprehensive Education	3	Federal Government	Responsible include the administration and oversight of some grant programs for the System and our colleges such as the Pell Grant and the Mining Safety and Health Administration Grant.	1,2,5
State Board for Technical & Comprehensive Education	4	Counties and Municipalities	We collaborate closely with counties and municipalities as the training center in economic development proposals. We also build relationships with these entities for additional support for the operations and capital planning for the colleges in their service areas.	1,3,4,5

Agency Name:
 Agency Section:
 Agency Code:

Key Customers Chart

State Board for Technical & Comprehensive Education	5	Local Businesses	We collaborate closely with local business through readySC and ApprenticeshipSC as the training center in economic development proposals and workforce training models. We also build relationships with local businesses to provides services and workforce they need.	1,3,4,5
State Board for Technical & Comprehensive Education	6	Other State Agencies and/or Local Entities	We interact quite regulary with other key stakeholders within the state and local communities in policy development and constituent services. Focus on taxpayer interests and student concerns are vital to the agency's mission and purpose.	1,2,3,5

Agency Name:
 Agency Section:
 Agency Code:

Key Stakeholder Chart

INSTRUCTIONS: Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
State Board for Technical & Comprehensive Education	1	See Key Partner Agencies and Key Customers Charts - All of our customers and partners are and integral part of System and play role as a stakeholder as well. Given they nature of what are agency's purpose is, many roles overlap - meeting the mission of our agency.	See Key Partner Agencies and Key Customer Charts.	See Key Partner Agencies and Key Customer Charts.

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
State Board for Technical & Comprehensive Education	Board	Bi-monthly; Six (6) times per year	13	Appointed	One member must be appointed from each congressional district, with the advice and consent of the legislative delegations of the congressional district involved, and be a resident thereof. There must be four at large members appointed by the Governor, one of whom must be experienced in the policy development of secondary vocational education and adult basic and adult secondary education and one of whom must be experienced in the policy development of federal job training programs.	Six (6) Years	None	None	None	None

Overseeing Body - Individual Members Chart

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
State Board for Technical & Comprehensive Education	Warren L. Helm	warren.l.helm@boeing.com	Director of Quality - Boeing SC	6/1/2013	2	N/A	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	Robert E. Barnett	robbie.barnett@scchamber.net	Associate VP - SC Chamber of Commerce	7/1/2014	1	N/A	All
State Board for Technical & Comprehensive Education	Charles G. Wilson	Charlescgw@gmail.com	Retired	7/1/2011	4	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Stephen J. Burry	siburry@aol.com	Workforce Development Manager - Retired Michelin North America	7/1/2012	3	N/A	Administration; Economic Development; Instructional Programs
State Board for Technical & Comprehensive Education	Ralph A. Odom, Jr. - Chair	nick.odom@springs.com	VP - Environment, Health, & Safety - Springs Industries	6/1/1996	19	N/A	All
State Board for Technical & Comprehensive Education	Gregory B. Askins	askinsgregg@gmail.com	Attorney at Law - Askins, Chandler, & Askins, LLP	7/1/2014	1	N/A	Administration; Employee Benefits; Economic Development
State Board for Technical & Comprehensive Education	Dan Gray	dang595527@aol.com	President - The Dan Gray Company	12/19/2003	12	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Gwendolyn Bright	Bright.Gwendolyn@doc.sc.gov	SC Department of Probation, Parole, and Pardon	7/1/2010	5	N/A	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	Matthew I. Yaun	myaun@coxwood.com	CAO - Cox Industries, Inc.	7/1/2014	1	N/A	Administration; Economic Development
State Board for Technical & Comprehensive Education	Montez Martin	montezmartinjir@gmail.com	Charleston County Housing & Redevelopment Authority	7/1/2001	14	N/A	All
State Board for Technical & Comprehensive Education	Robert A. Wilson	tigerrn90@charter.net	Retired	7/1/2011	4	N/A	Administration; Instructional Programs
State Board for Technical & Comprehensive Education	Molly Spearman - Represented by Michael Mann	mspearman@ed.sc.edu	Executive Director - SC Department of Education	1/19/2015	<1	N/A	Instructional Programs
State Board for Technical & Comprehensive Education	Bobby Hitt - Represented by Daniel Young	bhitt@sccommerce.com	Executive Director - SC Department of Commerce	1/19/2013	1.5	N/A	Economic Development

Agency Name:
 Agency Code:
 Agency Section:

Legal Standards Chart

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
State Board for Technical & Comprehensive Education	1	59-53-10	State	Enabling Legislation
State Board for Technical & Comprehensive Education	2	Proviso 25.1	State	<p>Establishes Training Programs for the State Board for Technical and Comprehensive Education - 25.1 (TEC: Training of New & Expanding Industry) (A) Notwithstanding the amounts appropriated in this section for the "Center for Accelerated Technology Training," it is the intent of the General Assembly that the State Board for Technical and Comprehensive Education expend the funds necessary to provide direct training for new and expanding business or industry.(B) In the event projected expenditures are above the appropriation, the appropriation in this section for the "Center for Accelerated Technology Training" may be appropriately adjusted, if and only if, the Budget and Control Board determines that the projected expenditures are directly related to:(1) an existing technology training program where the demand for the program exceeds the program's capacity and the additional funds are to be utilized to meet the demand; or(2) a new program is necessary to provide direct training for new or expanding business or industry.(C) The adjustment may occur only upon approval by the Budget and Control Board. Upon the Budget Control Board's approval of the adjustment, the Executive Director of the Budget and Control Board must certify, in writing, that the adjustment is directly related to either subsection (B)(1) or (B)(2). The Executive Director must immediately provide a copy of the written certification, including the amount of the adjustment, to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.(D) Upon the Executive Director's written certification approving an adjustment, the State Board for Technical and Comprehensive Education must submit a statement to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee containing a detailed itemization of the manner in which funds initially appropriated for technology training were utilized, the specific purpose for the adjustment, and the ultimate recipient of the adjusted amount.(E) The aggregate amount of all adjustments made pursuant to this section may not exceed ten million dollars.(F) In the event that projected expenditures for the Center for Accelerated Technology Training exceed the amounts appropriated and the amount of any adjustments authorized, the State Board for Technical and Comprehensive Education may request a supplemental appropriation from the General Assembly.</p>

Agency Name:
 Agency Code:
 Agency Section:

Legal Standards Chart

State Board for Technical & Comprehensive Education	3	Proviso 25.2	State	Establishes Carry Forward on Training Funds - 25.2. (TEC: Training of New & Expanding Industry Carry Forward) In addition to the funds appropriated in this section, any of the funds appropriated under this section for the prior fiscal year which are not expended during that fiscal year may be carried forward and expended for direct training of new and expanding industry in the current fiscal year.
State Board for Technical & Comprehensive Education	4	Proviso 25.3	State	Establishes Requirements on Payments in Prior Year for Training - 25.3. (TEC: Training of New & Expanding Industry -Payments of Prior Year Expenditures) The State Board for Technical and Comprehensive Education may reimburse business and industry for prior year training costs billed to the agency after fiscal year closing with the concurrence of the Comptroller General.
State Board for Technical & Comprehensive Education	5	Proviso 25.4	State	Establishes Requirements regarding MSSC Funds - 25.4. (TEC: MSSC) The funds appropriated to the State Board for Technical and Comprehensive Education for the Manufacturing Skills Standards Council Initiative may not be used for consulting associated with the Initiative.
State Board for Technical & Comprehensive Education	6	Proviso 25.6	State	Establishes Methodology for STEM Funding - 25.6. (TEC: Critical Statewide Workforce Needs) Of the funds appropriated in this act to the State Board for Technical and Comprehensive Education for E&G STEM Programs: Critical Needs Workforce Development Initiative, the State Board must allocate the funds between the colleges based on a methodology designed to best meet the state's workforce needs and demands. This methodology should be created by the State Board in consultation with the Department of Commerce and the Department of Employment and Workforce and should identify the areas with the most critical need. For this purpose, critical need shall be defined as unmet employment demand in areas or fields of Science, Technology, Engineering, Mathematics, and Manufacturing. Funds must be used by the college for STEM programs.

INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document, log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report; approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report		Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email; etc.)	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form; etc.)	Format in which Agency Submits Completed Report (word, excel; web based form; etc.)
											# of Staff Members Needed to Complete Report	Approx. total Cost to Agency to Complete (considering staff time, etc.)					
State Board for Technical & Comprehensive Education	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	30	February	March	4	Four (4) Weeks	TBD	TBD	Word and Excel	Email and Hardcopy	Word and Excel
State Board for Technical & Comprehensive Education	2	Accountability Report	Executive Budget Office	1-1-810 Appropriations Act 117.31	Accountability	Not Certain	Annually	Varies between 45-60	July	September	Executive Leadership Team (7)	Six - Eight (6-8) Weeks	TBD	Yes - Provides single Resource Report on Agency	Word and Excel	Email and Hardcopy	Word and PDF
State Board for Technical & Comprehensive Education	3	Restructuring & Cost Savings Report	Senate Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	45	November	January	1	Four (4) Weeks	TBD	TBD	Word	Email and Hardcopy	Word
State Board for Technical & Comprehensive Education	4	Budget Requests	Executive Budget Office	N/A	Provides information and justification for Agency's budget request annually	Not Certain as this is part of the Budget Process	Annually	Varies between 15-20	August-September	October	Executive Leadership Team (7)	3 weeks	TBD	Yes - Provides opportunity to make a formal request for agency needs	Word	Email and Hardcopy	SCIES - Submit electronically

INSTRUCTIONS: Identify the agency's internal audit system and policies during the past five fiscal years including the head internal auditor; general subject matters audited; the individual or body that makes decision of when five fiscal years; # of months it took for shortest audit; # of months for longest audit; average number of months (other entity, name of that entity).

Note: All audits are not the result of suspicious activity or alleged improper actions. Often times regular audit

Agency Submitting Report	Does agency have internal auditors? Y/N	Date Internal Audits Began	Individuals responsible for hiring internal auditors	Individuals to whom internal auditors report	Name and contact information for head Internal Auditor
State Board for Technical & Comprehensive Education	Yes - One staff member from the Finance Division	>15 Years	VP and Associate VP for Finance	Associate VP for Finance	April Burton Burton@sctechsystem.edu 803.896-5390

uding the date the agency first started performing audits; individuals responsible for hiring the internal auditors; indi
 internal audits are conducted; information considered when determining whether to conduct an internal audit; total
 is to complete an internal audit; and date of the most recent Peer Review of Self-Assessment by SC State Internal

s are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring o

General subject matters audited	Who makes decision of when an internal audit is conducted	Information considered when determining whether to conduct an internal audit	Do internal auditors conduct an agency wide risk assessment routinely ? Y/N	Do internal auditors routinely evaluate the agency's performance measurement and improvement systems? Y/N	Total Number of Audits performed in last five fiscal years
Operational and Compliance	Collaboration between VP for Finance and Internal Auditor	Risk associated with funds, Requirements Per Grants/Contract and/or Federal and State Laws	No	Yes - within the Finance Division	Depends - Monthly audits are performed on BMS contract, Revenue, Monthly Checklist and Procurement. Quarterly audits are performed on Enrollment, ARRA grants, Lottery Tuition Assistance awards, and Bank of American P-Card. Annual audits are performed on Assets, Property Verification, and Lottery Tuition Assistance Disbursement.

viduals to whom internal auditors report;
 number of audits performed in the last
 Auditors Association or other entity (if

operations are staying on track.

# of months for shortest audit	# of months for longest audit	Avg. # of months needed to conduct audit	Date of most recent Peer Review of Self-Assessment by SCSIAA or other entity (if other entity, name of that entity)
One (1)	Four (4)	Two (2)	N/A

Agency Name:
 Agency Code:
 Agency Section:

Personnel Involved Chart

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
State Board for Technical & Comprehensive Education	Cindy Hoogenboom	803-896-5316	hoogenboomc@sctechsystem.edu	Finance	VP for Finance	Various	Completed report based on Annual Accountability Report, Senate Oversight Restructuring and Efficiencies Report, and various other reporting.
State Board for Technical & Comprehensive Education	Khush Tata	803-896-5403	tata@sctechsystem.edu	IT	VP for IT	Databases and Document Management	Responsible for providing information on databases and document management as well as trends in IT for the future.
State Board for Technical & Comprehensive Education	Tami Hinson	803-896-5280	hinson@sctechsystem.edu	Executive Office	Executive Administrative Assistant	Overseeing Body Charts/Information	Provided information regarding the State Board and members
State Board for Technical & Comprehensive Education	Laney Strickland	803-896-5356	strickland@sctechsystem.edu	Human Resources	HR Manager	Organization Chart	Provided Organizational Chart