

SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

Committee: Comprehensive Guidance and Counseling and Career Clusters and Individual Graduation Plan

Charter: Comprehensive Guidance and Counseling

This Committee shall promote the implementation of the South Carolina Comprehensive Career Guidance and Counseling Model (Model) in school districts in the state for pre-K through twelfth grade students. Career awareness integration, career interest inventories and preparation of individual graduation plans (IGPs), annual counseling of ninth and tenth graders relative to their focus on clusters of studies and selection of a career major, Career Development Facilitator (CDF) training, and transitioning to a 300:1 student/guidance ratio shall be addressed by this Committee. The Committee shall determine an operational definition for “administrative tasks” and include examples of such tasks in order to assist and guide school leadership in guidance and counseling supervisory activities. The scope of this Committee’s efforts also includes facilitating the implementation of career development plans for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction, including strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parents/guardians to serve as their designee in the career guidance process and in the development of students’ IGPs. The Committee must develop innovative approaches to recruit, train, and certify professionals to carry out the career development plan.

Co-Chairs:

Dr. Karen Woodward, Lexington School District One
Secondary

Dr. Anne Crook, Orangeburg-Calhoun Technical College
Postsecondary

Staff:

Dr. Ray Davis, State Department of Education

Activities:

- Review all related sections of the EEDA with Committee members.
- Assess current Model implementation status in the state.
- Develop strategies to facilitate Model implementation throughout the state.
- Assess the level of integration of the state’s guidance and counseling model, including career awareness and exploration activities into district’s curricula, especially for grades one through five.
- Develop strategies to facilitate the integration of the state’s guidance and counseling model including career awareness and exploration activities in districts’ curricula.
- Assess the level of counseling and career awareness programs on clusters of study provided to students in the sixth, seventh, and eighth grades, their access to and use of career interest inventories and information supporting career decision making, and students having completed an IGP by the end of the second semester of their eighth grade year.
- Assess the specific needs relative training and geographic/district-specific needs for career specialists with CDF national certification training who will work under the direction of a certified guidance counselor or guidance counselors who have had CDF national certification training in order to transition to a 300:1 student/counselor ratio.

- Assess the status of counseling efforts relative to providing career-cluster-specific guidance and counseling in refining IGPs in the ninth and tenth grades assuring that, by the second semester of the tenth-grade year, all students have declared an area of academic focus (cluster major) within a cluster of study.
- Make recommendations to manage implementation deficiencies relative to all assessments noted above.
- Develop a model and management system for the SCDOE's use in managing and monitoring a career development plan for career guidance professionals that provides awareness, training, release time, preparatory instruction, and parental/guardian/parental designee involvement.
- Determine methods appropriate for use in recruiting professional personnel needed to carry out the career development plan.
- Conduct content-specific research in order to determine a definition for "administrative tasks" as referenced in the EEDA: Section 59-59-120 and cite examples of such tasks. Determine the appropriate time and distribution strategies for disseminating this content.
- Communicate as necessary and appropriate with the Career Cluster and IGP Committee.

Outcomes/Deliverables:

- Provide reports to the EEDCC as requested.
- Review and provide, as needed, the components of the South Carolina Career Guidance and Counseling Model.
- Provide an analysis of the various assessments conducted as requested.
- Provide the "administrative tasks" definition and examples to the EEDCC for review and comment.
- Share the model and management system for career guidance professionals.

Charter: Career Clusters and Individual Graduation Plan

This Committee shall develop state models and prototypes for IGPs and the curriculum framework for career clusters of study while focusing on flexibility for students relative to transitioning from one cluster to another and adjusting IGPs as necessary to facilitate flexibility associated with changes in career and educational goals. Additionally, the Committee shall provide input to facilitate the organization of curricula around career clusters.

Activities:

- Review all related sections of the EEDA with Committee members.
- Coordinate a review of "best practices/model" relative to IGPs.
- Conduct research concerning necessary components for a state IGP model.
- Research the potential for and technological requirements necessary for a model (electronic portfolio) to merge with a statewide student database.
- Study the sixteen (16) nationally recognized career clusters and make recommendations for districts and schools to follow when determining a minimum of three career clusters to offer to students.
- Propose strategies to facilitate development and financing for the remaining seven (7) career cluster guides to complete the state-specific sixteen (16) guides.

- Make recommendations related to procedures and needs assessments that could be used by districts to most appropriately determine the career clusters best suited to the students' needs, their career goals, and the potential for careers locally and on a more regional and national level.

Outcomes/Deliverables:

- Provide reports to the EEDCC as requested.
- Share one or more “best model” examples and define the strengths and weaknesses of the model(s).
- Provide a document outlining one or more approaches that districts and/or schools could take to conduct appropriate assessments and determine a minimum of three career clusters to offer students.
- Provide a potential funding plan for the remaining seven career cluster guides.
- Communicate as appropriate and necessary with the Comprehensive Guidance and Counseling Committee.

SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

Committee: Regional Education Centers

Charter:

The Regional Education Centers Committee will work closely with the Education and Economic Development Coordinating Council and other agencies and organizations in order to establish comprehensive regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.

Co-Chairs:

Mr. Jim Reynolds, President, Total Comfort

Mr. Robbie Barnett, Retired Manufacturing Executive

Staff:

Ms. Suzette Lee, State Department of Education

Activities:

- Review all related sections of the EEDA with Committee members.
- Coordinate fact-finding and informational meetings with all stakeholders, agencies, and organizations in order to seek input from regional education center partners and provide a detailed review and analysis of the Education and Economic Development Act: Section 59-59-180 to those partners.
- Review the state's existing One Stop geographical configuration and potential alignment and realignment possibilities relative to the partners included in each regional education center.
- Research potential "challenges" related to the organizational and operational configuration of regional education centers, including but not limited to funding, customers served, facilities, budget correlation/coordination, etc.
- Develop a geographic and organizational schematic depicting regional education center alignment including agencies included in each center, recommendations for housing center staff, and other details related to the coordination of service delivery for each center.
- Develop a framework for an operational manual for use in outlining the details related to structure, board composition, partners, and responsibilities.

Outcomes/Deliverables:

- Provide reports to the EEDCC as requested.
- Present a detailed presentation to the EEDCC relative to the recommended regional education centers and their composition, facilities, funding issues, etc.
- Provide a regional education center geographic and organizational diagram/schematic.
- Provide an operational manual framework.

SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

Committee: Articulation and Dual Enrollment, High School Graduation and Postsecondary Entrance Alignment

Charter: Articulation

The Commission on Higher Education (CHE) shall convene the Advisory Committee on Academic Programs (ACAP) to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The ACAP shall be expanded to include representation from the Department of Education (DOE) and school district administrators, to include curriculum coordinators and guidance personnel.

Co-Chairs:

Dr. Conrad Festa, CHE

Dr. Gail Morrison, CHE/ACAP

Activities:

- Review all related sections of the EEDA with Committee members.
- Expand the ACAP as directed in the Education and Economic Development Act (EEDA): Section 59-59-210.
- Review and revise existing practices and policies in South Carolina that address articulation.
- Identify strengths and weaknesses in current statewide policies, procedures, and practices as related to articulation.
- Review “best practice” models and procedures practiced by states that have statewide, seamless articulation agreements.
- Conduct research related to “best practices” in South Carolina.
- Work with the SCDOE to develop measures to certify equivalency in content and rigor for all courses included in articulation agreements.
- Develop and recommend a framework/model for secondary to postsecondary articulation agreements incorporating the data/information collected and derived from state and national best practices, including guidelines that impact operational details.
- Communicate as necessary with the Dual Enrollment and High School Graduation and Postsecondary Entrance Alignment Committee.

Outcomes/Deliverables:

- Provide reports as requested by the Education and Economic Development Coordinating Council (EEDCC), including an annual report regarding the Committee’s progress.
- Provide detailed information in a policies/practices format incorporating additions and modifications to those in existence prior to the Committee’s work.

Charter: Dual Enrollment, High School Graduation and Postsecondary Entrance Alignment

The Commission on Higher Education's ACAP shall make recommendations to the CHE regarding course work that is acceptable statewide for dual enrollment to be accepted in transfer within a related course of study. Additionally, this Committee shall coordinate a study of the content and rigor of high school courses to provide a seamless pathway to postsecondary education.

Activities:

- Expand the ACAP as directed in the Education and Economic Development Act (EEDA): Section 59-59-210.
- Review and revise existing practices and policies in South Carolina that address dual enrollment.
- Identify strengths and weaknesses in current statewide policies, procedures, and practices as related to dual enrollment.
- Review "best practice" models and procedures practiced by other states.
- Conduct research related to "best practices" in South Carolina.
- Work with the SCDOE to develop measures to certify equivalency in content and rigor for all courses included in dual enrollment agreements.
- Develop and recommend a framework/model for secondary to postsecondary dual enrollment agreements incorporating the data/information collected and derived from state and national best practices, including guidelines that impact operational details.

Outcomes/Deliverables:

- Provide reports as requested by the Education and Economic Development Coordinating Council (EEDCC), including an annual report regarding the Committee's progress.
- Provide detailed information in a policies/practices format incorporating additions and modifications to those in existence prior to the Committee's work.
- Communicate as necessary with the Articulation Committee.

SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

Committee: At-Risk Students

Charter:

This Committee shall consider both the student and program identification components of the students at-risk issue. Language in the EEDA would require this committee to report recommendations regarding student identification for at-risk programs to the State Board of Education (SBE) through the EEDCC. Likewise, the Committee would make any recommendations related to evidence-based model programs for at-risk students to the SBE through the EEDCC. Recommendations related to school districts having to adopt one or more of the SBE-identified models will be reported to the DOE through the EEDCC.

Chair:

Ms. Val Richardson, Palmetto Health

Staff:

Mr. Wofford O'Sullivan, State Department of Education

Activities:

- Review all related sections of the EEDA with Committee members.
- Survey the state's high schools to determine the number and types of at-risk programs currently offered that require both completion of the necessary requirements to graduate with a high school diploma and build skills to prepare individuals to enter the job market successfully.
- Collect and evaluate existing pilot Jobs for South Carolina's Graduates (JSCG) sites data to the extent possible and make recommendations about the viability of this program becoming one of the evidence-based model programs.
- Collect and evaluate data to the extent possible about the STAR Program and make recommendations about the viability of this program becoming one of the evidence-based model programs.
- Research other evidence-based models for serving at-risk students that could meet the criteria in the EEDA: Section 59-59-150 and make recommendations concerning those models.
- Research appropriate content and make recommendations relative to criteria that might be used to help identify students as appropriate candidates for at-risk programs.
- Research and recommend evaluation criteria that should be used to determine if model programs adopted by high schools are providing students with opportunities to graduate from high school with a state high school diploma.

Outcomes/Deliverables:

- Provide reports to the EEDCC as requested.
- Provide survey results regarding programs that meet the EEDA guidelines currently in place in the state's high schools.
- Provide a summative evaluation of the JSCG and STAR At-Risk Programs.

- Provide an overview of research and recommendations relative to other at-risk programs meeting EEDA criteria.
- Provide detailed information regarding criteria for identifying students for at-risk programs.
- Produce a evaluative tool to determine if approved models adopted by high schools provide students with opportunities to graduate from high school and learn skills that would help them perform successfully in the job market.

SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

Committee: Communication and Marketing Committee

Charter:

The EEDCC shall make recommendations to the Department of Education for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions as detailed in the EEDA. See Section 59-59-170 (B) (5).

Interim Chair:

Jim Reynolds, Total Comfort

Staff:

Ms. Dawn Sudduth, State Department of Education

Activities:

- Review all appropriate sections of the EEDA with committee members.
- Secure funding for communication and marketing activities including the development of appropriate strategies, printed resources, electronic resources, etc.
- Procure the services of a professional public relations firm(s) in order to facilitate the activities of the committee.
- Collaborate with the EEDCC and appropriate stakeholders in order to develop all communication and marketing materials.
- Present the communication and marketing plan to the EEDCC as directed.

Outcomes/Deliverables:

- A communication and marketing plan should be prepared for an EEDCC presentation.
- Provide information relative to all print and electronic documents developed in support of the communication marketing effort.
- Specifically identify communication and marketing strategies for the EEDCC.