

# **First Annual Report on the Implementation of the Education and Economic Development Act of 2005**

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

**December 1, 2006**



**Empowering all students to shape our future.™**

December 1, 2006

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

We are pleased to report that the educators of South Carolina as well as the leaders of the state's business community have embraced the mandates of Education and Economic Development Act (EEDA) of 2005 and are rapidly bringing them into reality. The achievements reached during the initial year of this effort are equal to the ambitious nature of the legislation itself and are a tribute to the hard work of all those involved.

What follows in this document is the first annual report from the members of the Education and Economic Development Coordinating Council in their capacity as advisers and facilitators in the implementation of the EEDA's requirements of the EEDA and as monitors of the progress of that task. We trust you will find the report informative and will agree that the Council's efforts have not only met but exceeded our expectations.

On behalf of South Carolina's students, parents, educators, and business leaders, we thank you for your vision and your support of this broad-ranging legislation to advance the cause of education in our state.

Very truly yours,

James P. McClintock, Chair  
Education and Economic Development  
Coordinating Council

Inez M. Tenenbaum  
State Superintendent of Education

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## Executive Summary

The South Carolina Education and Economic Development Act (EEDA) of 2005—codified at Chapter 59 of Title 59 of the South Carolina Code of Laws—is comprehensive reform-focused legislation that addresses workforce development through student-centered education reform. Establishing a framework for a collaborative effort among students, parents, educators, business partners, and communities, EEDA enables all stakeholders to take an active role in providing the best educational opportunities possible for all the state’s public school students.

A central premise of the EEDA is that when students are afforded career guidance in the form of meaningful information, appropriate assessments, and valid interest inventories, they are able to develop individual graduation plans (IGPs) that support their interests, abilities, and career aspirations as well as to make informed choices and sound decisions about their current and future path. A critical goal for our state’s parents, educators, and employer is, or should be, that all of South Carolina’s students complete high school fully prepared for successful employment, further training, or postsecondary study.

As a specific directive of Section 59-59-170 of the EEDA, the Education and Economic Development Coordinating Council (EEDCC) was created in the fall of 2005. In October, membership appointments were made as prescribed in the EEDA; James McClintock was named chairman. The first meeting was held in November. The Council was organized into committees that specifically address the essential components of the EEDA:

- Articulation and Dual Enrollment and High School Curriculum Alignment for College Entrance Requirements Committee;
- At-Risk Student Committee;
- Communication and Marketing Committee;
- Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee;
- Information Technology Committee; and
- Regional Education Centers Committee.

Committee memberships are comprised of Council members, business representatives, parents, educators, and community leaders. The specific charge made by the chairman was that the EEDCC support, through the committee structure, the directives enumerated in Section 59-59-170(B)(1–6) of the EEDA. The EEDCC has met monthly since November 2005 to chart the progress made by these committees and to validate EEDA budget requests.

All EEDCC committees have benefited particularly from the work of the Communication and Marketing Committee, whose members have assisted all other EEDCC committees in completing projects and developing public relations materials that contain committee-specific content. The EEDCC committees will begin to realize the benefits of the newly formed Information Technology Committee during the second year of the EEDA implementation. This new committee’s efforts to establish electronic connectivity and information sharing potential among the regional education centers will be especially critical. The final portion of this report gives specific details about these particular two committees.

As this report explains in detail, a great deal has been accomplished by the Council in its first year of operation, though it acknowledges that many important tasks yet remain. The collaboration among the South Carolina Department of Education (SDE), South Carolina Chamber of Commerce, South Carolina Tech College System, Commission on Higher Education (CHE), and other agencies, organizations, and individuals has served as a catalyst to facilitate the EEDCC's initial implementation efforts.

Thirty-two implementation activities are assessed in this report: twenty-five are on schedule, four have been completed, two are ahead of schedule, and only one is behind schedule. This is a remarkable achievement for a first-year implementation effort requiring coordination and the launching of multiple complex initiatives.

The portion of this report titled "EEDA Implementation: Progress at a Glance" gives status and funding information on individual EEDA sections. The bulleted items indicate the progress toward implementation that has been made during the period from September 2005 to December 2006. It would be impossible to detail all the activities or to depict appropriately the extensive amount of time spent, research conducted, and effort expended during this first year of implementation. The EEDCC membership was well focused, addressing the deadlines and directives in the EEDA in a deliberate manner in order to realize the most efficient use of time and funding.

The next section of the report provides you with information related to the specific sections of the EEDA that are referenced in "Progress at a Glance." Corresponding content from the SDE's document *South Carolina Education and Economic Development Act Guidelines* and the midyear reports from the committees to the EEDCC are included to provide support and explanation for the content of the bulleted items.

The entire EEDCC membership is committed not only to working with all stakeholders to support the education needs of South Carolina's students as they pursue their personal pathways to success but also to providing our state with well-educated citizens prepared to contribute meaningfully to the global society of the twenty-first century.

## EEDA Implementation: Progress at a Glance

### Curriculum Standards Organized around Career Clusters (Section 59-59-20(A))

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$250,000	\$250,000

**Progress during the period from September 2005 to December 2006:**

- Academic and career and technical templates have been developed. (Related items are addressed in other sections of the EEDA: developing electronic IGPs in Section 59-59-140, providing career awareness and exploration activities in Section 59-59-90, and focusing on parental involvement in Section 59-59-160.)

### Full Implementation of EEDA Requirements by 2011 (Section 59-59-30)

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$400,000	\$425,000

**Progress during the period from September 2005 to December 2006:**

- The EEDCC was established in accordance with the legislative mandate in September 2005.
- The membership of the EEDCC was completed in October 2005.
- Committee structure was developed to support the Council's implementation efforts.
- All committee assignments are current.

**Comprehensive Guidance and Counseling Programs in Every School District  
(Section 59-59-40)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	completed	0	(SDE funded)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The state’s guidance and counseling model is complete and is available electronically.
- The SDE is updating the guidance and counseling model to include more of the EEDA content.

**Curriculum Framework Based on the Sixteen National Career Clusters  
(Section 59-59-50)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	\$50,000 (SDE)	\$75,200	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- A state model and prototype for electronic delivery of the curriculum framework and IGP forms have been developed.
- Electronic forms for the curriculum framework and the IGP are being pilot tested in six school districts prior to final revisions being made.

**State Model for Addressing At-Risk Students  
(Section 59-59-55)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	0	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- Rather than develop a state model for addressing the needs of at-risk students, the At-Risk Student Committee opted for identifying a number of evidenced-based models from which the school districts may choose (see S.C. Code Ann. § 50-59-150).
- The State Board of Education at-risk student regulations include references to the evidenced-based models.

**High School Curricula Organized around a Minimum of Three Career Clusters  
(Section 59-59-60(1))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005-06 Budget</b>	<b>2006-07 Budget</b>	<b>2007-08 Budget</b>
✓	ahead of schedule	0	(district funded)	(district funded)

**Progress during the period from September 2005 to December 2006:**

- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.

**All Schools Provided Access to SCOIS or an Equivalent System  
(Section 59-59-60(2))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005-06 Budget</b>	<b>2006-07 Budget</b>	<b>2007-08 Budget</b>
✓	on schedule	0	\$327,750	\$385,600

**Progress during the period from September 2005 to December 2006:**

- SCOIS (South Carolina Occupational Information System) is currently used in 238 middle schools and 194 high schools in South Carolina.
- The remaining schools are using one or more of the ten approved career information systems.

**Implementing Career Development Plans for Guidance Professionals  
(Section 59-59-70)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005-06 Budget</b>	<b>2006-07 Budget</b>	<b>2007-08 Budget</b>
✓	on schedule	0	\$300,000	\$300,000

**Progress during the period from September 2005 to December 2006:**

- Guidance professionals were provided with training and technical assistance in the following venues:
  - 2006 Education and Business Summit,
  - statewide guidance counselors' workshops,
  - S.C. School Guidance Counselors' Conference,
  - workshops conducted by the director of guidance in the SDE's Office Career and Technology of Education, and
  - ETV statewide presentations.

**Career Awareness Integrated into Curricula for Grades One through Five  
(Section 59-59-80)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)

**Progress during the period from September 2005 to December 2006:**

- The comprehensive guidance and counseling model has been developed and is available online at <http://www.carolinacareers.org/cgm>.
- Career awareness and exploration activities, along with lesson plans, are available as components of the model.

**Career Awareness Programs and  
Individual Graduation Plans (IGPs) for Middle School Students  
(Section 59-59-90)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$500,000	\$1,800,000

**Progress during the period from September 2005 to December 2006:**

- Based on professional development provided to counselors, career awareness programs on clusters of study are being provided to students in grades six through eight.
- Career interest inventories are available to all schools through one of the ten approved career information systems.
- Guidance personnel will conduct conferences with every eighth grader and his or her parents/advocate to develop an IGP specifying a preferred cluster of study. (These conferences will begin in the spring of 2007 following pilot site implementation.)

**Student-to-Guidance-Personnel Ratio and  
Role of Career Specialists in Middle and High Schools  
(Section 59-59-100(A))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	ahead of schedule	0	\$9,675,000	\$22,000,000

**Progress during the period from September 2005 to December 2006:**

- Career specialists are providing middle school students with appropriate career-oriented services.
- Funding has been provided on the basis of enrollments in the middle grades in order to meet the student-to-guidance-personnel ratio of 300:1 beginning with the 2006–07 school year, ahead of the 2007–08 implementation deadline.

**Tech Prep Consortia Career Specialists  
(Section 59-59-100(B))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$500,000 in state school-to-work and tech prep funds	\$500,000 in state school-to-work and tech prep funds

**Progress during the period from September 2005 to December 2006:**

- The SDE, in accordance with proviso requirements, supervises career specialists employed in South Carolina’s education and business alliances. Monthly reports are provided to the SDE with details related to the career specialists’ activities.

**Duties of Certified Career Specialists  
(Section 59-59-105)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	0*	0*

\* Provided with funding for EEDA Section 59-59-100

**Progress during the period from September 2005 to December 2006:**

- Career specialists who are providing services in accordance with Section 59-59-105 must have earned either Career Development Facilitator (CDF) or Global Career Development Facilitator (GCDF) certification. Over 400 professionals in South Carolina hold one of these two certificates.
- In accordance with Section 59-59-100, career specialists in the middle schools are providing services as outlined in Section 59-59-105.
- Schools and school districts are providing documentation that verifies their compliance.

**High School Career Guidance Model and Student Transfer within District  
(Section 59-59-110)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$957,440	\$996,000

**Progress during the period from September 2005 to December 2006:**

- The South Carolina career guidance and counseling model is available to all schools.
- Schools must conduct conferences with parents and students in the ninth and tenth grades during the 2007–08 school year in order for students to revise their IGPs. Schools are on schedule for these conferences to take place.
- By the end of their tenth-grade year, students must have declared an academic focus within a cluster of study.
- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.
- High schools are now allowing a student to transfer to a high school within the school district if it offers the cluster/major of the student's choice. District transportation directors have used bus route reports to communicate to the SDE the projected costs of EEDA student transportation; these reports are being reviewed by the SDE's Office of Transportation.

**Limitations on Duties of Guidance Counselors and Career Specialists  
(Section 59-59-120)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	(district funded)	(district funded)

**Progress during the period from September 2005 to December 2006:**

- The American School Counselor Association (ACSA) guidelines were used to determine counseling and noncounseling activities.
- The state director of guidance is helping school districts and schools with their transition in order to implement the ACSA guidelines.

**Implementation of the *High Schools That Work*  
Organizational Model or Another Model  
(Section 59-59-130)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	\$1,000,000 (SDE)	\$2,100,000 (SDE)	\$3,100,800 (SDE and other state funds)

**Progress during the period from September 2005 to December 2006:**

- There are now 115 *High Schools That Work* sites out of a total of 202 high schools in South Carolina and 48 *Making Middle Grades Work* sites out of 200 middle schools in the state.
- Certain districts are reviewing other national whole school reform initiatives.

**Individual Graduation Plan (IGP) Requirements  
(Section 59-59-140)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	completed	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The electronic IGP form that includes the requirements for post high school choices has been developed and now is being piloted in six school districts.

**At-Risk Student Regulations  
(Section 59-59-150)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$504,000	\$4,500,000

**Progress during the period from September 2005 to December 2006:**

- The At-Risk Student Committee completed a survey of the state’s school districts to determine the number and types of at-risk programs currently in place to assist students in their effort to earn a state high school diploma.
- Through partnerships with the National Dropout Prevention Center and the national office of Communities in Schools, the At-Risk Student Committee assessed data associated with over 3,500 models and selected nearly 50 evidence-based models for serving at-risk students.
- Regulations addressing at-risk students have been developed and presented to the State Board of Education; the first-reading process has been completed.
- These regulations will be presented for the second reading during the State Board of Education meeting in December 2006 and will be presented to the 2007 General Assembly for approval.
- Evidenced-based model programs that enable at-risk students to complete a state high school diploma are being piloted. Such programs include the Star Academy, Jobs for South Carolina’s Graduates, and *High Schools That Work*.

**Parent/Advocate Participation Integral to Clusters System  
(Section 59-59-160)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	no additional funds needed*	no additional funds needed*

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

**Progress during the period from September 2005 to December 2006:**

- The six pilot school districts that are implementing the IGP model are providing the opportunity for parental and guardian participation in the process of approving the model.
- Full implementation of the IGP process will include this parental element beginning January 2007.

**EEDA Coordinating Council  
(Section 59-59-170(A))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	completed	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The Education and Economic Development Coordinating Council was established in October 2005.

**EEDA Coordinating Council Duties and Responsibilities  
(Section 59-59-170(B))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$30,000	\$1,030,000*

\* This figure includes costs related to the communication and marketing efforts previously funded through appropriations made outside of the EEDA budget.

**Progress during the period from September 2005 to December 2006:**

- THE EEDCC has provided support and advice to the SDE regarding the implementation of the EEDA through the establishment of the six EEDCC committees.
- In addition, the EEDCC's Communication and Marketing Committee will make recommendations to the SDE for the 2007–08 budget year regarding the development and implementation of a communication and marketing plan to promote statewide awareness of the Personal Pathways to Success system among parents, students, the business community, and the general public.

**Designation of Regional Education Centers  
(Section 59-59-180(A))**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	\$60,000 (SDE, S.C. Technical College System, S.C. Department of Commerce, and Roche-Carolina funds)	0	0

**Progress during the period from September 2005 to December 2006:**

- Twelve regional education centers have been designated and correspond to the twelve local workforce investment areas of the South Carolina Workforce Investment Act (a map delineating each of South Carolina’s “Local Workforce Investment Areas” is available online at <http://www.teachscpathways.org/RECs/LWIAMap.pdf>).
- The required qualifications for regional education center coordinators were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center’s advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

**Operation of Regional Education Centers  
(Section 59-59-180(B)–(E))**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$1,200,000	\$2,586,000

**Progress during the period from September 2005 to December 2006:**

- Two of the twelve scheduled regional education centers have been established and are operational; the remaining ten are to be operational by December 2007. The two operational centers are in the Pee Dee and the Midlands regions.
- To ensure consistency and accountability, the regional education centers' operational responsibilities are included in the by-laws as part of the duties and responsibilities of the regional education center advisory board.
- Common budget templates and projections have been developed for FYs 2005–06, 2006–07, and 2007–08 for use by each regional education center.
- A standard organizational structure and plan for the regional centers have been developed and is now in use to establish and maintain administrative uniformity across the regions.
- A statewide coordinator has been contracted to facilitate the establishment of the twelve regional education centers.
- A common 225-day work plan and deliverables for all education center advisory boards have been established to ensure accountability and to measure progress in implementation.
- Mandated partners and other relevant stakeholders [per Section 59-59-80(E)(1)] have collaborated to identify qualified candidates for appointment to the regional education center advisory boards. Appointments have been made for three centers: Pee Dee, Midlands, and Trident. Other regional appointments are to occur by December 2007.
- The required legislative appointments to regional education advisory boards for the Pee Dee and the Midlands regions have been secured.
- Orientation sessions and inaugural meetings for the Pee Dee and Midlands regions have been conducted.
- A standard job description for the position of regional education center coordinator has been developed for use by all regional education center advisory boards. The position description stipulates career development certification as well as other requirements. The required qualifications for the position were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center's advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

**Career Information and Employment Options  
(Section 59-59-190)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005-06 Budget</b>	<b>2006-07 Budget</b>	<b>2007-08 Budget</b>
✓	on schedule	0	\$45,000 (CHE)	\$45,000 (CHE)

**Progress during the period from September 2005 to December 2006:**

- The agency partners are working in collaboration with the Regional Education Centers Committee to provide career information, employment opportunities, and program preparation to fulfill the requirements specified in the EEDA.
- The S.C. Employment Security Commission, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, is assisting the SDE by providing labor market information, helping to create and coordinate workforce education programs, and establishing links between employers and youth seeking employment.

**Curricula for Teacher, Administrator, and Counselor Preparation  
(Section 59-59-200)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005-06 Budget</b>	<b>2006-07 Budget</b>	<b>2007-08 Budget</b>
	behind schedule	0	\$382,000 (CHE)	\$382,000 (CHE)
			\$200,000 (EEDA)	\$200,000 (EEDA))

**Progress during the period from September 2005 to December 2006:**

- The SDE's Office of Educator Quality has held meetings with the deans of colleges and universities to develop plans for their teacher preparation programs to implement the necessary changes so that they can prepare preservice teachers, counselors, and administrators to meet the requirements for four-year education institutions' teacher training programs.

**Seamless Pathways from High Schools to Institutions of Higher Education  
(Section 59-59-210(A))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$155,000 (CHE)	\$1,150,000 (CHE)

**Progress during the period from September 2005 to December 2006:**

- The CHE has convened the Advisory Committee on Academic Programs to address articulation agreements that are currently in place between school districts and public higher education institutions to determine the need for modification and expansion of statewide agreements that ensure seamless curriculum pathways for students to transition from high school into college.
- Review of statewide agreements on transfer and articulations including transfer blocks for specific baccalaureate majors has begun.
- A list of 86 universally transferable courses has been established. In addition, the following lists have been distributed:
  - (a) institutional articulation agreements and transfer guides,
  - (b) names of institutional chief transfer officers,
  - (c) four-year private institutions participating in some part of a statewide transfer agreement,
  - (d) terms of participation,
  - (e) AP (Advanced Placement) courses accepted for credit at four-year public institutions, and
  - (f) AP courses accepted for credit at technical colleges.
- Articulation agreements for Project Lead the Way pre-engineering courses have been adopted by three four-year institutions, and expansion is under way.
- Technical colleges are working in partnership with the SDE to identify those career and technical programs carrying a type of certification that could be recognized for articulated credit.
- The CHE is working to design a request for proposals for the acquisition of an electronic management system to assist in degree auditing and course transfer to support an articulation system for statewide implementation.
- The CHE is seeking alternative funding sources for an *Implementing a Methodology for Course Alignment between High School and College Courses* grant proposal.

**Dual Enrollment of High School Students in Postsecondary Institutions  
(Section 59-59-210(B))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$106,000	\$106,000

**Progress during the period from September 2005 to December 2006:**

- A formal agreement is being developed by the expanded Advisory Committee on Academic Programs to meet the requirements in Section 59-59-210. Statewide policies are currently in effect regarding the list of 86 transferable courses among postsecondary institutions.
- Agreements are in place for the recognition of AP (Advanced Placement) courses that meet the required scores for acceptance into institutions of higher education
- A draft policy for statewide acceptance of IB (International Baccalaureate) courses among post secondary institutions has been developed and the final policy will be set by spring 2007.
- Current policy provides the opportunity for selected dual credit courses taught by a postsecondary professor or an approved adjunct instructor at a secondary school to be offered on a college campus or in a secondary school setting.
- Approximately 9,000 secondary students successfully completed dual credit course work during the 2005–06 academic school year.
- An electronic system that would allow identification of all students in dual enrollment courses is being reviewed.
- The CHE is seeking a consultant to study the content and rigor of high school courses and to address course alignment issues.
- The CHE submitted an annual report to the EEDCC.

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**Clusters of Study System  
(Section 59-59-220)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$600,000	\$875,000

**Progress during the period from September 2005 to December 2006:**

- The SDE, in conjunction with the S.C. Education and Business Alliance, has developed and distributed nine career cluster guides and an implementation guide. Distribution was in both print and electronic formats.
  - As part of an anticipated request for proposals, the nine original guides and the implementation guide will be revised.
  - Development of the remaining cluster guides will begin in January 2007.
-

**Promulgation of EEDA Regulations  
(Section 59-59-230)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$25,000	\$25,000

**Progress during the period from September 2005 to December 2006:**

- The at-risk student regulations have been developed in accordance with Section 59-59-150.
- Additional regulations will be promulgated as implementation proceeds.

**Exemption of Private and Homeschool Students  
(Section 59-59-240)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- (No EEDCC action is required.)

**State Funds Appropriation  
(Section 59-59-250)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$14,871,640	\$34,987,000*

\*This figure does not include a \$10,092,264 request to fund dual enrollment or other agency EEDA-related funding requests.

**Progress during the period from September 2005 to December 2006:**

- Appropriate funding was provided in the state budget for the 2006–07 EEDA implementation activities.
- Necessary funding requests and fiscal impact statements have been developed to support EEDA implementation activities in 2007–08.

## EEDA Section Progress Reports

### Curriculum Standards Organized around Career Clusters

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$250,000	\$250,000

**Progress during the period from September 2005 to December 2006:**

- Academic and career and technical templates have been developed. (Related items are addressed in other sections of the EEDA: developing electronic IGPs in Section 59-59-140, providing career awareness and exploration activities in Section 59-59-90, and focusing on parental involvement in Section 59-59-160.)

**EEDA Section 59-59-20**

**SECTION 59-59-20.** Development of curriculum based on career cluster system; individual graduation plans; role of school districts.

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

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



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

- ⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio-Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services/Family and Consumer Sciences
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):
  - Architecture and Construction Edition: Build Your Career* (2004)
  - Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)
  - Business, Management, and Administration Edition: Break into Business* (2003)
  - Education and Training Edition: Go to the Head of the Class* (2004)
  - Educators' Edition: Making Career Clusters Work* (2003)
  - Health Science Edition: Caring Careers* (2003)
  - Hospitality and Tourism Edition: At Your Service* (2004)
  - Information Technology Edition: Why IT Is Where It's At* (2003)
  - Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)
  - Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)
- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>. . . .

The SDE recommends that school districts require teachers to incorporate into their lesson plans the standards and competency indicators set forth in the document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* ([http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)).

## CAREER AWARENESS IN ELEMENTARY SCHOOL

- ⇒ School districts must lay the foundation for the clusters of study system by providing career awareness activities for students in elementary school (including prekindergarten and kindergarten).

## CAREER EXPLORATION IN MIDDLE SCHOOL

- ⇒ School districts must implement counseling and career exploration programs on the clusters of study and make them available to all sixth-, seventh-, and eighth-grade students. These programs must be in place in the 2006–07 school year and must provide students with career interest inventories and information to assist them in making their career decisions.
- ⇒ School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.
- ⇒ School districts must require that before the end of the second semester of their eighth-grade year, students select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents or legal guardians (or authorized representative of the parents or guardians). A certified school counselor must sign the IGP. (For further information on the EEDA and the IGP, see item C, “Individual Graduation Plans,” below.)

## CAREER PREPARATION IN HIGH SCHOOL

- ⇒ School districts must require that certified school counselors—as well as career specialists under the supervision of these certified counselors—advise students during the ninth and tenth grades to further define their career cluster goals and further refine their IGPs so that the students are prepared for a seamless transition to employment, further training, or postsecondary study.
- ⇒ School districts must require that before the end of the second semester of their tenth-grade year, students declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must provide work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students throughout their high school years in fulfilling their IGPs.
- ⇒ School districts must provide students with a variety of work-exploration experiences such as the following:
  - Traditional mentoring experiences that seek to build a relationship during which the mentor and protégé work on the protégé’s personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.

- Community and shadowing experiences (short term) that introduce a student to a particular job by pairing him or her with a worker. The protégé follows, or “shadows,” the worker for a specified time to better understand what is required in a particular career.
- Service-learning experiences that provide one or more students the opportunity to work on a service project at a particular work site or community agency. Under close adult supervision, students develop work skills as well as life skills and learn how to behave in work situations.
- School-based activities that provide opportunities for students to explore basic business practices and entrepreneurial enterprises, including starting a small business.
- Internships and cooperative education experiences that provide students with a one-on-one mentoring relationship and hands-on learning in their areas of interest. Under a contract that outlines the expectations and responsibilities of both parties, the protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching the student work-related skills. An internship generally lasts from three to six months.
- Youth apprenticeships beginning in the eleventh grade for students who are age sixteen and older that combine classroom instruction with on-the-job learning, connect secondary and postsecondary education, and result in certification of mastery of work-based skills. A youth apprentice may spend one to two years in work-based learning and 1,000 or more hours at a work site. After secondary school, youth apprenticeships may connect to adult apprenticeships that require another 1,000 or more hours of work-based learning and may last for another two years.
- Extended learning opportunities that may include senior-year projects or community involvement or leadership.

The following list of basic components of structured work-based learning is offered as a guide to the school districts in planning work exploration and experiential learning opportunities for their students:

- a planned program of job training, paid or nonpaid work experience, workplace mentoring, and work-site instruction in workplace competencies and in a broad variety of elements that are related to business and career fields
- a program of study based on high academic and skill standards and linked to postsecondary education; additional school-based learning that offers career exploration and counseling as well as instruction in a career major; periodic assessments that identify students' academic strengths and weaknesses
- activities that foster interrelations among employers, schools, and students by matching students with school-based and work-based learning opportunities
- a program for the training of teachers, mentors, and counselors in the management of school-based and work-based learning opportunities

Youth apprenticeships—which combine academic and career and technical curricula, work-site learning, and work experience—are an important means of providing structured

work-based learning. The effective youth apprenticeship model calls upon school districts to fulfill the following responsibilities:

- requiring students who participate in a work-based learning component to be at least sixteen years of age and in the eleventh grade;
- offering opportunities for these students to pursue a course of education that integrates academic studies with work-site learning and practical work experience and thus enables them to graduate from high school not only with preparation for the world of work but also with a variety of other postsecondary options;
- providing a list of the academic, career and technical, and work-site skills that the student can acquire;
- awarding credentials that are based on both academic and career and technical skills;
- requiring the student who seeks to engage in work experiences at an off-campus site to furnish written permission from his or her parent or legal guardian (or an authorized representative of the parent or guardian) before being allowed to do so;
- requiring documentation that the student is appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system;
- integrating experience-based competencies with classroom studies;
- requiring a written agreement stipulating that the student's employer will provide him or her with experiences that integrate work-based and school-based competencies and requiring that this agreement be signed by the employer, a representative of the student's school, the student's parent or legal guardian (or an authorized representative of the parent or guardian), and the student;
- coordinating the development of broad-based school-to-work partnerships; and
- developing articulation agreements with related postsecondary institutions.

⇒ Each school district must have in place policies and procedures for ensuring the safety of students who participate in work-based activities that require them to interact with individuals in the community.

## Full Implementation of EEDA Requirements by 2011

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$400,000	\$425,000

### Progress during the period from September 2005 to December 2006:

- The EEDCC was established in accordance with the legislative mandate in October 2005.
- The appointing of members to the EEDCC was completed in October 2005.
- Committee structure was developed to support the EEDCC’s implementation efforts.
- All committee assignments are current.

### EEDA Section 59-59-30

**Section 59-59-30.** Implementation of chapter; administrative support and staffing.

This chapter must be implemented fully by July 1, 2011, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

(The only reference to Section 59-59-30 in the *Guidelines* appears in the preface to that document.)



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
By July 1, 2011, the EEDA must be fully implemented.	<ul style="list-style-type: none"> <li>• EEDCC</li> </ul>	2011	EEDCC minutes will reflect committee progress; summary data will be collected. Implementation metrics will be available on record and will be provided in annual reports to the Governor and the S.C. General Assembly.

## Comprehensive Guidance and Counseling Programs in Every School District

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	0	(SDE funded)	(no funding needed)

### Progress during the period from September 2005 to December 2006:

- The state’s guidance and counseling model is complete and is available electronically.
- The SDE is updating the guidance and counseling model to include more of the EEDA content.

## EEDA Section 59-59-40

### Section 59-59-40. Guidance and counseling model.

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



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

⇒ School districts must require that each of their high schools implement during the 2007–08 school year a career guidance program model or prototype that is either developed by or approved by the SDE.

The SDE document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* is available in downloadable PDF format online at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance/SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance/SCPM.pdf).

Information on the South Carolina Career Guidance Model is available on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/>. The Carolina Careers site also provides career resources as well as exercises and lesson plans to support school districts in delivering an effective career guidance program for students from prekindergarten through grade twelve. The site also provides career guidance links such as “Carolina Careers Career Guidance Workshops” (with video archives), “Parent’s Guide Brochures” (PDF files), and “Standards and Competencies Indicators.”

⇒ School districts must make available to all students a comprehensive system of academic guidance and career development that includes career awareness, career exploration, and career preparation.

- ⇒ School districts must provide sequential curriculum activities that relate directly to lifelong career development, the career decision-making process, and integration of career development and choices (career awareness/career exploration/career preparation). Standards-based curriculum activities, educational opportunities, career information resources, and career development programs must be developmentally appropriate in preK–12 subject areas. School districts must seek the active participation of school personnel, parents, community members, and representatives from business and industry in the career development of students. Appropriate career decision-making information must be disseminated to these groups in the effort to develop their understanding and involvement and to gain their input.
- ⇒ School districts must emphasize and promote the participation of all students in career development activities regardless of their race, color, national origin, sex, or disability.
- ⇒ School districts must adhere to the American School Counselor Association (ASCA) guidelines regarding appropriate duties for school guidance counselors. The activities of these professionals must be limited to guidance and counseling and must not include such administrative tasks as those enumerated by the ASCA in the following chart of closely allied yet wholly distinguishable inappropriate and appropriate responsibilities for school counselors:

**INAPPROPRIATE  
(NONCOUNSELING) ACTIVITIES**

**APPROPRIATE  
(COUNSELING) RESPONSIBILITIES**

Registering and scheduling all new students	Designing individual student academic programs
Administering cognitive, aptitude, and achievement tests	Interpreting cognitive, aptitude, and achievement tests
Signing excuses for students who are tardy or absent	Counseling students with excessive tardiness or absenteeism
Performing disciplinary actions	Counseling students with disciplinary problems
Sending home students who are not appropriately dressed	Counseling students about appropriate school dress
Teaching classes when teachers are absent	Collaborating with teachers to present guidance curriculum lessons
Computing grade-point averages	Analyzing grade-point averages in relationship to achievement
Maintaining student records	Interpreting student records
Supervising study halls	Providing teachers with suggestions for better study hall management
Clerical record keeping	Ensuring student records are maintained in accordance with state and federal regulations

**INAPPROPRIATE  
(NONCOUNSELING) ACTIVITIES**

**APPROPRIATE  
(COUNSELING) RESPONSIBILITIES**

Assisting with duties in the principal's office	Assisting the school principal with identifying and resolving student issues, needs, and problems
Working with one student at a time in a therapeutic, clinical mode	Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons

The above chart appears in the executive summary of the 2003 publication *The ASCA National Model: A Framework for School Counseling Programs* and is accessible online at [http://www.schoolcounselor.org/files/Natl%20Model%20Exec%20Summary\\_final.pdf](http://www.schoolcounselor.org/files/Natl%20Model%20Exec%20Summary_final.pdf).

Although a fine line sometimes separates appropriate from inappropriate activities, tasks that are not specifically related to school counseling should be eliminated or reassigned so that school counselors can use their skills and knowledge to focus on students' needs. The SDE adds the following activities to the list of tasks that districts must regard as inappropriate for guidance counselors:

- developing the master schedule,
- coordinating special services referrals,
- chairing individualized educational program (IEP) meetings, and
- chairing Section 504 of the Rehabilitation Act of 1974 meetings.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
During the 2005–06 school year, the SDE's guidance and counseling model must provide standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts.	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2005–06	The revised state model will be provided to all districts.

## Curriculum Framework Based on the Sixteen National Career Clusters

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	\$50,000 (SDE)	\$75,200	(no funding needed)

### Progress during the period from September 2005 to December 2006:

- A state model and prototype for electronic delivery of the curriculum framework and IGP forms have been developed.
- Electronic forms for the curriculum framework and the IGP are being pilot tested in six school districts prior to final revisions being made.

### EEDA Section 59-59-50(A)

**SECTION 59-59-50.** State models and prototypes for individual graduation plans and curriculum framework of career clusters of study.

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

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



### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

- ⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio-Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services/Family and Consumer Sciences
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina’s academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state’s academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE’s Office of Career and Technology Education (available in hard copy in district offices):

*Architecture and Construction Edition: Build Your Career* (2004)

*Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)

*Business, Management, and Administration Edition: Break into Business* (2003)

*Education and Training Edition: Go to the Head of the Class* (2004)

*Educators’ Edition: Making Career Clusters Work* (2003)

*Health Science Edition: Caring Careers* (2003)

*Hospitality and Tourism Edition: At Your Service* (2004)

*Information Technology Edition: Why IT Is Where It’s At* (2003)

*Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)

*Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)

- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor’s Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format

- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)

- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE’s Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
Before July 1, 2006, the SDE must develop state models and prototypes IGPs and the curriculum framework for career clusters of study.	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2006	All eighth graders will complete IGPs

### EEDA Section 59-59-50(B)

**SECTION 59-59-50.** State models and prototypes for individual graduation plans and curriculum framework of career clusters of study.

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



#### **Corresponding Text in the SDE Document South Carolina Education and Economic Development Act Guidelines [applicable to Section 59-59-50(A) as well]**

- ⇒ School districts must require that all eighth-grade students begin to develop individual graduation plans (IGPs) that build on the career development and career assessment accomplished in their sixth- and seventh-grade years and that include a postsecondary option. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in developing the IGP.
- ⇒ School districts must use the state-developed form for the IGP.
- ⇒ School districts must require that every IGP
  - a. align career goals and the student’s course of study;
  - b. be based on the student’s selected cluster of study and academic focus within that cluster;
  - c. incorporate core academic subjects for high school graduation including but not limited to English, mathematics, science, and social studies;
  - d. incorporate experience-based career-oriented extended learning opportunities that include but are not limited to internships, apprenticeships, mentoring, cooperative education, and service learning;

- e. be sufficiently structured to meet graduation requirements and admission to postsecondary education and sufficiently flexible to allow change in the course of study;
- f. incorporate the provisions of a student's IEP when appropriate;
- g. be approved by a certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian); and
- h. be reviewed by the student, the parent or legal guardian (or an authorized representative of the parent or guardian), and the certified school counselor at least once a year.

⇒ School districts must require that each student's IGP be signed by a certified school counselor. Input into the planning of the IGP can be provided by a variety of educators.

⇒ School districts must require that each student's IGP be on file and be available to the certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian) each year as the student chooses courses for the upcoming year of study.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
Before July 1, 2006, the SDE must develop state models and prototypes for IGPs and the curriculum framework for career clusters of study.	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2006	All eighth graders will complete IGPs.

## State Model for Addressing At-Risk Students

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	0	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- Rather than develop a state model for addressing the needs of at-risk students, the At-Risk Student Committee opted for identifying a number of evidenced-based models from which the school districts may choose (see S.C. Code Ann. § 50-59-150).
- The State Board of Education at-risk student regulations include references to the evidenced-based models.

**EEDA Section 59-59-55**

**SECTION 59-59-55.** Model for addressing at-risk students.

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



**Corresponding Text in the SDE Document  
*South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must implement in each of their high schools one or more evidence-based model programs for at-risk students to ensure that these students are given the opportunity to complete the requirements for the state high school diploma and to build skills that prepare them to enter the job market successfully. These programs must be in place by the 2007–08 school year.
- ⇒ School districts must require that each of their high schools utilize a state model addressing at-risk students and must ensure that the model is implemented in such a way as to give at-risk students the opportunity to graduate with a state high school diploma. The model must be in place by the 2007–08 school year.

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

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	ahead of schedule	0	(district funded)	(district funded)

### Progress during the period from September 2005 to December 2006:

- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.

### EEDA Section 59-59-60(1)

**SECTION 59-59-60.** Organizing high school curricula around clusters of study and cluster majors.

Before July 1, 2007, school districts shall:

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



### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

- ⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources  
Architecture and Construction  
Arts, Audio-Video Technology, and Communications  
Business, Management, and Administration  
Education and Training  
Finance  
Government and Public Administration  
Health Science  
Hospitality and Tourism  
Human Services/Family and Consumer Sciences  
Information Technology  
Law, Public Safety, and Security  
Manufacturing  
Marketing, Sales, and Service  
Science, Technology, Engineering, and Mathematics  
Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):
  - Architecture and Construction Edition: Build Your Career* (2004)
  - Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)
  - Business, Management, and Administration Edition: Break into Business* (2003)
  - Education and Training Edition: Go to the Head of the Class* (2004)
  - Educators' Edition: Making Career Clusters Work* (2003)
  - Health Science Edition: Caring Careers* (2003)
  - Hospitality and Tourism Edition: At Your Service* (2004)
  - Information Technology Edition: Why IT Is Where It's At* (2003)
  - Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)
  - Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)
- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>. . . .

⇒ School districts must provide all of their schools with access either to the South Carolina Occupational Information System (SCOIS) or to another computer-assisted career information system that has been approved by the SDE.

The SCOIS is available through the South Carolina Employment Security Commission. Full details are online at <http://www.scois.net/>.

School districts are encouraged to utilize the information on computer-assisted career guidance systems that is provided under the “Technology in Career Guidance Overview” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/about/AbouttheModel.html>.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
<p>Before July 1, 2007, school districts must organize high school curricula around a minimum of three clusters of study and cluster majors.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	<p>2007</p>	<p>All districts will organize their curricula around a minimum of three clusters of study and cluster majors and report their choices to the SDE by July 1, 2007.</p>

## All Schools Provided Access to SCOIS or an Equivalent System

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$327,750	\$385,600

### Progress during the period from September 2005 to December 2006:

- SCOIS (South Carolina Occupational Information System) is currently used in 238 middle schools and 194 high schools in South Carolina.
- The remaining schools are using one or more of the ten approved career information systems.

### EEDA Section 59-59-60(2)

**SECTION 59-59-60.** Organizing high school curricula around clusters of study and cluster majors.

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



### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources  
 Architecture and Construction  
 Arts, Audio-Video Technology, and Communications  
 Business, Management, and Administration  
 Education and Training  
 Finance  
 Government and Public Administration  
 Health Science  
 Hospitality and Tourism  
 Human Services/Family and Consumer Sciences  
 Information Technology  
 Law, Public Safety, and Security  
 Manufacturing  
 Marketing, Sales, and Service  
 Science, Technology, Engineering, and Mathematics  
 Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):

*Architecture and Construction Edition: Build Your Career* (2004)

*Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)

*Business, Management, and Administration Edition: Break into Business* (2003)

*Education and Training Edition: Go to the Head of the Class* (2004)

*Educators' Edition: Making Career Clusters Work* (2003)

*Health Science Edition: Caring Careers* (2003)

*Hospitality and Tourism Edition: At Your Service* (2004)

*Information Technology Edition: Why IT Is Where It's At* (2003)

*Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)

*Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)

- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>. . . .

⇒ School districts must provide all of their schools with access either to the South Carolina Occupational Information System (SCOIS) or to another computer-assisted career information system that has been approved by the SDE.

The SCOIS is available through the South Carolina Employment Security Commission. Full details are online at <http://www.scois.net/>.

School districts are encouraged to utilize the information on computer-assisted career guidance systems that is provided under the “Technology in Career Guidance Overview” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/about/AbouttheModel.html>.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
Before July 1, 2007, school districts must promote increased awareness and career counseling by providing all schools with access to the South Carolina Occupational Information System (SCOIS). However, if a school chooses another occupational information system, that system must be approved by the SDE.	<ul style="list-style-type: none"><li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li><li>• SCOIS</li><li>• SDE</li></ul>	2007	All schools will have access to SCOIS or another system approved by the SDE and verified in an annual career guidance plan submitted to the SDE.

## Implementing Career Development Plans for Guidance Professionals

Current Status	Current Progress	2005-06 Budget	2006-07 Budget	2007-08 Budget
✓	on schedule	0	\$300,000	\$300,000

### Progress during the period from September 2005 to December 2006:

- Guidance professionals were provided with training and technical assistance in the following venues:
  - (a) 2006 Education and Business Summit,
  - (b) statewide guidance counselors' workshops,
  - (c) S.C. School Guidance Counselors' Conference,
  - (d) workshops conducted by the director of guidance in the SDE's Office Career and Technology of Education, and
  - (e) ETV statewide presentations.

### EEDA Section 59-59-70

**SECTION 59-59-70.** Implementation of career development plan for educational professionals in career guidance.

During the 2006-07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006-07 Metrics
During the 2006-07 school year, the SDE must begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction.	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2006-07	<ol style="list-style-type: none"> <li>A. All districts will participate in the fall Regional Guidance Conferences and/or ETV professional development workshops.</li> <li>B. All school districts will send one or more district administrators to EEDA workshops.</li> </ol>

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

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)

### Progress during the period from September 2005 to December 2006:

- The comprehensive guidance and counseling model has been developed and is available online at <http://www.carolinacareers.org/cgm>.
- Career awareness and exploration activities, along with lesson plans, are available as components of the model.

### EEDA Section 59-59-80

**SECTION 59-59-80.** Integrating career awareness programs into curricula for first through fifth grades.

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



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

The SDE recommends that school districts require teachers to incorporate into their lesson plans the standards and competency indicators set forth in the document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* ([http://ed.sc.gov/offices/ssys/youth\\_services/guidance/SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance/SCPM.pdf)).

#### CAREER AWARENESS IN ELEMENTARY SCHOOL

- ⇒ School districts must lay the foundation for the clusters of study system by providing career awareness activities for students in elementary school (including prekindergarten and kindergarten).

#### CAREER EXPLORATION IN MIDDLE SCHOOL

- ⇒ School districts must implement counseling and career exploration programs on the clusters of study and make them available to all sixth-, seventh-, and eighth-grade students. These programs must be in place in the 2006–07 school year and must provide students with career interest inventories and information to assist them in making their career decisions.

- ⇒ School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.
- ⇒ School districts must require that before the end of the second semester of their eighth-grade year, students select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents or legal guardians (or authorized representative of the parents or guardians). A certified school counselor must sign the IGP. (For further information on the EEDA and the IGP, see item C, “Individual Graduation Plans,” below.)

### CAREER PREPARATION IN HIGH SCHOOL

- ⇒ School districts must require that certified school counselors—as well as career specialists under the supervision of these certified counselors—advise students during the ninth and tenth grades to further define their career cluster goals and further refine their IGPs so that the students are prepared for a seamless transition to employment, further training, or postsecondary study.
- ⇒ School districts must require that before the end of the second semester of their tenth-grade year, students declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must provide work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students throughout their high school years in fulfilling their IGPs.
- ⇒ School districts must provide students with a variety of work-exploration experiences such as the following:
  - Traditional mentoring experiences that seek to build a relationship during which the mentor and protégé work on the protégé’s personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.
  - Community and shadowing experiences (short term) that introduce a student to a particular job by pairing him or her with a worker. The protégé follows, or “shadows,” the worker for a specified time to better understand what is required in a particular career.
  - Service-learning experiences that provide one or more students the opportunity to work on a service project at a particular work site or community agency. Under close adult supervision, students develop work skills as well as life skills and learn how to behave in work situations.
  - School-based activities that provide opportunities for students to explore basic business practices and entrepreneurial enterprises, including starting a small business.
  - Internships and cooperative education experiences that provide students with a one-on-one mentoring relationship and hands-on learning in their areas of interest. Under a

contract that outlines the expectations and responsibilities of both parties, the protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching the student work-related skills. An internship generally lasts from three to six months.

- Youth apprenticeships beginning in the eleventh grade for students who are age sixteen and older that combine classroom instruction with on-the-job learning, connect secondary and postsecondary education, and result in certification of mastery of work-based skills. A youth apprentice may spend one to two years in work-based learning and 1,000 or more hours at a work site. After secondary school, youth apprenticeships may connect to adult apprenticeships that require another 1,000 or more hours of work-based learning and may last for another two years.
- Extended learning opportunities that may include senior-year projects or community involvement or leadership.

The following list of basic components of structured work-based learning is offered as a guide to the school districts in planning work exploration and experiential learning opportunities for their students:

- a planned program of job training, paid or nonpaid work experience, workplace mentoring, and work-site instruction in workplace competencies and in a broad variety of elements that are related to business and career fields
- a program of study based on high academic and skill standards and linked to postsecondary education; additional school-based learning that offers career exploration and counseling as well as instruction in a career major; periodic assessments that identify students' academic strengths and weaknesses
- activities that foster interrelations among employers, schools, and students by matching students with school-based and work-based learning opportunities
- a program for the training of teachers, mentors, and counselors in the management of school-based and work-based learning opportunities

Youth apprenticeships—which combine academic and career and technical curricula, work-site learning, and work experience—are an important means of providing structured work-based learning. The effective youth apprenticeship model calls upon school districts to fulfill the following responsibilities:

- requiring students who participate in a work-based learning component to be at least sixteen years of age and in the eleventh grade;
- offering opportunities for these students to pursue a course of education that integrates academic studies with work-site learning and practical work experience and thus enables them to graduate from high school not only with preparation for the world of work but also with a variety of other postsecondary options;
- providing a list of the academic, career and technical, and work-site skills that the student can acquire;
- awarding credentials that are based on both academic and career and technical skills;

- requiring the student who seeks to engage in work experiences at an off-campus site to furnish written permission from his or her parent or legal guardian (or an authorized representative of the parent or guardian) before being allowed to do so;
- requiring documentation that the student is appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system;
- integrating experience-based competencies with classroom studies;
- requiring a written agreement stipulating that the student's employer will provide him or her with experiences that integrate work-based and school-based competencies and requiring that this agreement be signed by the employer, a representative of the student's school, the student's parent or legal guardian (or an authorized representative of the parent or guardian), and the student;
- coordinating the development of broad-based school-to-work partnerships; and
- developing articulation agreements with related postsecondary institutions.

⇒ Each school district must have in place policies and procedures for ensuring the safety of students who participate in work-based activities that require them to interact with individuals in the community.



**Related Content in Midyear Reports from EEDCC Committees**

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
<p>During the 2006–07 school year, the SDE's school guidance and counseling program model along with career awareness and exploration activities must be integrated into the curricula for students in the first through the fifth grades.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	<p>2006–07</p>	<p>As part of their comprehensive developmental guidance plan, all elementary schools will submit annual reports to the SDE providing information about the implementation of the school guidance and counseling program model and their career awareness and exploration activities. A standardized reporting form will be developed by the SDE.</p> <p>The Carolina Careers Web site provides information that will support a school's efforts to implement an effective school guidance and counseling program:  <a href="http://www.carolinacareers.org/cgm/downloads/STANDCOMPINDICATORS.doc">http://www.carolinacareers.org/cgm/downloads/STANDCOMPINDICATORS.doc</a>  <a href="http://www.carolinacareers.org/cgm/downloads/STANDCOMPINDICATOR S.doc">http://www.carolinacareers.org/cgm/downloads/STANDCOMPINDICATOR S.doc</a>),</p>

## Career Awareness Programs and Individual Graduation Plans (IGPs) for Middle School Students

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$500,000	\$1,800,000

### Progress during the period from September 2005 to December 2006:

- Based on professional development provided to counselors, career awareness programs on clusters of study are being provided to students in grades six through eight.
- Career interest inventories are available to all schools through one of the ten approved career information systems.
- Guidance personnel will conduct conferences with every eighth grader and his or her parents/advocate to develop an IGP specifying a preferred cluster of study. (These conferences will begin in the spring of 2007 following pilot site implementation.)

### EEDA Section 59-59-90

**SECTION 59-59-90.** Counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; development of graduation plan.

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



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

The SDE recommends that school districts require teachers to incorporate into their lesson plans the standards and competency indicators set forth in the document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* ([http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)).

### CAREER AWARENESS IN ELEMENTARY SCHOOL

- ⇒ School districts must lay the foundation for the clusters of study system by providing career awareness activities for students in elementary school (including prekindergarten and kindergarten).

## CAREER EXPLORATION IN MIDDLE SCHOOL

- ⇒ School districts must implement counseling and career exploration programs on the clusters of study and make them available to all sixth-, seventh-, and eighth-grade students. These programs must be in place in the 2006–07 school year and must provide students with career interest inventories and information to assist them in making their career decisions.
- ⇒ School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.
- ⇒ School districts must require that before the end of the second semester of their eighth-grade year, students select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents or legal guardians (or authorized representative of the parents or guardians). A certified school counselor must sign the IGP. (For further information on the EEDA and the IGP, see item C, “Individual Graduation Plans,” below.)

## CAREER PREPARATION IN HIGH SCHOOL

- ⇒ School districts must require that certified school counselors—as well as career specialists under the supervision of these certified counselors—advise students during the ninth and tenth grades to further define their career cluster goals and further refine their IGPs so that the students are prepared for a seamless transition to employment, further training, or postsecondary study.
- ⇒ School districts must require that before the end of the second semester of their tenth-grade year, students declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must provide work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students throughout their high school years in fulfilling their IGPs.
- ⇒ School districts must provide students with a variety of work-exploration experiences such as the following:
  - Traditional mentoring experiences that seek to build a relationship during which the mentor and protégé work on the protégé’s personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.
  - Community and shadowing experiences (short term) that introduce a student to a particular job by pairing him or her with a worker. The protégé follows, or “shadows,” the worker for a specified time to better understand what is required in a particular career.

- Service-learning experiences that provide one or more students the opportunity to work on a service project at a particular work site or community agency. Under close adult supervision, students develop work skills as well as life skills and learn how to behave in work situations.
- School-based activities that provide opportunities for students to explore basic business practices and entrepreneurial enterprises, including starting a small business.
- Internships and cooperative education experiences that provide students with a one-on-one mentoring relationship and hands-on learning in their areas of interest. Under a contract that outlines the expectations and responsibilities of both parties, the protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching the student work-related skills. An internship generally lasts from three to six months.
- Youth apprenticeships beginning in the eleventh grade for students who are age sixteen and older that combine classroom instruction with on-the-job learning, connect secondary and postsecondary education, and result in certification of mastery of work-based skills. A youth apprentice may spend one to two years in work-based learning and 1,000 or more hours at a work site. After secondary school, youth apprenticeships may connect to adult apprenticeships that require another 1,000 or more hours of work-based learning and may last for another two years.
- Extended learning opportunities that may include senior-year projects or community involvement or leadership.

The following list of basic components of structured work-based learning is offered as a guide to the school districts in planning work exploration and experiential learning opportunities for their students:

- a planned program of job training, paid or nonpaid work experience, workplace mentoring, and work-site instruction in workplace competencies and in a broad variety of elements that are related to business and career fields
- a program of study based on high academic and skill standards and linked to postsecondary education; additional school-based learning that offers career exploration and counseling as well as instruction in a career major; periodic assessments that identify students' academic strengths and weaknesses
- activities that foster interrelations among employers, schools, and students by matching students with school-based and work-based learning opportunities
- a program for the training of teachers, mentors, and counselors in the management of school-based and work-based learning opportunities.

Youth apprenticeships—which combine academic and career and technical curricula, work-site learning, and work experience—are an important means of providing structured work-based learning. The effective youth apprenticeship model calls upon school districts to fulfill the following responsibilities:

- requiring students who participate in a work-based learning component to be at least sixteen years of age and in the eleventh grade;

- offering opportunities for these students to pursue a course of education that integrates academic studies with work-site learning and practical work experience and thus enables them to graduate from high school not only with preparation for the world of work but also with a variety of other postsecondary options;
- providing a list of the academic, career and technical, and work-site skills that the student can acquire;
- awarding credentials that are based on both academic and career and technical skills;
- requiring the student who seeks to engage in work experiences at an off-campus site to furnish written permission from his or her parent or legal guardian (or an authorized representative of the parent or guardian) before being allowed to do so;
- requiring documentation that the student is appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system;
- integrating experience-based competencies with classroom studies;
- requiring a written agreement stipulating that the student's employer will provide him or her with experiences that integrate work-based and school-based competencies and requiring that this agreement be signed by the employer, a representative of the student's school, the student's parent or legal guardian (or an authorized representative of the parent or guardian), and the student;
- coordinating the development of broad-based school-to-work partnerships; and
- developing articulation agreements with related postsecondary institutions.

⇒ Each school district must have in place policies and procedures for ensuring the safety of students who participate in work-based activities that require them to interact with individuals in the community.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
Beginning with the 2006–07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and these students must receive career interest inventories and information to assist them in the career decision-making process.	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2006–07	Standardized data collection will be completed through SASI or the electronic IGP system to generate summary reports detailing the number of specific career inventories administered and the number of students completing inventories. Schools must report how the inventories were used in delivering career guidance information to the individual students.

## Student-to-Guidance-Personnel Ratio and Role of Career Specialists in Middle and High Schools

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	ahead of schedule	0	\$9,675,000	\$22,000,000

### Progress during the period from September 2005 to December 2006:

- Career specialists are providing middle school students with appropriate career-oriented services.
- Funding has been provided on the basis of enrollments in the middle grades in order to meet the student-to-guidance-personnel ratio of 300:1 beginning with the 2006–07 school year, ahead of the 2007–08 implementation deadline.

### EEDA Section 59-59-100(A)

**SECTION 59-59-100.** Providing services of career specialist; qualification of specialist. . . .

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



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

#### CAREER DEVELOPMENT FACILITATOR CERTIFICATION

Both the school-based middle and high school career specialists and the regionally based career specialists who provide career services to school districts must hold both a bachelor's degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). An individual who has previously earned the CCE's Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

- An individual who holds a bachelor's degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she (1) meets the required combination of education and experience specified by the CCE and (2) secures a two-year provisional status letter from the CCE. If approved for provisional status by the CCE, the individual has two years to complete the required training.

- A school-based or regionally based career specialist who receives a provisional-status letter from the CCE can use the GCDF designation during the provisional time period but will *not* receive a certificate until he or she has met all requirements for full certification. If the individual who was hired with a provisional status fails to complete the requirements for the GCDF credential within the two-year period, the district will no longer receive state funding for that person.
- An individual holding a bachelor’s degree who has completed the required 120 hours of classroom training through a CCE-approved provider but is lacking field experience in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she fully documents the required field-experience hours within two years.

Full information on the process and requirements for obtaining GCDF certification is available from the CCE, online at <http://www.cce-global.org/>. Further details regarding employment as a career development facilitator in South Carolina are available from the SDE’s Office of Career and Technology Education.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
By the 2007–08 school year, every middle and high school must have a 300:1 student-to-guidance-personnel ratio (the term “guidance personnel” includes certified school guidance counselors and career specialists).	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	2007–08	All middle schools will have a 300:1 student-to-guidance-personnel ratio and will document that fact on the Career Specialist Accountability Form.

## Tech Prep Consortia Career Specialists

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$500,000 in state school-to-work and tech prep funds	\$500,000 in state school-to-work and tech prep funds

**Progress during the period from September 2005 to December 2006:**

- The SDE, in accordance with proviso requirements, supervises career specialists employed in South Carolina’s education and business alliances. Monthly reports are provided to the SDE with details related to the career specialists’ activities.

**EEDA Section 59-59-100(B)**

**SECTION 59-59-100.** . . . career specialists currently employed by tech prep consortia.

Career specialists currently employed by the sixteen tech prep consortia and their performance responsibilities related to the delivery of tech prep or school-to-work activities must be supervised by the State Department of Education’s Office of Career and Technology Education in conjunction with the immediate site supervisor of the tech prep consortia.

## Duties of Certified Career Specialists

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	0*	0*

\* Provided with funding for EEDA Section 59-59-100

### Progress during the period from September 2005 to December 2006:

- Career specialists who are providing services in accordance with Section 59-59-105 must have earned either Career Development Facilitator (CDF) or Global Career Development Facilitator (GCDF) certification. Over 400 professionals in South Carolina hold one of these two certificates.
- In accordance with Section 59-59-100, career specialists in the middle schools are providing services as outlined in Section 59-59-105.
- Schools and school districts are providing documentation that verifies their compliance.

## EEDA Section 59-59-105

### SECTION 59-59-105. Duties of career specialists.

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

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;
- (9) assist with the implementation of the district's student career plan or individual graduation plan;
- (10) assist schools in planning and developing parent information on career development;
- (11) coordinate with school counselors and administration career events, career classes, and career programming;
- (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13) assist with the usage of computer assisted career guidance systems.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must require career specialists to carry out the following professional duties:
- a. coordinating and presenting professional development workshops in career development and guidance for teachers, school guidance counselors, and work-based constituents;
  - b. assisting the school in promoting the goals of quality career development of students from kindergarten through the twelfth grade;
  - c. assisting the school guidance counselor(s) and students in identifying and accessing career information and resource material;
  - d. providing educators, parents, and students with information on the career and technology education programs offered in the district;
  - e. supporting students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
  - f. exploring and learning ways to improve and promote career development opportunities within the district;
  - g. attending continuing education programs on the certified career development facilitator curriculum sponsored by the state;
  - h. assisting with the selection, administration, and evaluation of career interest inventories;
  - i. assisting students with the development of their career plans or IGPs;
  - j. assisting the school in planning and developing parent information regarding career development;
  - k. working with the certified school counselor(s) and administrators to coordinate career events, career classes, and career programming;
  - l. coordinating career development activities for parents and students by utilizing community resources and citizens who represent diverse occupations; and
  - m. supporting students in the use of computer-assisted career guidance systems.
- ⇒ Before the initial employment of a career specialist, the local school district must request a criminal record history from the South Carolina Law Enforcement Division (SLED). Any charge involved is the responsibility of the applicant.

## High School Career Guidance Model and Student Transfer within District

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$957,440	\$996,000

**Progress during the period from September 2005 to December 2006:**

- The South Carolina career guidance and counseling model is available to all schools.
- Schools must conduct conferences with parents and students in the ninth and tenth grades during the 2007–08 school year in order for students to revise their IGPs. Schools are on schedule for these conferences to take place.
- By the end of their tenth-grade year, students must have declared an academic focus within a cluster of study.
- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.
- High schools are now allowing a student to transfer to a high school within the school district if it offers the cluster/major of the student’s choice. District transportation directors have used bus route reports to communicate to the SDE the projected costs of EEDA student transportation; these reports are being reviewed by the SDE’s Office of Transportation.

### EEDA Section 59-59-110

**SECTION 59-59-110.** Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study.

During the 2007–08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student’s career cluster if not offered by the high school in his attendance zone.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

- ⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources  
Architecture and Construction  
Arts, Audio-Video Technology, and Communications  
Business, Management, and Administration  
Education and Training  
Finance  
Government and Public Administration  
Health Science  
Hospitality and Tourism  
Human Services/Family and Consumer Sciences  
Information Technology  
Law, Public Safety, and Security  
Manufacturing  
Marketing, Sales, and Service  
Science, Technology, Engineering, and Mathematics  
Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.

- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.

⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):
  - Architecture and Construction Edition: Build Your Career* (2004)
  - Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)
  - Business, Management, and Administration Edition: Break into Business* (2003)
  - Education and Training Edition: Go to the Head of the Class* (2004)
  - Educators' Edition: Making Career Clusters Work* (2003)
  - Health Science Edition: Caring Careers* (2003)
  - Hospitality and Tourism Edition: At Your Service* (2004)
  - Information Technology Edition: Why IT Is Where It's At* (2003)
  - Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)
  - Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)
- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance/SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance/SCPM.pdf)
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>. . . .

The SDE recommends that school districts require teachers to incorporate into their lesson plans the standards and competency indicators set forth in the document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* ([http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)).

#### CAREER AWARENESS IN ELEMENTARY SCHOOL

- ⇒ School districts must lay the foundation for the clusters of study system by providing career awareness activities for students in elementary school (including prekindergarten and kindergarten).

#### CAREER EXPLORATION IN MIDDLE SCHOOL

- ⇒ School districts must implement counseling and career exploration programs on the clusters of study and make them available to all sixth-, seventh-, and eighth-grade students. These programs must be in place in the 2006–07 school year and must provide students with career interest inventories and information to assist them in making their career decisions.
- ⇒ School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.
- ⇒ School districts must require that before the end of the second semester of their eighth-grade year, students select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents or legal guardians (or authorized representative of the parents or guardians). A certified school counselor must sign the IGP. (For further information on the EEDA and the IGP, see item C, “Individual Graduation Plans,” below.)

#### CAREER PREPARATION IN HIGH SCHOOL

- ⇒ School districts must require that certified school counselors—as well as career specialists under the supervision of these certified counselors—advise students during the ninth and tenth grades to further define their career cluster goals and further refine their IGPs so that the students are prepared for a seamless transition to employment, further training, or postsecondary study.
- ⇒ School districts must require that before the end of the second semester of their tenth-grade year, students declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must provide work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students throughout their high school years in fulfilling their IGPs.
- ⇒ School districts must provide students with a variety of work-exploration experiences such as the following:

- Traditional mentoring experiences that seek to build a relationship during which the mentor and protégé work on the protégé's personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.
- Community and shadowing experiences (short term) that introduce a student to a particular job by pairing him or her with a worker. The protégé follows, or "shadows," the worker for a specified time to better understand what is required in a particular career.
- Service-learning experiences that provide one or more students the opportunity to work on a service project at a particular work site or community agency. Under close adult supervision, students develop work skills as well as life skills and learn how to behave in work situations.
- School-based activities that provide opportunities for students to explore basic business practices and entrepreneurial enterprises, including starting a small business.
- Internships and cooperative education experiences that provide students with a one-on-one mentoring relationship and hands-on learning in their areas of interest. Under a contract that outlines the expectations and responsibilities of both parties, the protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching the student work-related skills. An internship generally lasts from three to six months.
- Youth apprenticeships beginning in the eleventh grade for students who are age sixteen and older that combine classroom instruction with on-the-job learning, connect secondary and postsecondary education, and result in certification of mastery of work-based skills. A youth apprentice may spend one to two years in work-based learning and 1,000 or more hours at a work site. After secondary school, youth apprenticeships may connect to adult apprenticeships that require another 1,000 or more hours of work-based learning and may last for another two years.
- Extended learning opportunities that may include senior-year projects or community involvement or leadership.

The following list of basic components of structured work-based learning is offered as a guide to the school districts in planning work exploration and experiential learning opportunities for their students:

- a planned program of job training, paid or nonpaid work experience, workplace mentoring, and work-site instruction in workplace competencies and in a broad variety of elements that are related to business and career fields
- a program of study based on high academic and skill standards and linked to postsecondary education; additional school-based learning that offers career exploration and counseling as well as instruction in a career major; periodic assessments that identify students' academic strengths and weaknesses
- activities that foster interrelations among employers, schools, and students by matching students with school-based and work-based learning opportunities

- a program for the training of teachers, mentors, and counselors in the management of school-based and work-based learning opportunities

Youth apprenticeships—which combine academic and career and technical curricula, work-site learning, and work experience—are an important means of providing structured work-based learning. The effective youth apprenticeship model calls upon school districts to fulfill the following responsibilities:

- requiring students who participate in a work-based learning component to be at least sixteen years of age and in the eleventh grade;
- offering opportunities for these students to pursue a course of education that integrates academic studies with work-site learning and practical work experience and thus enables them to graduate from high school not only with preparation for the world of work but also with a variety of other postsecondary options;
- providing a list of the academic, career and technical, and work-site skills that the student can acquire;
- awarding credentials that are based on both academic and career and technical skills;
- requiring the student who seeks to engage in work experiences at an off-campus site to furnish written permission from his or her parent or legal guardian (or an authorized representative of the parent or guardian) before being allowed to do so;
- requiring documentation that the student is appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system;
- integrating experience-based competencies with classroom studies;
- requiring a written agreement stipulating that the student's employer will provide him or her with experiences that integrate work-based and school-based competencies and requiring that this agreement be signed by the employer, a representative of the student's school, the student's parent or legal guardian (or an authorized representative of the parent or guardian), and the student;
- coordinating the development of broad-based school-to-work partnerships; and
- developing articulation agreements with related postsecondary institutions.

⇒ Each school district must have in place policies and procedures for ensuring the safety of students who participate in work-based activities that require them to interact with individuals in the community.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
<p>By 2007–08, high schools and middle schools must provide students with the services of a career specialist who has earned a bachelor's degree and Career Development Facilitator (CDF) certification or a certified guidance counselor who holds the CDF certificate. The career specialist will work under the supervision of a certified guidance counselor.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	<p>2007–08</p>	<p>All middle schools are now providing students with the services of a career specialist. This fact will be documented on the Career Specialist Accountability Form, which will be submitted to the SDE.</p> <p>All high schools will be providing students with the services of a career specialist beginning in the 2007–08 school year. Accountability reporting will be required in writing by the SDE.</p>
<p>During the 2007–08 school year, every public high school must implement a career guidance program model or prototype as developed or approved by the SDE.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	<p>2007–08</p>	<p>All middle and high schools will implement a career guidance program model as outlined in a standardized district guidance plan and verified in a standards and competency indicators report.</p> <p>The Carolina Careers Web site (<a href="http://www.carolinacareers.org/cm/downloads/STANDCOMPINDICATORS.doc">http://www.carolinacareers.org/cm/downloads/STANDCOMPINDICATORS.doc</a>) provides guidance professionals with information needed to support the implementation of the state's career program guidance model.</p>
<p>Beginning in the 2007–08 school year, a student must be allowed to transfer to a high school within his or her attendance zone that offers the student's career cluster of choice if the particular cluster is not offered by his or her school.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans Committee</li> <li>• SDE</li> </ul>	<p>2007–08</p>	<p>The SDE will approve district transportation routes. These routes provide information about the number of students transported as a result of EEDA career cluster requests and the costs incurred as a result of those requests.</p>

## Limitations on Duties of Guidance Counselors and Career Specialists

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	(district funded)	(district funded)

### Progress during the period from September 2005 to December 2006:

- The American School Counselor Association (ACSA) guidelines were used to determine counseling and noncounseling activities. (These activities are detailed in the text from the *Guidelines* document that follows below.)
- The state director of guidance is helping school districts and schools with their transition in order to implement the ACSA guidelines.

### EEDA Section 59-59-120

**SECTION 59-59-120.** Limitation of activities of guidance counselors and career specialists.

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



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

⇒ School districts must require that each of their high schools implement during the 2007–08 school year a career guidance program model or prototype that is either developed by or approved by the SDE.

The SDE document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* is available in downloadable PDF format online at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf).

Information on the South Carolina Career Guidance Model is available on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/>. The Carolina Careers site also provides career resources as well as exercises and lesson plans to support school districts in delivering an effective career guidance program for students from prekindergarten through grade twelve. The site also provides career guidance links such as “Carolina Careers Career Guidance Workshops” (with video archives), “Parent’s Guide Brochures” (PDF files), and “Standards and Competencies Indicators.”

⇒ School districts must make available to all students a comprehensive system of academic guidance and career development that includes career awareness, career exploration, and career preparation.

⇒ School districts must provide sequential curriculum activities that relate directly to lifelong career development, the career decision-making process, and integration of career

development and choices (career awareness/career exploration/career preparation). Standards-based curriculum activities, educational opportunities, career information resources, and career development programs must be developmentally appropriate in preK–12 subject areas. School districts must seek the active participation of school personnel, parents, community members, and representatives from business and industry in the career development of students. Appropriate career decision-making information must be disseminated to these groups in the effort to develop their understanding and involvement and to gain their input.

- ⇒ School districts must emphasize and promote the participation of all students in career development activities regardless of their race, color, national origin, sex, or disability.
- ⇒ School districts must adhere to the American School Counselor Association (ASCA) guidelines regarding appropriate duties for school guidance counselors. The activities of these professionals must be limited to guidance and counseling and must not include such administrative tasks as those enumerated by the ASCA in the following chart of closely allied yet wholly distinguishable inappropriate and appropriate responsibilities for school counselors:

**INAPPROPRIATE  
(NONCOUNSELING) ACTIVITIES**

**APPROPRIATE  
(COUNSELING) RESPONSIBILITIES**

Registering and scheduling all new students	Designing individual student academic programs
Administering cognitive, aptitude, and achievement tests	Interpreting cognitive, aptitude, and achievement tests
Signing excuses for students who are tardy or absent	Counseling students with excessive tardiness or absenteeism
Performing disciplinary actions	Counseling students with disciplinary problems
Sending home students who are not appropriately dressed	Counseling students about appropriate school dress
Teaching classes when teachers are absent	Collaborating with teachers to present guidance curriculum lessons
Computing grade-point averages	Analyzing grade-point averages in relationship to achievement
Maintaining student records	Interpreting student records
Supervising study halls	Providing teachers with suggestions for better study hall management
Clerical record keeping	Ensuring student records are maintained in accordance with state and federal regulations

**INAPPROPRIATE  
(NONCOUNSELING) ACTIVITIES**

**APPROPRIATE  
(COUNSELING) RESPONSIBILITIES**

Assisting with duties in the principal's office	Assisting the school principal with identifying and resolving student issues, needs, and problems
Working with one student at a time in a therapeutic, clinical mode	Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons

The above chart appears in the executive summary of the 2003 publication *The ASCA National Model: A Framework for School Counseling Programs* and is accessible online at [http://www.schoolcounselor.org/files/Natl%20Model%20Exec%20Summary\\_final.pdf](http://www.schoolcounselor.org/files/Natl%20Model%20Exec%20Summary_final.pdf).

Although a fine line sometimes separates appropriate from inappropriate activities, tasks that are not specifically related to school counseling should be eliminated or reassigned so that school counselors can use their skills and knowledge to focus on students' needs. The SDE adds the following activities to the list of tasks that districts must regard as inappropriate for guidance counselors:

- developing the master schedule,
- coordinating special services referrals,
- chairing individualized educational program (IEP) meetings, and
- chairing Section 504 of the Rehabilitation Act of 1974 meetings.

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

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	\$1,000,000 (SDE)	\$2,100,000 (SDE)	\$3,100,800 (SDE and other state funds)

### Progress during the period from September 2005 to December 2006:

- There are now 115 *High Schools That Work* sites out of a total of 202 high schools in South Carolina and 48 *Making Middle Grades Work* sites out of 200 middle schools in the state.
- Certain districts are reviewing other national whole school reform initiatives.

### EEDA Section 59-59-130

**SECTION 59-59-130.** Implementation of principles of "High Schools that Work" organizational model.

By the 2009–10 school year, each high school shall implement the principles of the "High Schools that Work" organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.



### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

⇒ School districts either must implement the Southern Regional Education Board's *High Schools That Work (HSTW)* whole-school reform model in all of their high schools or must obtain approval from the SDE to use another cluster organizational model in all of their high schools. The model must be in place by the 2009–10 school year.

If a school district chooses an organizational model other than *HSTW*, that model must focus on the organizational structure of clusters and majors and must address the ten key practices enumerated by the Southern Regional Education Board (SREB) as essential to the whole-school reform effort

(<http://www.sreb.org/programs/hstw/background/keypractices.asp>):

- Setting high expectations
- Increasing access to challenging career/technical studies
- Increasing access to rigorous academic studies
- Having students complete a challenging program of study
- Having a structure and schedule for teachers to work together
- Giving students choices for school-based and work-based learning

- Having each student actively engaged in the learning process
- Involving students and parents in a guidance and advisement system
- Providing a structured system of extra help
- Using student assessment and program evaluation data for continuous improvement

Asserting that “*High Schools That Work* is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support schools as they adopt comprehensive school-improvement designs,” the SREB specifies the following conditions as “fundamental in using *HSTW* to raise student achievement”:

- An organizational structure and process for ensuring continuous involvement by school administrators and teachers in planning strategies to achieve the key practices
- Leadership from the district and the school to improve curricula, instruction, and student achievement
- A commitment from the school board to support the school in replacing the general track
- A system superintendent and school board members who support school administrators and teachers in carrying out the key practices
- A school superintendent and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits

Source: *High Schools That Work: An Evidence-Based Design for Improving the Nation’s Schools and Raising Student Achievement* (<http://www.sreb.org/programs/hstw/background/brochure1.asp>)



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
By the 2009–10 school year, every high school must have implemented the principles of the <i>High Schools That Work (HSTW)</i> organizational model or have obtained approval from the SDE to use another cluster or major organizational model.	<ul style="list-style-type: none"> <li>• SDE</li> </ul>	2009	<i>HSTW</i> site data are maintained by the SDE’s Office of Career and Technology Education in accordance with reporting requirements of the Southern Regional Education Board. The Office of Career and Technology Education will survey all high schools to determine which cluster or major organizational model has been selected by each of the state’s high schools.

## Individual Graduation Plan (IGP) Requirements

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	0	(no funding needed)	(no funding needed)

### Progress during the period from September 2005 to December 2006:

- The electronic IGP form that includes the requirements for post high school choices has been developed and now is being piloted in six school districts.

### EEDA Section 59-59-140

#### **SECTION 59-59-140.** Individual graduation plans; requirements.

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

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



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

- ⇒ School districts must require that all eighth-grade students begin to develop individual graduation plans (IGPs) that build on the career development and career assessment accomplished in their sixth- and seventh-grade years and that include a postsecondary option. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in developing the IGP.
- ⇒ School districts must use the state-developed form for the IGP.

- ⇒ School districts must require that every IGP
  - a. align career goals and the student’s course of study;
  - b. be based on the student’s selected cluster of study and academic focus within that cluster;
  - c. incorporate core academic subjects for high school graduation including but not limited to English, mathematics, science, and social studies;
  - d. incorporate experience-based career-oriented extended learning opportunities that include but are not limited to internships, apprenticeships, mentoring, cooperative education, and service learning;
  - e. be sufficiently structured to meet graduation requirements and admission to postsecondary education and sufficiently flexible to allow change in the course of study;
  - f. incorporate the provisions of a student’s IEP when appropriate;
  - g. be approved by a certified school counselor and the student’s parent or legal guardian (or an authorized representative of the parent or guardian); and
  - h. be reviewed by the student, the parent or legal guardian (or an authorized representative of the parent or guardian), and the certified school counselor at least once a year.
  
- ⇒ School districts must require that each student’s IGP be signed by a certified school counselor. Input into the planning of the IGP can be provided by a variety of educators.
  
- ⇒ School districts must require that each student’s IGP be on file and be available to the certified school counselor and the student’s parent or legal guardian (or an authorized representative of the parent or guardian) each year as the student chooses courses for the upcoming year of study.

## At-Risk Student Regulations

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$504,000	\$4,500,000

### Progress during the period from September 2005 to December 2006:

- The At-Risk Student Committee completed a survey of the state’s school districts to determine the number and types of at-risk programs currently in place to assist students in their effort to earn a state high school diploma.
- Through partnerships with the National Dropout Prevention Center and the national office of Communities in Schools, the At-Risk Student Committee assessed data associated with over 3,500 models and selected nearly 50 evidence-based models for serving at-risk students.
- Regulations addressing at-risk students have been developed and presented to the State Board of Education; the first-reading process has been completed.
- These regulations will be presented for the second reading during the State Board of Education meeting in December 2006 and will be presented to the 2007 General Assembly for approval.
- Evidenced-based model programs that enable at-risk students to complete a state high school diploma are being piloted. Such programs include the Star Academy, Jobs for South Carolina’s Graduates, and *High Schools That Work*.

### EEDA Section 59-59-150

**SECTION 59-59-150.** Regulations for identifying at-risk students; model programs.

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



**Corresponding Text in the SDE Document**  
**South Carolina Education and Economic Development Act Guidelines**

- ⇒ School districts must implement in each of their high schools one or more evidence-based model programs for at-risk students to ensure that these students are given the opportunity to complete the requirements for the state high school diploma and to build skills that prepare them to enter the job market successfully. These programs must be in place by the 2007–08 school year.
  
- ⇒ School districts must require that each of their high schools utilize a state model addressing at-risk students and must ensure that the model is implemented in such a way as to give at-risk students the opportunity to graduate with a state high school diploma. The model must be in place by the 2007–08 school year.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
By July 2007, the State Board of Education must promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk of being poorly prepared for the next level of study or of dropping out of school.	<ul style="list-style-type: none"> <li>• At-Risk Student Committee</li> <li>• SDE</li> </ul>	2007	The at-risk student regulations have been written and were submitted to the State Board of Education in October 2006.
By the 2007–08 school year, every high school must have implemented one or more programs to ensure that at-risk students have the opportunity to complete the requirements for graduating with a state high school diploma and to acquire the skills that make them prepared to compete successfully in the job market.	<ul style="list-style-type: none"> <li>• At-Risk Student Committee</li> <li>• SDE</li> </ul>	2007–08	The SDE will develop metrics to evaluate the success of the particular evidence-based models that the schools have chosen.

## Parent/Advocate Participation Integral to Clusters System

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	no additional funds needed*	no additional funds needed*

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

### Progress during the period from September 2005 to December 2006:

- The six pilot school districts that are implementing the IGP model are providing the opportunity for parental and guardian participation in the process of approving the model.
- Full implementation of the IGP process will include this parental element beginning January 2007.

### EEDA Section 59-59-160

**SECTION 59-59-160.** Parental participation; annual parent counseling conferences.

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.



#### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

The SDE recommends that school districts utilize the parental involvement guidance provided in the brochures—available in both English and Spanish—on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/ParentGuides.html>.

To support and encourage the participation of parents or legal guardians (or authorized representatives of the parents or guardians) in career planning and the development of IGPs for students, school districts should consider having guidance and counseling sessions to which parents or legal guardians (or authorized representatives of the parents or guardians) are invited during hours that are not typically part of the workday, such as in the evenings and on Saturdays.

## EEDA Coordinating Council

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	0	(no funding needed)	(no funding needed)

### Progress during the period from September 2005 to December 2006:

- The Education and Economic Development Coordinating Council was established in October 2005.

### EEDA Section 59-59-170(A)

**SECTION 59-59-170.** Education and Economic Development Coordinating Council; members. . . .

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

- (1) State Superintendent of Education or his designee;
- (2) Executive Director of the South Carolina Employment Security Commission or his designee;
- (3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- (4) Secretary of the Department of Commerce or his designee;
- (5) Executive Director of the South Carolina Chamber of Commerce or his designee;
- (6) Executive Director of the South Carolina Commission on Higher Education or his designee;
- (7) the following members who must be appointed by the State Superintendent of Education:
  - (a) a school district superintendent;
  - (b) a principal;
  - (c) a school guidance counselor;
  - (d) a teacher; and
  - (e) the director of a career and technology center;
- (8) the following members who must be appointed by the Chairman of the Commission on Higher Education:
  - (a) the president or provost of a research university;
  - (b) the president or provost of a four-year college or university; and
  - (c) the president of a technical college;
- (9) ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by state-wide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;
- (10) Chairman of the Education Oversight Committee or his designee;
- (11) a member from the House of Representatives appointed by the Speaker of the House; and
- (12) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2005, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education, and the Governor are to ensure that the demographics and diversity of this State are represented.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

If a classroom teacher is invited to serve on the Education and Economic Development Coordinating Council, the district is obligated to pay for the substitute teacher.

The EEDA requires the SDE to provide training in contextual teaching to all middle and high school educators. The term *contextual teaching* refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

The SDE strongly recommends that school districts include contextual teaching on educator evaluation instruments to determine whether the educators are applying what they have learned about contextual teaching methodologies.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
By October 1, 2005, initial appointments for the EEDCC membership must be made, and the Governor must call the first meeting.	<ul style="list-style-type: none"> <li>• Governor</li> <li>• State Superintendent of Education</li> <li>• Legislative representatives</li> </ul>	2005	EEDCC meeting minutes and reports, which have been distributed, document the fact that the EEDCC membership was appointed and that the initial meeting was conducted in accordance with EEDA deadlines.

## EEDA Coordinating Council Duties and Responsibilities

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$30,000	\$1,030,000*

\* This figure includes costs related to the communication and marketing efforts previously funded through appropriations made outside of the EEDA budget.

### Progress during the period from September 2005 to December 2006:

- THE EEDCC has provided support and advice to the SDE regarding the implementation of the EEDA through the establishment of the six EEDCC committees.
- In addition, the EEDCC’s Communication and Marketing Committee will make recommendations to the SDE for the 2007–08 budget year regarding the development and implementation of a communication and marketing plan to promote statewide awareness of the Personal Pathways to Success system among parents, students, the business community, and the general public.

### EEDA Section 59-59-170(B)

**SECTION 59-59-170.** Education and Economic Development Coordinating Council; members; duties and responsibilities.

(B) The council shall:

- (1) advise the Department of Education on the implementation of this chapter;
- (2) review accountability and performance measures for implementation of this chapter;
- (3) designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180.
- (4) report annually by December first to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter and its ability to provide a better prepared workforce and student success in postsecondary education;
- (5) 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 of this chapter; and
- (6) provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

## Designation of Regional Education Centers

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	\$60,000 (SDE, S.C. Technical College System, S.C. Department of Commerce, and Roche-Carolina funds)	0	0

### Progress during the period from September 2005 to December 2006:

- Twelve regional education centers have been designated; they correspond to the twelve local workforce investment areas of the South Carolina Workforce Investment Act (a map delineating each of South Carolina’s “Local Workforce Investment Areas” is available online at <http://www.teachscpathways.org/RECs/LWIAMap.pdf>).
- The required qualifications for regional education center coordinators were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center’s advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

## EEDA Section 59-59-180(A)

**SECTION 59-59-180.** Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.



### Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines*

#### CAREER DEVELOPMENT FACILITATOR CERTIFICATION

Both the school-based middle and high school career specialists and the regionally based career specialists who provide career services to school districts must hold both a bachelor’s degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). An individual who has previously earned the CCE’s Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

- An individual who holds a bachelor’s degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she (1) meets the required combination of education and experience specified by the CCE and (2) secures a two-year provisional status letter from the CCE. If approved for provisional status by the CCE, the individual has two years to complete the required training.

- A school-based or regionally based career specialist who receives a provisional-status letter from the CCE can use the GCDF designation during the provisional time period but will *not* receive a certificate until he or she has met all requirements for full certification. If the individual who was hired with a provisional status fails to complete the requirements for the GCDF credential within the two-year period, the district will no longer receive state funding for that person.
- An individual holding a bachelor’s degree who has completed the required 120 hours of classroom training through a CCE-approved provider but is lacking field experience in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she fully documents the required field-experience hours within two years.

Full information on the process and requirements for obtaining GCDF certification is available from the CCE, online at <http://www.cce-global.org/>. Further details regarding employment as a career development facilitator in South Carolina are available from the SDE’s Office of Career and Technology Education.

### REGIONALLY BASED CAREER SPECIALISTS

**SECTION 59-59-180.** Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community. . . .

(C)(1) By the 2006–07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

The SDE’s Office of Career and Technology Education (OCTE) will have final approval on all individuals to be hired as regionally based career specialists. The OCTE will provide the regional centers with a written job description that they are to use in the process of hiring of regional career specialists.



### Related Content in Midyear Reports from EEDCC Committees

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
Before July 1, 2006, the EEDCC must designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.	<ul style="list-style-type: none"> <li>• Regional Education Centers Committee</li> </ul>	2006	Regional education centers have been designated.

## Operation of Regional Education Centers

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$1,200,000	\$2,586,000

### Progress during the period from September 2005 to December 2006:

- Two of the twelve scheduled regional education centers have been established and are operational; the remaining ten are to be operational by December 2007. The two operational centers are in the Pee Dee and the Midlands regions.
- To ensure consistency and accountability, the regional education centers' operational responsibilities are included in the by-laws as part of the duties and responsibilities of the regional education center advisory board.
- Common budget templates and projections have been developed for FYs 2006–07 and 2007–08 for use by each regional education center.
- A standard organizational structure and plan for the regional centers have been developed and is now in use to establish and maintain administrative uniformity across the regions.
- A statewide coordinator has been contracted to facilitate the establishment of the twelve regional education centers.
- A common 225-day work plan and deliverables for all education center advisory boards have been established to ensure accountability and to measure progress in implementation.
- Mandated partners and other relevant stakeholders [per Section 59-59-80(E)(1)] have collaborated to identify qualified candidates for appointment to the regional education center advisory boards. Appointments have been made for three centers: Pee Dee, Midlands, and Trident. Other regional appointments are to occur by December 2007.
- The required legislative appointments to regional education advisory boards for the Pee Dee and the Midlands regions have been secured.
- Orientation sessions and inaugural meetings for the Pee Dee and Midlands regions have been conducted.
- A standard job description for the position of regional education center coordinator has been developed for use by all regional education center advisory boards. The position description stipulates career development certification as well as other requirements. The required qualifications for the position were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center's advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

### EEDA Section 59-59-180(B)–(E)

**SECTION 59-59-180.** Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(B) The primary responsibilities of these centers are to:

- (1) provide services to students and adults for career planning, employment seeking, training, and other support functions;
- (2) provide information, resources, and professional development programs to educators;
- (3) provide resources to school districts for compliance and accountability pursuant to the provisions of this chapter;

- (4) provide information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services;
- (5) facilitate local connections among businesses and those involved in education; and
- (6) work with school districts and institutions of higher education to create and coordinate workforce education programs.

(C)(1) By the 2006–07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

(2) A career development facilitator must be certified and recognized by the National Career Development Association.

(D) The Education and Economic Development Coordinating Council, in consultation with the Department of Education, shall provide oversight to the regional centers, and the centers shall provide data and reports that the council may request.

(E)(1) The regional centers are to assume the geographic configuration of the Local Workforce Investment Areas (LWIA) of the South Carolina Workforce Investment Act. Each regional center shall have an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the center. Appropriate local legislative delegations shall make the appointments to the regional center boards.

(2) The regional centers shall include, but not be limited to, the one-stop shops, workforce investment boards, tech prep consortia, and regional instructional technology centers.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

REGIONALLY BASED CAREER SPECIALISTS

**SECTION 59-59-180.** Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community. . . .

(C)(1) By the 2006–07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

The SDE’s Office of Career and Technology Education (OCTE) will have final approval on all individuals to be hired as regionally based career specialists. The OCTE will provide the regional centers with a written job description that they are to use in the process of hiring of regional career specialists.

## Career Information and Employment Options

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$45,000 (CHE)	\$45,000 (CHE)

**Progress during the period from September 2005 to December 2006:**

- The agency partners are working in collaboration with the Regional Education Centers Committee to provide career information, employment opportunities, and program preparation to fulfill the requirements specified in the EEDA.
- The S.C. Employment Security Commission, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, is assisting the SDE by providing labor market information, helping to create and coordinate workforce education programs, and establishing links between employers and youth seeking employment.

**EEDA Section 59-59-190**

**SECTION 59-59-190.** Assistance in planning and promoting career information and employment options.

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

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

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



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***  
**[applies only to Section 59-59-190(B)]**

Each school district is encouraged to recommend that both its educators and its students use the South Carolina Employment Security Commission services that provide a link between employers in the state and youth seeking employment.

## Curricula for Teacher, Administrator, and Counselor Preparation

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
	behind schedule	0	\$382,000 (CHE)	\$382,000 (CHE)
			\$200,000 (EEDA)	\$200,000 (EEDA)

**Progress during the period from September 2005 to December 2006:**

- The SDE’s Office of Educator Quality has held meetings with the deans of colleges and universities to develop plan for their teacher preparation programs to implement the necessary changes so that they can prepare preservice teachers, counselors, and administrators to meet the requirements for four-year education institutions’ teacher training programs.

**EEDA Section 59-59-200**

**SECTION 59-59-200.** Training of teachers and guidance counselors; review of performance.

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



**Corresponding Text in the SDE Document  
South Carolina Education and Economic Development Act Guidelines**

If a classroom teacher is invited to serve on the Education and Economic Development Coordinating Council, the district is obligated to pay for the substitute teacher.

The EEDA requires the SDE to provide training in contextual teaching to all middle and high school educators. The term *contextual teaching* refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

The SDE strongly recommends that school districts include contextual teaching on educator evaluation instruments to determine whether the educators are applying what they have learned about contextual teaching methodologies.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
<p>By the 2006–07 academic year, colleges of education must include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and IGPs, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education must develop performance-based standards in these areas and include them as criteria for teacher program approval.</p>	<ul style="list-style-type: none"> <li>• Articulation and Dual Enrollment and High School Curriculum Alignment for College Entrance Requirements Committee</li> <li>• SDE</li> </ul>	<p align="center">2006–07</p>	
<p>By the 2009–10 school year, the teacher evaluation system established in S.C. Code Ann. §§ 59-26-30 and 59-26-40 and the principals' evaluation system established in S.C. Code Ann. § 59-24-40 must include a review of performance in career exploration and guidance. The SDE must develop programs to train educators in contextual teaching.</p>	<ul style="list-style-type: none"> <li>• SDE</li> </ul>	<p align="center">2009–10</p>	

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

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$155,000 (CHE)	\$1,150,000 (CHE)

### Progress during the period from September 2005 to December 2006:

- The CHE has convened the Advisory Committee on Academic Programs to address articulation agreements that are currently in place between school districts and public higher education institutions to determine the need for modification and expansion of statewide agreements that ensure seamless curriculum pathways for students to transition from high school into college.
- Review of statewide agreements on transfer and articulations including transfer blocks for specific baccalaureate majors has begun.
- A list of 86 universally transferable courses has been established. In addition, the following lists have been distributed:
  - (a) institutional articulation agreements and transfer guides,
  - (b) names of institutional chief transfer officers,
  - (c) four-year private institutions participating in some part of a statewide transfer agreement,
  - (d) terms of participation,
  - (e) AP (Advanced Placement) courses accepted for credit at four-year public institutions, and
  - (f) AP courses accepted for credit at technical colleges.
- Articulation agreements for Project Lead the Way pre-engineering courses have been adopted by three four-year institutions, and expansion is under way.
- Technical colleges are working in partnership with the SDE to identify those career and technical programs carrying a type of certification that could be recognized for articulated credit.
- The CHE is working to design a request for proposals for the acquisition of an electronic management system to assist in degree auditing and course transfer to support an articulation system for statewide implementation.
- The CHE is seeking alternative funding sources for an *Implementing a Methodology for Course Alignment between High School and College Courses* grant proposal.

### EEDA Section 59-59-210(A)

**SECTION 59-59-210.** Review of articulation agreements between school districts and institutions of higher learning.

(A) By September 2005, the Commission on Higher Education shall convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The committee shall review, revise, and recommend secondary to postsecondary articulation agreements and promote the development of measures to certify equivalency in content and rigor for all courses included in articulation agreements. The advisory committee

shall include representatives from the research institutions, four-year comprehensive teaching institutions, two-year regional campuses, and technical colleges. The committee, for purposes pursuant to this chapter, shall include representation from the State Department of Education, and school district administrators, to include curriculum coordinators and guidance personnel.



**Corresponding Text in the SDE Document**  
***South Carolina Education and Economic Development Act Guidelines***

Students enrolled in South Carolina public schools may take for dual credit only those courses that are applicable to baccalaureate or associate degrees in arts or science offered by institutions that are accredited by the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools.

The Southern Association of Colleges and Schools (SACS) requires that faculty who are teaching college transfer courses have at least a master’s degree in the discipline or a master’s degree and 18 semester hours in graduate-level courses in the discipline. In all instances, it is the responsibility of the postsecondary institution to ensure that the SACS credentialing principles are met.

A student who applies for admission to an institution of higher education must furnish a transcript from the college or university through which he or she earned credit for a dual enrollment college course. The student must also furnish a high school transcript to the institution of higher education to which he or she is seeking admission after high school graduation.

⇒ School districts must require their boards of trustees to cooperate with the Commission on Higher Education and the Advisory Committee on Academic Programs as they address articulation agreements between school districts and public institutions of higher education in the state.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
By September 2005, the CHE must convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education.	<ul style="list-style-type: none"> <li>• CHE</li> </ul>	2005	<i>(See EEDA Funding Metrics text immediately below.)</i>

## **EEDA Funding Metrics Submitted to the EEDCC by the Commission on Higher Education**

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GOAL #1: TO PROVIDE SEAMLESS ACADEMIC, FINANCIAL, AND CAREER COUNSELING TRANSITION FOR HIGH SCHOOL STUDENTS TO ALL PUBLIC AND INDEPENDENT (SCICU MEMBER) POSTSECONDARY INSTITUTIONS IN SOUTH CAROLINA.

**Objective #1: In recognition of the potential that the SDE's \$5.8 million federal grant provides, in cooperation and collaboration with the State Department of Education, the Office of the State CIO, and other stakeholders, ADEHSGSPEA will do the following:**

1.a. Develop an RFP for systems capable of addressing Goal #1 for all public secondary school graduates in the state. (Timelines: TBD, dependent upon SDE's development of timelines for and execution of federal US DOE grant for LDS system development and ongoing input and evaluation from all EEDA committees on multiple emerging systems needs)

1.b. Beginning June 2006, research, evaluate, collaborate in conducting systems needs analyses, specify data and functional parameters and assist in developing RFP(s) to purchase a product or products under 1.a. (Timelines to be established collaboratively among all established and emerging stakeholders)

1.c. Receive FERPA assurances for student exchange of data necessary for implementing any and all system(s) of electronic student data exchange and data sharing (Timelines TBD, based on collaboration between all established and emerging stakeholders)

1.d. Select three pilot sites for installation and testing of the systems in three different parts of the state. Pilot sites selected must demonstrate seamlessness of data transfer among schools, LEAs, SEAs, the CHE, and higher education institutions. Pilots sites will include stakeholders in three different parts of the state. (Timelines TBD, based on collaboration between all established and emerging stakeholders)

1.f. Present quarterly updates to the EEDACC concerning the progress made in this area

1.g. Develop and present an end-of-first year report (i.e., August to August) of all students using the system and outcomes they experienced through the system, controlling at least for high school of origin, postsecondary institution of receipt, career cluster of the high school graduate, and level of preparedness of the high school graduate in terms of the statewide College Prerequisite Courses.

## Dual Enrollment of High School Students in Postsecondary Institutions

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$106,000	\$106,000

### Progress during the period from September 2005 to December 2006:

- A formal agreement is being developed by the expanded Advisory Committee on Academic Programs to meet the requirements in Section 59-59-210. Statewide policies are currently in effect regarding the list of 86 transferable courses among postsecondary institutions.
- Agreements are in place for the recognition of AP (Advanced Placement) courses that meet the required scores for acceptance into institutions of higher education
- A draft policy for statewide acceptance of IB (International Baccalaureate) courses among post secondary institutions has been developed and the final policy will be set by spring 2007.
- Current policy provides the opportunity for selected dual credit courses taught by a postsecondary professor or an approved adjunct instructor at a secondary school to be offered on a college campus or in a secondary school setting.
- Approximately 9,000 secondary students successfully completed dual credit course work during the 2005–06 academic school year.
- An electronic system that would allow identification of all students in dual enrollment courses is being reviewed.
- The CHE is seeking a consultant to study the content and rigor of high school courses and to address course alignment issues.
- The CHE submitted an annual report to the EEDCC.

### EEDA Section 59-59-210(B)

**SECTION 59-59-210.** Review of articulation agreements between school districts and institutions of higher learning.

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



**Corresponding Text in the SDE Document**  
**South Carolina Education and Economic Development Act Guidelines**

Students enrolled in South Carolina public schools may take for dual credit only those courses that are applicable to baccalaureate or associate degrees in arts or science offered by institutions that are accredited by the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools.

The Southern Association of Colleges and Schools (SACS) requires that faculty who are teaching college transfer courses have at least a master’s degree in the discipline or a master’s degree and 18 semester hours in graduate-level courses in the discipline. In all instances, it is the responsibility of the postsecondary institution to ensure that the SACS credentialing principles are met.

A student who applies for admission to an institution of higher education must furnish a transcript from the college or university through which he or she earned credit for a dual enrollment college course. The student must also furnish a high school transcript to the institution of higher education to which he or she is seeking admission after high school graduation.

School districts must require their boards of trustees to cooperate with the Commission on Higher Education and the Advisory Committee on Academic Programs as they address articulation agreements between school districts and public institutions of higher education in the state.



**Related Content in Midyear Reports from EEDCC Committees**

EEDA Requirement	Responsible Group or Individual	Deadline Year	2006–07 Metrics
By July 2006, the Advisory Committee on Academic Programs must 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.	<ul style="list-style-type: none"> <li>• Articulation and Dual Enrollment and High School Curriculum Alignment for College Entrance Requirements Committee</li> <li>• SDE</li> </ul>	2006	<i>(Grant monies will be sought to support this EEDA requirement.)</i>

**Section 59-59-210(C)**

**SECTION 59-59-210.** Review of articulation agreements between school districts and institutions of higher learning.

(C) The advisory committee, in collaboration with the Department of Education, shall coordinate work to study the content and rigor of high school courses in order to provide a seamless pathway to postsecondary education.



**Corresponding Text in the SDE Document  
South Carolina Education and Economic Development Act Guidelines**

Students enrolled in South Carolina public schools may take for dual credit only those courses that are applicable to baccalaureate or associate degrees in arts or science offered by institutions that are accredited by the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools.

The Southern Association of Colleges and Schools (SACS) requires that faculty who are teaching college transfer courses have at least a master’s degree in the discipline or a master’s degree and 18 semester hours in graduate-level courses in the discipline. In all instances, it is the responsibility of the postsecondary institution to ensure that the SACS credentialing principles are met.

A student who applies for admission to an institution of higher education must furnish a transcript from the college or university through which he or she earned credit for a dual enrollment college course. The student must also furnish a high school transcript to the institution of higher education to which he or she is seeking admission after high school graduation.

⇒ School districts must require their boards of trustees to cooperate with the Commission on Higher Education and the Advisory Committee on Academic Programs as they address articulation agreements between school districts and public institutions of higher education in the state.



**Related Content in Midyear Reports from EEDCC Committees**

<b>EEDA Requirement</b>	<b>Responsible Group or Individual</b>	<b>Deadline Year</b>	<b>2006–07 Metrics</b>
By July 2006, the Advisory Committee on Academic Programs, in collaboration with the SDE, must coordinate work to study the content and rigor of high school courses in order to provide a seamless pathway to postsecondary education.	<ul style="list-style-type: none"> <li>• Articulation and Dual Enrollment and High School Curriculum Alignment for College Entrance Requirements Committee</li> <li>• SDE</li> </ul>	2006	

**Section 59-59-210(D)**

**SECTION 59-59-210.** Review of articulation agreements between school districts and institutions of higher learning.

(D) The Commission on Higher Education shall report annually to the Education and Economic Development Coordinating Council regarding the committee’s progress.

## Clusters of Study System

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$600,000	\$875,000

### Progress during the period from September 2005 to December 2006:

- The SDE, in conjunction with the S.C. Education and Business Alliance, has developed and distributed nine career cluster guides and an implementation guide. Distribution was in both print and electronic formats.
- As part of an anticipated request for proposals, the nine original guides and the implementation guide will be revised.
- Development of the remaining cluster guides will begin in January 2007.

### EEDA Section 59-59-220

**SECTION 59-59-220.** Development of appropriate resources and instructional materials.

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



### **Corresponding Text in the SDE Document *South Carolina Education and Economic Development Act Guidelines***

⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student’s choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources  
 Architecture and Construction  
 Arts, Audio-Video Technology, and Communications  
 Business, Management, and Administration  
 Education and Training  
 Finance  
 Government and Public Administration  
 Health Science  
 Hospitality and Tourism  
 Human Services/Family and Consumer Sciences  
 Information Technology  
 Law, Public Safety, and Security  
 Manufacturing  
 Marketing, Sales, and Service  
 Science, Technology, Engineering, and Mathematics  
 Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://ed.sc.gov> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):
  - Architecture and Construction Edition: Build Your Career* (2004)
  - Arts, A/V Technology, and Communications Edition: Express Yourself* (2003)
  - Business, Management, and Administration Edition: Break into Business* (2003)
  - Education and Training Edition: Go to the Head of the Class* (2004)

*Educators' Edition: Making Career Clusters Work* (2003)

*Health Science Edition: Caring Careers* (2003)

*Hospitality and Tourism Edition: At Your Service* (2004)

*Information Technology Edition: Why IT Is Where It's At* (2003)

*Science, Technology, Engineering, and Mathematics Edition: Invent the Future* (2004)

*Transportation, Distribution, and Logistics Edition: Get Your Career in Gear* (2004)

- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.teachscpathways/publications/PathwaystoProsperity.html> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at [http://ed.sc.gov/offices/ssys/youth\\_services/guidance//SCPM.pdf](http://ed.sc.gov/offices/ssys/youth_services/guidance//SCPM.pdf)
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://ed.sc.gov/offices/cate/>.

## Promulgation of EEDA Regulations

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$25,000	\$25,000

### Progress during the period from September 2005 to December 2006:

- The at-risk student regulations have been developed in accordance with Section 59-59-150.
- Additional regulations will be promulgated as implementation proceeds.

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

**SECTION 59-59-230.** Promulgation of regulations.

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

## Exemption of Private and Homeschool Students

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	(no funding needed)	(no funding needed)

### Progress during the period from September 2005 to December 2006:

- (No EEDCC action is required.)

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

SECTION 59-59-240. Private and home schools.

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

## State Funds Appropriation

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$14,871,640	\$34,987,000*

\*This figure does not include a \$10,092,264 request to fund dual enrollment or other agency EEDA-related funding requests.

### Progress during the period from September 2005 to December 2006:

- Appropriate funding was provided in the state budget for the 2006–07 EEDA implementation activities.
- Necessary funding requests and fiscal impact statements have been developed to support EEDA implementation activities in 2007–08.

## EEDA Section 59-59-250

### SECTION 59-59-250. Funding.

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

# EEDA Support Committees

## Communication and Marketing Committee

Section 59-59-170(B)(5) of the EEDA stipulates that the EEDCC is to make recommendations to the SDE for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of the Act.

To that end, the EEDCC, with assistance from the South Carolina Board for Technical and Comprehensive Education, contracted through a competitive bid process with Trone Public Relations for the development and implementation of a comprehensive, integrated marketing plan for the EEDA and the Personal Pathways to Success system. Trone works under the guidance of the Communication and Marketing Committee with the approval of the EEDCC.

Since being awarded an annually renewable contract in March 2006, the Trone agency has produced the following as deliverables within its communication and marketing plan:

- an updated Personal Pathways to Success logo;
- an electronic newsletter disseminated statewide on a monthly basis;
- a Web site (<http://www.scpathways.com>) designed for students, parents, the business community in South Carolina, and the general public;
- an updated PowerPoint presentation for use by EEDA spokespersons;
- a brand awareness survey to establish baseline brand recognition of the Personal Pathways system as part of a planned outcomes study; and
- a Web-based workspace within which the EEDCC and members of all of the EEDCC committees can view and comment electronically on in-progress materials and can access completed ones.

Additionally, Trone agency staff members have conducted numerous meetings with stakeholders and key contacts within the South Carolina education and business communities to identify significant concerns and issues that will impact the marketing of Personal Pathways to Success. From these, the agency has identified key messages for various stakeholder audiences that will be used in developing and delivering the components of the marketing plan.

## Information Technology Committee

Many of the projects and initiatives that comprise the Personal Pathways to Success system and EEDA implementation require significant amounts of data sharing, data collection, and integrated technology. As a result, the Education and Economic Development Coordinating Council (EEDCC) established the Information Technology Committee in September 2006 to oversee, coordinate, and provide guidance in the establishment of the requisite information technology systems.

As of the writing of this report, the Information Technology Committee notes that the following tasks as having been completed:

- identification of a state portal provider to support the regional education centers and
- identification of the need for a business analyst or project manager to coordinate the development of the regional education centers.

The Committee is currently working on hiring a business analyst for a one-year project with a targeted start date of January 1, 2007. Tasks planned for 2007 include the following:

- the evaluation of information technology initiatives across the EEDA with regard to their applicability to EEDA mandates,
- the prevention of overlap and duplication of effort, and
- the planning of ownership and funding of resources required to meet the information technology needs created by the mandates of the EEDA.