

SOUTH CAROLINA 2006–07 NARRATIVE REPORT

I. STATE ADMINISTRATION

A. Sole State Agency and Governance Structure

As the administrative entity for the State Board of Education (State Board), the South Carolina Department of Education (SCDE) is the sole state agency responsible for the administration and supervision of career and technical education programs consistent with state laws and in accordance with the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III). The state superintendent of education serves as the chief administrative officer of the public education system as well as serving as the secretary and administrative officer for the State Board. The director of the SCDE's Office of Career and Technology Education (OCTE) is the official representative of the state superintendent in all matters pertaining to career and technology education (CATE) and is responsible for the planning, administration, coordination, supervision, and promotion of all phases of the CATE program in South Carolina.

The State Board for Technical and Comprehensive Education (SBTCE) has the statutory responsibility for the approval and maintenance of high-quality instructional programs among the technical colleges under its authority. All programs of study that are two years or less are approved by the SBTCE. The SBTCE regulates the South Carolina Technical College System (SCTCS), a statewide system that includes the sixteen technical colleges and the state-level staff responsible for the coordination and supervision of these two-year technical colleges. The SCDE collaborates with the SCTCS in developing and updating the Perkins III state plan and carries out the state administration and leadership activities required of each eligible agency under the federal law. The OCTE provides direction and assistance to the SCTCS in administering the Perkins III postsecondary funds and in implementing the postsecondary local application and performance accountability procedures.

The OCTE conducts the state-level activities related to implementing the state plan, allocating and distributing resources to eligible recipients, monitoring and evaluating program effectiveness, ensuring compliance with all applicable federal laws, and providing technical assistance. The OCTE uses a comprehensive, computerized local plan/progress report process that links the uses of funds to program improvement. The OCTE coordinates the state performance accountability system and collects data from secondary schools to assess each school district and multidistrict career center for performance on the basis of the Perkins standards (i.e., secondary core indicators). Local educational agencies (LEAs) that fail to meet one or more of the state standards are required to initiate a local improvement-plan process based on a three-tiered approach for state technical assistance outlined in the state improvement plan.

B. Organization of Career and Technical Education Programs

The public education system in South Carolina is composed of eighty-five school districts that offer secondary CATE programs in high schools (grades nine through twelve), middle schools (grades six through eight), and career and technology centers that operate within most of the larger school districts. In addition, eleven independent, multidistrict career centers provide CATE programs to students from districts that do not have their own career centers. Two state correctional agencies, one for juveniles and one for adults, operate as special school districts and provide secondary CATE programs. The OCTE provides policy guidance and technical assistance to these ninety-eight eligible recipients under Title I of Perkins III.

The SBTCE operates the SCTCS, which includes sixteen technical colleges, a center for accelerated technology training for industry-specific training, and the SBTCE staff. The SCTCS offers a wide range of postsecondary educational opportunities at the associate

degree, diploma, and certificate levels. The SBTCE is responsible for the state-level development, implementation, and coordination of postsecondary career and technical training and education to support the economic development of the state. The state staff also provides policy guidance and technical assistance to the sixteen colleges that receive Title I funding for postsecondary programs under Perkins III.

South Carolina's Tech Prep initiative is administered through sixteen education and business alliances that were created in connection with the state's sixteen technical colleges. These partnerships submit grant applications each year in order to secure funding for their activities in support of the Tech Prep initiative. The alliance directors are charged with the management of all aspects of grant activities, including any necessary grant amendments and all midyear and end-of-year progress reporting. The OCTE provides policy guidance and technical assistance to the sixteen alliances, which receive funds under Title II of Perkins III.

The South Carolina Education and Economic Development Act (EEDA), signed in May 2005, mandates the organization of high school curricula around clusters of study and addresses key elements that will impact how the state's high school curricula are structured and connected to postsecondary study. Prior to the EEDA, many schools in larger districts in the state had made the transition to the cluster model in response to the national movement, while smaller, typically rural, schools had made less progress toward offering career clusters. As a result of the state legislation, all public school districts in South Carolina were required to organize their curricula around a minimum of three career clusters by July 1, 2007.

The EEDA calls for the South Carolina Commission on Higher Education's Advisory Committee on Academic Programs (ACAP) to address articulation agreements between school districts and public institutions of higher education in South Carolina in order to provide seamless pathways for adequately prepared students to move from high school directly into two- and four-year colleges. The ACAP is charged to review, revise, and recommend secondary to postsecondary articulation agreements, promote the development of measures to certify equivalency in content and rigor for all courses included in these agreements, and make recommendations to the Commission regarding course work acceptable statewide for transfer within a related area of study.

Academic rigor is another key aspect of curriculum design that is addressed through the EEDA. By the 2009–10 school year, every high school in South Carolina will be required to implement *High Schools That Work (HSTW)* or another approved model of whole school reform. Among the *HSTW* initiative's ten key practices are the following: motivating more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback; requiring each student to complete an upgraded academic core and a concentration; teaching more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects; and providing more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy, and problem-solving skills needed in the workplace and in further education. Any model that is selected in lieu of *HSTW* must address the *HSTW* principles, include career and technology education components, demonstrate a focus on whole school reform, possess data-driven characteristics or components, and include an accountability component. South Carolina has one hundred fifty-four *HSTW* whole-school reform sites.

II. STATE LEADERSHIP ACTIVITIES

A. Required Uses of Funds

Assessment of Career and Technology Programs Funded under the Act

The South Carolina state plan for career and technology education is based on the 2020 Vision for Career and Technology Education in South Carolina. This strategic plan reflects statewide priorities for CATE programs and initiatives expressed through ten vision themes: accountability, business relationships, curriculum, funding, leadership, marketing, professional development, recruitment, structural change, and technology. The OCTE provides leadership and support to assist local administrators in assessing program needs through the quality review measures, which are aligned with the 2020 Vision themes and are designed to provide guidance and direction to LEAs in establishing, maintaining, and evaluating CATE programs. State and local advisory councils and committees provide the program-specific business and industry input used to assess individual programs.

During 2006–07, the OCTE provided funding in support of seven career and technology centers participating in a Blue Ribbon Schools of Excellence project that included a voluntary, self-assessment of the characteristics, practices, procedures, and planning that constitute quality educational opportunities for students. These assessments included on-site reviews of procedures and practices and stakeholder interviews. Assessment feedback was scored to determine whether sites qualified for recognition at various levels of site performance and provided strategies for addressing weaknesses noted during assessment procedures.

The OCTE also provides leadership to LEAs in assessing and meeting the needs of students who are identified as special populations. The local plans and progress reports detail the LEAs' efforts to provide equal access to CATE programs, assess students' needs, support accountability standards, and evaluate the progress of the special populations. OCTE staff members review these annual plans and reports to ensure that the LEAs are assisting special populations in meeting standards and in preparing for further learning and high-wage careers.

Developing, Improving, or Expanding the Use of Technology in Programs

The new Media Technology course incorporates up-to-date technology in standards related to audio-video production and post-production, which includes video production-related software. The Digital Input Technologies course provides instruction in voice recognition, handwritten input through PC and Graphire tablets, digital files, text and graphic input through scanners, and the operation of PDAs (personal digital assistants). The South Carolina Virtual Enterprises Network included twenty-six schools, where over five hundred secondary students developed and operated virtual firms. Through a partnership with the Oracle Corporation, students were enrolled in the Oracle Internet Academy's database design and management courses, which can lead to industry certification. Twenty-three South Carolina schools offered the Oracle Academy curriculum with over three hundred seventy-five students enrolled. Six of these schools have expanded the curriculum to include Oracle Java, which prepares students to take the Computer Science exams under the Advanced Placement Program.

South Carolina ranks fifth in the nation for its number of high schools and middle schools that have implemented the Project Lead the Way (PLTW) pre-engineering and engineering technology curriculum, which combines a sequence of state-of-the-art technical courses with college preparatory courses in mathematics and science. The *FIRST* LEGO League competition held at the University of South Carolina (USC) involved three thousand participants. Students designed and constructed LEGO robots, thereby integrating mathematics, science, and technology into their problem-solving activities. Eight hundred

students from South Carolina and across the United States also displayed their high-level skills in mathematics, science, and engineering technologies as they competed in the FIRST Robotics Palmetto Regional (500 students) and the FIRST VEX Challenge (300 students) competitions, using robots they had designed and constructed with the assistance of business and industry partners.

In partnership with the South Carolina Hospital Association and local hospitals, the Virtual Surgery Insider Project was created. The project introduces high school students to healthcare careers using real-time technology to link health science classrooms to the real world of hospitals. Through this unique program, students participate in actual surgeries broadcasts live to their classrooms, during which they can ask questions of the surgeon and the surgical team. During 2006–07, two broadcasts of total knee replacement procedures were broadcast to twenty high school classrooms filled with over one thousand students.

Professional Development Programs

The OCTE sponsored the 2007 Education and Business Summit in June for over twenty-two hundred teachers, administrators, counselors, and business and industry representatives associated with the state's CATE, Tech Prep, and school-to-work initiatives. Representatives from the South Carolina Association for Career and Technical Education, the SCTCS, and the South Carolina Occupational Information System provided planning assistance and speakers for the Summit. National and state presenters conducted workshops specific to contextual, academic, and CATE instruction, along with staff development for statewide career counseling efforts associated with PLTW, whole-school reform models, and the South Carolina career guidance model. Over six hundred Summit attendees received units toward the renewal of their state teaching credentials.

The OCTE hosted fall and spring professional development conferences for the purpose of providing new and innovative programming information, updating CATE educators on OCTE activities, providing details related to Perkins legislative mandates, and reviewing CATE state report card data. Approximately one hundred fifty CATE educators attended these two-day conferences and received technical assistance and information designed to help them strengthen their programs and practices.

Twenty-four participants completed the requirements of the eighth institute for new CATE administrators in 2006–07. The institutes are designed to prepare new and prospective administrators to handle the primary responsibilities of administering CATE programs, supervising teachers, developing budgets, and much more. Participants attend five full-day sessions during a school year, mentor two days with a veteran CATE administrator outside of their own school districts, and attend the annual Education and Business Summit. Twenty-one participants began the ninth institute at the June 2007 Summit.

DIRECT (Developing Instructional Readiness for Educators of Career and Technology), the OCTE's teacher training initiative, addresses the needs of new CATE teachers completing the initial professional education requirements for work-based teacher certification. With the tagline "Taking experts from the workplace to the classroom," the program includes a combination of pre-service and in-service institutes, teacher observations, and college course work. Using master teachers, OCTE staff, and national presenters, DIRECT has trained 336 new CATE teachers in the areas of methods, curriculum development, classroom and lab management, and assessment. Ninety percent of the teachers who enrolled in DIRECT are currently teaching and pursuing their certification requirements.

Support for the Integration of Academic and Career and Technology Education

The OCTE used the following strategies in 2006–07 to support the integration of academic and career and technology education in South Carolina:

- The state's math teachers were able to access instructional videos and other resource materials on the CATE Web site, and the electronic newsletter *Applied Mathematics and Science Notes* kept teachers informed about relevant issues and initiatives.
- The SCDE revised the state's academic standards in science and developed a science standards support guide to assist teachers in implementing standards-based science instruction. This resource, which is available online, includes specific strategies for differentiating instruction, working with CATE teachers to integrate instruction, and helping students make career connections.
- The OCTE's science specialist presented three professional development sessions on the science standards support guide at the South Carolina Science Council Conference in Myrtle Beach and presented an applied academic update at the South Carolina Science Leadership Day. Over three hundred science educators participated in these sessions.
- Mathematics and science inquiry workshops were conducted to provide teachers with curriculum materials and assistance in contextually integrating mathematics and science content.
- Thirty health science teachers participated in the Anatomy in Clay™ two-day professional development workshop, which provided creative hands-on strategies to teach the concepts of anatomy and physiology. This teaching aid is a powerful tool to engage students in learning the body systems, structure by structure, from the inside out. The material covered in this workshop will enhance the teaching of health science technology course standards that are specifically focused on body systems, diseases and disorders, and normal and abnormal anatomy and physiology of the human body.
- The *South Carolina English Language Arts Academic Standards 2007* was developed. The document includes fewer broad standards supported by specific indicators that identify the students' learning objectives. Several of the academic standards and indicators for English language arts include components such as reading informational text, incorporating technical writing, and using a variety of presentations to address oral communication.
- A literacy strand was added to the Education and Business Summit in 2007. The sessions were presented by trained literacy coaches who assist teachers with students' literacy struggles in their content areas and provide strategies to incorporate literacy into instructional areas that may not have an obvious literacy component.
- Family and consumer sciences staff used career cluster resources to update and revise courses. Career cluster resources provide curriculum frameworks that incorporate academic foundations, technical skills, and skills related to communications, problem solving and critical thinking, information technology, systems, safety, health and
- environmental issues, leadership and teamwork, and ethical and legal responsibilities.

Preparation for Nontraditional Training and Employment

Information concerning nontraditional students was disseminated through the OCTE Web site, and an interactive users group for peer assistance and information sharing was provided. During 2006–07, the OCTE used \$60,000 in set-aside funds to promote awareness of nontraditional careers for males and females. Sixteen school districts received competitive minigrants to develop programs in support of nontraditional recruitment and retention. The OCTE provided financial support to South Carolina Women Work! in conducting its annual gender equity conference, and funds were also used to assist LEAs with summer camps that introduced middle and high school girls and boys to the nontraditional areas of welding, carpentry, electricity, automotive technology, and family and consumer sciences.

The OCTE also awarded grants to districts for promotional materials and technology to further advance nontraditional participation. In addition, the OCTE collaborated with the SCTCS to provide a one-day training session for approximately three hundred secondary and postsecondary staff on best practices for nontraditional recruitment and retention. The OCTE continues its collaborative partnership with the Silver Crescent Foundation—a South Carolina-based organization dedicated to helping students explore career opportunities in engineering and technology—to promote engineering summer camps across the state. The OCTE staff specialist for gender equity serves on the Palmetto State Registered Apprenticeship Council and the South Carolina Commission for Minority Affairs and is the state contact for the Southeast Regional Equity Advisory Committee.

Supporting Partnerships to Enable Students to Achieve Academic and CATE Standards

The OCTE partners with the South Carolina Chamber of Commerce and businesses statewide to support Business Week, an initiative that contributes to the preparation of young adults for the business environment. During 2006–07, the OCTE partnered with the South Carolina Tourism and Hospitality Educational Foundation to support ProStart and Lodging Management programs and the South Carolina Hospitality Student Invitational, a state competition for hospitality and tourism students. Partnerships were continued with the USC College of Engineering, BellSouth, and other South Carolina-based companies to enhance the pre-engineering initiative, which includes PLTW, Gateway to Technology, the LEGO League competition, and regional robotics competitions. The South Carolina Hospital Association (SCHA)—along with other key healthcare systems—promoted health care workforce development through more than \$10,000 in scholarship awards, work-based learning experiences for students, and annual education symposia presentations.

The OCTE is exploring statewide access for the globalMARKETS™ program through a partnership with the South Carolina World Trade Center. The partnership and course offering will help high school students learn about and prepare for an increasingly global future through a wide range of project-based assignments and activities. The OCTE also works with the nonprofit organization YEScarolina (Youth Entrepreneurship South Carolina) to promote programs for young entrepreneurs that can be implemented in all of the career cluster areas. State funding currently available for teacher training and materials can be used to offer entrepreneurship within any high school course, expanding possibilities for students to initiate their own business opportunities upon graduation.

Serving Individuals in State Correctional Institutions

The South Carolina Department of Juvenile Justice (SCDJJ) and the South Carolina Department of Corrections (SCDC) received Perkins Title I funds on the basis of their designation as special school districts. At the SCDJJ, the federal funds were used to provide the services of a career development facilitator, career development materials, professional development, and equipment and supplies to improve CATE programs. The SCDC used the federal funds for professional development and purchased instructional supplies and equipment to expand and improve CATE programs in the Palmetto Unified School District.

Support for Programs for Special Populations

The OCTE's staff specialist for special populations helps school districts ensure that special populations students experience equal access, opportunities, guidance, and the support needed to be successful in CATE programs. District-level personnel who coordinate support services keep records documenting special populations students' access to, progress through, and successful completion of career-technical education programs. The OCTE will facilitate more extensive training for school districts to improve methods and techniques used to meet the needs of special population students. Linkages with other states and

federal agencies serving special populations will be fostered to provide more opportunities for professional development and technical assistance.

B. Permissible Activities

Technical Assistance for the LEAs

Career cluster matrices were developed for all CATE program areas and were distributed on a CD to provide specific course-level examples of high school majors and related two-year and four-year postsecondary options. Teachers in the business, marketing, and information technology (IT) program areas received technical assistance addressing competency revisions, end-of-course testing, Microsoft Office Specialist (MOS) certification, Internet and Computing Core Certification (IC³), textbook adoptions, and the opportunity for training through the Oracle Internet Academy. During the summer, business teachers received training in the use of Dragon NaturallySpeaking voice recognition software in the Digital Input Technologies course. Training was also provided to teachers in the use of digital cameras and digital scanners for the program. Summer training opportunities through USC provided teachers with instruction in the use of Adobe Flash and Dreamweaver software for Web Page Design and the newly created Animated Computer Production course.

The engineering and industrial technology education (EITE) program staff members conducted professional development sessions to provide teachers and administrators with information on new technology, industry certification, program development and revision, and student organizations. Approximately three hundred teachers in the Arts, Audio-Video Technology, and Communications; Law, Public Safety, and Security; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics career clusters attended professional development sessions in 2006-07. Approximately four hundred teachers in the Architecture and Construction and Manufacturing career clusters attended professional development sessions in 2006-07. The teachers received technical assistance that included methods of restructuring their programs to address new and emerging technologies; development of articulation agreements; implementation of work-based learning activities; national skill standards; and industry/national certification. CDs containing new and revised course standards, along with resources for teachers, were sent to schools.

The health science technology (HST) programs received technical assistance through a professional development conference that provided one hundred teachers with information on the sustainability of the Health Science career cluster, innovative and best practices, instructional materials, partnerships, and teaching strategies. Fifty-five health science teachers participated in the health science virtual mentoring program to support first-year teachers. A state-level committee convened by the OCTE and composed of representatives from the South Carolina Medical Reserve Corp met to outline a partnership for this community-based disaster-preparedness service. An *Anatomy in Clay*[™] workshop for thirty-five health science and science teachers provided a unique methodology for teaching anatomy and physiology standards.

Family and consumer sciences (FACS) program teachers received technical assistance through regional workshops addressing standards revisions, education legislation, and program changes. A miniconference held in conjunction with the 2007 Summit offered concurrent sessions for FACS teachers. Representatives of business/industry and higher education participated on committees with FACS teachers to revise standards for Foods and Nutrition, Culinary Arts, Child Development, and Early Childhood Education. A comprehensive brochure was disseminated statewide and nationally as a marketing tool for the FACS program's seven pathways in four career clusters: Education and Training (Early Childhood Education); Hospitality and Tourism (Culinary Arts and Hospitality Marketing and Management); Human Services (Family and Consumer Sciences and Food Science and

Dietetics); Marketing, Sales, and Service (Fashion Design and Apparel Construction and Interior Design). FACS teachers have been trained and will be contracted to develop and teach the new virtual courses in the FACS program area.

In June 2007, teams from thirty high schools and twenty-five middle schools participated in a three-day workshop held during the Education and Business Summit for new *HSTW and Making Middle Grades Work (MMGW)* site development. Site representatives worked in teams to review school data as it related to the ten key practices. By the end of the meeting, teams had developed the first-year action plans for their schools. Several state and SREB-sponsored workshops were also held during the 2006–07 school year. Well over four hundred educators from across the state participated in these workshops, which included topics such as incorporating literacy and numeracy across the curriculum, implementing effective advisor-advisee programs, interpreting and applying strategies from data-analysis workshops to school sites, and building effective transition programs to improve student performance. Twenty-one *HSTW* and thirteen *MMGW* sites received written reports following the three-day technical assistance visits by teams of ten to fifteen educators, parents and community and business leaders.

Improvement of Career Guidance Programs

An OCTE staff member provided training to guidance coordinators across the state to improve the quality of career guidance. Institutes were conducted during the year to prepare educators for national certification as career development facilitators (CDFs). As a result of this training, five hundred career specialists were added to middle and high schools to enhance the delivery and accountability of career guidance in South Carolina. Eight monthly professional development workshops on the subject of career guidance were produced, broadcast, and made available in streaming video by the South Carolina Educational Television Network's Office of Instructional Technology. These workshops featured topics such as career development transitions from kindergarten through twelfth grade and higher education, individual graduation plans, middle school career guidance programs, and career development strategies to assist school counselors in the statewide implementation of the EEDA.

Support for Career and Technical Student Organizations

Six career and technical student organizations received grants of \$7,000 each to provide leadership and skill development activities. DECA—An Association of Marketing Students, the Future Business Leaders of America, the Family Career and Community Leaders of America, HOSA (Health Occupations Students of America), SkillsUSA, and the Technology Students Association, along with the FFA, continued to support the CATE program curricula through skill-building and leadership events throughout the year. The combined membership of these South Carolina student organizations for 2006–07 was 18,468.

Support for CATE Programs That Address All Aspects of an Industry

The OCTE continued to support career centers and high school administrators and teachers in their efforts to develop CATE programs that meet national skill standards. Increasing numbers of CATE programs and teachers are addressing these standards and are working toward national/industry certification. Ten career centers have been awarded the national Accredited Training and Education Facility (ATEF) status for their building construction programs. Twenty automotive technology programs have become NATEF/ASE (National Automotive Technicians Education Foundation/Automotive Service Excellence) certified and are meeting industry standards both in the facilities and in the curriculum, which allows students the opportunity to obtain industry certification. Six automotive technology programs are certified by the Automotive Youth Educational Systems (AYES) and are given industry support through internship programs in local dealerships. Seventy-five teachers

have received industry certification for the 30-hour Occupational Safety and Health Administration (OSHA) general industry and construction course, which entitles them to provide the 10-hour OSHA training course for students. Approximately four hundred students received the industry credential for this course during 2006-07.

Partnerships with Certiport, Thomson Learning, and DDC Training Services have enabled IT students and teachers to train and test for the MOS and IC³ certifications. A continued partnership with Cisco Systems gives students the background they need to take the Cisco Certified Network Associate (CCNA) exam or to articulate credit to the technical colleges to pursue CCNA certification there. Through the partnership with the Oracle Corporation, twenty-three schools and centers offered the foundation course in database management. CATE students in the various career clusters are receiving national, state, and/or business-industry certifications or credentials such as ServSafe; Basic First Aid; First Responder; CPR; OSHA 501 Safety; Core NCCER; NCCER-Carpentry, Electrical, Masonry, and Welding; Apprentice Mechanical Drafter; NAF Certification of Financial Studies; National Pharmacy Technician; ProStart; CompTIA A+; and C-Tech Network Cabling among others.

Support for Education and Business Partnerships

The 2007 Education and Business Summit, in focusing on the statewide implementation of the EEDA, provided opportunities for business and education professionals to participate in discussions on curriculum alignment with industry and state standards, best-practice presentations, and open forums that emphasized the continuing need to concentrate on academic success, career-technical competencies, career cluster development, curriculum alignment with clusters and cluster majors, and economic development. Approximately one hundred fifty businesses participated in the 2007 Summit.

The OCTE's collaboration with several business partners in the Maintenance and Construction Technology Alliance (MCTA) encourages industry and education groups to build strong partnerships that promote CATE and help students realize their career choices. The MCTA connects trade associations, construction and maintenance industries, and education entities with a central statewide clearinghouse. The National Center for Construction Education and Research (NCCER) partnership with the SCDE provides resources to schools, students, and teachers that facilitate extended credentialing opportunities, industry-driven curriculum, and national end-of-program assessments for students.

Support to Improve or Develop New CATE Courses

The OCTE partnered with the international Festo Corporation to implement Mechatronics Integrated Technologies (MIT), a new high tech program designed to prepare industry technicians for advanced manufacturing, information technology, automation, and maintenance for manufacturing plants worldwide. Course standards were developed for a new course, Media Technology, and standards were revised for Diesel Technology, Digital Art and Design (formerly called Advertising Design), and Welding, with secondary and technical college instructors and business-industry representatives serving on each standards development committee.

III. DISTRIBUTION OF FUNDS AND LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

In South Carolina, eighty-five school districts and the two state correctional agencies that operate as special school districts receive initial allocations from Perkins III secondary funds. Eleven independent multidistrict career centers also provide secondary CATE programs, and nine of the LEAs transfer all or a portion of their Perkins secondary funds to support their students who attend one of these multidistrict career centers. The sixteen two-year technical colleges under the SCTCS each receive an allocation of Perkins postsecondary funds. During

2006–07, South Carolina had sixteen education and business alliances (Tech Prep consortia) that received an allocation of Title II funds. All sixteen technical colleges, the eighty-five local school districts, and the school district within the SCDJJ belonged to an alliance. Each alliance had one technical college and one or more LEAs as members.

Note: The following required “Accountability” section is submitted as section IV, “Accountability—Secondary Programs,” and section V, “Accountability—Postsecondary Programs.”

IV. ACCOUNTABILITY—SECONDARY PROGRAMS

A. State’s Overall Performance Results and Program Improvement Strategies

Table 1 presents the measurement approaches used for each of the secondary core indicators under Perkins III and the comparison of the actual performance results with the goals established for 2006–07.

Table 1: Secondary Measures and Performance Levels for 2006–07				
Perkins Indicator	Measurement Approach	Numerator/Denominator	2007 Goal	2007 Actual
1S1	Academic grade point average (GPA). Data program developed to accumulate, sort, and average applicable GPAs from individual student records and transcript files completed by each high school.	Numerator = total number of CIP-coded students (concentrators) achieving a final GPA of at least 2.0 averaged over the year in mathematics, science, and English language arts courses Denominator = total number of CIP-coded students	73.66%	77.57%
1S2	Career and technology GPA. Data program developed to accumulate, sort, and average applicable GPAs from individual student records and transcript files completed by each high school.	Numerator = total number of CIP-coded students achieving a final GPA of at least 2.0 averaged over the year for all CATE courses they took during the year Denominator = total number of CIP-coded students	90.83%	92.94%
2S1	State/local administrative data. Electronic data extraction of individual student records completed by each high school for CIP-coded students.	Numerator = total number of twelfth-grade career and technology CIP-coded students attaining a South Carolina high school diploma Denominator = total number of twelfth-grade CIP-coded students	95.0%	98.17%
3S1	Locally administered surveys and the annual placement report.	Numerator = total number of CATE completers who are placed in postsecondary education, military service, or employment averaged over a three-year period Denominator = total number of CATE completers available for placement averaged over a three-year period	95.0%	97.76%
4S1	State/local administrative data. Electronic data extraction of individual student records completed by each high school.	Numerator = total number of students of the underrepresented gender enrolled in CATE courses identified as leading to nontraditional training and employment Denominator = total number of students enrolled in CATE courses identified as leading to nontraditional training and employment	28.91%	28.65%
4S2	State/local administrative data. Electronic data extraction of individual student records completed by each high school for CIP-coded students.	Numerator = total number of CIP-coded students of the underrepresented gender who have completed CATE programs identified as leading to nontraditional training and employment Denominator = total number of CIP-coded students who have completed CATE programs identified as leading to nontraditional training and employment	17.87%	18.75%

Analysis of Secondary Results

Performance on the core indicators was assessed for eighty-five school districts and eleven multidistrict career centers, as applicable for the programs offered (i.e., not every LEA was assessed for every core indicator). As indicated in table 1, South Carolina met or exceeded the performance goals for every secondary measure in 2006–07 except core indicator 4S1, nontraditional participation. Actual performance for this core indicator decreased by .02 point to 28.65 percent, missing the 2006–07 performance goal by .26 point. Actual performance increased for the other five core indicators in comparison to 2005–06 performance: academic attainment (up 1.36 points), CATE skill attainment (up .19 point), graduation (up .01 point), placement (up .06 point), and nontraditional retention (up .52 point).

Core Indicators—Performance Levels Met

The following are examples of strategies the OCTE used in 2006–07 to improve CATE student achievement for the five secondary core indicators where the state goal was met:

- **academic attainment**—conducting two numeracy workshops for *MMGW/HSTW* schools to assist them in developing school wide numeracy-across-the-curriculum plans; providing training sessions for teachers to implement the Pharmacy Technology course, which includes rigorous math content (e.g., drug dosages and calculations);
- **career-technical skill attainment**—providing training sessions for teachers seeking national/industry certification and securing active business partners to provide a link to emerging and advanced technology;
- **completion (i.e., graduation)**—developing and disseminating CATE course standards that are aligned with state standards for English language arts, mathematics, science, and social studies and organizing student instruction and experiences around the sixteen career clusters to promote integration and relevancy for students;
- **placement**—continuing business/industry partnerships that promote professional certification for students; expanding opportunities for national certification to help graduates become more marketable;
- **nontraditional retention**—participating in the South Carolina Women Work! organization, which advocates education, training resources, and services for females in the workforce.

LEA improvement plan strategies implemented to improve students' academic and career-technical skill attainment included monitoring student competency attainment every nine weeks; providing additional training after school; tutoring students in the basic skills; reevaluating students' career interests for more suitable course placement; providing CATE teachers with staff development in a variety of instructional methodologies such as learning styles, contextual teaching methods, cooperative learning, and methods of integrating CATE and academic instruction; and encouraging CATE and academic teachers to jointly plan curriculum and instruction.

Local improvement plan strategies implemented by school administrators and counselors to improve nontraditional participation and retention included administering interest inventories to assist students in determining personality traits, talents, and interests; developing television commercials, newspaper articles, and billboards featuring students enrolled in nontraditional programs; providing work-based learning opportunities for students pursuing nontraditional career paths; and engaging representatives of businesses and industries that hire nontraditional employees in efforts to promote nontraditional enrollment and retention in CATE programs by serving as members of school or CATE

program advisory committees as well as participating in career fairs and other career awareness projects.

Core Indicators—Performance Levels Not Met and Program Improvement Strategies

South Carolina met each secondary core indicator for 2006–07 except core indicator 4S1, nontraditional participation. Under the state improvement plan, individual districts and multidistrict career centers that did not meet one or more of the state standards in 2006–07 were required to develop a local improvement plan during 2007–08 that outlines activities and strategies to raise student achievement. These local improvement plans were incorporated into each LEA's FY 2008 local plan, and the LEAs were required to budget Perkins funds to address state standards that were not met.

The OCTE will continue to emphasize nontraditional participation and retention. The following improvement strategies will be or have been implemented to promote student success for core indicator 4S1, nontraditional participation:

- Workshops sponsored by the national Institute for Women in Trades, Technology, and Science will be offered in conjunction with the 2008 Education and Business Summit. Participants will develop a comprehensive plan to bolster nontraditional participation and completion at the local level. LEAs that failed to meet core indicator 4S1 will be given priority in attending these sessions.
- The OCTE has purchased the training series, "Her Own Words," for district use in effectively promoting nontraditional participation.
- The OCTE has disseminated the American Careers parent and resource guide, which promotes and raises parental awareness of nontraditional career opportunities.

B. Performance Results for Special Populations and Program Improvement Strategies

Analysis of Results for Special Populations

In 2006–07, seven special populations groups were reported for six indicators; however, the "displaced homemakers" and "limited English proficient" groups contained less than fifty CIP-coded students for at least one indicator. Given the volatility of performance for small populations, the "displaced homemakers" group was not analyzed for any of the indicators, and the "limited English proficient" group was not analyzed for three indicators. Of the thirty-three special populations performance levels that were analyzed, twenty met and thirteen missed the state target goals. Core indicators 1S1 (academic attainment), 1S2 (skill attainment), 2S1 (graduation), 4S1 (nontraditional participation), and 4S2 (nontraditional completion) were missed by "individuals with disabilities" and by students with "other educational barriers." The "economically disadvantaged" and "single parents" groups met the state performance goal for indicator 4S1, although South Carolina did not meet the performance target for this indicator.

The performance on indicator 1S1 increased for four of the six groups analyzed from the previous year, with increases of 7.62 and 7.40 percent for students with "other educational barriers" and "limited English proficient" students respectively. While the performance of "individuals with disabilities" decreased by 5.69 percentage points on indicator 1S2, "limited English proficient" student performance increased by 6.41 percentage points. The performance on indicator 2S1 decreased slightly from the previous year for all student groups except "single parents" and students with "other educational barriers," where slight increases in performance occurred. All of the special populations groups had small increases in performance for indicator 3S1 with the exception of the students with "other educational barriers," which had a very small decrease from the previous year. The reverse held true for

indicator 4S1, where performance decreased for all of the student groups except the “limited English proficient” students. Indicator 4S2 indicated small increases or decreases for the majority of the special populations, but reflected a 4.78 percent increase in the performance of the “single parents” group.

The disaggregated data for “Tech Prep” students, although not a “special population” under Perkins III, indicated that this group of students exceeded the state targets for indicators 1S2 and 2S1, but did not meet the targets for indicators 1S1, 4S1, and 4S2. Although “Tech Prep” students did not meet the state targets for the nontraditional indicators, their performance did increase by 2.66 percent for indicator 4S1 and 2.45 percent for indicator 4S2.

Strategies That Contribute to Special Populations Student Achievement

With most special populations groups exceeding the statewide targets for 2006–07, the strategies outlined above in section A appear to have had a positive effect overall on student achievement, particularly for those students identified as having “other educational barriers.” A continued emphasis on a rigorous academic core and industry-certified technical skill attainment for CATE students across the career clusters has supported increasing achievement rates on several of the indicators for many of the special populations groups. The special populations data analysis identified several areas where performance has increased from the previous year for students identified as “limited English proficient”: academic attainment, CATE skill attainment, and nontraditional participation; and those identified as having “other educational barriers”: academic attainment, CATE skill attainment, and graduation. The nontraditional measures remain the greatest challenges. The statewide emphasis placed on the nontraditional performance indicators for the past several years has contributed to improved performance during the 2006–07 school year for nontraditional completion. Examples of improvement strategies that LEAs identify annually in their local applications are the use of billboards, brochures, and posters depicting students in nontraditional programs or occupations; professional development training in recruiting and retaining students in nontraditional courses/programs; and career fairs where students can interact with individuals who are employed in nontraditional fields.

Possible Barriers to Achievement and Program Improvement Strategies

The special populations data analysis identified several areas where performance lagged and tended to decrease during the past year for students identified as “individuals with disabilities”: academic attainment, CATE skill attainment, graduation, nontraditional participation, and nontraditional completion. Statewide professional development will need to further emphasize this population group. Accordingly, state and local CATE administrators will be encouraged to further examine the instructional and guidance needs of this population in order to ensure their success in CATE programs.

The lower achievement rates for “single parents” most likely relate to the ongoing burdens and pressures faced by this group with regard to school, work, and family obligations. The OCTE will assist local administrators in identifying and implementing strategies to help this population of students attain success in CATE programs. Recommended strategies include tracking and monitoring of student progress and attendance in order to evaluate and identify potential problems and barriers to course completion; providing support that will enable students to develop survival skills needed to meet their obligations at home and in the classroom; and providing professional development for faculty and staff to promote understanding and support of students who are single parents.

Strategies that will be implemented during the program year to raise the academic and skill achievement of CATE concentrators include monitoring students’ academic performance, attendance, and discipline; providing individualized tutoring, after-school programs, and

other assistance to improve students' academic and CATE skills; maintaining regular contact with the home, home school, and current teachers; and providing support services such as a job coach, transition coordinator, or teacher assistant to aid instructors and ensure appropriate recruitment and course placement.

C. Definitions

The following definitions apply to the Perkins secondary core indicators for 2006–07:

- A *vocational participant* is a student who is enrolled in a CATE course associated with a career cluster.
- A *vocational concentrator* is a student who has been assigned a CIP code designating a specific CATE program. CIP codes identify students who are pursuing at least 4 units of credit in CATE course work leading to a career goal.
- A *vocational completer* is a student with an assigned CIP code who has earned at least 4 Carnegie units in CATE course work leading to a career goal.
- A *Tech Prep student* is a student with an assigned CIP code who is pursuing the requirements of a career major consisting of at least 4 Carnegie units in an approved, articulated sequence of CATE course work leading to a career goal and the academic courses required for graduation.

The following new definition of a “secondary career and technical education concentrator” is provided as required:

- A *CATE Concentrator* is a secondary student with an assigned CIP Code who has earned 3 Carnegie units of credit in a state-recognized CATE program.

The above definition reflects the wording that will be included in South Carolina’s five-year plan under the reauthorized Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), and South Carolina will use this definition beginning with the 2007–08 transition year under Perkins IV. The definition was revised, with input from eligible recipients, during the 2007–08 transition year, to reflect “3 Carnegie units” rather than “4 or more Carnegie units” as originally proposed in the one-year transition plan.

D. Measurement Approaches

Table 1 presents the measurement approaches and definitions used for each of the secondary core indicators under Perkins III and the comparison of the actual performance results with the goals established for 2006–07.

E. Improvement Strategies

The CATE student reporting procedures manual posted on the SCDE Web site was updated to provide the LEAs with access to current definitions of fields and instructions needed for data extraction as well as current CATE course and program information. The OCTE staff continued their efforts to help LEAs submit complete, accurate, and reliable data. Regional workshops were conducted in order to cover data collection procedures, deadlines, expectations, and common errors in data reporting, given lingering data quality problems, local staff turnover, and stepped-up performance goals.

The OCTE works with the SCDE’s Office of Technology to ensure that the necessary fields for Perkins III reporting are included in the statewide data collection system. In providing the SCTCS with records of Tech Prep program completers who graduate, the OCTE creates the database the SCTCS uses to report the required postsecondary accountability measures for Tech Prep students.

V. ACCOUNTABILITY—POSTSECONDARY PROGRAMS

A. State's Overall Performance Results and Program Improvement Strategies

Table 2 presents the measurement approaches used for each of the postsecondary core indicators under Perkins III and the comparison of the actual performance results with the goals established for 2006–07.

Table 2: Postsecondary Measures and Performance Levels for 2006–07				
Perkins Indicator	Measurement Approach	Numerator/Denominator	2007 Goal	2007 Actual
1P1	GPA. Concentrators—excluding students in transfer programs, students in two or more developmental education courses, and students not declaring a major—achieving a 2.25 or higher cumulative GPA at the end of spring term.	Numerator = total number of concentrators with cumulative GPA of 2.25 or higher at the end of spring term Denominator = total number of concentrators in opening fall term	73.76%	72.76%
1P2	Same as above. Technical courses represent approximately $\frac{3}{4}$ of the program requirements with $\frac{1}{4}$ of the courses academic.	Numerator = See above. Denominator = See above.	73.76%	72.76%
2P1	State/local administrative data. First-time, full-time participants graduating within 150% of required program completion time. Transfers and entering military are not counted as completers. Data based on the IPEDS/NCES graduation rate cohort.	Numerator = total number of students graduating within 150% of required program completion time Denominator = total number of first-time, full-time students enrolled in beginning fall term	14.00%	10.71%
3P1	Administrative record exchange. Graduates/completers employed in related fields within 9 months or continuing education. Data collected by each technical college through local survey.	Numerator = total number of graduates placed on jobs related to program of study and/or continuing their education Denominator = total number of graduates available for employment	77.45%	83.80%
3P2	State/local administrative data. Graduates/completers remaining employed more than a year after program completion.	Numerator = total number of graduates/completers, excluding AA/AS, remaining employed after one or more years Denominator = total number of graduates/completers, excluding AA/AS, employed in the first collected quarter after completion	89.18%	88.80%
4P1	State/local administrative data. Underrepresented gender annual enrollment in defined nontraditional programs as determined by the individual colleges from the approved technical college system list.	Numerator = total number of males and females enrolled in designated nontraditional programs Denominator = total number of students enrolled in designated nontraditional programs	16.72%	17.28%
4P2	State/local administrative data. Underrepresented gender completers in defined nontraditional programs as determined by the individual colleges from the approved technical college system list.	Numerator = total number of males and females graduating from designated nontraditional programs Denominator = total number of graduates from the designated nontraditional programs	13.97%	14.23%

Analysis of Postsecondary Results

Performance on the core indicators was assessed for sixteen technical colleges as was applicable for the programs offered at the various institutions. As indicated in table 2, South Carolina did not meet the goals for the postsecondary measures for 1P1 and 1P2 (academic and skill attainment), 2P1 (completion), and 3P2 (retention). The academic and skill attainment and completion goals were missed by 1.0 and 3.29 points respectively, and the retention goal was missed by less than .5 point. The state exceeded the performance goals for 3P1 (placement), 4P1 (nontraditional participation), and 4P2 (nontraditional completion) by 6.35, .56, and .26 points respectively.

Core Indicators—Performance Levels Met

As indicated in table 2, South Carolina met the 3P1 (placement) goal. Over half the colleges met the goal, and the overall performance for this indicator increased by 2.48 points from last year. A large number of graduates either secured employment or continued their education within nine months after completing their program of study, a fact suggesting that the program improvement strategies had a positive impact on students' placement. The system also exceeded the established performance level for 4P1 (nontraditional participation) and 4P2 (nontraditional completion).

The following are the improvement strategies that were implemented to promote student achievement during the program year 2006–07 for core indicators 3P1, 4P1, and 4P2:

- placement—continuing the use of the Kuder Career Planning System career assessments to help assess the workplace readiness of students and connect students with potential employers; continuing to conduct individual and group sessions on job-search strategies, resume writing, and employability skills;
- nontraditional participation—increasing nontraditional program awareness, promoting the underrepresented gender participation, and enhancing support services that assist and counsel students involved in nontraditional programs; and
- nontraditional completion—reviewing all student records and identifying barriers preventing each student from program completion, developing an individualized action plan for success, and promoting career awareness and its relationship to students' goals.

Core Indicators—Performance Levels Not Met and Program Improvement Strategies

The system goal for 1P1 and 1P2 (academic and skill attainment) was missed by 1.0 point. A large number of students did not achieve a 2.25 or higher cumulative GPA at the end of the spring semester. This fact indicates that student GPA data should be examined more closely at the end of the fall semester and at the midpoint of the spring semester so that appropriate intervention strategies to improve academic success can be implemented.

The following improvement strategies will be implemented or intensified to promote student success for core indicators 1P1 and 1P2 (academic and skill attainment):

- focusing on early alert programs to identify students who are in academic jeopardy and connecting them to student services and learning resources such as tutoring and mentoring programs at the college;
- continuing one-on-one tutoring and expanding hours of operation in the tutoring labs;
- implementing study skills workshops to teach students effective methods of studying independently and in groups; and

- providing more electronic tutorial software and online research skills training for students.

Indicator 2P1 (completion) was missed by 3.29 points. Students who attend community and technical colleges do not typically move through academic programs in a linear, semester-to-semester fashion. Their attendance patterns may vary due to financial barriers or to external responsibilities related to work or family. It is not unusual for these students to begin taking courses full-time and then reduce their credit load at some point due to their other obligations. Such obligations may also prolong a student's time in technical college because they cause him or her to perform poorly in the classroom and thus to be forced to retake courses. Attendance variations also affect the amount of time such students need to complete their degrees.

The following improvement strategies will be implemented or intensified to promote student success for core indicator 2P1 (completion):

- monitoring each student's academic progress every semester and providing intervention strategies for those students who have a GPA of less than 2.2;
- encouraging students to take courses through the South Carolina TechOnline Consortium, which is a system designed to allow students to take SCTCS courses online rather than in a traditional classroom setting;
- continuing to educate students on how to find scholarships and complete financial aid applications in order to ease the economic burden of attending college; and
- monitoring the files of each student for verification of attendance at scheduled appointments and class meetings.

The system goal for 3P2 (retention) was missed by .38 point. As the economy in South Carolina continues to struggle, it is not surprising that more than half of the state's technical colleges failed to achieve the system goal for employment retention. Due to the economic challenges faced around the state, several of the rural communities have been plagued with significant layoffs and closure of many large manufacturing companies—factors that severely stifle an extremely tight labor market. In October 2007, South Carolina's 5.7 percent unemployment rate was the nation's sixth highest—1.0 percent higher than the national average.

The following are the improvement strategies that will be implemented or intensified to promote student success for core indicator 3P2 (retention):

- continuing one-on-one and group career counseling and increasing the number of students who take the Kuder Career Planning assessments;
- collaborating with business and industry to develop work-based learning opportunities and to examine factors that contribute to job turnover; and
- utilizing curriculum alignment tools to ensure that program competencies coincide with business and industry standards.

B. Performance Results for Special Populations and Program Improvement Strategies

Analysis of Results for Special Populations

One of the seven special populations groups, students identified as "displaced homemakers," met the system goal for indicators 1P1 and 1P2 (academic and skill attainment). The system goal for indicator 2P1 (completion) was met by five of the special populations groups: "individuals with disabilities," "single parents," "displaced homemakers," students with "other educational barriers," and "limited English proficient"

students. The system goal for 3P1 (placement) was met by five of the special populations groups: “individuals with disabilities,” “economically disadvantaged” students, “single parents,” “displaced homemakers,” and “nontraditional enrollees.” The system goal for indicator 3P2 (retention) was met by none of the special populations groups. Four of the special populations groups—“displaced homemakers,” students with “other educational barriers,” “limited English proficient” students, and “nontraditional enrollees”—met the system goals for the nontraditional indicators 4P1 (nontraditional participation) and 4P2 (nontraditional completion). The system goal for 4P2 was also met by “economically disadvantaged” students and “single parents.”

Strategies That Contribute to Special Populations Student Achievement

Three strategies used by the technical colleges may have contributed to instances in which special populations performed at, or above, the agreed-upon state performance levels: developing mentoring programs to match “nontraditional enrollees” with professionals in the industry; creating job-shadowing programs, with special interest on “nontraditional enrollees,” in order to obtain hands-on experience in student’s respective fields; and enhancing support services that provide counseling and assistance to the special populations students.

Possible Barriers to Achievement and Program Improvement Strategies

The special populations data analysis identifies that “displaced homemakers” were the only group who met the performance goal for 1P1 and 1P2. Recommended strategies to improve overall performance for all special populations groups include individual tutoring sessions, monitoring students’ academic performance, and designing workshops to equip students with the skills that are essential for academic success in college. The “economically disadvantaged” students and “nontraditional enrollees” missed the performance goal for 2P1. Colleges will continue to monitor students’ academic performance throughout the semester and will develop intervention plans for those in academic danger.

The data reveal that students who are “limited English proficient” and students with “other educational barriers” were the only special populations groups who did not meet the performance goal for 3P1. This is an improvement from the previous reporting period—when only two of the special populations groups met the indicator—and a good indication that the recommended strategies from the previous year are proving beneficial. The SCTCS will recommend that colleges continue to secure placement data from the graduate follow-up surveys, continue to hold graduate exit interviews to stress the importance of completing the follow-up survey, and call the graduates who have not returned the survey in an effort to encourage them to do so. The data reveal that none of the special populations groups met the performance goal for 3P2. Recommended strategies include expanding the mentoring program to provide students with a wider support network and increasing the number of students who take the Kuder Career Planning assessments.

The fact that the system goals for the nontraditional indicators 4P1 (nontraditional participation) and 4P2 (nontraditional completion) were met by four and six of the special populations groups, respectively, is a significant improvement from last year when only two of the special populations groups met the indicator. As a result, the colleges will continue to offer job-shadowing and mentoring programs to better inform students about nontraditional career options. The colleges will also continue to offer workshops related to nontraditional career fields as well as Web-based tutorial programs, which are available for student access at all times.

C. Definitions

The following definitions are provided as required for the 2006–07 program year.

- A *vocational participant* is a student who has enrolled in a CATE program. Students in the Associate in Arts and Associate in Science degree programs were not included within this category since these programs are general education preparation for transfer to a higher education institution. (Note: The postsecondary core indicators do not include any measures that use the term *vocational participant*.)
- A *vocational concentrator* is a student who has enrolled in a CATE program. Students in the Associate in Arts and Associate in Science degree programs were not included within this category since these programs are general education preparation for transfer to a higher education institution.
- A *vocational completer* is a graduate of a CATE program.
- A *Tech Prep* student is a high school graduate who was identified at the secondary level as a Tech Prep completer and who entered the technical college system and enrolled in a CATE program of study.

D. Measurement Approaches

Table 2 presents the measurement approaches used for each of the postsecondary core indicators under Perkins III and the comparison of the actual performance results with the goals established for 2006–07.

E. Improvement Strategies

For the 2006–07 consolidated annual report, the SCTCS provided all of the general population data for the indicators as a means of establishing consistency in the reporting structure for all sixteen colleges. The data were extracted by the colleges from the Enterprise Decision Support System, a secure electronic data warehousing and reporting system designed to ensure logical and physical integrity, compatibility, and consistency among files. Historical data are currently being migrated from a mainframe environment to a secure server using HTTP technology with 128-bit encryption. This methodology offers the highest level of data transfer access and security protection supporting both the system office and college users.

The SCTCS continues to review data quality and to streamline the data-collection process to ensure consistency and reliability within the system. Although there is still much work to be done to improve the data-collection process for the annual report, the SCTCS is moving toward making it possible to provide the postsecondary technical education data consistently, accurately, and in a timely fashion.

VI. MONITORING FOLLOW-UP

(This section does not apply to South Carolina for the 2006–07 program year.)

VII. WORKFORCE INVESTMENT ACT (WIA) INCENTIVE GRANT AWARD RESULTS

South Carolina concluded its WIA incentive grant activities for the period July 1, 2005–June 30, 2007, and initiated activities under a new WIA incentive grant for the two-year period July 1, 2006–June 30, 2008. The OCTE and the SCTCS used a portion of these funds for allowable activities under Perkins III:

- The OCTE provided \$25,000 to enable Beaufort High School to participate in the second phase of a national effort to develop integrated, interdisciplinary standards-based units of

instruction for the health science and biomedical program of study. Five team members and an OCTE consultant attended the 2006 summer training institute at the Mayo Clinic in Rochester, Minnesota, and two major units of study were developed by the South Carolina team and presented at a reporting-out session in June 2007.

- The OCTE used \$160,000 to procure the services of Visions Unlimited, Inc., to customize previous works known as the Kuder® Career Planning System to develop and implement Palmetto Pathways for South Carolina. The vendor completed the project. The enhanced Web portal can be accessed at: <http://www.palmettopathways.org/>.
- During 2006–07, the OCTE reserved \$75,000 and coordinated activities with PLTW to facilitate the participation of South Carolina high schools in the 2007–08 field test of the first course in the biomedical sciences curriculum, Principles of the Biomedical Sciences.
- The SCTCS used \$141,070 to purchase site licenses for WorkKeys and Kuder Career Assessment programs for the sixteen technical colleges and to purchase the Kuder system license for all school districts. A total of 63,746 students have completed the Kuder Career Search with Person Match assessment. The technical colleges are working with the school districts in their local service areas to schedule WorkKeys' assessments throughout the fall 2007 and spring 2008 semesters.

VIII. ATTACHMENTS

Copies of the organizational charts and local applications for funding required for section IA and section III will be forwarded as a separate electronic submission. The Financial Status Report, the Vocational-Technical Education Student Enrollment Report, and the Vocational-Technical Education Accountability Report will be submitted with this narrative report through the CAR online database, as required by the United States Department of Education's Office of Vocational and Adult Education.