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ABSTRACT

South Carolina's Occupational Education delivery system made progress in achieving the 3-year goals contained in the Two-Year State Plan for Vocational-Technical Education, FY 1995-96, especially through its continued implementation of tech prep. Workshops provided technical assistance related to standards and measures. The system consisted of 242 secondary schools, 49 vocational centers, and 16 technical colleges. Over 2,000 individuals participated in the 31 single parents/displaced homemakers/single pregnant women programs in operation. Two major areas addressed with funds under the sex equity program were the special needs of young women aged 14-25 and elimination of sex bias and sex role stereotyping in occupational education programs. The entire student body at the Department of Juvenile Justice was served, and 2,843 inmates from adult correctional institutions were enrolled in occupational education courses. Results from monitoring visits revealed that districts were providing equal access to programs for students with disabilities. In many districts, disadvantaged students were the majority. Sixteen joint occupational education projects between local education agencies and community-based organizations were funded and operated. Enrollment in tech prep continued to grow, as statewide implementation of tech prep remained a major thrust. (Appendixes include enrollment and placement data, linkages to Goals 2000, summary of compliance status, and descriptions of exemplary programs.) (YLB)

SOUTH CAROLINA OCCUPATIONAL EDUCATION

PERFORMANCE REPORT

FOR

FISCAL YEAR: 1994-95

South Carolina Department of Education
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December 20, 1995

PREFACE

This annual performance report for occupational education in South Carolina is required under the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Public Law 101-392) and covers the twelve-month program year July 1, 1994 to June 30, 1995. The report, which shows the results and accomplishments related to the expenditure of federal vocational funds for 1994-95, must be submitted to the U. S. Department of Education, Division of Vocational-Technical Education, on or before December 31 of each year.

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INTRODUCTION

Tech Prep and Occupational Education are at the vanguard of South Carolina's offensive to reform education. The South Carolina General Assembly on June 15, 1994, passed the South Carolina School-To-Work Transition Act which establishes two strands for secondary students to pursue -- College Prep and/or Tech Prep. A student may pursue both or either, but the objective is to provide a rigorous, relevant instructional program which prepares students for the workplace, postsecondary education options and lifelong learning. The Perkins Act of 1990 was instrumental in promoting the Tech Prep initiative in South Carolina. Currently there are 16 Tech Prep consortia in the state consisting of all 91 school districts, all 16 technical education colleges, several four-year colleges, and numerous businesses and industries throughout the state. The development and implementation of the Tech Prep initiative in South Carolina has been truly a partnership effort, including the former Governor, secondary and postsecondary education agencies, development boards, chambers of commerce, and employers throughout the state.

The level of support for and commitment to Tech Prep in South Carolina is unprecedented, as the following remarks regarding the 1995 Tech Prep Conference indicate:

"South Carolina's economic stability depends on our ability to prepare young people to take advantage of the many opportunities our growth has created in the workplace. Through programs such as Tech Prep, as well as other statewide education initiatives, communities can rely on a highly trained, motivated work force to bolster the foundation for South Carolina's continued development, and we can face the 21st century with the knowledge that our students will be well-prepared to meet its demands."

David M. Beasley
Governor of South Carolina

"The South Carolina Technical College System continues to be involved in strong partnerships with the South Carolina Department of Education, South Carolina's school districts and South Carolina's business and industry. Our active partnerships are providing better educational experiences for all students. Together, we are sharing strategies for enhancing existing programs as well as developing new and innovative programs.

On behalf of the South Carolina Technical College system, I wish to thank you and commend you for your accomplishments in the implementation of Tech Prep activities. The sixteen Tech Prep consortia have made significant progress in staff development, articulation, curriculum revisions, career services, and School-To-Work activities. The South Carolina State Board for Technical and Comprehensive Education and the sixteen technical colleges are committed to the goal of Tech Prep to better prepare students for postsecondary education and successful entry into a productive work force.

Tech Prep has been a catalyst for extensive curriculum reform in South Carolina and continues to offer us challenges to explore. Tech Prep activities can enhance the learning process; demonstrate the effectiveness of articulation; increase the state's college-going rate; increase student retention; and strengthen collaborative relationships among secondary schools, two-year postsecondary institutions, four-year postsecondary institutions, job training and placement agencies, and business and industry. Moreover, Tech Prep is one of the most profound initiatives in stimulating educational reform.

I wish to challenge each of you to continue your support and dedication to the education of all students to their fullest potential through Tech Prep activities for successful entry into the work force. Our working together will create new opportunities for education and successful employment of thousands of students. Tech Prep is essential to the competitive performance of business and industry in South Carolina. Let's make Tech Prep one of South Carolina's most rewarding educational endeavors."

Michael B. McCall
Executive Director
State Board for Technical and
Comprehensive Education

"As we reflect on the last four years, we remember the vision and pioneers that helped blaze the Tech Prep trail. We saw that vision become policy, the policy become process, and the process become practice. From the early efforts of pioneer school districts, we have fledged a true system and a national model of school-to-work transition of which we can be proud!

We cannot stop here; however, there is still much to be done. We must integrate our efforts more fully with technology, with the State Systemic Initiative for Math and Science, with Act 135, and with Curriculum Frameworks to assure an articulated system of education that incorporates vision and perspectives of our other stakeholders--parents, agencies, communities, professional organizations, higher education, and business and industry.

As we implement our state's vision for Tech Prep and school-to-work transition, we must remember that educational excellence is for all students; work-based learning is for all students; and career education is for all students."

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

The tremendous progress that South Carolina has made in achieving the three-year goals contained in the Two-Year State Plan for Vocational-Technical Education, FY 1995-1996, is the result of and can be attributed directly to the excellent cooperation and support provided by representatives of local school districts, technical education colleges, four-year colleges, community-based organizations, businesses/industries, parents, and students throughout the state in implementing the new Perkins Act and related programs, services, and activities.

I. PERFORMANCE STANDARDS AND CORE MEASURES

A. Progress Made in Developing, Articulating and Implementing the Statewide System of Standards and Core Measures for Secondary, Postsecondary, and Adult Levels

The statewide system of standards and core measures was developed and implemented in September 1992. The primary purpose of the Perkins Act standards and measures of performance requirement was to provide a framework for local evaluation of occupational programs resulting in program improvements. With this primary purpose in mind, South Carolina utilized the following three guiding principles in the development of the statewide system of standards and core measures:

1) The system should be, first and foremost, one which encourages local program improvement.

2) The system should allow for maximum flexibility for local educational agencies in order to make all standards and measures locally meaningful and useful.

3) The system should make use of all currently available resources possible.

The system South Carolina has developed does indeed reflect these three guiding principles. By allowing local educational agencies/institutions to set their own projections of gain based on past performance levels, the standards become locally meaningful. Local educational agencies/institutions have developed and implemented their standards and core measures based on local needs and characteristics.

The 91 school districts, the Department of Corrections, and the Department of Juvenile Justice have made significant progress toward meeting local standards, as indicated by the following results reported in 1994-95 Local Occupational Education Progress Reports:

Performance Measures	% Indicating Substantial Progress Made	% Indicating Substantial Progress Not Made
Occupational Competency Gains and Attainment	87.8%	12.2%
Academic Gains*	79.2%	20.8%
High School Graduation	100%	0%
Placement	94.0%	6.0%
Adult Education Competency Attainment	90.9%	9.1%

Note: Postsecondary Standards and Measures - Refer to Section II - Postsecondary and Adult Occupational Education

*Due to a requirement of state law, the use of the Stanford-8 test of basic skills was discontinued in 1993-94 and was replaced with the MAT-7 test battery.

B. A Summary of Major Events in the Implementation of the Statewide System of Standards and Measures of Performance is as follows:

	Description of Event	Timeline
1.	Local educational agencies submitted the 1992-93 Local Progress Report for Occupational Education.	August-September 1993
2.	Procedures were begun to set up a system to provide technical assistance to LEAs who are not making substantial progress towards meeting their standards.	October-November 1993
3.	Three regional workshops were provided on developing local plans including standards and measures.	March 1994
4.	Four regional workshops were conducted on Statewide System of Standards and Measures. Participants were provided the Measurement Plan and the revised South Carolina Guide to Implementing the Perkins Act System of Standards and Measures of Performance 1994.	April 1994
5.	One follow-up workshop was conducted on developing standards and measures.	June 1994
6.	Local educational agencies submitted the 1993-94 Local Progress Report for Occupational Education.	August-September 1994
7.	Three regional workshops were provided on developing local plan updates for 1995-96 which included standards and measures.	June 1995
8.	Local educational agencies submitted the 1994-95 Local Progress Report for Occupational Education.	August-September 1995

C. As reflected by the following table, South Carolina's system of standards and measures at the secondary and postsecondary levels goes well beyond the minimum requirements of the Perkins Act.

Statewide Standards by Instructional Level/Agency

Performance Measure	Secondary	Adult	Postsecondary	Corrections
Learning and Competency Gains	Yes	Yes	Yes	Yes
Competency Attainment	Yes	Yes	Yes	Yes
Job or Work Skill Attainment	No	No	No	No
Retention in School or Completion	Yes	No	Yes	No
Placement of Completers	Yes	No	Yes	No

1. **Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills;**

   a. **Secondary Education Standard**: All local educational agencies will demonstrate a gain in the scaled scores of occupational completers from grade 9 to grade 11 on the "3R's Battery" of the Stanford-8.

   Secondary Education Measure: The percent gain in scaled scores for the "3R's Battery" on the Stanford-8 from grade 9 to grade 11 for occupational completers will be used as the measure for this standard.

   b. **Adult Occupational Education Standard:** All local educational agencies will assess academic gains and occupational competency gains of adult students in all occupational programs of study for adults offered by that agency (assisted with federal Title II - Part C Secondary Perkins Act funds).

   Adult Occupational Education Measure: Each LEA may use one or a combination of traditional assessments (S.C. Occupational Competency Tests, classroom grades, pre-posttest scores) and performance assessments (S.C. Occupational Competency Profiles, product analyses).

   c. **Postsecondary Occupational Education Standard:** There will be yearly gains in (a) the number of Tech Prep students who enroll and achieve academic success in technical college courses; and (b) there will be, as of 1994-95, decreased percentages of Tech Prep students having to enroll in developmental/remedial courses at the technical colleges. Student career goals will be examined to determine appropriate research follow-up.

   Postsecondary Occupational Education Measure: Each postsecondary institution will determine its own tracking system to monitor enrollment, successful completions, and skills progress within college courses and developmental programs.

   d. **Department of Corrections Standard:** There will be a yearly gain in scores from pretest to posttest on the Tests of Adult Basic Education (TABE) for occupational program completers who also attend a program to improve academic skills.
   Department of Corrections Measure: The percentage of completers attending programs to improve academic skills who increase their pre-posttest scores on the Tests of Adult Basic Education will be used as a measure for this standard.

e. **Department of Juvenile Justice (formerly Youth Services):** Occupational students will show a gain in scores on the Test of Adult Basic Education (TABE) from pretest to posttest.

Department of Juvenile Justice Measure: Student scores on the TABE will be used as a measure for this standard.

2. **One or more measures of performance, which shall include only -- (A) competency attainment;**

a. **Secondary Education Standard:** All local educational agencies will assess student progress and competency attainment in all occupational programs of study offered by that agency. The assessment(s) shall be designed to show gains in occupational competencies and will be applied consistently over time.

Secondary Education Measure: Each LEA may use one or a combination of traditional assessments (S.C. Occupational Competency Tests, classroom grades, pre-posttest scores) and performance assessments (S.C. Occupational Competency Profiles, product analyses).

b. **Adult Occupational Education Standard:** All local educational agencies will assess academic gains and occupational competency attainment of adult students in all occupational programs of study for adults offered by that agency (funded with Title II - Part C Secondary Program funds).

Adult Occupational Education Measure: Each LEA may use one or a combination of traditional assessments (S.C. Occupational Competency Tests, classroom grades, pre-posttest scores) and performance assessments (S.C. Occupational Competency Profiles, product analyses).

c. **Postsecondary Occupational Education Standard:** Each postsecondary institution (two-year technical college) within the governance of the South Carolina State Board for Technical and Comprehensive Education will assess student progress and competency gains, to include student progress in the achievement of basic and more advanced skills while enrolled in the two-year colleges. All two-year technical colleges will have assessment systems in place to demonstrate and improve the effectiveness of college participation in Perkins' programs, with an emphasis on the Tech Prep programs/consortia.

Postsecondary Occupational Education Measure: Colleges may choose from a variety of measures to meet this standard, such as any or all of the following: course grades/grade point averages, course completions, success in developmental courses, exemptions from developmental courses, advanced credits, traditional assessments, performance assessments, and positive relationships of discipline - specific secondary applied courses to entry-level courses at the postsecondary level.

d. **Department of Corrections Standard:** Completers of each occupational program will achieve a score of 2 or higher on at least 85% of the course competencies as listed on the "Profile of Competencies" distributed by the State Department of Education and selected and approved by the State Department of Education and by the State Department of Corrections Palmetto Unified School District.

Department of Corrections Measure: Competency profiles will be used to assess occupational attainment.

e. **Department of Juvenile Justice Standard:** All occupational students will score a 2 or higher on 80% of the competencies taught in a six-month period.

Department of Juvenile Justice Measures: Student performance on competency profiles as observed by their classroom teachers will be used as a measure for this standard.

3. **One or more measures of performance, which shall include only -- (B) job or work skill attainment to obtain employment, including student progress in achieving occupational skills in the industry the student is preparing to enter;**

   This measure was not chosen for inclusion in South Carolina's system of standards and measures of performance. It was felt that this measure was adequately addressed in Standard 2.

4. **One or more measures of performance, which shall include only -- (C) retention in school or completion of secondary school or its equivalent;**

   a. **Secondary Education Standard:** All local educational agencies will assess the number and/or percent of twelfth grade occupational completers who obtain a high school diploma or certificate.

      Secondary Education Measure: The number and/or percentage of occupational completers graduating from high school each year or receiving a certificate will be obtained by each LEA and compared to the previous year's graduation/certification rate in order to determine whether or not the expected gain was reached.

   b. **Adult Occupational Education Standard**: Not chosen for adult.

   c. **Postsecondary Occupational Education Standard:** Tech Prep should result in improved retention at the postsecondary level. Tech Prep students enrolled in postsecondary programs will be tracked and should show positive and improving retention rates when compared to general college rates during the 1993-97 period.

      Postsecondary Occupational Education Measure: The number and percentages of successful completers will be compared to the baseline year data of 1993-94. Data regarding Tech Prep student enrollment will be compared to college-wide retention rates following standard State Board for Technical and Comprehensive Education retention and definitions.

   d. **Department of Corrections Standard:** Not chosen for Corrections.

   e. **Department of Juvenile Justice Standard:** Not chosen for Juvenile Justice.

5. **One or more measures of performance, which shall include only -- (D) placement into additional training or education, military service, or employment.**

   a. **Secondary Education Standard:** All local educational agencies will place at least fifty percent of completers of occupational education programs, other than agriculture education completers, during the prior three years (three-year average) in an area related to their occupational education program of studies.

      Secondary Education Measure: The percentage of completers available for placement, other than agriculture education completers, placed during the prior three years (three-year average) in an area related to their occupational education program of studies will be used as the measure for this standard.

   b. **Adult Occupational Education Standard:** Not chosen for adult

c. **Postsecondary Occupational Education Standard:** Tech Prep students completing postsecondary programs will be placed in or self-select jobs, other higher education programs, or the military services at rates equal to or above college-wide rates.

Postsecondary Occupational Education Measure: The percentage of completers available for placement will be included in reports during and after 1994-95 when students have completed associate degrees, have taken jobs, or have transferred to senior colleges.

d. **Department of Corrections Standard:** Not chosen for Corrections.

e. **Department of Juvenile Justice Standard:** Not chosen for Juvenile Justice.

Note: At the secondary level, local standards are included in the local application/plan for occupational education (refer to Attachment 3).

D. How the State Assisted the LEAs in Overcoming Difficulties in Developing and Implementing the Statewide System of Performance Standards

	Description of Event	Timeline
1.	Employed staff person to provide leadership and technical assistance to LEAs.	September 1993
2.	Provided technical assistance to LEAs.	November-June 1994
3.	Provided LEAs technical assistance at three regional workshops on developing local plans including standards and measures.	March 1994
4.	Conducted four regional workshops on statewide system of standards and measures. Presented Measurement Plan and the revised South Carolina Guide to Implementing the Perkins Act System of Standards and Measures of Performance 1994.	April 1994
5.	Provided technical assistance in developing measurable standards.	April-May 1994
6.	Provided a follow-up workshop on developing measurable standards.	June 1994
7.	Provided LEA's technical assistance through occupational education program evaluations.	December 1994-April 1995
8.	Provided LEA's technical assistance at three regional workshops on updating local plans, including standards and measures of performance.	March 1995

E. System Requirements

The statewide system of standards and measures of performance applies to (1) all secondary occupational education programs in the state's public school system; (2) adult programs funded with Title II - Part C Secondary Program funds in the state's secondary public school system; (3) occupational/technical education programs at the postsecondary (two-year associate degree/diploma) level that have comparable courses at the secondary instructional level and for

which competencies have been articulated from the secondary to the postsecondary instructional level (or articulation agreements have been established); and (4) occupational education programs conducted in corrections agencies funded with federal funds under the Perkins Act.

All occupational education programs indicated above were affected by the system of standards and measures of performance. No special populations or target groups were excluded from any standards or measures that affect other occupational education students. A wide variety of incentives or adjustments were provided to encourage service to targeted groups or special populations. Incentives or adjustments for disabled students were consistent with each student's Individualized Education Program (IEP) developed under Section 614(a)(5) of the Individuals with Disabilities Education Act, where appropriate.

II. SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

A. Secondary Programs, Services, and Activities

Occupational education programs, services, and activities are provided at the secondary level in South Carolina through a dynamic system of 242 secondary schools and 49 vocational centers (13 of the vocational centers serve multi-districts and 11 of these operate independently and have a separate governing board).

During 1994-1995, 111,717 secondary students were enrolled in occupational education programs in the state. Approximately one of every two students enrolled in occupational education programs during 1994-1995 were members of special population groups (refer to Appendix 1A, Secondary Enrollment Data).

Note: Unduplicated enrollments are determined through a programming statement which gives preference to occupational areas; therefore, students who are enrolled both in Consumer and Homemaking and Business courses are counted only in Business. For this reason, among others, it could be expected that Business enrollments would increase, while Consumer and Homemaking enrollments would decrease.

Eighty-five (85) percent of the Title II - Part C funds were allocated by the formula specified in the Perkins Act to each of the 91 school districts and the S.C. Department of Corrections and the S.C. Department of Juvenile Justice. Each of these eligible recipients were required to submit a local plan describing the priorities to be given in the specific uses of federal Title II - Part C funds (refer to Attachment 4, local plan forms and instructions).

The following shows the actual expenditure of Title II - Part C federal funds in 1994-1995 for secondary programs, services, and activities under Section 235 of the Perkins Act:

Programs, Services, and Activities	Federal Expenditure	% of Total Federal Expenditure
Supplementary Services (Special Populations)	$ 3,020,654	23.5%
Career Guidance and Counseling	3,404,961	26.4%
Equipment/Material Upgrade	2,363,234	18.4%
Integrating Academic and Occupational Education	2,789,265	21.7%
Secondary Occupational Programs	123,001	0.9%
Placement Services	136,074	1.1%
Local Administration	191,056	1.5%
Adult Occupational Education	54,309	0.4%
Cooperative Education	28,230	0.2%
Tech Prep	99,806	0.8%
Workstudy	12,355	0.1%
In-service Training	650,265	5.0%
TOTAL	**$12,873,210**	**100.0%**

As this expenditure data reveals, nearly 95% of these funds were expended for the mandatory uses set forth in Section 235 of the Perkins Act. The majority of these funds were expended for programs, services, and activities at a limited number of sites or in a limited number of occupational programs having the highest concentration of special population students.

B. Postsecondary Programs, Services, and Activities

The South Carolina State Board for Technical and Comprehensive Education, responsible for the state's public system of postsecondary two-year associate degree programs, continues to work collaboratively with the State Board of Education, responsible for the state's public secondary occupational education system, in carrying out the arrangements of Title II - Part C Postsecondary/Adult Funds. The total 15 percent of Title II - Part C funds reserved for Postsecondary/Adult Education are designated for Technical Preparation Education (Tech Prep) in South Carolina. During 1994-95, 70 percent of this amount was used for grant awards to the 16 consortia in the state for use at the postsecondary level. The remaining 30 percent of the Title II - Part C Postsecondary/Adult amount was used for teacher education programs in Tech Prep and regional institutes for Tech Prep consortia to effectively train secondary and postsecondary administrators, career guidance counselors, occupational/technical faculty, and applied academics/general education faculty.

The following summarizes the expenditure of Title II - Part C Postsecondary/Adult Funds for Tech Prep consortia efforts and staff development activities in 1994-95:

1. Tech Prep, Postsecondary/Adult Level
(Funds Awarded to Eligible Consortia on a Formula Basis)

Programs, Services, and Activities	Federal Expenditure	% of Total Federal Expenditure
Preparatory Services	$ 51,419	4.6%
Integrating Academic and Occupational Education	56,268	5.1%
Technical Assistance	193,898	17.4%
In-service Training/Staff Development	238,530	21.4%
Career Guidance and Counseling	90,294	8.1%
Project Planning/Evaluation/Reporting	172,476	15.5%
Curriculum Development	175,703	15.8%
Supplemental Services - Special Populations	26,377	2.4%
Postsecondary/Adult Occupational Programs	58,277	5.2%
Local Administration	49,974	4.5%
SUBTOTAL	**$ 1,113,216**	**100.0%**

2. Tech Prep Staff Development

a. Teacher Education (Pre-Service Programs)	$ 74,964
b. Staff Development Regional Institutes	403,260
SUBTOTAL	**$ 478,224**
TOTAL	**$ 1,591,440**

The South Carolina Technical College System continues to be involved in strong partnerships with the South Carolina Department of Education, South Carolina school districts, and South Carolina business and industry. South Carolina's 16 technical colleges are committed to educational reform in both postsecondary and secondary institutions. The 16 colleges offer a wide range of postsecondary educational opportunities at the associate degree, diploma, and certificate level which are being linked to secondary programs through Tech Prep articulation activities. More than 900 programs are offered throughout the Technical College System (302 associate degree programs, 149 diploma programs, and 461 certificate programs).

A review of reports on consortia Tech Prep activities indicated that significant work is taking place statewide in the process of articulating secondary and postsecondary courses and programs, with postsecondary credit being given for technical advanced placement courses in an increasing number of career areas. The associate degree, diploma, and certificate programs are being offered and articulated throughout the technical colleges in college transfer, business, computer technology, agriculture, health science, nursing, industrial technology, engineering technology, and public service programs. Other articulation activities include substantial work in the area of articulating programs from the two-year colleges to the baccalaureate institutions in the state. Transfer articulation committees are currently working in nursing, business, arts and humanities, teacher education, engineering technology, math, and science.

The annual unduplicated headcount credit enrollment for FY 1994 was approximately 82,157 (41,077 FTE). This number included students enrolled as full-time or part-time students. In addition, the Technical College System had approximately 104,614 headcount enrollment in continuing education during FY 1994. Follow-up data on all 1994 graduates from degree, diploma, and certificate programs (7,629) show 80% placement for all students.

An Innovative Technical Training component of the State Board for Technical and Comprehensive Education has consistently recognized the need for learning advanced technology concepts for both college faculty and staff as well as business and industry in South Carolina. Funded programs at state resource centers located at the technical colleges include the following: Environmental Training Resource Center at Central Carolina Technical College, the Applied Microelectronics Resource Center at Tri-County Technical College; and Electromechanical Maintenance Technology Resource Center at Orangeburg-Calhoun Technical College. Other activities related to the Innovative Technical Training component include (1) the expansion of each technical college's use of computer resources to enhance instructional, administrative, and student services performance, (2) promotion of economic development through the identification of emerging technology and related training needs in business and industry, (3) the development of systemwide technology training programs, (4) collaboration with business and industry, technical colleges, other state agencies, K-12 agencies, colleges and universities, and (5) promotion of distance learning training for faculty and staff during the 1995-96 year.

The Special Schools Division of the State Board for Technical and Comprehensive Education has continued to work closely with the State Department of Commerce, local economic development representatives and others within the state to help attract and promote new and improved job opportunities for the citizens of the state. Presentations are given to prospective employer representatives on the valuable services available from Special Schools, the 16 technical colleges, and other components of the Technical College System. The Special Schools Division provides training programs for all new industry coming into the state as well as assists with expanding industry. The

Special Schools Division has been consistently recognized locally and nationally for its contributions to the economic development of South Carolina.

Each college provides assistance to all students through assessment, admission, academics, job placement services, and strong support activities in counseling, career planning, student records, student financial aid, veterans support, and organized assistance to students with disabilities. Each college offers a wide range of educational, career, personal, and social counseling activities. Counselors are available for day and evening students for assistance with career and/or curriculum planning, personal issues, academic concerns, or financial problems. Career awareness and career exploration are essential to choosing careers for all students.

Colleges provide further assistance for students through a comprehensive program called developmental education when necessary. A broad range of activities, programs, staff roles, and instructional services designed to assist the student in attaining his or her educational goals are provided. Activities to assist the students include tutoring, study skills, goal setting, self-concept development, and instruction for overcoming academic deficiencies. Rigorous and relevant courses are offered in English, mathematics, and reading to adult students in order to help them successfully progress through their academic programs.

Articulation has been defined in South Carolina as the process that links two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. Technical Advanced Placement (TAP) is a special part of the Tech Prep articulation program which enables qualified students to earn technical college credit while still in high school. The purpose of TAP in South Carolina is viewed as a means of reducing the unnecessary duplication of educational programs/courses between high school and college programs. In addition, TAP enables students who do well in high school courses to save time, money, and to possibly complete degree programs earlier than normal at the technical college. Faculty members at both the secondary and postsecondary levels have developed procedures that students follow in order to earn TAP credit. The articulation linkages among secondary schools and the technical colleges are being strengthened throughout the state. On-going activities include faculty members from secondary and postsecondary levels using a comprehensive approach in the development and implementation of articulation agreements, follow-up, assessment, and improvement.

Assessment Being Used to Address Standards and Measures

The following methods of assessment relating to postsecondary education are being used to address the Standards and Measures for Performance which were included in the South Carolina Two-Year State Plan for Vocational-Technical Education, FY 1995-96:

1. Colleges are utilizing a systemwide tracking system and determining graduation rates based on a 1992 cohort with follow-up after a three-year period. The cohort is defined based on Student Right-to-Know definitions. Comparisons will be conducted with students who have been identified as Tech Prep students.

2. Students who have been identified as Tech Prep students at the secondary level are being tracked for academic progress, retention, and program completion at the postsecondary level. Colleges are using data elements provided by the secondary schools on Tech Prep completers and as identified by the State Department of Education. Each consortium has developed and implemented its own evaluation system which will complement the statewide system of assessment for consortium improvement.

3. All 16 of the state's technical colleges are continuing to conduct surveys regarding job placement of all graduates from all associate degree, diploma, and certificate programs each year. Computations on job placement are provided on all graduates who are employed in jobs that are related to their educational programs or who are continuing their education. Computations are also provided based on the number of graduates who responded to all survey inquiries. In addition, employer satisfaction surveys are conducted each year.

4. The State Board for Technical and Comprehensive Education staff have modified an existing tracking system for students enrolled in the technical colleges. Students who are required to take remedial courses are being tracked for retention and data analysis comparisons between Tech Prep students and non-Tech Prep students. The tracking system provides for monitoring enrollment, successful completion and student grade averages.

5. The State Board for Technical and Comprehensive Education and the 16 technical colleges are members and active participants of the South Carolina Higher Education Assessment Network and receive advice and consultation for college administration, faculty, and staff in assessment techniques. The colleges continue to meet mandates with performance reports on program majors, retention, general education, professional licensing, libraries, student development, and other essential work areas within the technical college system.

6. All evaluation and assessment reports of the technical colleges are disseminated throughout the Technical College System. All reports and data are shared with the Chief Instructional Officers, Chief Student Services Officers, and Institutional Effectiveness Coordinators.

7. Individual colleges are currently conducting research studies in math and communications to determine if there are differences in entering Tech Prep students and non-Tech Prep students in terms of their placement scores for admission to specific programs at the technical colleges.

Exemplary Programs

Tech Prep activities at the postsecondary level are providing a means to enhance the learning process, demonstrate the effectiveness of articulation, and better prepare students for successful entry into the workforce. Examples of exemplary programs include the following:

1. The Carolina Biodiversity Project at Midlands Technical College is a research/internship experience during which two-year college students are assigned to a participating state agency or private industry. Students are involved with hands-on activities while learning about efforts each organization is undertaking to preserve and perpetuate the rich natural heritage of the environment, while at the same time engaging in an independent research project pertaining to some aspect of environmental science. Each student participant presents the results of his/her project at the South Carolina Academy of Science conference.

2. South Carolina's 16-member Technical College System, working through the State Board for Technical and Comprehensive Education, launched a major initiative to reform engineering technology education in South Carolina through what is called the South Carolina Center of Excellence during 1994. For the United States to remain competitive in the world market, the technical component of the workforce must be well prepared and sufficient in size. The South Carolina Technical College System is dedicated to this task. The Advanced Technological Education (ATE) Initiative seeks to nurture and expand high quality instruction in advanced technology fields.

   The goal of the ATE Initiative is to improve engineering technology education. This goal is first being met by preparing a cadre of exemplary faculty to employ a variety of effective teaching methodologies. Next, these faculty will be encouraged to develop and implement a re-engineered curriculum in engineering technology. Last, exemplary faculty will become enablers, conducting training for other faculty and sharing models for curriculum reform with faculty throughout the Technical College System. Training and curriculum reform models developed through this initiative will be disseminated across the nation.

   Teaching improvement will focus on recognition of multiple intelligences, diverse learning styles, team-building, active learning, and multimedia skills. Curriculum development will focus on the linking of mathematics, science, communication, and technology in an integrated study of fundamentals taught through a series of design projects. Upon completion of the engineering

technology core, students will be prepared to pursue advanced specialties in existing and emerging technologies.

Throughout the ATE Initiative, resources will also be devoted to helping students obtain the appropriate pre-engineering technology academic preparation. In collaboration with high schools, Tech Prep consortia, and school-to-work initiatives, the South Carolina Center of Excellence will work towards the creation of a seamless curriculum from high school to technical college that minimizes duplication and enhances employability at each level of student accomplishment.

3. A South Carolina Advanced Technological Education Exemplary Faculty project addresses the issue of restructuring the learning environment to prepare two-year technical college students to compete in today's high performance global marketplace. The specific goal is to create a cadre of exemplary faculty teams for the express purpose of implementing innovative research-based advanced technological education practices across the South Carolina Technical College System.

   The major objectives of the faculty project are to (1) develop and implement a comprehensive faculty development program for ATE that addresses faculty development needs in advanced technological education content, effective pedagogy, and assessment of student learning outcomes; (2) develop, pilot test, and implement research-based curricular reform in advanced engineering technology programs; and (3) evaluate implementation processes and materials and disseminate successful processes and products at the local, state, and national levels.

   Methods include involving interdisciplinary faculty teams from across the 16 colleges in intensive professional development activities; implementing a system-wide electronic communications system based on the concept of a physical conference room; and instituting project-based peer teams to design and implement new curriculum materials and instructional strategies. The primary target audience of faculty include mathematics, physical science, engineering technology and communications faculty members. Collaborative partners include Clemson University and the National Dropout Prevention Center at Clemson, the South Carolina Department of Education (Tech Prep), South Carolina Educational Television, the Academy for Educational Development, and the Virginia Community College System. This project represents an innovative approach to systemic reform in professional development and seeks to coalesce the strengths of individual faculty members into a unified effort to move the entire system forward in advanced technological education practices.

   Tech Prep has been a catalyst for extensive curriculum reform in South Carolina and continues to offer challenges for exploration. Tech Prep activities have enhanced the learning process for students; demonstrated the effectiveness of articulation; increased the state's college-going rate; increased student retention; and strengthened collaborative relationships among secondary schools, two-year postsecondary institutions, four-year postsecondary institutions, job training and placement agencies, and business and industry.

<u>Postsecondary Program Administered through the State Department of Education:</u>

The Practical Nursing program administered through the State Department of Education serves more than 1,500 students in eleven schools across the state. It is designed to prepare qualified applicants to assist in care of the sick, in rehabilitation, prevention of illness and to prepare students to take the state's required licensing examination. Skills which have been acquired in this program will also prepare the student for articulation into the Registered Nursing program.

III. SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

During FY 1995, thirty-one (31) single parents, displaced homemakers, single pregnant women programs were in operation, an increase of two programs from FY 1994. Sixteen (16) programs were located at technical colleges, ten (10) programs were located at secondary schools, and five (5) programs were coordinated by community-based organizations.

Over 2,000 individuals (197 secondary clients and 1,861 postsecondary clients) participated in these programs. Ninety-nine percent (99%) of the clients served were female. The ethnicity of the population was as follows: 65% African American, 33% Caucasian, .05% Asian American, .05% Native American, and 1% Hispanic American. Fifty-one percent (51%) of the participants had completed high school or earned a General Equivalency Diploma, a decrease of 12% from FY 1994. Sixty-three percent (63%) of this population had incomes of $5,000 or less.

Potential participants for the programs were recruited, interviewed, and completed intake forms. The intake process included determination and certification of client status and financial need. All programs maintain waiting lists and refer these individuals to other sources for financial assistance. In addition, the majority of projects conducted pre-employment and life skills workshops for those individuals not directly served by the program.

The types of supportive services provided to program participants varied greatly and were influenced primarily by the funds available, the project delivery system, and client needs. Supportive services provided most often with grant funds and the percent of clients served were: Tuition Assistance (60%); Books/Instructional Support (60%); Dependent Care (48%); and Transportation (30%). Other services provided to a majority of participants included personal counseling, assessment and testing, career education counseling, and life skills development.

All projects emphasized job skill training and placement, including exposure to high-wage, high-technology careers. Approximately 70% of the participants entered employment and/or continued job skills training at the end of the fiscal year. The occupational training areas chosen by participants included: Business (27%), Arts/Sciences (7%), Health (33%), Human Services (17%), Industrial Technology (6%), and Pre-employment/Basic Education (10%).

Project directors emphasized the collaborative efforts that occurred allowing them to most efficiently serve the targeted population. Organizational collaborations included: Job Training and Partnership Act programs, State Department of Social Services work support staff, local job placement offices, business and industry, and community organizations. The collaborating organizations provided services such as on-site work experiences, scholarship opportunities, and additional funding for childcare and transportation services in an effort to extend grant funds.

IV. SEX EQUITY

Two major areas were addressed with funds under the sex equity program. These areas were: 1) programs designed to meet the special needs of young women, aged 14-25, enabling them to support themselves and their families (Programs for Young Women); and 2) programs designed to eliminate sex bias and sex role stereotyping in secondary and postsecondary occupational education programs (Sex Equity Minigrants).

A total of twenty-three (23) Programs for Young Women, an increase of one (1) program from FY 1994, were funded across the state including ten (10) programs located at technical colleges, ten (10) school based programs (including a correctional facility), two (2) community-based programs, and one (1) post secondary.

Over 1,000 young women (450 secondary, 686 postsecondary) participated in these programs. The annual income for fifty-five percent (55%) of these individuals was less than $5,000.

The Program for Young Women projects targeted pregnant and parenting young women who were school dropouts or potential dropouts. All projects emphasized reduction of dropouts, retention, and retrieval of this population through encouragement of basic skills remediation, academic assistance and job skills training, including exposure to nontraditional career opportunities. Supportive services included career counseling, testing and assessment, workshops, mentor/role models, life-coping skills sessions, and work exploration experiences.

Supportive services provided most often with grant funds and the percent of clients served were: Tuition Assistance (55%), Books/Instructional Support (60%), Dependent Care (60%), and Transportation (45%). Due to the age of this group and lack of a high school diploma or equivalency, most of the educational training entered was in the area of Pre-employment Skills and Basic Education (attaining G.E.D.).

Project directors indicated that, although problems still exist such as lack of motivation, limited educational background, the need for child care, and family problems, FY 1995 has been a successful year due to the increase in success stories from their programs.

A total of twenty-nine (29) Sex Equity Minigrants were funded at school districts (including one correctional facility) and technical colleges. Sixteen (16) programs were located at technical colleges, ten (10) were at secondary schools, one (1) at a women's correctional facility, and two (2) at four-year colleges.

Almost 6,000 individuals participated in and/or received direct benefits from the sex equity activities that were implemented. Several projects implemented recruitment activities (brochures, videotapes, etc.) that were distributed or shown at community or other large meetings; an accurate participant count was unavailable.

A variety of services, activities, and courses were funded through the minigrants. Many activities involved community participation, liaisons with area secondary schools (in the case of projects located at technical colleges) and collaboration with local business and industry. Other services provided were childcare and tuition assistance for students enrolled in nontraditional occupational programs, tutoring and mentor/mentee opportunities, seminars and workshops, and work exploration experiences. Unique projects included career, math, and science Institutes for Girls as a recruitment for introduction to high technology fields.

The largest challenge facing sex equity minigrant project directors is overcoming the resistance of young people towards nontraditional careers. Projects for FY 1995 implemented components designed to: (1) increase awareness of non-traditional careers; (2) provide hands-on work exploration activities; (3) provide role models for participants, and (4) provide staff development.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

A. South Carolina Department of Juvenile Justice

The Department of Juvenile Justice is South Carolina's juvenile corrections agency. Committed juveniles are assigned to one of three institutional facilities. The average length of stay is seven months and the typical student's academic performance is approximately three grade levels below standard. The entire population is considered to be a "special population."

The Department of Juvenile Justice's institutional schools are designated by law as a special school district. The agency operates a continuous progressive twelve-month education program in compliance with a defined minimum program approved by the State Department of Education.

Vocational courses at Birchwood High School and Willow Lane Alternative School are designed to assist the students in developing occupational and related academic skills for meaningful employment. The classes are operated on an open-entry, open-exit format and are competency-based as required by the South Carolina Department of Education. Each course offers instruction in the principles and skills involved in that particular trade and includes safety and job survival skills. Vocational classes meet 90 minutes daily and all students, regardless of sex, creed, origin, color, or handicapping conditions, are given the opportunity to enroll. The course offerings are as follows:

Automotive Mechanics
Automotive Services
Auto Body Repair
Carpentry
Building Construction
Industrial Technology Education
(Middle School Level)
Welding
Facility Maintenance
Graphic Communications
Horticulture
Work Adjustment

In addition to the established vocational offerings, the agency contracts with other institutions to provide additional vocational services to the students. Other preparatory courses like pre-vocational classes, Commercial Art, Keyboarding and Word Processing are offered within the district.

The standards and measures of performance developed in response to the Perkins Act were implemented in September 1992. Given the nature of the Department of Juvenile Justice, an occupational student will be defined as any student who is enrolled in an occupational course at the time of analysis. This definition will apply to all Department of Juvenile Justice standards and measures. Due to the short duration of their stays, long-range educational and career goals are difficult to complete. The standards and measures developed were written with these factors in mind.

Academic

Occupational students will show a gain in scores on the California Achievement Test (CAT) from pretest to posttest.

Students are administered the CAT at the Transition Unit upon initial commitment to the Department of Juvenile Justice. The scores are transferred to the assigned long-term institution. Students are tested at the end of each fiscal year and again upon release.

Occupational

Occupational students will score two or higher on seventy-five (75) percent of the competencies taught after eighty-four (84) hours of instruction (three-quarters of a trimester).

The average stay of a student is seven months; therefore, they are typically not exposed to a whole program of study. Competency profiles are readily available and are a uniform method for measuring competency attainment. Seventy-five (75) percent mastery is the level considered by the Department of Juvenile Justice as reasonable for employment.

Special Populations

The entire student body at the Department of Juvenile Justice is classified as a "special population"; therefore, all are being served.

Incentives or adjustments are being provided for occupational students with disabilities consistent with the student's individualized education program (IEP). The vocational coordinator or a designee is present during the development of an IEP for each occupational education student with disabilities when requested.

Coordination and communication with the Department of Social Services are necessary for specific cases and contacts are also made with the Employment Security Commission, the Department of Vocational Rehabilitation, and the Department of Labor for advice and guidance of the Department of Juvenile Justice work programs.

The services provided by the S.C. Vocational Rehabilitation Department include the provision of case findings and assessment procedures to identify handicapped individuals in order to afford them access to Vocational Rehabilitation services during institutionalization.

Vocational Rehabilitation provides vocational assessment, personal and social adjustment services, counseling, and when appropriate, work adjustment training, vocational training and/or work experience to the handicapped students in order to prepare them for work and to emphasize and encourage the eventual placement of the students in employment outside the facility. They also provide basic vocational training through a simulated work experience. One of the services is Work Adjustment Training through actual contract work. This service provides basic job skills, job exposure, the opportunity to work with others and, under supervision, improvement of work tolerance and work stamina. This involvement in a structured work setting also affords the staff an opportunity to note a client's positive and negative work habits.

B. South Carolina Department of Corrections

A total of 2,843 inmates from both adult male and female institutions were enrolled in occupational education courses in 1994-95. The majority of this enrollment (2,234) was in Trade and Industrial Education programs (Auto Mechanics, Carpentry, Electricity, Masonry, Welding, etc.). Inmates were also enrolled in Agriculture Education (279), Business Education (233), Health Occupations (13), and other related programs (84).

Federal Title II - Part B Incarcerated funds were used for occupational education teacher salaries, instructional materials/supplies, training for staff development and program monitoring, updating of instructional equipment, and job placement services. Job placement services were provided for 190 inmates.

During 1994-95, standards and measures for vocational programs were met. These standards were for academic and occupational student achievement (refer to Section I - Statewide Standards and Measures of Performance) and were implemented in September of 1994.

Within the South Carolina Department of Corrections, a policy exists which states that priority will be given to those applicants for vocational programs (all voluntary) who are within two years of their parole, work release, or outright release from prison. By granting such priority, those inmates closest to being available for placement outside prison can be placed in jobs within the private sector, thus making expeditious use of their newly learned vocational skills.

Programs for females were provided on an equal basis with those for males. Programs were provided at the two female institutions in Dental Laboratory Technician, Business Occupations, Marketing Education, Horticulture, Industrial Sewing, and Welding. Opportunities were also available at adjacent institutions for training in Carpentry.

The primary determining factors for determining the type of vocational programs to be offered are those of job demand for graduates both while incarcerated and upon returning to society, with the latter given highest priority.

Occupational education programs operated during 1994-95 that were considered exemplary are as follows:

1. Industrial Sewing Program at Leath Correctional Institution

   a. Criteria for selection: A voluntary program for women in which applicants must have enough time remaining on their sentence to complete the program, sign a waiver of transfer, and pass an intensive interview process which includes aptitude/coordination testing.

   b. Achievements:

      (1) Enrollments: Classes are consistently full at 20 students.
      (2) Completions: During FY 1995, 53 students completed the program for a 100 percent completion rate.
      (3) Placements: During FY 1995, 53 students were placed for a 100 percent placement rate.

2. Carpentry Program at Greenwood Correctional Institution

   a. Criteria for selection: A voluntary program for men in which applicants must be within two years of parole, work release or outright release from prison.

   b. Achievements:

      (1) Enrollments: Classes are consistently full with an enrollment of 16 students.
      (2) Completions: During FY 1995, 24 students completed the program for a 100 percent completion rate.
      (3) Placements: During FY 1995, 24 students who were available for placement were placed in jobs in the private sector for a 100 percent placement rate.

VI. SPECIAL POPULATIONS

A. Achievements in providing equal access for students with disabilities, in recruitment, coordination between special education and occupational-technical education, assessment, career development and transition from school to work

Results from the monitoring visits conducted this year reveal that districts are providing equal access to programs for students with disabilities. There were isolated problem areas when looking at enrollment in high tech programs but these were resolved through the monitoring process. The number of students enrolled in all programs is also verified through data collected from all districts. Various recruitment strategies are used to attract students who are members of special populations into occupational education. These include brochures distributed to all students in middle school which outline the programs and services available, visits into every eighth grade classroom, tours of career centers by middle school students, and general career guidance. Efforts are being made to ensure that when information is disseminated it includes special services that are available for students who are members of special populations.

Transition from school to work for students with disabilities remains a major concern for localities. Occupational and special educators work collaboratively to meld the requirements of Perkins and of IDEA to ensure a smooth passage from school to adulthood for these students. Participation at IEP meetings has been strong in every district, and other means of sharing information and expertise have been used such as cross training of teachers, common planning time, co-teaching and ad hoc committees. In cases where a district has employed a special populations coordinator, this person has been able to manage this function well. As part of this transition process, there has also been a strong effort towards conducting functional assessment activities. Various standardized tests are administered as well as curriculum-based assessment that pinpoints exactly what supplementary services will be needed for these students to succeed in the occupational classroom. These efforts all fit in nicely with the state's school-to-work initiatives for the general population. There continues to be good participation of special education in school-to-work advisory councils at both the state and local level.

B. Description of the Impact of Supplemental Services to Students with Disabilities

The provision of supplementary services to students with disabilities has a positive impact on the number of students with disabilities enrolled in occupational education, the success of those students in the classroom and ultimately, on completion and placement. Because information is given to students prior to entering the ninth grade, they are aware that there is an array of supplementary services available to them to assist them in preparing for a career. Functional assessments are conducted that determine what services may be needed and those services are administered in the least restrictive environment. Many districts in the state have begun extensive job training and placement programs in conjunction with regular programming to meet the needs of even the students with the most severe disabilities. Because of the importance placed on providing supplemental services, the majority of students are served in the regular occupational classroom and participate in all aspects of the programs.

C. Achievements in Serving Students with LEP in Terms of Improved Access and Services Provided that Contribute to Success in the Program

The number of students with limited English proficiency enrolled in occupational education is quite small in South Carolina. The districts that reported these students provided language skill development, tutoring, resource labs, and intensive career guidance.

D. Description of the Impact of Supplementary Services Provided to the Disadvantaged

Disadvantaged students are enrolled in and successfully complete occupational programs in approximately the same numbers as all students. The support provided within the regular

occupational classroom encourages students to enroll in large numbers and enables them to succeed once enrolled. This impact is clearly reflected in enrollment reports and in the completion and placement reports (refer to Appendices 1A and 4).

E. Achievements in Serving Disadvantaged Students with Respect to Their Successful Completion of the Vocational-Technical Education Process

Disadvantaged students continue to represent a sizable portion of the students enrolled in occupational education programs. In many districts in the state they are the majority. As career counselors, parents, and the students themselves see the value of careful career planning and the attainment of work and SCANS skills, occupational education is moving to the forefront as the most viable option for most students. The majority of services that are provided to this population continue to be centered around providing supplementary instruction in the regular occupational classroom coupled with dropout prevention activities that have a positive impact on the social and emotional needs of at-risk students.

The following activities help ensure positive outcomes for disadvantaged students:

1. Assessment activities aimed at providing teachers and support personnel information to make decisions about how to teach and any extra help the student may need.

2. The provision of needed services to students including: learning laboratories, peer tutors, adaptation of curriculum materials, computers and software, special training for teachers, attendance monitoring, mentoring, and before- and after-school special help.

3. Guidance, counseling, and transitional services such as supplemental individual and group counseling; parental involvement; development of self-esteem; life and survival skills training; and assistance in locating jobs.

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The statewide implementation of Tech Prep continued as a major thrust during 1994-95. Reform efforts were enhanced by the passage of the South Carolina School-to-Work Transition Act of 1994. This Act established the state's Tech Prep model as law and further addressed increased academic standards, improved occupational course offerings, expanded career guidance and counseling, and the establishment of formal work-based learning opportunities (see attachments 9 and 10 for documents describing the Act). Tech Prep and School-to-Work programs/activities are major strategies in meeting national goals (refer to Appendix 2).

Tech Prep is a major restructuring strategy aimed at better preparing today's students for the workforce challenges of tomorrow. Some of the components of Tech Prep include a comprehensive K-12 career guidance program; the replacement of the general education program with a marketable core curriculum; an applied academic foundation in mathematics, communications, and science; an occupational specialty area; and the articulation of curricula between high schools and technical colleges. Tech Prep is being enthusiastically implemented throughout the state with many schools experiencing competency gains in test scores and students continuing education beyond high school.

The Office of Occupational Education and the State Board for Technical and Comprehensive Education are implementing Tech Prep statewide through 16 Tech Prep consortia comprised of high schools, technical education colleges, four-year colleges/universities, private institutions, and business and industry leaders. Federal funds of $2,847,959 were made available in 1994-95 through the Office of Occupational Education to help support Tech Prep.

Eight million dollars of State Education Improvement Act (EIA) funds were allocated for occupational education equipment through a competitive grant process to 91 school districts to implement 125 new occupational education courses and to upgrade 249 existing occupational education courses. Of the state EIA funds, $1,963,702 was awarded for the purchase of equipment for 173 applied academic courses in physics, mathematics, biology, and English across the state during 1994-95.

A. Staff Development

The Office of Occupational Education, in collaboration with the State Board for Technical and Comprehensive Education, conducted the fourth State Tech Prep Conference July 30-August 2, 1995. Over 1,500 educators and business/industry representatives attended the four-day conference. The conference featured nationally recognized experts in Tech Prep, School to Work, and education reform, in addition to South Carolina educators who have restructured their schools and know first hand what needs to be done to provide a rigorous Tech Prep program. Among the noted national speakers were: Dr. Anthony P. Carnevale, Washington, Vice President and Director, Committee for Economic Development; Dr. Gene Bottoms, Georgia, Director, Southern Regional Education Board--State Vocational Education Consortium; Mr. Bob Egloff, Texas, Apprenticeship Consultant, Capital Area Training Foundation; Dan Durbin, Indiana, English Department Chair; Andy Demidont, Pennsylvania, Principal, Souderton High School; Ken Brown and Kathy Harris, Florida, Educational Consultants; Dr. Juan Baughn, Pennsylvania, Principal, North Penn High School; Dr. Margaret Ferqueron, Florida, Consultant, Excel Enterprises; Chris Almedia, California, Consultant, Department of Education; and Dr. Charles Hopkins, Oklahoma, Assistant Director, Department of Education.

The Applied Technology Education staff provided in-service workshops for approximately 5,500 teachers, representing all occupational education program areas (e.g., Business and Marketing Education, Trade and Industrial Education, Agricultural Education, Health Occupations Education, and Home Economics Education) and applied academic education courses (English, mathematics, physics, and biology). These in-service workshops focused primarily on areas related to educational reform initiatives underway in the state (Tech Prep, integration of academic and occupational education, articulation of occupational core competencies from the secondary to the postsecondary instruction levels, etc.).

Career development workshops and presentations were made throughout the state to over 300 teachers, counselors, and administrators. All career guidance materials were revised and updated and were presented to counselors and teachers implementing career development, guidance, and counseling programs.

B. Student Organization Activities

1. Agricultural Education

A total of 17 leadership and competitive event activities were conducted which attracted 1,575 Future Farmers of America (FFA) members from throughout South Carolina during 1994-95. The FFA youth organization continues to be an integral part of agricultural education, allowing students to put into practice the skills they have learned in the agricultural education classroom/laboratory.

Two leadership activities were conducted by Agricultural Education staff members for 180 members of the South Carolina Association of Young Farmers during 1994-95. Agricultural Education continues to provide educational and leadership training for adults engaged in careers in agricultural and agribusiness occupations.

2. Business and Marketing Education

Over 1,600 business students and advisers participated in preliminary competition and leadership workshops at the four Future Business Leaders of America (FBLA) District Leadership Conferences in February and March 1995. State competition and leadership activities were held in Columbia in April 1995 at the State Leadership Conference for approximately 550 business students and advisers. Approximately 90 business students and advisers attended the Future Business Leaders of America National Leadership Conference held in Orlando, Florida, on June 29-July 4, 1995. Five state officers and two local advisers participated in the 1995 Management Series for state officers in McLean, Virginia, in August 1995. The FBLA State Fall Leadership Conference was conducted at the Airport Campus of Midlands Technical College on October 21, 1995, with 400 participants. Twenty business students and teachers attended the FBLA National Fall Leadership Conference in Little Rock, Arkansas, on November 17-19, 1995.

Approximately 650 marketing students participated in DECA Leadership Conferences held regionally in October 1994. DECA is an association for marketing students and is an integral part of the Marketing Education program. Over 1,200 Marketing Education students and advisors participated in three regional DECA Competitive Events in January

1995. Also involved were 80 business representatives who served as judges for these events. The DECA State Career Development Conference was held in Greenville in March with over 600 attending. Over 35 judges from businesses participated in this activity that included 35 events. The National DECA Conference held in St. Louis, Missouri, was attended by 160 participants who participated in national competition and National Leadership Academies. National recognition was received by several students. Newly elected state officers received leadership training in the summer.

3. Health Occupations Education

More than 1,500 students were involved in Health Occupations Students of America (HOSA) developmental activities related to acquisition of leadership skills and subject information as an integral part of the classroom experience.

Over 800 students, advisors, administrators and business/industry judges participated in four HOSA District Competitive Events. These were conducted on the four Saturdays during February. The HOSA State Leadership Conference was conducted in Greenville, April 7-9, 1995, with over 400 participants. Participants represented students, teachers, administrators,and business/industry leaders. The National HOSA Leadership Conference delegation composed of seventy-four (74) students, sixteen (16) advisors and four (4) guests was held in Louisville, Kentucky. South Carolina had eighteen (18) top ten finalists in competition, including two (2) first-place, and one (1) third-place finalists.

4. Home Economics Education

Refer to Title III - Part B Consumer and Homemaking State Leadership (Section IX).

5. Trade and Industrial Education

A state leadership conference for the Vocational Industrial Clubs of America (VICA) was held and State Skill Competitive Events in 19 Trade and Industrial Education program areas were conducted. State Skill Competitive Events winners and appropriate teachers represented South Carolina at the national VICA Leadership Conference and the Skills USA Championships in Kansas City, Missouri (112 participants). South Carolina won a gold medal in the Industrial Maintenance Mechanics competition. Many students from South Carolina finished in the top ten in their competition.

C. Curriculum Development

The core competencies for all occupational specialty courses were reviewed and/or revised as required during 1994-95.

The following projects continued in development during the year:

1. Drafter
2. Paralegal/Legal Assistant
3. Scanning the Future (workplace competencies)

D. Competency Testing

Competency testing was not conducted during this year because the testing system is under review and evaluation.

E. Occupational Education Program Evaluation

Each year, 20 percent of the school districts in South Carolina are scheduled for an in-depth evaluation to monitor compliance with certain federal and state mandates for occupational education programs. Based on an analysis of the 1990 Perkins Act and various state laws and regulations for occupational education programs, the system was revised in 1992 and is updated annually to meet current needs. The State Board of Education approved the program standards which are included in the State Plan for Vocational-Technical Education.

Twenty-two (22) local educational agencies (LEA's) were evaluated based on the revised program standards during the 1994-95 school year. Sixteen (16) program standards were used to address issues concerning administration, program improvement, career guidance and placement, and special populations. Local educational agencies were notified in advance of their approaching evaluation and were provided technical assistance in conducting the required self-study, in identifying appropriate documentation for the desk audit, and in preparing for the on-site visit.

An on-site visit was conducted by a team of education associates from the Office of Occupational Education for the seventeen (17) local school districts, four (4) multi-district vocational centers and the state correctional agency evaluated. Appendix 6 provides a summary of the compliance status, by program standard, included within the written evaluation reports forwarded to the local educational agencies. Copies of the evaluation reports and follow-up activities concerning necessary corrective action are available for review.

F. Planning and Support Services

The Two-Year State Plan for Vocational-Technical Education - FY 1995-96 was implemented in 1994-95. Components of the new State Plan represent major education reform efforts in South Carolina which impact the approved uses of federal funds by local educational agencies.

A series of workshops were held at key locations in South Carolina during March 1995 for administrators from local school districts to provide information and technical assistance on the changes in the new State Plan and the 1995 Update of the Two-Year Local Plan for Occupational Education. Completed 1995 updates to the Two-Year Local Plans for Occupational Education were submitted to the Office of Occupational Education by local educational agencies by May 1, 1995.

Local Annual Progress Report forms were distributed to local educational agencies in May 1995 and completed forms were submitted to the Office of Occupational Education by August 15, 1995 (refer to Attachment 3).

During 1991-92, the State Superintendent of Education initiated a major department-wide effort to review and reduce data collection and record keeping requirements which impact on local school districts/other eligible recipients. This effort, involving a "zero-based" approach, required the justification of all data elements proposed for collection in the next fiscal year. The Office of Occupational Education developed and implemented a student-based enrollment collection system (extracted from OSIRIS software) for use during the 1992-93 year and continued to refine the system during the 1993-94 and 1994-95 years. This system, when completely implemented (1995-96), will enable local educational agencies to submit data electronically to the State Department of Education and greatly reduce paperwork and response burden on local educational agencies. As a result of implementing this new data collection system, we lacked the capability to collect and report some data (e.g., Limited English Proficiency students, cooperative education enrollments, etc.). Where lacking, enrollments were estimated based on previously collected data.

VIII. COMMUNITY-BASED ORGANIZATIONS (CBO'S)

Sixteen joint occupational education support projects between local education agencies and community-based organizations were funded and operated during the 1994-95 school year. Eight operated in rural areas and eight operated in urban areas. The projects served 1,554 students, of which 866 were males and 688 females. Major activities included: career guidance, accelerated instruction, parenting and childcare assistance, job placement, career exploration, computer-assisted instruction, dropout prevention activities, business visits, counseling and work-based learning. Implementation of these activities involved the collaboration with many community agencies. The projects reported meeting their objectives in most cases. Positive outcomes included: students retention in school, earning of Carnegie units, job placement, increased parental involvement, and better knowledge of the skills needed in the workplace. The following community-based organizations participated in Title II - Part A joint projects in South Carolina during 1994-1995:

Cities in Schools of Rock Hill
638 Forest Lane
Rock Hill, SC 29731
(Urban)

Spartanburg Chamber of Commerce
P.O. Box 1636
Spartanburg, SC 29304
(Urban)

Lexington Chamber of Commerce
P.O. Box 44
Lexington, SC 29072
(Rural)

Chesterfield County Disabilities Board
P.O. Box 46
Chesterfield, SC 29709
(Rural)

Low Country Human Development
Route 1, Box 177
Ridgeland, SC 29936
(Rural)

Collins Children's Home
Route 3, Box 745
Seneca, SC 29678
(Rural)

United Way of Horry County
P.O. Box 673
Conway, SC 29526
(Urban)

Children's Trust Fund of SC
P.O. Box 11593
Columbia, SC 29211
(Urban)

Columbia Urban League
P.O. Drawer J
Columbia, SC 29250-0125
(Urban)

GLEAAMS
P.O. Box 1326
Greenwood, SC 29648
(Rural)

Aiken Barnwell Community Action
P.O. Box 2094
Aiken, SC 29802
(Rural)

Columbia Community Relations
P.O. Box 1360
Columbia, SC 29202-13960
(Urban)

United Way of Kershaw County
P.O. Box 737
Camden, SC 29020
(Rural)

Union Services
814 W. South Blvd.
Union, SC 29379
(Rural)

IX. CONSUMER AND HOMEMAKING EDUCATION

The Consumer and Homemaking Education unit conducted four district and five state-wide in-service sessions for teachers during the 1994-95 school year. State-wide conferences included two to address the changing curriculum and renaming of the profession, including the development of strategies for change; the others specifically involved teacher training for new teachers; in-service sessions of new competencies and the regulations for new legislation for existing teachers; and training on use of the adapted curriculum for the prospective teachers of the Homemaker - Home Health Care Aide curriculum. Additionally, technical assistance was provided throughout the year -- in person or via telephone -- to teachers, schools and school districts, as requested.

The Home Economics Education Advisory Committee was re-established to assist the staff in formulating strategies for change and for networking and collaborative activities.

Program competencies for all consumer and homemaking education courses and occupational programs were revised to include new and emerging trends and to delete non-relevant skills. The competency format was changed to reflect the method in which competencies assist in the instruction of the National Goals, the SCANS and the Chamber of Commerce Skills, and state Curriculum Frameworks. Sets of these were distributed to teachers during one statewide in-service session.

The teacher education portion of the state allocations was fulfilled by two state post-secondary institutions; topics included trends and issues of the profession, occupational issues, food science and safety, and consumerism.

The student organization, Future Homemakers of America, operated with 100 chapters and 2277 members. The membership included 1,913 females and 364 males. These students, and others, participated in the Fall Leadership meeting, Cluster meeting, Spring District and State Competitive Events, State Spring Leadership meeting, and the National Leadership meeting during this year. The state officers also participated in a two-day leadership training session.

X. TECH PREP

A. Impact of Services Provided by the State

Enrollment in Tech Prep continues to grow yearly. Since school year 1993-1994, enrollment has grown from 35,247 to 45,130, a 28 percent increase. With the expressed need to increase the academic level of all students as required in the passage of the South Carolina School-to-Work Transition Act of 1994, continued growth is expected in applied academic courses and occupational specialty programs.

South Carolina is implementing Tech Prep statewide through sixteen (16) local Tech Prep consortia partnerships comprised of high schools, area career centers, technical colleges, four-year institutions, private institutions, and businesses and industries. The South Carolina Department of Education, Office of Occupational Education, and the State Board for Technical and Comprehensive Education have combined federal Title II - Part C postsecondary funds and Title III - Part E funds and collaborated in the development of a formula grant process for awarding funds to the 16 consortia. The implementation strategy ensures that services are provided to both rural and urban areas throughout South Carolina. Steps are taken to ensure that rural areas receive the same level of service and materials as urban areas.

Every school district and technical college in South Carolina has the opportunity to provide needed services to students and teachers. Types of services provided for students by local consortia include some of the following: Tech Prep brochures, newspaper articles, speakers' bureaus, business expos, career fairs, career days, visits to technical colleges and business/industry sites, Technical Advanced Placement guides and marketing brochures, special populations resource guides, and student instructional guides to Tech Prep.

Types of services provided for teachers by local consortia include some of the following: quality staff development in curriculum development; integration of academic and vocational education; instruction in applied methodology; purchase of applied academic materials and curriculum materials such as cooperative learning, integrated curricula, and specific career video resources; and opportunities to visit and shadow business/industry workers in local areas and in model sites. In addition, staff members attended business/education forums in which they had an opportunity to network with business representatives on relevant issues.

Career exploration and counseling services were provided for students. Many students were given a career inventory in the eighth grade and career plans were mapped using SCOIS or ACT's Discover system. Each consortium has the services of a career specialist who provides opportunities for students.

Through the passage of the School-to-Work Transition Act of 1994, business/industry involvement has increased tremendously. Education and the business/industry communities are working together to provide shadowing, mentoring, school-to-work, and/or cooperative experiences for students and teachers. The collaboration and the coordination of efforts are going a long way to open the eyes of all involved. Students, teachers, and the business community are benefiting.

Services are being provided to both rural and urban communities. Extra services are being provided for students in rural areas such as busing them to visit technical colleges, business/industry sites, and career centers. Resources such as local newspapers and educational resources are being provided in cases where they are needed. Small rural manufacturing and textile plants are providing shadowing and co-op experiences for both students and teachers. These services permit students to receive the basic education which they need.

B. Planning of Tech Prep Programs Between Secondary and Postsecondary Institutions by Occupational Instructional Areas, Including Apprenticeship

Each consortium has established curriculum, articulation, and school-to-work committees by occupational instructional areas composed of secondary and postsecondary educators and of representatives of business and industry. Numerous opportunities were made available for secondary and postsecondary educators to open lines of communication through seminars, workshops, and committee meetings.

Articulation agreements in the occupational instructional areas are continuously being reviewed and revised. New articulation agreements are being developed and implemented where appropriate. In one consortium, an articulation manual is being developed to educate, market, and promote the opportunities that are available through articulation at the consortium's technical college.

Several consortia have developed flyers, posters, counselor/parent booklets, and brochures denoting opportunities available with Technical Advanced Placement (TAP). They answer the following questions: What does TAP mean? What are the benefits of TAP? How does TAP work? Technical colleges are developing Technical Advanced Placement procedures manuals which provide written communication and procedures to teachers, parents, and students concerning articulation.

Types of articulation agreements around the State include the following: Retailing; Computer-Assisted Drafting; Electricity; Engineering Graphics I; AC/DC Circuits; Residential Commercial Wiring; Principles of Accounting; Computer Technology; Machine Tool Technology; Business and Computer Technology; Aircraft Maintenance; Industrial Mechanics; Industrial Electronics; Criminal Justice; Culinary Arts; Automotive Technology; and Health Occupations.

The Applied Learning Consortium made significant progress with an articulation agreement in electromechanical engineering technology with the secondary schools, Denmark Technical College, and Westinghouse/Savannah River Plant.

Lexington Four School District has pioneered a successful articulation program in which high school students in health careers/dentistry spend designated hours each day in classes at Midlands Technical College. These courses will satisfy both high school credit and the successful completion of requirements in the dental assisting program of study at Midlands Technical College. Articulated youth apprenticeship programs in the areas of building construction and health are being expanded.

The PACE Consortium has just completed its first "2+2+2" articulation agreement between Tri-County Technical College and Clemson University. The agreement allows students who have received Technical Advanced Placement credit and completed an associate degree in any one of five industrial/technical majors (electronic engineering technology, engineering graphics technology, general engineering technology, industrial electronics technology, and machine tool technology) to transfer that credit into Clemson University's Industrial Education Department as majors in the Vocational-Technical Education option.

The Greenville Consortium is developing apprenticeships in Machine Tool Technology and Child Development. The feasibility of moving the Culinary Arts apprenticeship at the technical college down to the secondary level is being studied. This nationally certified program has now been articulated with four-year programs at Winthrop University and South Carolina State University. The Greenville consortium in also sponsoring a Summer Career Internship Program based on the Boeing Aircraft model at Donaldson Air Center. This program will have input from approximately 17 companies and will involve over 50 hours of industry training, shadowing, and tours. Students will need to apply for this experience which places heavy emphasis on workplace readiness skills.

The Pickens School District had 19 apprentices for the 1994-95 school year of which 9 continued their postsecondary phase of apprenticeship programs at the technical college. Anderson Five has two apprentices in electronics with one continuing at the technical college. The first postsecondary apprenticeship in this consortium was graduated from the Tri-County Technical College.

In addition to youth apprenticeship programs already in progress, eight pilot/model sites for the School-to-Work Transition Program were selected two years ago. The guidelines and procedures for serving as model sites have been established. Each pilot site was required to develop an action plan as to vision, structure, and content of the school-to-work program within the school district. The plan had to include the following components: school-based learning, work-based learning, connecting activities, and a partnership committee formed to include all stakeholders. The stakeholders had to include representatives from business and industry, South Carolina Department of Labor, appropriate social agencies, chambers of commerce, service clubs and organizations. South Carolina Employment Security Commission, postsecondary institutions, counselors, teachers, school administrators, parents, and students. Other members may be added as appropriate for the program and community.

C. Benefits of Tech Prep Programs and Services in Meeting the Needs of Special Populations, Including Non-Traditional/Sex Equity

The provision for programs and services for special populations, including non-traditional/sex equity populations, is a major component and funding consideration of the South Carolina Tech Prep initiative. Costs of producing/disseminating informational materials about programs and services, release time for faculty and staff to identify, plan, and promote program components or activities specifically addressing the needs of special populations, and costs of hiring tutors for special needs students to help ensure their success in Tech Prep are allowable expenditures of Tech Prep grant funds awarded in each consortium. Some examples of local activities that have been initiated include the following:

1. The Piedmont Area Consortium designed a program for special populations students and their parents to increase awareness, provide career guidance tools, implement a Buddy System to provide a role model, and involve parents. Two schools in the consortium offered academic and summer JTPA programs as a method of addressing the drop-out problems associated with at-risk students. One school used an incentive program to discourage students from dropping out of school. They "rewarded" potential drop-outs for positive behavior. The other school had students enrolled at the Alternative Center where they received tutoring, mentoring, and shadowing experiences along with sessions on employment applications, resumes, dress, personal grooming, and applying for a job.

2. The Greenville Consortium developed a "Transition Services Directory" for students and parents regarding community resources and services to assist students with special needs. This 5 x 8 directory is neatly bound with the services outlined on each page. Tutors were hired to assist special populations students to succeed in the academic areas.

3. The PACE Consortium developed a handbook on appropriate teaching techniques for students with special needs for the technical college faculty. They also sponsored a summer institute for teachers and counselors on how to encourage students, especially females and minorities, to pursue non-traditional career opportunities. There were 19 participants in the 1995 institute.

4. The Central Midlands Consortium prepared the Tech Prep for Special Populations Guide which contains definitions, strategies, and curricular examples to help special populations students succeed in their courses.

5. The Orangeburg-Calhoun Technical College provided learning style inventories developed specifically for special populations students.

6. The Applied Learning Experience Consortium provided a Saturday Academy and a summer enrichment camp for targeted special populations students. Trained applied academic teachers oversaw these activities. The summer camp for 70 students provided a hands-on project, "Bridge Building," that incorporated physics, math, and communications, as well as a career awareness and an education component.

7. The Lowcountry Tech Prep Consortium continues to implement the "Personal and Social Responsibility" curriculum for at-risk students. Two of their districts have received a grant to implement entrepreneurship training for at-risk students.

8. Unique to the Upstate Tech Prep Consortium is the membership of the South Carolina School for the Deaf and the Blind. All consortium training is supported by interpreters for sensory-impaired faculty. Applied math, communications, and physics are being adopted for sensory-impaired students.

D. Impact of Tech Prep Professional Activities and Services on Guidance Counselors, Teachers, and Others

Restructuring the educational delivery system is a major component of South Carolina's Tech Prep movement. Each consortium through its formula-funded grant application is required to describe how staff development involving both academic and occupational instructors will be jointly planned and conducted. As a result, staff development activities across each consortium site focused on changing teaching methodology, improving student learning, promoting team teaching, and networking of faculty. Interdisciplinary teams, teaching care groups, and programs for staff development sessions and faculty meetings have been established for fostering career guidance and integration activities between academic and occupational teachers. Tech Prep institutes and teacher education courses have been conducted on a variety of topics including applied academics, career guidance, and administration and supervision of Tech Prep related topics such as cooperative learning, learning styles and teaching strategies, and high order thinking skills. These activities have provided the training, information, encouragement, and support for all members affected by the Tech Prep process. The impact of these professional activities has helped to create the leadership and expertise that is needed in curriculum and systematic restructuring.

Approximately 1,680 individuals participated in the 1994-95 Tech Prep institutes sponsored through the Office of Occupational Education and offered by colleges and universities. Funds in the amount of $532,987 were used to implement these institutes. Grants for 1995-96 have been approved for 86 institutes and teacher education courses. It is estimated that 1,720 teachers, counselors, and administrators will participate in these institutes. The total estimated budget is $589,965.

Over 1,500 educators and business/industry people attended the fourth annual State Tech Prep Conference sponsored by the State Department of Education, Office of Occupational Education, in collaboration with the State Board for Technical and Comprehensive Education. This conference featured nationally recognized experts in Tech Prep and educational reform. Full day indepth workshops were held giving participants opportunities to gain valuable teaching and learning strategies to be used in the classroom. Workshops were also held for administrators and counselors.

Local consortia used grant funds to provide many staff development opportunities for school personnel at both the secondary and postsecondary levels. Some opportunities included curriculum development sessions, learning styles, career guidance, alternative assessment, integration workshops, teleconferences, visits to model sites and industry sites, and internships at local businesses and industries. Many school-to-work workshops for academic and occupational/technical instructors and business representatives were held across the state.

The Aiken Tech Prep Consortium offered a new course for postsecondary personnel titled, "Tech Prep and Applied Academics." The consortium works closely with school district and postsecondary personnel to ensure that all staff development activities are relevant and noteworthy.

Technical training was stressed for all staff but particularly for guidance counselors. Special training included packages such as Discover, SCOIS, SIGI Plus, CAPS, COPS, and COPES; Holland's Self-Directed Search, and ASVAB.

The Tech Prep director in the Greenville County Tech Prep Consortium conducted staff development programs at the technical college on several occasions. The topics included learning styles and applied teaching methodology.

National, state, and local individuals made a positive impact to the educational and business community by conducting workshops, seminars, and meetings throughout the year in the Piedmont Area Consortium. Some of the individuals involved included Dr. Bill Daggett, Director, International Center for School-to-Work Leadership, New York; Mr. Larry Smith, TeePak Manufacturing, Technical Trainer, Danville, Illinois; Mr. Larry Bruno, Ford Academy of Manufacturing Sciences trainer (FAMS), Dearborn, Michigan; Dr. Gene Bottoms, Director, Southern Regional Education Board (SREB), Atlanta, Georgia: Dr. John Porter, Senior Associate, National Center on Education and the Economy, Washington, DC; and Ms. Pamela Paleaz, School-to-Work Program Coordinator, Seminole Community College, Orlando, Florida. The school-to-work funding received for the regions (Aiken, PACE and Piedmont Area Consortium) was used to provide workshops on integration, and school-to-work funding from the South Carolina Employment Security Commission was used for holding a school-to-work workshop.

E. Preparatory Services Provided for Participants in Tech Prep Programs

Tech Prep preparatory services for students are a major provision and program activity of Tech Prep implementation in South Carolina. Specific services which were provided include the following:

1. Students participated in industry tours, high school tours, technical college tours, showcases, career fairs, and on-site career days.

2. Speakers from local businesses and industries spoke to numerous applied academic and occupational education classes. Speakers' guides were provided in some of the consortia.

3. Career information resources, career inventories such as ASVAB and Holland's Self-Directed Search Assessment, and educational/career counseling were utilized to assist students in identifying career and educational paths.

4. Videos and brochures have been developed to explain the Tech Prep initiative to various groups, with parents and students as the target audience.

5. The technical college mailed information to students throughout one consortium to assist them in making career and college choices.

6. Some consortia have initiated the software program, Discover, to begin a portfolio on students beginning in the middle grades and articulating with the secondary and postsecondary levels. Some consortia use the Sigi Plus program for high school students. Most schools have access to South Carolina Occupational Information System (SCOIS). All these programs relate to career guidance.

7. CAPS, COPS, COPES assessment tests were administered to each eighth grader in one consortium. The students were then scheduled for career planning sessions with counselors

and parents to review the assessment/inventory reports and receive individual curriculum/career planning orientation.

8. Several consortia developed brochures on articulation.

9. The PACE Consortium completed a parent workshop and facilitator's guide to explain the changing workplace, mid-level technology careers, and Tech Prep and to help parents become better career advisors for their children. They produced a brochure entitled "Tech Prep: The Other Right Choice." They also developed a "Freshman Focus" course which will introduce all freshmen to the school's new career cluster concept and will facilitate the development of individualized four-year plans, including the selection of academic and occupational courses to help students reach their goals.

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION PROGRAMS

A. Number of Students in Secondary and Postsecondary/Adult Programs Enrolled in Tech Prep

Data compiled from the 1994-95 Local Progress Report for Occupational Education indicate that the Tech Prep program of studies has been implemented in 99.7 percent (284 of 285) of secondary schools in South Carolina. The number of secondary school students enrolled in the Tech Prep path during 1994-95 is conservatively estimated to be between 40,000 to 45,000 (based on the number of secondary students enrolled in applied academic courses). The number of secondary Tech Prep completers enrolling in two-year degree/diploma programs at technical education colleges in the state during 1994-95 was approximately 1,500.

B. Type of Activities Conducted by the State in Developing and Implementing Applied Academics into Vocational-Technical Education

1. Overall Vocational-Technical Education Programs

The applied academic courses (Communication for the Workplace III & IV, Mathematics for the Technologies I & II, Physics for the Technologies I & II and Applied Biology) are an integral part of South Carolina's Tech Prep restructuring strategy. The state's local Tech Prep consortia are using federal funds to purchase materials, train teachers, and develop supplemental curricula. The number of students enrolled in each of the applied academic courses in 1994-95 as compared to 1993-94 are as follows:

	Number of Students	
	1993-94	1994-95
Applied Biology	6,645	9,748
Communications for the Workplace III, IV	12,817	14,929
Mathematics for the Technologies I, II	12,766	17,487
Physics for the Technologies I, II	3,019	2,966

School districts reported a total of 45,130 secondary students enrolled in applied academic courses. The state distributed funds to support 84 applied academic teacher training institutes and awarded $1,963,702 in state Education Improvement Act (EIA) money for equipment for the applied academic courses.

2. Specific Vocational-Technical Education Areas

All occupational students enrolled in Agriculture, Business and Marketing, Health Occupations, Industrial Technology Education, Consumer and Homemaking Education, Occupational Home Economics, and Trade/Industrial Education programs are encouraged to take applied academic courses where available.

One high school is devoting one hour per week (Monday mornings from 8-9 a.m.) for the sole purpose of joint planning time so teachers can integrate the curriculum.

C. Services that the SEA/LEAs are Implementing to Provide Assistance to Special Populations Students with Applied Academics in Vocational-Technical Education

Almost half of South Carolina's secondary occupational education students have special populations status; therefore, integration efforts are affecting a large number of students.

Special populations students are encouraged to enroll in the applied academic courses and occupational specialty programs. Some LEAs are also developing instructional modules and revising programs to better meet the needs of special needs students. Many students are receiving tutoring and special materials.

The Lexington Technology Center has the Academy Program, a school within a school. Classes at the Academy in English, math, science, economics, and government reflect the student's chosen occupational career focus. Students apply to attend and are interviewed before acceptance. A successful strategy was teaming the resource teacher with the applied mathematics teacher. The content of lessons was more relevant and meaningful after the teaming.

In the Chesterfield, Dillon, Marlboro Consortium, pull-out programs are being eliminated and replaced with floating teachers and aides. One of the schools provides after-school tutoring targeted for vocational special populations students to help them succeed in the core academic areas of English, math, and science.

D. Impact of Team Teaching, Developing Curriculum, Performance Standards and Core Measures, and Other Integrating Activities on Programs, Teachers, and Students

Team teaching and developing curricula, performance standards and core measures, and other integrating activities have helped students and teachers to better understand the real life context of theoretical disciplines. Learning is made relevant and more enjoyable. Teachers learn more of the educational requirements that business/industry has for employees. They are more able to answer the frequently asked question, "How am I ever going to use this?" Academic educators are also beginning to understand the merits of competency-based education for the first time.

Examples of the positive impact of integration activities are as follows:

1. The development of interdisciplinary units for academic and vocational areas include for example: horticulture and biology; electronics and Physics for the Technologies; social studies and English; math and horticulture; and English and agriculture.

2. Lesson plan forms have been developed that have a column for an integrated learning activity so occupational teachers can relate activities in occupational courses to academic subjects.

3. A "Partners in Progress" program was developed where a team (pair) of an academic and an occupational education teacher spend a day shadowing an individual and then return to the local district to develop joint lesson plans for implementation at both the high school and the career center.

4. After the local chamber of commerce conducted a survey for the consortium, they found a deficiency between the skills and competencies employers want and what students/new hires possess. Educators, administrators, and business and industry leaders met as a group to determine why graduates lacked vocational or academic proficiency and to determine a series of corrective actions, including integration of content. After visiting exemplary programs and doing research, approximately 120 educators attended workshops in team teaching and applied methodology. Both academic and vocational/technical educators heightened their awareness of the complementary nature of their work and realized that working together has helped them and the students.

XII. CAREER GUIDANCE AND COUNSELING

The South Carolina Comprehensive Career Development Program provides counselors, teachers and career specialists with career development materials and strategies through workshops, conferences, and consultations to individual school districts throughout the year. The state developed career development materials which encompass grades kindergarten through twelve and which could be used at pre-school and postsecondary levels as deemed appropriate. All of the career development curriculum resource guides were taught to graduate students in counselor education classes at postsecondary institutions.

The South Carolina School-To-Work Transition Act of 1994 (STW Act) was passed by the South Carolina General Assembly and signed into law by the Governor on June 15, 1994. The STW Act required that regulations be developed for implementing career exploration and counseling in the 1996-97 school year. These regulations were distributed to all school districts through workshops and the 1995 Tech Prep Conference. Approximately 1,500 counselors and educators participated in the workshops and conference and received the regulations. State funds in the amount 3.5 million were provided by the South Carolina General Assembly to assist in the implementation of the STW Act. Included were funds "earmarked" for expanding career exploration and counseling activities by adding a career specialist to the staff of each of the 16 Tech Prep consortia.

South Carolina is a participant in the National Planning for Life Awards program co-sponsored by the U. S. Army and National Consortium of Career Guidance Supervisors. The 1994 National Award winner was Summerville High School in Dorchester County and in 1995 Goose Creek High School in Berkeley County was among the top ten award winners.

XIII APPENDICES

APPENDIX 1

A - SECONDARY ENROLLMENT DATA

B - POSTSECONDARY ENROLLMENT DATA

A. Secondary Enrollment
State: South Carolina

Period Report Covers: 1994--95
Name: Gary Lashway or Jim Wheeler Ph:(803)--734--8444

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Exp. 01--31--97

OCC PROGRAM AREA	UNDUPLICATED ONLY: TOTAL ENROLL	TOTAL: MALE	TOTAL: FEMALE	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES): REG VO-TECH ED	DISADV	LEP (3)	DISABLED	CORR (4)	SP/DH/SPW	SEX EQUITY (NON-TRAD)	ADULT	COMPLETER
AGRICULTURE	4,565	3,540	1,025	2,465	1,479	N/A	621	N/A	N/A	N/A	N/A	350
MARKETING	(1)	(1)	(1)	(1)	(1)	(1)	(1)	N/A	N/A	N/A	N/A	(1)
TECHNICAL	---	---	---	---	---	---	---	---	---	---	---	---
CONSUMER & HOMEMAKING ED	14,363	4,949	9,414	6,863	5,934	N/A	1,566	N/A	N/A	N/A	N/A	---
OCC HOME EC	1,604	424	1,180	587	670	N/A	347	N/A	N/A	N/A	N/A	273
TRADE & INDUSTRY	16,246	12,442	3,804	9,049	5,250	N/A	1,947	N/A	N/A	N/A	N/A	2,892
HEALTH	1,577	122	1,455	873	617	N/A	87	N/A	N/A	N/A	N/A	477
BUSINESS & MARKETING	58,214	24,076	34,138	36,771	18,889	N/A	2,554	N/A	N/A	N/A	N/A	2,566
TECHNOLOGY ED/ IND. ARTS	8,681	6,875	1,806	4,591	3,288	N/A	802	N/A	N/A	N/A	N/A	---
OTHER (2)	6,467	4,153	2,314	3,083	1,939	N/A	1,445	N/A	N/A	N/A	N/A	---
GRAND TOTAL	111,717	56,581	55,136	64,282	38,066	281	9,369	3,612	2,058	1,136	5,625	6,558

(1)--Included in Business

(2)--Experimental and exploratory programs

(3)--Data not available, estimated based on 1991--92 enrollment data

(4)--Data not available, estimated based on 1992--93 enrollment data

A. Secondary Enrollment | Period Report Covers: 1994-95 | OMB No. 1830-0503 | Page 2

State: South Carolina | Name: Gary Lashway or Jim Wheeler Ph:(803)-734-8444 | Exp. 01-31-97

OCC PROGRAM AREA	UNDUPLICATED ONLY: TOTAL ENROLL	TOTAL MALE	TOTAL FEMALE	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES): TECH-PREP (3)	CO-OP (4)	APPREN (4)	WK-STUDY	PLACEMENT: CONTG ED	EMPLOYED RELATED	EMPLOYED OTHER	MILITARY	OTHER	CURRENT TEACHERS (4)
AGRICULTURE	4,565	3,540	1,025	2,506	N/A	N/A	N/A	119	132	52	34	13	143
MARKETING	(1)	(1)	(1)	(1)	N/A	N/A	N/A	140	183	23	16	38	(1)
TECHNICAL	---	---	---	---	---	---	---	---	---	---	---	---	---
CONSUMER & HOMEMAKING ED	14,363	4,949	9,414	---	---	---	N/A	---	---	---	---	---	335
OCC HOME EC	1,604	424	1,180	681	N/A	N/A	N/A	57	147	33	6	30	131
TRADE & INDUSTRY	16,246	12,442	3,804	8,919	N/A	N/A	N/A	726	1,330	480	234	122	976
HEALTH	1,577	122	1,455	866	N/A	N/A	N/A	274	98	55	16	34	123
BUSINESS	58,214	24,076	34,138	31,958	N/A	N/A	N/A	1,221	521	170	104	150	1,006
TECHNOLOGY ED/ IND. ARTS	8,681	6,875	1,806	---	---	---	---	---	---	---	---	---	145
OTHER (2)	6,467	4,153	2,314	---	---	---	---	---	---	---	---	---	639
GRAND TOTAL	111,717	56,581	55,136	45,130	2,080	521	N/A	2,537	2,411	813	410	387	3,498

(1)--Included in Business

(2)--Experimental and exploratory

(3)--Estimated based on the proportion of students enrolled in applied academic courses

(4)--Estimated based on prior year data

B. Postsecondary Enrollment
State: South Carolina

Period Report Covers: 1994–95
Name:State Board for Technical and Comprehensive Ed.

Ph:(803)–737–9357

OMB No. 1830–0503 Page 1
Exp. 01–31–97

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM AREA	TOTAL ENROLL	TOTAL (3) MALE	TOTAL (3) FEMALE	REG VO–TECH ED (3)	DISADV (3)	LEP (3)	DISABLED (3)	CORR (3)	(4) SP/DH/SPW	(4) SEX EQUITY (NON–TRAD)	ADULT (3)	COMPLETER (3)
AGRICULTURE	480								N/A	N/A		
MARKETING	•								---	---		
TECHNICAL	8,643								N/A	N/A		
CONSUMER & HOMEMAKING ED	•								---	---		
OCC HOME EC	•								---	---		
TRADE & INDUSTRY	4,337								N/A	N/A		
HEALTH	8,218								N/A	N/A		
BUSINESS	6,314								N/A	N/A		
TECHNOLOGY ED/ IND. ARTS	•								---	---		
OTHER	•								---	---		
GRAND TOTAL	27,992 (1) (2)								••	••		

• – These are not postsecondary program areas
••– Included under secondary enrollment

(1)– Includes Data Processing, Engineering Technology, Occupational, and Public Service

(2)– Enrollment total does not include Associate in Arts/Sciences students (9,086) nor Career Development/undetermined students (3,807)

(3)– Data not available or does not apply

(4)– Data not available by program area or cluster

Note: Postsecondary enrollment and other information regarding South Carolina's Technical Colleges can be found through IPEDS reports at the National Center for Educational Statistics.

B. Postsecondary Enrollment | Period Report Covers: 1994 – 95 | OMB No. 1830 – 0503 | Page 2

State: South Carolina | Name: State Board for Technical and Comprehensive Education | Ph:(803) – 737 – 9357 | Exp. 01 – 31 – 97

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLL	TOTAL		TECH – PREP	CO – OP	APPREN	WK – STUDY	CONT'G ED	PLACEMENT EMPLOYED		MILITARY	OTHER	CURRENT TEACHERS
		MALE	FEMALE						RELATED	OTHER			
AGRICULTURE									N/A				
MARKETING									---				
TECHNICAL									N/A				
CONSUMER & HOMEMAKING ED									---				
OCC HOME EC									---				
TRADE & INDUSTRY									N/A				
HEALTH									N/A				
BUSINESS									N/A				
TECHNOLOGY ED/ IND. ARTS									---				
OTHER									---				
GRAND TOTAL									6,103 *				

* – 1993 – 94 Graduates

APPENDIX 2

LINKAGES TO GOALS 2000

SOUTH CAROLINA 1995 ANNUAL PERFORMANCE REPORT

Goals 2000

Legislative Provisions

The South Carolina School-to-Work Transition Act of 1994 became effective June 15, 1994. This Act required the State Board of Education to "establish a structure for preparing students for employment and lifelong learning which expands upon the current Tech Prep model to include four components: 1) quality schooling having a rigorous curriculum, 2) career counseling, 3) work exploration and experience, and 4) structured work-based learning."

Putting Children and Families First, South Carolina's Plan to Reach the National Education Goals, was submitted to the Governor, the South Carolina General Assembly, and the State Board of Education in January 1995. (See attachment.) This plan is directly tied to the National Goals, and each office in the Department of Education is involved with strategies to meet the goals. The Office of Occupational Education is providing a variety of services to the districts in efforts to reach the National Goals as well as to carry out the mandates of the South Carolina School-to-Work Transition Act of 1994 (STW Act). This STW Act ties in with Goals 2000 relative to the following goals:

National Goal 2: School Completion
National Goal 3: Student Achievement and Citizenship
National Goal 4: Teacher Education and Professional Development
National Goal 5: Mathematics and Science
National Goal 8: Parental Involvement

The following strategies are being used by the Office of Occupational Education to meet the National Goals.

National Goal 2: School Completion

By the year 2000, high school graduation rate will increase to at least 90 percent.

The STW Act requires that career exploration and counseling be included in the K-12 curriculum. In grade six, career plans are to be developed and revised each year thereafter. With this increased emphasis on career planning, all students should understand the need for having a strong foundation in academic courses and will be able to participate in occupational programs and/or school-to-work opportunities that will relate to their career goals.

In most South Carolina schools, students are able to take Communication for the Workplace, Mathematics for the Technologies, Physics for the Technologies, and Applied Biology. A new applied academic course, Chemistry for the Technologies, is in the developmental stages this year. The STW Act requires that rigorous applied academic methodologies be included in mathematics, science, and communication skills where appropriate. The STW Act addresses learning styles also. By offering applied academic courses, schools are better able to serve students who have different learning styles. Offering courses in which students can learn course content through real-world examples and active student involvement should provide students with a stronger academic foundation which will encourage them to remain in school.

Through collaboration with other state agencies, community organizations, and business and industry, opportunities will be provided for students to participate in school-to-work opportunities such as mentoring, shadowing, internships, and youth apprenticeships. The STW Act requires collaboration among the following groups: the State Department of Education, Employment Security Commission, the Commission on Higher Education, State Board for Technical and Comprehensive Education, the South Carolina Chamber of Commerce, the Urban League, Tech Prep consortia, the state transition coordinator for People with Disabilities, and local school districts. By working together, many opportunities will be provided to our students to enable them to understand the importance of staying in school and acquiring job skills needed to succeed in the 21st century.

National Goal 3: Student Achievement and Citizenship

> ***By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.***

The applied academic courses in communication, mathematics, and science are directly related to this National Goal. In addition to learning the subject matter, students also are learning to communicate effectively, reason, work in groups, solve problems, apply knowledge, and use technology. The curriculum frameworks which have been developed in Mathematics, Visual/Performing Arts, Foreign Language, and English/Language Arts and which are under development in Science, Health, Social Studies, and Physical Education also provide a model which school districts may use in developing a rigorous, relevant academic curriculum. Staff in the Office of Occupational Education served as facilitators in the preparation of the frameworks and provided information needed by the writing teams to be sure that the frameworks address requirements needed by business/industry for productive employment. Furthermore, the STW Act requires that "school districts must certify that the applied academic courses offered are equivalent to the precollege curriculum requirements."

National Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Regulations for the STW Act state: "School districts shall ensure that each teacher teaching an applied academic course has completed appropriate training in applied methodology before teaching the applied academic course. Each teacher shall be certified in the appropriate academic field to teach the applied academic course."

Institutes are provided to academic teachers so that they can receive instruction from successful master teachers who have experience teaching the applied academic courses. College credit is also awarded to the teachers. (See attachment 6.)

The STW Act specifies that professional development must be provided in the following areas: "Applied techniques and integration of curriculum, professional development in career guidance for teachers and guidance counselors, and training for mentors."

An annual Tech Prep conference is conducted each summer to provide professional development for teachers, counselors, mentors, and administrators in the areas of learning styles, school-to-work opportunities, technology, integration of academic and occupational education, reading, and assessment. (See attachment 7.)

Representatives from the Office of Occupational Education serve on the Governor's School-to-Work Advisory Council. The STW Act states: "Four-year institutions having teacher education programs must offer courses to equip potential teachers and guidance counselors with skills necessary to integrate career guidance and career planning. These institutions must also train potential teachers in how to use applied methodologies for academic courses." Changes in course offerings and course curriculum were reported to the School-to-Work Advisory Council. An ad hoc committee (with one member from the Department of Education) will study the reports and make recommendations to the Council.

National Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Because students learn in different ways, it is important to have courses that provide alternative methods for learning. Students in the applied academic courses--Mathematics for the Technologies, Physics for the Technologies, and Applied Biology--have the opportunity to learn concepts through real-world experiences. With this hands-on approach, many students are able to understand how things work and why certain principles are important. By having successful experiences in the applied academic courses, students are more eager to learn and are encouraged to enroll in additional math and science courses.

National Goal 8: Parental Involvement

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting social, emotional, and academic growth of children.

The STW Act requires parents to be included in the career planning process that begins in grade 6 and in the review of the plans each year after that.

Since many adults are also involved in business and community projects, there should be an increase in the number of parents who become involved in schools and businesses as mentors, as school volunteers, and as classroom speakers.

APPENDIX 3

1994-95 CONSUMER AND HOMEMAKING EDUCATION ENROLLMENT BY INSTRUCTIONAL PROGRAM FOR ECONOMICALLY DEPRESSED AREAS, NON-ECONOMICALLY DEPRESSED AREAS, AND STATE

APPENDIX 3

1994-95 Consumer and Homemaking Education Enrollment*

Instructional Program	Economically Depressed Areas	Non-Economically Depressed Areas	Total State Enrollment
Child Development	295	501	796
Clothing & Textiles	298	293	591
Consumer & Homemaking	1,580	1,622	3,202
Consumer Education	211	75	286
Education for Parenthood	336	912	1,248
Family Life Education	993	1,162	2,155
Foods & Nutrition	1,218	2,637	3,855
House/Home Furn	203	207	410
Human Sexuality	529	442	971
TOTAL	5,663	7,851	13,514

*Unduplicated enrollment

APPENDIX 4

1994-95 PLACEMENT DATA BY SPECIAL NEEDS STATUS

APPENDIX 4

South Carolina 1994-95 Placement Data by Special Needs Status

	Percent Military	Percent Post Secondary Education	Percent Employed	Percent Placed	Percent Unemployed
Disadvantaged					
Related	7.1	29.4	35.0	71.5	4.7*
Unrelated	0.7	5.5	14.5	20.7	3.1**
TOTAL	7.8	34.9	49.5	92.2	7.8
Disabled					
Related	2.6	16.9	50.2	69.7	5.9*
Unrelated	1.0	2.9	16.3	20.2	4.2**
TOTAL	3.6	19.8	66.5	89.9	10.1
No Special Needs					
Related	4.7	35.4	36.7	76.8	2.2*
Unrelated	0.8	6.9	11.0	18.7	2.3**
TOTAL	5.5	42.3	47.7	95.5	4.5
All Completers					
Related	5.4	32.5	36.8	74.7	3.2*
Unrelated	0.8	6.2	12.4	19.4	2.7**
TOTAL	6.2	38.7	49.2	94.1	5.9

* Seeking Employment
** Not Seeking Employment

Total Number of 1994 Completers Available for Placement

Disadvantaged	2,218	(33.8%)
Disabled	307	(4.7%)
No Special Needs	4,033	(61.5%)
TOTAL	6,558	(100.0%)

APPENDIX 5

A - STUDENT ENROLLMENT IN OCCUPATIONAL EDUCATION PROGRAMS DESIGNED TO ELIMINATE SEX BIAS (NON-TRADITIONAL ENROLLMENTS)

B - LISTING OF MALE OR FEMALE DOMINATED OCCUPATIONAL EDUCATION PROGRAMS

APPENDIX 5A

1994-95 Student Enrollment in Occupational Education Programs Designed to Eliminate Sex Bias (Non-Traditional Enrollments)

Occupational Program Area	Male Dominated Programs* Female Enrollment	Female Dominated Programs* Male Enrollment
Agricultural Education	1,154	0
Business & Marketing Education	0	229
Consumer & Homemaking Education	0	1,136
Health Occupations Education	1	225
Occupational Home Economics Education	0	49
Trade & Industrial Education	921	67
Industrial Technology Education	2,078	0
Other Education	0	5
TOTAL	4,154	1,711

*75.0% or more of the students are of one gender.

APPENDIX 5B

1994-95 Listing of Gender Dominated Occupational Education Programs

Occupational Program Area	Gender Dominating	Occupational Education Program
Agricultural Education	M	Ag Prod/Bus Mgmt., Ag Sales & Service, Ag Mechanics, Ag Production, Ag Science, Forestry, Livestock Mgmt., Ornamental Horticulture, Turf & Lawn Mgmt.
Business and Marketing Education.	F	Business and Marketing Coop, Fashion Merchandising, Intensified Business Occupations, Machine Dictation/Transcription, and Office Machines
Consumer & Homemaking	F	Child Development and Clothing & Textiles
Occupational Home Economics	F	Child Care Services and Clothing Services
Health Occupations	F	Health Care Assisting, Health Occupations, Practical Nursing and Practical Nursing (PS)
	M	Operating Room/Surgical Technician (PS)
Trade & Industrial Education	F	Commercial Garment/Apparel Construction, and Cosmetology
	M	Air Conditioning/Heating, Auto Body Repair, Auto Mechanics, Automotive Services, Building Construction Cluster, Cabinetmaking, Carpentry, Electronics, Diesel Engine Mech., Drafting, Facility Maintenance, Industrial Maintenance Mechanics, Electricity, Machine Tool Operation, Masonry, Plumbing, Small Engine Repair, Textile Production, Welding

APPENDIX 6

OCCUPATIONAL EDUCATION PROGRAM EVALUATION

1994-95 SUMMARY OF COMPLIANCE STATUS

APPENDIX 6

Occupational Education Program Evaluation

1994-95

Summary of Compliance Status

LEA's	A.1	A.2	A.3	A.4	B.1	B.2	B.3	B.4	B.5	C.1	C.2	D.1	D.2	D.3	D.4	D.5
Barnwell Cty AVC	C	C	PC	C	C	C	C	C	NA	C	PC	C	C	C	C	C
Barnwell #19	C	C	C	C	C	C	C	C	NA	C	C	C	C	C	C	C
Barnwell #29	C	C	PC	C	C	PC	C	C	NA	C	C	PC	C	C	PC	C
Barnwell #45	C	C	PC	C	C	C	C	C	NA	C	C	C	C	C	C	C
Dillon Cty ATEC	C	PC	PC	C	C	PC	C	C	PC	PC	C	C	C	C	PC	C
Dillon #1	C	C	PC	C	C	PC	C	C	PC	C	PC	C	C	C	C	C
Dillon #2	C	PC	PC	C	C	PC	C	C	NA	C	NA	C	C	C	C	PC
Dillon #3	C	C	PC	C	C	PC	C	C	C	C	PC	C	C	C	C	C
Horry	C	PC	PC	PC	PC	PC	PC	C	C	C	C	C	C	C	PC	C
Lee	PC	PC	PC	PC	C	PC	C	PC	PC	C	PC	C	C	C	PC	C
Marion Cty TEC	C	C	C	C	C	C	C	C	NA	C	C	C	C	C	NA	C
Marion #1	C	PC	C	C	C	C	C	C	C	C	NA	C	C	C	C	C
Marion #2	C	PC	PC	PC	PC	PC	C	PC	NA	PC	NC	PC	C	C	PC	C
Marion #3	C	C	C	C	C	C	C	C	C	PC	C	C	C	C	C	C
Marion #4	C	NC	PC	C	C	C	C	C	C	C	C	C	C	C	PC	C
Richland #2	C	C	PC	PC	C	PC	C	C	NA	C	C	C	C	C	C	C
Sumter Cty Car Ctr	C	PC	PC	PC	C	PC	C	PC	C	PC	PC	C	C	C	NA	C
Sumter #17	C	PC	PC	PC	C	PC	C	C	NA	PC	PC	PC	C	C	C	C
Sumter #2	C	PC	PC	C	PC	PC	C	C	C	C	PC	C	C	PC	PC	C
Union	C	PC	PC	C	PC	C	C	C	C	PC	C	C	C	C	C	C
Williamsburg	C	C	PC	C	NA	C	C	C	C	C	PC	C	C	C	C	C
SC Dept of Juvenile Justice	C	PC	NA	PC	PC	PC	PC	NA	NA	NC	NA	NA	NA	C	PC	C

Key: C- Compliance; NC - Non-Compliance; PC - Partial Compliance, and NA - Not Applicable

a. Overview of Evaluation Process

(1) School districts, multi-district vocational centers, and correctional agencies operating secondary and adult programs under an approved Local Plan for Occupational Education are scheduled for an in-depth evaluation once every five years. The occupational education program standards adopted by the State Board of Education in November 1992 are used to determine and report local educational agency compliance with federal and state mandates for occupational education programs.

(2) The evaluation process includes a self-study, a desk audit, and an on-site review of local programs. Local educational agencies are notified in advance of their approaching evaluation. The self-study is the initial component of the evaluation process. School districts and other eligible recipients receive an evaluation package comprised of the program standards, evaluation criteria, and instructions for distribution and completion of required forms. As the local educational agency conducts the self-study, it determines its compliance with the criteria identified for each standard.

(3) A team of education associates within the Office of Occupational Education conducts the desk audit and the on-site review components to validate the local determinations included in the self-study. Local educational agencies are required to submit documentation identified as acceptable evidence for the team to review. Required documentation may be reviewed at the state office or on-site, as appropriate. The evaluation team will conduct an exit interview at the conclusion of the on-site review to present its findings to appropriate representatives of the local educational agency.

(4) A written report indicating the compliance status and recommendations for improvement is compiled by the evaluation team and forwarded to the local educational agency. A follow-up report indicating corrective action taken to address areas of non-compliance must be submitted to the Office of Occupational Education. A follow-up visit may be conducted, if necessary.

(5) Local educational agencies are provided technical assistance in preparing for and conducting the required self-study, in identifying appropriate documentation for the desk audit, and in preparing for the on-site review. Assistance is also provided in the development of corrective action plans required to meet the occupational education program standards.

(6) Occupational education program standards are developed to reflect compliance with applicable federal and state laws and regulations. The program standards are designated as follows:

(F) Federal law/regulation, and
(S) State law/regulation

b. Occupational Education Program Standards

Occupational Education Program Standards are as follows (does not follow document outline):

A. Administration

A.1 Local school districts receiving federal funds under an approved Local Plan for Occupational Education shall plan and conduct a comprehensive occupational education needs assessment and report the results in the local plan as required. (S)

A.2 Local educational agencies receiving federal funds under an approved Local Plan for Occupational Education shall use those funds as described in the plan. (F)

A.3 Local educational agencies receiving funds under an approved Local Plan for Occupational Education shall implement procedures established by the State Board of Education to provide parents, students, teachers and area residents the opportunity to participate in and to appeal decisions that influence the character of programs affecting their interests. (F)

A.4 Local educational agencies receiving Education Improvement Act (EIA) funds for occupational education program equipment shall use such equipment in the appropriate course(s) within one year following the issuance of an EIA grant award. (S)

B. Program Improvement

B.1 Local educational agencies receiving Perkins Title III - Part E Tech Prep Secondary funds under a consortium grant shall use those funds in support of a Tech Prep Education program as specified in the Perkins Act. (F)

B.2 Local educational agencies receiving federal funds under an approved Local Plan for Occupational Education shall implement the state system of performance standards and measures required by the Perkins Act. (F)

B.3 Local educational agencies shall use competency-based curriculum and instruction in all occupational education courses. (S)

B.4 Local educational agencies shall provide the opportunity for the cooperative method of instruction in the final level of job preparatory courses. (Exception to this standard may be made by the local school district board of trustees if approved by the State Board of Education.) (S)

B.5 Local educational agencies that offer courses in Trade and Industrial Education shall establish, in concert with business and industry or appropriate institutions of higher learning, a staff development training program designed to update the teachers in their occupational areas. (S)

C. Career Guidance and Placement

C.1 Local educational agencies receiving Perkins Title II-C funds shall provide a comprehensive career guidance and counseling program designed to assist students in making and implementing informed educational and occupational choices. (F, S)

C.2 Local educational agencies shall conduct placement services and activities for job preparatory program completers that include, but are not limited to, a follow-up survey and development of an annual placement report. (F, S)

D. Special Populations

D.1 Local educational agencies shall provide information concerning opportunities available in occupational education to students who are members of special populations and their parents no later than the beginning of the ninth grade. (F)

D.2 Local educational agencies shall provide students who are members of special populations with equal access to the full range of occupational education programs and activities available to students who are not members of special populations. (F)

D.3 Local educational agencies shall plan and coordinate occupational education programs and activities for students with disabilities between appropriate representatives of occupational education and special education. (F)

D.4 Local educational agencies shall assess and address the special needs of students participating in occupational education programs receiving assistance under the Perkins Act with respect to their successful completion of the programs. (F)

D.5 Local educational agencies shall provide relevant training and occupational education program activities to male and female students who desire to enter occupations that are not traditionally associated with their gender. (F)

APPENDIX 7

1994-95 EXEMPLARY PROGRAMS

APPENDIX 7-A

EXEMPLARY PROGRAM
FOR
DISABLED, DISADVANTAGED, AND LIMITED ENGLISH PROFICIENT OCCUPATIONAL EDUCATION STUDENTS

Appendix 7-A

Exemplary Program For

Disabled, Disadvantaged, and Limited English Proficient Occupational Education Students

The school district of Williamsburg County, a rural district in the Pee Dee area of the state, has employed a special populations coordinator who oversees all aspects of the provision of services for students who are academically and economically disadvantaged, those who are limited English proficient and students with disabilities. The three high schools and one vocational school offer a huge challenge both geographically and economically because the areas in which they are located are so depressed.

The cornerstone of the programs for special populations students is an active identification and recruitment strategy that moves students along viable career paths at an early age. Students are afforded equal access to all programs and services at the high schools and vocational center and are provided the necessary supplementary services to achieve at high levels. The district has printed an excellent brochure that outlines the services available to eligible students and whom they should contact for assistance.

The district's special populations coordinator works with guidance personnel at the high schools and middle schools and the vocational staff at each site to ensure that the needs of students are met in the appropriate way. There is close collaboration between occupational education and special education staff as evidenced by good participation in IEP meetings. Transition goals are jointly written and implemented by special populations educators and occupational educators.

Contact: Kimberly Hinson
Williamsburg County School District
Box 1057
Kingstree, SC 29556
(803) 354-5571 (803) 354-3213 fax

Selection Criteria

1. Program structure and design
2. Recruitment procedures, participation and numbers served
3. Specific goals and objectives
4. Activities and services provided
5. Resources committed
6. Evaluation procedures and evidence of effectiveness

APPENDIX 7-B

EXEMPLARY PROGRAMS

FOR

COMMUNITY-BASED JOINTLY OPERATED PROGRAMS

Appendix 7-B

Exemplary Projects

Community-Based Jointly Operated Programs

STEPS

The Columbia Urban League and Richland School District One operated a joint project during the past year that targeted students aged 14-21 who were economically disadvantaged with emotional disabilities and who were at-risk for dropping out of school. The program served a total of 65 students who were assessed for transition-related needs and who were provided instruction, counseling, and job placement based on these identified needs.

Students progressed through three levels of support and training which included: in-school employment, community service, and supported employment. Twenty students were successfully placed in jobs in the community during the duration of the project. Additional support was afforded this program through the Continuum of Care, a governmental agency that works with young people with significant emotional disabilities.

Contact: Robert Kirton
Olympia School
621 Bluff Road
Columbia, SC 29201
(803) 771-4040

CITIES IN SCHOOLS

York School District Three and Cities in Schools of Rock Hill collaborated to run a summer school program for disadvantaged youth. Computer-based instruction was used, and 81 percent of the 62 students successfully completed the course requirements. In addition to the academic acceleration strategies, career assessment, childcare, and business/industry visitations were offered. Cities in Schools personnel also provided follow ups in the school setting during the school year to track the progress of the students.

Objectives that were realized included increased parental support, the removal of barriers to single parent students, the creation of viable collaborative efforts between the school and the community, and the earning of Carnegie units towards graduation and, in some cases, promotion to the next grade.

Contact: Jeannie Sherrill
Cities in Schools of Rock Hill
522 East Main Street
Rock Hill, SC 29731
(803) 324-5360

APPENDIX 7-C

EXEMPLARY PROGRAM

FOR

SEX EQUITY

APPENDIX 7-C

Sex Equity Exemplary Program

The criteria used for selection of exemplary programs is based on a combination of an on-site review, written documentation of outcomes (mid and final year end reports), collaborative efforts, length of time the project has received funds on a competitive basis and viability of project replication.

Partnership for Academic and Career Education
Tri-County Technical College
Johnny M. Wallace
Post Office Box 587
Pendleton, South Carolina 29670
Telephone Number (803) 646-8361, Ext. 2247

Funding Amount - $5,000 (This program has been funded for eight years.)

Tri-County Technical College, in cooperation with the Partnership for Academic and Career Education, offered a summer institute for middle, junior high and high school teachers, counselors, and curriculum coordinators. The objectives of the institute were to: 1) increase teachers' and counselors' awareness of technical and industrial career opportunities for women in the local service area; and 2) provide specific information to be used for advising and teaching secondary school age females in preparation for technology careers.

The grant provided tuition, books, and materials for participants and salary and fringe benefits for an institute coordinator. In addition, the institute was approved for re-certification credit in either a specific content/methods category or the nature of teaching/learning category.

Institute activities included industry tours which were coordinated with college departmental tours so participants could understand the relationship between career opportunities and postsecondary preparation. Department tours were designed to be hands-on with participants actually working on problems and lab experiments. Workshops highlighted:

- existing and merging careers in the technologies
- the Tech Prep curriculum (PREParation for TECHnologies)
- strategies to encourage non-traditional career selection
- gender fairness in counseling and the curriculum
- methods of building students' self esteem and motivation

One of the most positive outcomes of the institute is the Resource Handbook. It is a compilation of ideas, facts, and resources based on the institute activities. Copies of previous Resource Handbooks have been disseminated throughout South Carolina and other states. A similar demand is expected for this year's edition.

Evaluation results showed that participants believed the institute provided them with useful information they could take back to the classroom. One participant stated, "This has been such a beneficial course for me. I've never taken such a practical, relevant, useful course in all my years of teaching. Every high school teacher should be required to take this course." Another participant wrote, "This course has been one of the best that I've taken in my discipline. I was on the waiting list for this course, so I am very grateful that the opportunity to attend became available."

APPENDIX 7-D

EXEMPLARY PROGRAM

FOR

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

APPENDIX 7-D

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN EXEMPLARY PROGRAM

The criteria used for selection of exemplary programs is based on a combination of an on-site review, written documentation of outcomes (mid and final year end reports), collaborative efforts, length of time the project has received funds on a competitive grant basis and viability of project replication.

Spartanburg Technical College
Ms. Cynthia Lister
Post Office Box 4386
Spartanburg, South Carolina 29305-4386
Telephone Number (803) 591-3813

Funding Amount - $66,943 (This program has been funded for ten years.)

The primary goal of the Single Parents/Displaced Homemakers/Single Pregnant Women program at Spartanburg Technical College was to help qualified participants in a three-county area become self-confident, economically self-supporting individuals. To accomplish this goal, the program provided a combination of psychological and educational support components.

This project was designed as an open-entrance/open-exit program and provided ongoing recruitment, assessment, workshops, seminars, referrals, and follow-up activities for 80-100 individuals. In addition, financial assistance for supportive services such as tuition, dependent care, transportation, and books or supplies was available.

Due to collaborative efforts which included coordination with a community advisory committee, in-house college offices (i.e., financial aid, job placement), mental health agencies and community organizations, the project increased services in the areas of career guidance, family counseling, pre-employment training, and tuition assistance.

In addition, Spartanburg Technical College continues to support the growth and activities of the single parents, displaced homemakers, single pregnant women program by funding a full-time secretary and 25 percent of the project counselor's salary and by providing office space, equipment, and a study room.

APPENDIX 7-E

EXEMPLARY PROGRAM

FOR

CAREER GUIDANCE

APPENDIX 7-E

Exemplary Career Development, Guidance and Counseling Programs

Dorchester School District #2
Summerville High School
102 Greenwave Boulevard
Summerville, South Carolina 29483

Telephone: (803) 873-6460
Fax: (803) 821-3989

The Summerville program was designated as one of the two most outstanding Career Development programs in the nation by the United States Army's "Planning for Life Awards Program" (1994). The program features unique career development activities for all students in grades 7-12 that involve business/industry, parents, and the community.

Ms. Barbara Villeponteaux, Director of Secondary Education

Berkeley County Schools
Post Office Box 608
Moncks Corner, South Carolina 29461

Telephone: (803) 899-8628
Fax: (803) 899-8780

The Berkeley County program was identified by the United States Army's "Planning for Life Awards Program" as one of the top ten Career Development programs in the United States (June 1995). Strong features of this program include collaboration with business/industry, community, and parents and a well defined career development program delivered by five career specialists.

Dr. Bruce Cusack, Director, Technology Education

Aiken County Schools
Aiken County Applied
Technology Education Center
Post Office Box 804
Langley, South Carolina 29834

Telephone: (803) 593-7300
Fax: (803) 593-7115

The Aiken Career Development program is implemented by five career specialists who are each assigned to work with a high school and the feeder middle schools. The specialists provide career development activities and career counseling sessions. An outstanding feature of this program is a career fair planned for each of the ten middle schools throughout the county. The director monitors the activities of the specialists through monthly reviews of their scheduled activities and reports.

Mr. Joe Dowling, Director

Spartanburg School District #7
610 Dupre
Spartanburg, South Carolina 29304

Telephone: (803) 594-4400
Fax: (803) 594-4406

Career technicians are assigned to each of the three middle schools in order to enhance the counselors' career development and guidance and counseling program. Their responsibilities are to develop contacts with business/industry and plan career development activities and other career-oriented events. This new position is closely monitored by the coordinator who conducts monthly reviews of the technicians' activities and schedules.

Dr. Amy Clark, Coordinator

APPENDIX 7-F

EXEMPLARY PROGRAMS
FOR
INTEGRATION

EXEMPLARY PROGRAMS - INTEGRATION

One of Central Midlands' school districts, Lexington Four, the most rural district in the consortium, continues to lead the way in Tech Prep, High Schools That Work, and School-to-Work initiatives. Teachers and administrators are regular presenters at national and state conferences. Swansea High School in Lexington Four has been named an Advanced Integration Model Site by the Southern Regional Education Board (SREB) by the United States Department of Education. In November 1994, Swansea hosted an SREB Conference which had approximately 400 visitors from all over the nation to learn about Swansea's model. Staff members have developed interdisciplinary units which have integrated academic and occupational content.

The Central Midlands Tech Prep Consortium worked with a Lexington County citizens' group, Planning for the Future, to conduct a summer 1995 practicum for 15 teachers and counselors who worked at 10 local business sites for a minimum of 120 hours this summer. This paid work experience allowed participants to receive three hours of graduate credit through the University of South Carolina. Comments such as "Working in business/industry should be a part of each college's teacher training program" reiterate the need of putting teachers in a work experience. Richland One in the consortium also held an Educator in Industry course in the summer of 1995 and experienced similar reactions from educators.

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The Partnership for Academic and Career Education, nationally known as PACE, conducted three teacher training courses which the staff designed, taught and/or supervised. Course sessions took place mostly in the evening and involved 52 secondary academic and occupational teachers, as well as postsecondary faculty. Numerous persons from the business community participated as guest speakers. The evaluations for all three courses were excellent as illustrated by the following selected comments:

(Academic and Occupational Integration) "I feel prepared to integrate academic and occupational education...I have heard some great ideas in class, and I am already thinking of other things to do. I have lots of information on integration thanks to this class."

(Technical Writing) "I have a better idea of projects to use. I also know my own limitations in my 'technical writing.' Thanks for the handouts and class discussion of ideas."

(Statistical Process Control) "I didn't even know what SPC stood for when I started. Now I have a good grasp and wonderful ideas for my students."

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The Greenville Tech Prep preparatory services project titled MATH AND SCIENCE IN THE WORKPLACE (M/SWP) was developed by Greenville Technical College in conjunction with the School District of Greenville County and local industries. This cooperative effort targeted math and science students who often lack the motivation to take the more challenging math and science courses during their secondary education and who fail to see the relevance of their studies in these areas to the real world. The main thrust of M/SWP was to demonstrate to these students the relationship between the math and science they study in the classroom to the math and science used in the world of work.

Project participants: 625 ninth grade students, 7 high schools, 23 businesses.

High schools included Woodmont, Hillcrest, Riverside, Travelers Rest, Carolina, Blue Ridge, and Greenville.

The following business partners were established for 1994-95: Spann-America, Sagem-Luca, Stevens Aviation, Rust Environmental, Michelin Tire Corporation, Textron Lycoming, Fiberweb North America, Reliance Electric, Greenville-Spartanburg Airport, The Greenville Hospital System, Kemet Electronics, Apex-Teknor, Hoechst-Diafoil, Hartness International, Fluor Daniel, BMW, Lockheed Aeromod, Henkel Corporation, Hitachi Electronics, The Greenville News-Piedmont, Cryovac, The Greenville Braves, The DeMint Group.

Industry participants visited classrooms, made presentations and demonstrations as well as helped to develop workbooks showing actual work problems used in their industries, and provided field trips. Tours of the industry and interaction among all parties helped to develop strong linkages for the future.

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The Aiken Tech Prep Consortium provided opportunities for academic teachers to spend at least one day with an occupational education teacher to develop integrated activities and is currently working with the school district to develop additional in-service training in this area.

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APPENDIX 7-G

EXEMPLARY PROGRAMS
FOR
TECH PREP

EXEMPLARY PROGRAMS - TECH PREP

With backing by the US Department of Energy, Westinghouse Savannah River Company, prime contractor for the Savannah River Site (SRS), played a significant role in developing and implementing the School-to-Work Transition Act of 1994 in South Carolina. In January 1995, 12 high school students from the Aiken County Career Center were selected for the first SRS School-to-Work Pilot Program. This program, which exposed students to actual employment settings with real responsibilities, afforded them the opportunity to apply what they learned in the classroom in a "real world" environment working side by side with a skilled mentor. The program, designed to better prepare the student for the workplace, requires students to meet the same requirements as full service employees--medical and drug screening, safety and occupational training, and new employee orientation--before going to work. The first group of students who just finished their eight months of work were assigned to the computer electronic repair, electrical and instrumentation, radio and communication, and heating, ventilation and air conditioning groups. Feedback from this initial group was overwhelmingly positive, not only from the students and teachers, but from employees and managers involved in the program. Students reported to work earlier than required because they enjoyed what they were doing, and managers and mentors were pleased with the productivity of the students--so pleased that they requested more students. Based on these positive results, two additional programs were added. Three students from Barnwell High School went through the same process and were selected for clerical and administrative positions and 15 students who were enrolled in the Computer Technology Associate Degree Program at Aiken Technical College worked on deploying computer hardware and software. SRS is in the process of expanding the program this year to include even more students.

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The River Hills mentoring program at Clover High School allows over 200 students in the eleventh grade to be matched with a mentor. The program was initiated and expanded by the business and industry community. Retired and active professionals dedicate much time and effort to these students.

A presentation to the Rock Hill Breakfast Rotary Club by the director of the Catawba Technology Education Consortium and a Winthrop College professor received a commitment from three-fourths of its members to participate and support Tech Prep and its school-to-work activities. The Rotary Club implemented this program as its vocational project.

The Catawba Consortium reaped wonderful benefits from an eight-page special edition in the local newspaper, The Herald. The edition went to more than 60,000 readers and up to 300 copies were placed in each high school. The production of the special section was a project between business/industry and Catawba. Total funding was provided by The Herald and Bowater.

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Through academic and vocational teachers working together in the Piedmont Area Consortium, integration was successful during 1994-1995. One method selected to incorporate academic content into the vocational curriculum was using the applied academic modules in the vocational classes. For example, Communication for the Workplace curriculum was used successfully when implemented for groups of at-risk students and for college prep students to teach interview techniques, resume writing, how to complete applications, and other information required to secure a job in the workplace. In Laurens School District 55, Physics for the Technologies curriculum was incorporated successfully into the college prep curriculum and the Newberry Vocational Center's Physics for the Technologies students also were involved in integration. In addition, the Newberry Vocational Center provided an integrated activity which involved the Computer Aided Drawing (CAD), Accounting, and Air Conditioning students. All of these students worked together on the construction of a house. This activity will be repeated during the 1995-1996 school year. Other activities included several of the school districts i.e., Greenwood School District 50 and 52 holding joint in-service sessions for the academic and vocational faculty. During these training programs, the applied academic students provided demonstrations including visits to occupational classes and labs. Strom Thurmond High School and the Greenwood School District's academic and vocational teachers continued to share facilities, materials and equipment to maximize educational opportunities for students. At the postsecondary level, math, reading and English instructors worked with the technical instructors in developing integrated lesson plans. For example, the head of the math department worked with the head of the carpentry department to develop real work experiences for their math students. The result of secondary and postsecondary faculty working with the vocational/technical staff has been positive and has allowed students to better see the relevance for mastering higher level technical and academic competencies by solving real work problems.

The School-to-Work initiative has really "taken off" in the Piedmont Area Consortium. The foundation for the initiative had been laid by the Piedmont Excellence Process group (PEP) as they had promoted the Deming Quality Movement for several years prior to the onset of implementing the School-to-Work initiative. When the Ford Academy of Manufacturing Sciences (FAMS) was introduced in South Carolina, during the fall of 1994, to members of this consortium, the curriculum was accepted readily. During the 1995-1996 school year, 42 students will take the FAMS curriculum as an elective in Greenwood School District 52. Beginning in 1995-1996, Greenwood School District 50 and 51 also will implement FAMS; individuals involved in the process already have

taken the training. Over the past three months, the Consortium's temporary Career Specialist surveyed the business community to see who was willing to participate in the School-to-Work initiative. The results indicate that the majority of individuals are willing to serve in one of the activities listed: Speakers' Bureau, career fair, mentoring, shadowing, co-ops, apprenticeships, and internships. At least one industry is willing to provide an internship for four math teachers. It is a very exiting and busy time in the Piedmont Area Consortium for everyone associated with the School-to-Work movement.

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The Lowcountry Tourism Academy Planning Committee involves participants from a variety of areas to include the Lowcountry Tourism Commission, area chamber of commerce, Westin Resorts, Lowcountry Council of Governments, area Employment Security Commission as well as secondary and postsecondary personnel. The planning for the Lowcountry Tourism Academy has been especially helpful in bringing together business, industry, government, and education.

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For the second year in a row, the Career Development Program at Goose Creek High School in Berkeley County was designated as one of the top ten programs in the country by the US Army Planning for Life Program.

Trident Consortium's first year's pilot youth apprenticeship program in Machine Tool Technology ended successfully with six of nine students being selected for the 2 1/2 year adult training program in high tech positions of the Robert Bosch Corporation facility.

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Through a joint initiative involving Marley Electric Heating and the Marlboro County School District, 24 students were placed on the job site for 45 days in lieu of attending regular occupational courses. Marley Electric provided scheduling, training supervision, and evaluations of student job performance. Work-based training and school-based activities were linked. Marley Electric rated the program as a success and students reported a substantially increased desire to complete high school, continue their education, and pursue their occupational goals.

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Central Midlands Tech Prep Consortium has a comprehensive marketing program which includes the new "Creating Career Connections" logo which is being implemented throughout the consortium. Promotional items such as pencils for students, folders for teachers, and binders for business persons are being used consistently to market our Tech Prep activities. A new display board, which will provide a visual picture of our Tech Prep secondary and postsecondary students at work and school, was purchased. This display board will be utilized at school functions as well as in various sites which will be viewed by the business community.

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There has been progressive interaction with business/industry and education in the Piedmont Area Consortium. In addition to working with the cluster groups, many of the business community including Fuji Photo Film, Monsanto, Capsugel, Self Memorial Hospital, Cooper Power, Velix, Kemet, and the Genetic Center provided information and plant tours for teachers in the applied academic training classes during 1994-1995. Monsanto also provides an internship for four math teachers each summer. Other internships for teachers are being explored and the results are positive.

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Greenville's Summer Career Internship Program, designed as a pilot project to give a broad introduction to the working world for selected students, will serve as a foundation for specific apprenticeships over the next two years. This program will be duplicated in the other three career centers in the future.

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The Business Education Partnership (BEP) of the Greenville County School District is a national model. The strong support of the business community is a real asset. One of the most outstanding programs conducted by the BEP is the 11th grade shadowing program. This year, over 2100 juniors participated, with most of the students shadowing their career choice. In addition, a special 7th grade shadowing project for at-risk students was very effective. The director of the BEP for the school district is on the Tech Prep Policy Board and works closely with the consortium as they involve numerous businesses in our programs. Due to the fact that Greenville has a strong business/industry base, the support for Tech Prep is outstanding, especially from the Chamber of Commerce.

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