GOVERNOR'S WORKFORCE
EDUCATION TASK FORCE

Pathways TO PROSPERITY

Success for *Every* Student in the 21st-Century Workplace

October 2001

October 2001

Dear Governor Hodges:

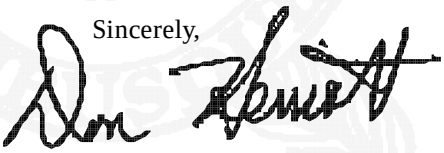
Pursuant to your Executive Order 2000-17 and on behalf of the Governor's Task Force on Workforce Education, I am pleased to deliver to you and the General Assembly our final report. After long deliberation, which included thoughtful research and analysis, consulting with national and international experts, and extensive dialogue among the Task Force members who are of diverse backgrounds and experiences, the Governor's Workforce Education Task Force concludes that:

South Carolina can be a state where all students succeed, having been given the opportunity and preparation to lead productive and fulfilling lives; businesses thrive in a world that is more globally competitive and technology rich; and all its citizens enjoy an outstanding quality of life.

The Task Force also concludes that this future is possible only with basic educational reforms that are both student-centered and based on workforce needs. A properly educated workforce prepared through college, technical college, or high school is fundamental in creating and maintaining the vibrant economic environment needed to turn our vision into reality. Equally strong is the Task Force's conviction that failure to fully implement and sustain requisite educational reforms will have profound negative social and economic consequences.

We believe the roadmap to these reforms is contained in our Task Force report, titled "*Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace,*" which we respectfully submit to you and the General Assembly.

Sincerely,



Don Herriott
Chair
Governor's Workforce Education Task Force

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Our Challenge

Success for every student in the 21st-century workplace. This is our challenge, fellow South Carolinians, and it won't be easy because the playing field has changed. A strong academic education in the traditional sense is no longer enough. To keep pace with the changing business environment, our students must also have practical experience, communication and character-related skills, and the ability to apply what they learn—all things we can't teach them unless we rethink how we view education.

For all students to be successful, we not only have to equip them for today's job market, but we have to tailor education to suit their needs, abilities, and interests. Sounds simple enough, and if we can do it, we will have accomplished something great.

This is because the workforce education issue comes with decades of ingrained beliefs and unspoken understandings about the roles education and business should play in our lives and our children's lives. While our rational side can comprehend the issues at hand—the logic of the education-workforce gap and the negative impact the Task Force predicts it will have—our emotional side questions how severe the problem really is and is skeptical as to the reality of the apparent shift in the academics and skills needed for jobs of this century.

And when logic meets emotion, the result is a "wait and see" mentality—something we simply do not have time for.

This issue isn't political or partisan. It is not a concern just in the Upstate, the Midlands, Pee Dee, or the Lowcountry. It is not a problem just for minority or economically disadvantaged communities. It is not a worry just for parents, businesspeople, or educators. It affects each and every one of us.

However, the responsibility for creating this kind of change cannot rest on the shoulders of our state's many dedicated educators alone; without a long-term commitment of time and resources from employers, legislators, and the public, change will not occur.

Ask yourself, when are you motivated to change? The answer is simple: when something affects you personally. And this issue will affect you personally before you know it. Maybe you won't be able to find the skilled employees needed to keep your business running. Maybe your child will move back home because he or she is unable to find a job. Maybe, as an educator, you will see your students flounder on the so-called "right" path in school.

Whatever the case, this problem is serious…and it's not going away. It isn't speculation or exaggeration, it's foreseeable fact—unless we take action.

"Learning is not compulsory, neither is survival."

—W. Edwards Deming

Executive Summary

Global competition. Technological change. Instant information. Workforce of the future.

The vast business and economic upheavals brought about by the technological advances of the last decade have affected our lives in ways few people could have imagined. While the world may be a smaller place, the workplace has expanded exponentially, leaving governments, businesses, and schools to grapple with the implications of these changes.

Global change has taken on a very personal meaning in South Carolina as everyone—businesspeople, parents, and educators—feels the demands of the new economy. Simply put, people are beginning to realize that to compete in this changing marketplace, we must evolve our skills, and most importantly, the way we educate our young people—our future workforce.

South Carolina's public schools have adapted to drastic societal changes over the last 50 years; we feel confident that they can meet this new challenge head on.

South Carolina has already initiated far-reaching reforms: standards and assessments; improvements in training our teachers; First Steps and other early childhood initiatives; school-based technology; strengthened leadership at every level; and technical assistance to schools most in need. We applaud these early victories.

The reality, however, is that the workplace is changing at a rate many times faster than our schools. The challenge to keep pace with the world of work, the challenge to educate our young people in a new way, lies with all of us. We must change not only the way we educate our children, but also the way we think about school and its connection to the workplace. Whether students go on to higher education, occupational training, or directly into the workplace, they will need a new kind of education.

While we have made some headway, there are still some disturbing gaps in the South Carolina education system:

1) While only 32 percent of our ninth graders will pursue a two-year degree or certification, the majority of jobs—65 percent—will require one;
2) Another 28 percent of our ninth graders will pursue a four-year degree, yet only 20 percent of jobs will require one; and
3) The final 40 percent of our ninth graders will pursue an "unskilled" job—because they either drop out of high school or simply lack the skills needed for employment—but only 15 percent of jobs available will be considered "unskilled."

These figures reflect an enormous mismatch of education and workplace needs that our state simply cannot afford, a gap that is growing daily. And the effects extend beyond our students. In fact, many in the South Carolina business community fear they will no longer be able to do business in South Carolina unless we begin to do things differently.

In short, we must meet three vital objectives if our state and its economy are to meet the 21st century with confidence:

1) We must prepare all South Carolina students for success in the workplace;
2) We must provide South Carolina employers with the skilled employees they need to survive financially; and
3) We must create a highly skilled, well prepared, and well-paid workforce that will attract the kinds of businesses that fuel economic development and prosperity.

A problem this complex, however, cannot be delegated to any single group or institution. It is a societal one with deep roots. In short, changes in the business environment are outpacing those being made in education on a variety of levels. It is the job of both education and business to find a solution—to create systemic change.

This report offers a roadmap for building systemic solutions to these broad societal issues based on nine specific recommendations, some programmatic, some student-centered, and some organizational in nature.

BACKGROUND

Unlike in decades past, in today's job market the keys to gaining a competitive edge are knowledge and technical skill, not muscle.

Today's job market requires an entirely new kind of workforce—one whose high-tech skills advance at the rate of technological change and whose abilities include "soft" skills, such as communication and character-related qualities. It requires a workforce with a more balanced educational background, one that reflects the kinds of jobs needed in this century.

At the same time, this workforce must be plentiful enough to meet the employment needs of all South Carolina businesses.

The workforce we're describing will be made up of our children, our students, who are simply not equipped to meet this need and, more importantly, are not equipped for successful careers in the 21st-century workplace.

LOOKING FORWARD

The future of our state's economic development now depends on parents, students, and employers taking action to bridge the education-workforce gap. Doing this will mean shifting our view of education on a grand scale. South Carolinians must begin to see education as something leading to more than further education; rather, it must prepare students for life.

And the demand for new and different skills in the workplace drives this change.

The Task Force found two sets of skills that will be required for most employees in the 21st-century workplace:

- **Strong academics with real-world problem solving skills**, especially in language arts, math, and science, as well as computer skills;
- **Character-related qualities**, such as respect, responsibility, and honesty.

South Carolina has already undertaken many initiatives to foster the development of these skills, such as the *1994 School-to-Work Transition Act* and *1998 Education Accountability Act*. According to the findings of the Task Force, continued focus on these initiatives is critical to evolving the system.

Yet, a major finding of the Task Force is that the *1994 School-to-Work Transition Act (STWTA)*, which is an essential part of creating change, is not fully implemented and lacks accountability measures. (See Appendix 1B and 1C)

For example, very few schools have implemented the act's requirements: linkages between business and education; mandatory 6th through 12th grade career plans that are committed to by both the student and parent; and a seamless curriculum that is both relevant and rigorous.

TASK FORCE RECOMMENDATIONS

1. Organize students' curriculum choices and school career counseling around ***career clusters***, which allow students to reach their fullest potential. This will involve ***amending the STWTA*** to replace academic pathways with career clusters that empha size both academics and applied skills. The current system of two pathways, Tech Prep and College Prep, limits options and future career opportunities for most students.
2. ***Enforce the 1994 School-to-Work Transition Act (STWTA) through the creation of a Governor's Workforce Education Council*** reconstituted from the existing School-to-Work Advisory Council. The new council will be charged with coordinating workforce education development in the state by overseeing implementation of these recommen dations and compliance with the existing STWTA.
3. ***Curriculum should be aligned with current workplace needs*** and should include academic, social, and applied content, and should be transferable among all educational institutions. All students should have a rigorous academic base and be able to apply academics in work-based situations.
4. ***Educational standards and testing***, such as PACT, Report Card, and end-of-course testing should integrate the requirements of the STWTA, as well as the *Education Accountability Act*.
5. ***The State Board of Education must require courses in applied learning techniques and career development for certification and recertification of all educators.*** Higher education should play a role in providing sustained professional development that is tied to existing career development and work-based learning curriculum and methodologies.
6. ***New doors must be opened for students at high risk of dropping out*** by offering additional educational opportunities that lead to gainful employment and lifelong learning.
7. ***Character education should be woven into the fabric of all schools*** to address the need for the development of appropriate attitudes such as respect, responsibility, and honesty. These skills are essential for every workplace and are, according to surveys of employers, lacking in many job applicants.
8. ***Establish regional service centers*** that offer a link between business and education and provide resources to surrounding areas. As the overarching service delivery system, the State Department of Education should also evolve to meet the changing needs of the state, as well as be aligned with the above recommendations, reporting quarterly to the Governor's Workforce Education Council.
9. A ***comprehensive, focused, and sustained statewide communications program*** should be developed and implemented to ensure all stakeholders understand the changes occurring in education and their roles in implementing them.

While educators need to assume a central role in addressing these issues, they cannot do it alone.

Schools, colleges, and parents must take the lead in developing strong academic skills. Educators and employers must take the lead by jointly developing real-world curriculum and work-based experiences that meet the needs of students and the workplace. Parents and families must take the lead in developing children's character. And legislators must take the lead in adopting and funding legislation that supports ongoing improvement in education.

Specific rationales, details of the Task Force recommendations, and implementation requirements are contained in the body of this report.

FINAL THOUGHTS

Offering ALL students the best possible education must be a priority in South Carolina. Many new, innovative initiatives and proactive efforts to increase student achievement, teacher quality, and district leadership development are evidence of this priority.

Our business community, however, tells us that current efforts are not enough and paints a picture of unprecedented economic change demanding skills many high school, and even college graduates, simply do not have.

South Carolina is at a crossroads.

One road leads to a thriving economy, a diverse and plentiful workforce, and a rich quality of life for years to come. The other road—the road we are on—has created a mismatch between our educational system and workforce needs.

True, leaving this road will be a challenge. It will require creating a rigorous and relevant, yet flexible educational system that provides ALL students with the skills and resources necessary to be successful in a globally competitive environment.

We believe it can be achieved, however, by acting upon the Task Force recommendations.

We believe our recommendations will not only dramatically improve our educational system to create pathways to prosperity for all the young people in South Carolina, but will also pave the pathways to prosperity for businesses that need a quality workforce to boost productivity and profits.

In fact, we believe that implementing our vision is the pathway to prosperity for the entire state as it seeks to survive and indeed thrive in the unforgiving global economy.

The following two diagrams, entitled "The Workforce Gap" and "Pathways to Prosperity," illustrate the issues presented within the Executive Summary.

The Workforce Gap

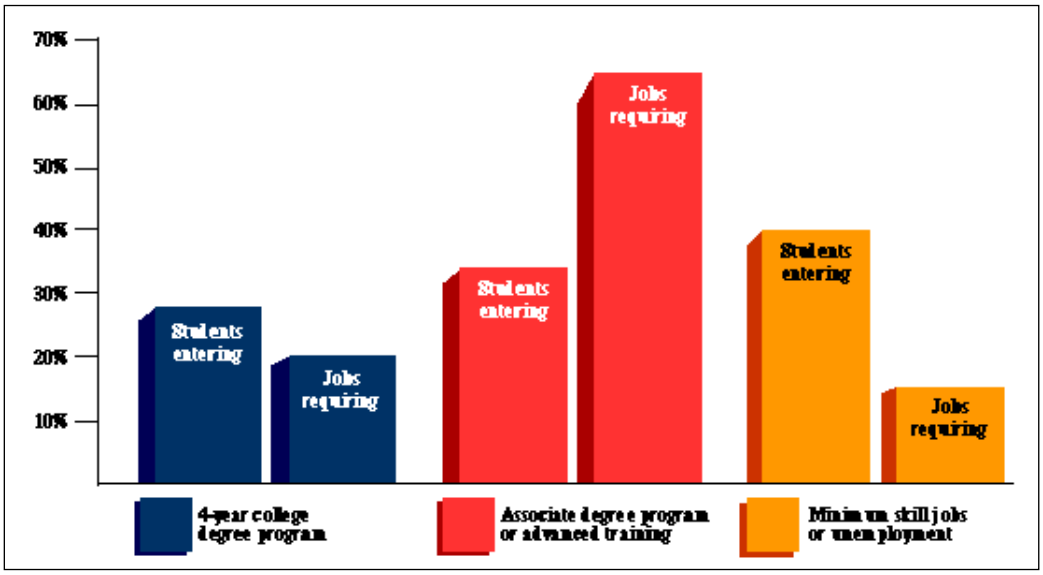
Where 9th Graders Are Headed* VS. Where the Jobs Are**

28% will enter a 4-year college → **20%** require a 4-year college degree

32% will enter an associate degree program or advanced training → **65%** require an associate's degree or advanced training

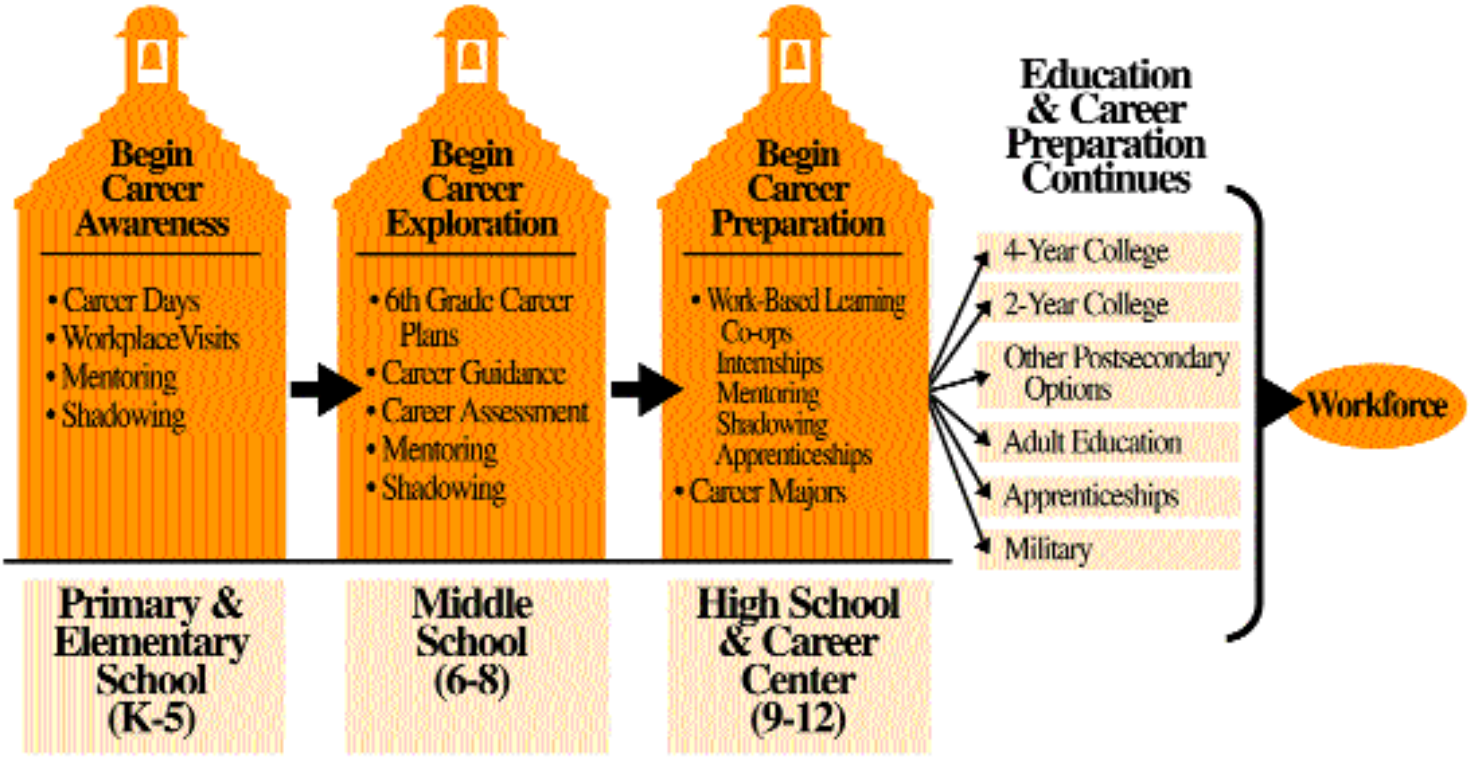
10% will lack the skills needed for employment → **15%** require minimum skills

30% will drop out before completing high school



***Source:** 1998-1999 State Department of Education Special Survey sent to each high school, 1985-1999 State Department of Education Enrollment Data, and 1989-1999 High School Completer Data
****Source:** Carol D'Amico, *Workforce 2020: Work and Workers in the 21st Century.*
Task Force believes jobs requiring a 4-year college degree could be higher than 20 percent.

Pathways to Prosperity



RECOMMENDATION 1:

Organize curriculum choices and school career counseling around career clusters, which allow students to reach their fullest potential. This change will involve amending the STWTA to replace academic pathways with career clusters that emphasize both academics and applied skills. The current system of two pathways, Tech Prep and College Prep, limits options and future career opportunities for most students.

THE ISSUE

The traditional secondary educational system is not meeting the demands of the contemporary job market, either in terms of knowledge or specific skills. Three presuppostitions about students exist:

1. That all students fit neatly into one of two diploma pathways (College Prep and Tech Prep), and that those pathways serve them well.
2. That all students, except some with special needs, have the desire, interest, and ability to go to a four-year college, and that a four-year degree is, indeed, the only sure path to career success.
3. That students are fully aware of all the career opportunities available and take course work related to careers that interest them.

These assumptions are sadly inaccurate. The two established pathways do not meet the needs of all students. They frequently fail to consider students' interests, talents, skills, and academic abilities, and they limit options by not allowing students to select a mix of technical and College Prep courses. The cluster system requires the same core academic knowledge for all students, regardless of their choice of career major, yet allows them to expand on it with tailored course work and electives.

THE GOAL

To broaden our view of education beyond traditional academic boundaries—specifically, to begin to see education as the precursor to employment and as driven by the student, rather than solely as intellectual enrichment driven by curriculum. The development of career clusters, which allows for more individualized education driven by students' interests and abilities; exposure to economic and labor market information; and involvement of parents in career decision-making, are all essential to this change.

PROPOSED ACTION ITEMS

1. Implement the strategies/activities of the South Carolina Career Guidance Model.
2. Replace Tech Prep and College Prep pathways with individual educational and career preparation plans (specific to students' interests, goals, and abilities).
3. Require all high school students to choose, with parental input, a career major tied to work-based learning experiences.
4. Promote education and business partnerships to support career clusters/majors *(see Appendix 2B).*

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career clusters: a way of organizing and tailoring course work and work experience aroundspecific occupational groups (i.e. business or health services) that offer students core academics as well as activities that match their skills and interests

career major: like a college major, an area of study within a larger occupational field or career cluster

College Prep pathway (CP): a term used to represent a curriculum rich in theory that should best prepare students for a successful four-year college or university experience; students taking College Prep courses are part of this curricular pathway

Tech Prep pathway (TP): a term used to represent the curriculum centered around application of knowledge—specifically, using real-world problems and issues to best prepare students for an industry certification, two-year associate degree, or other postsecondary experiences; students taking Tech Prep courses are part of this curricular pathway

pathway: a way of categorizing the curricula and educational activities targeted at a student's specific academic or career goal, such as the career majors that are part of the sixteen career clusters

South Carolina Occupational Information System (SCOIS): career, wage, employment, and educational information about jobs, available to students in subscribing schools through interactive media

***High Schools That Work (HSTW)*:** a successful national initiative that stresses high academic and career and technology education standards based on ten key practices, including high expectations for students and offering them extra help and work-based learning opportunities

RECOMMENDATION 1 *continued...*

5. Restructure school departments, curricula, and instruction to support career clusters.
6. Incorporate workplace skills into the curricula taught to all students.
7. Determine which of the nationally recognized career clusters to offer, based on local, state, and regional workforce demands.
8. Establish professional development guidelines and training opportunities to assist teachers, guidance counselors, and other educators to adapt teaching methods that focus to support this new system.
9. Expand the use of the South Carolina Occupational Information System at all levels of education (elementary, middle, and high school).

UNITED STATES DEPARTMENT OF EDUCATION'S CAREER CLUSTERS

- **Agriculture and Natural Resources**
- **Arts, Audio-Video Technology, and Communications**
- **Business and Administrative Services**
- **Construction**
- **Education and Training Services**
- **Financial Services**
- **Health Services**
- **Hospitality and Tourism**
- **Human Services**
- **Information Technology Services**
- **Legal and Protective Services**
- **Manufacturing**
- **Public Administration and Government**
- **Retail/Wholesale Sales and Service**
- **Scientific Research, Engineering, and Technical Services**
- **Transportation, Distribution, and Logistics Services**

BEST PRACTICE EXAMPLES

Career clusters are one way to meet the demands of both students and employers. Students can investigate specific career interests as they develop carefully constructed, personalized educational plans. Each student selects a major compatible with personal education and career plans; personal interests align closely with the cluster's subject matter and experiences. All students study core academic subjects such as English, math, and science, while business and industry partnerships and work-based learning heighten learning experiences, especially as they are tied to specific careers.

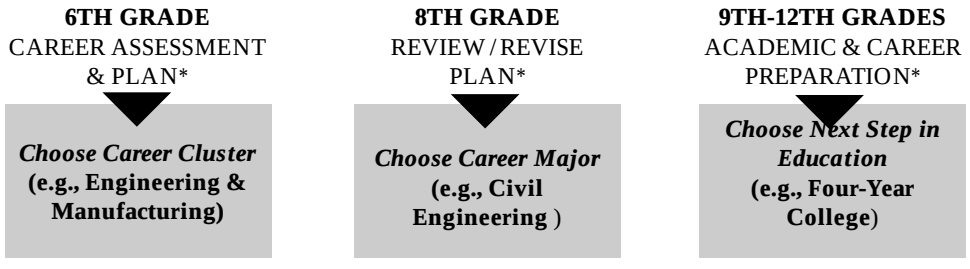
The *High Schools That Work* program is an example of a successful model of this approach *(See Appendix 2D)*. The state's Career Guidance Model will provide educators with information about cluster-related content, activities, and structure.

CONCLUSIONS

The U. S. Department of Education's career clusters are receiving national attention for giving all students the career knowledge, guidance, academic preparation, and flexibility to plan studies in line with their career goals and abilities. This structure supports accountability and makes learning relevant. Because each educational plan is individualized, it guides and motivates learning, aligns postsecondary educational goals, and ultimately prepares students for career success. In a nation where more than 100 companies closed and tens of thousands of workers lost their jobs in the first seven months of 2001, the state's students *must* understand their career options and receive the education they need to succeed.

HOW CAREER CLUSTERS WORK

Core Academics + Career-Smart Electives



*Parental Input Here Flexible Decision Points

RECOMMENDATION 2:

Enforce the 1994 School-to-Work Transition Act (STWTA) through the creation of a Governor's Workforce Education Council reconstituted out of the existing School-to-Work Advisory Council. The new council will be charged with coordinating workforce education development in the state by overseeing implementation of these recommendations and compliance with the existing STWTA.

THE ISSUE

The STWTA is not being fully implemented, and there is no accountability for institutions and agencies responsible for fulfilling the requirements of the act. To successfully implement this act and the Task Force recommendations, as well as continuously improve the state of workforce education in South Carolina, there must be a commitment by state government. At present, education and business do not formally share information statewide or even provide input that results in significant changes to educational curricula or career development and work-based activities.

In addition, as a part of mainstream educational reform, workforce education must have a mechanism for accountability—an evaluative measure visible to the public and private sectors that can be used to determine the success of our students.

THE GOAL

To further South Carolina's economic development by creating a state-level structure that guides the delivery of workforce education-related curriculum and services to students, schools, and communities. Through enforcement of the STWTA, the structure will also guide employers in preparing graduates to meet their expectations as well as the entry requirements of postsecondary education.

PROPOSED ACTION ITEMS

1. Develop a Governor's Workforce Education Council by reconstituting the existing School-to-Work Advisory Council. The council's mission will be to achieve systemic implementation of the STWTA (amended according to Task Force recommendations) and all other Task Force recommendations.
2. Establish an interim Implementation Planning Committee to act as a bridge between the Task Force and the proposed Governor's Workforce Education Council. After the transition, this committee should remain as a subcommittee of the council providing recommendations on priorities, sequencing, policy issues, funding analysis, and specific plans for implementation of the nine Task Force recommendations.
3. Identify additional agency leaders, organizational leaders, legislative representatives, and employers to serve on the council membership.
4. Appoint an independent businessperson and the Superintendent of Education as co-chairs of the council. They will report to the Governor.
6. Create and fund an Office of Workforce Education that is linked directly to the Governor and responsible to the Governor's Workforce Education Council.

South Carolina School-to-Work Transition Act of 1994 (STWTA): comprehensive legislation addressing the importance of preparing students to make well-informed career choices; the legislation states that students must receive instruction and experiences in career awareness, career exploration, and career preparation, including those featured in School-to-Work, such as mentoring, job shadowing, and applied academic instruction

Governor's Workforce Education Task Force: a task force appointed by the Governor in 2001 to review workforce development in South Carolina—specifically, the educational and delivery system implications

School-to-Work Advisory Council: a council of elected officials, educators, agency heads, and business representatives appointed by the Governor to monitor and support the implementation of the *1994 South Carolina School-to-Work Transition Act*

curriculum: a fixed group of studies required to achieve an educational goal and / or particular academic subject, e.g., College Prep curriculum

RECOMMENDATION 2 *continued...*

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7. Increase the visibility of the Offices of Career and Technology Education and Adult and Community Education as part of the statewide workforce education delivery system.
8. With respect to STWTA compliance, emphasize work-based learning, education/business partnerships, and career development (career exploration, career plans, and related initiatives). Specifically:
   - Ensure that every student participates in a comprehensive work-based learning program that provides a realistic understanding of the work world;
   - Fully implement the South Carolina Career Guidance Model; and
   - Create a better system for developing integrated business partnerships with employers.
9. Require all middle and high school students to have a comprehensive career plan developed with participation of parents, counselors, and teachers.
10. Provide each student with the opportunity to have a mentor.
11. Conduct a statewide program audit of the STWTA by the Office of Workforce Education.

career and technology education: educational programs and experiences that offer business and technical skills training in a variety of industry-certified and technically oriented careers

career plan: a student's personal education plan that specifies career goals, interests, skills, and talents that are associated with the prescribed curriculum in elementary grades and supported by curricula choices in the middle grades and high school—a plan that is developed in grade six as dictated by the *1994 South Carolina School-to-Work Transition Act* and revised each year thereafter until graduation

South Carolina Career Guidance Model: a guidance program for students that is composed of three areas of study: 1) learning to learn, 2) learning to live, and 3) learning to work

best practices: examples of activities, programs, or initiatives that have proven efficient and effective in providing educational opportunities, content, and accountability for students and educational organizations

Education Oversight Committee (EOC): an independent committee established by the Governor's Office to monitor compliance with and issues related to the *Education Accountability Act*

BEST PRACTICE EXAMPLES

Although the full impact of the Education Oversight Committee (EOC) has not yet been realized, many successful aspects of the committee's work were incorporated into our recommendations. The committee's model emphasizes ways to coordinate a broad range of constituent groups and interests, pays special attention to community relations, and maximizes the use of information gained through standardized testing.

CONCLUSIONS

The *1994 School-to-Work Transition Act* was established to ensure ALL of South Carolina's students receive a rigorous, relevant education that enables them to lead successful lives. And it can do just this—if we enforce it. Since its passage, this legislation has had limited impact due to lack of enforcement; thus the full potential of its directives has not been realized. The proposed Governor's Workforce Education Council is the critical missing piece.

RECOMMENDATION 3:

Curriculum should be aligned with current workplace needs to include academic, social, and applied content, and should be transferable among all educational institutions. All students should have a rigorous academic base and be able to apply academics in work-based situations.

THE ISSUE

For high school students to consider all of the academic options available to them, both students and their parents need assurance that whatever path the student chooses offers a road of educational and career opportunities. This kind of assurance is not possible, however, if classes and credits are not transferable between schools, which is currently the case in South Carolina's K-12, two-year college, and four-year college programs. Classes and credits in career and technology education programs are often nontransferable among institutions. Without a free-flowing transfer policy in place, students will continue to opt for whatever career path ensures a smooth educational and career preparation pathway, even if it is not the best match for their individual aptitudes and capabilities.

Compounding this problem is a mismatch between school curricula and workplace needs—a breakdown in the transition from classroom academics to workplace readiness. Academic standards in the workplace are higher and different than in the schools; technical reading and technical writing, oral communications, and applied statistics, for example, are highly valued in the workplace but currently downplayed in many high schools. And yet these competencies are proving to be critical for all jobs—as important for college graduates as for high school graduates who immediately seek employment.

South Carolina Curriculum Standards: standards developed by South Carolina educators to support instruction in our schools in the core curriculum areas of language arts, math, science, and social studies

THE GOAL

To establish a rigorous, relevant curriculum that is aligned with workplace needs and further strengthened by articulation agreements that ensure classes and credits are transferable between educational institutions without bias against career and technology programs.

articulation agreements: formal agreements between or among educational organizations (high schools, technical colleges, four-year colleges and universities) that align courses and career majors from one educational institution to another without loss of course credit or time for the student

PROPOSED ACTION ITEMS

1. Create statewide articulation agreements among secondary schools, and two-year and four-year colleges. Moreover, require that all college articulation agreements have statewide applicability, and that two- and four-year colleges accept all secondary applied academic courses recognized at high school graduation.
2. Establish transferability of dual credits recognized by two-and four-year colleges.
3. Develop measures to certify genuine equivalency in content and rigor for all career major/applied academic courses and a requirement that South Carolina's four-year colleges and universities routinely accept these courses provided all other entrance requirements are met.
4. ***Align graduation standards with fundamental workplace standards***. Amend the minimum requirements for a high school diploma to meet basic requirements for South Carolina employers. (This is further elaborated in Recommendation 6.)
5. Require each district to adopt and implement the statewide Career Guidance Model and performance guidelines.

dual-credit: credit given at the college level for courses taken while in high school

applied academic courses: courses taught, usually as part of the Tech Prep curricula, that stress concrete application of knowledge and skills

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RECOMMENDATION 3 *continued...*

6. Enhance career guidance activities in elementary and middle schools, and ensure that every sixth grade student has a career plan; the plan should be annually updated, with the help of the parents and teachers of the student, until graduation.
7. Improve school counselors' knowledge of career and education options through professional development mechanisms.
8. Measure and include on Report Cards how well students meet workplace skill standards.
9. Align all career and technology education courses with industry/professional certifications.
10. Offer a well understood career cluster/major implementation plan that enables students to pursue knowledge and skills and allows them to reach their fullest potential.

Report Card: issued for the first time statewide in the Fall of 2001, this document is used by South Carolina to ensure schools, districts, and students are meeting the state's standards for progress and performance in specific areas, such as student test scores, etc.

BEST PRACTICE EXAMPLES

The *High Schools That Work* model *(See Appendix 2D)* provides a school-wide system to incorporate workplace needs into curricula and to meet industry certification requirements. It blends the essentials of college preparatory academics with technical studies in high school. It also uses a career major/employability skills model, which infuses workplace examples into the curriculum**,** eliminates the traditional Tech Prep and College Prep pathways, and incorporates the career portfolio concept, the use of teacher advisors, and School-to-Work activities.

Laurens County School Districts 55 and 56, the School-to-Work/Lifelong Learning Program, and area businesses have developed the *B-Best Model: Building Better Employment Skills for Tomorrow*, which evaluates workplace skills and translates them into training programs for unskilled workers as well as results in a practical, applicable K-12 curriculum.

"Education is the key to a good job, but only skills unlock the door to success."

RECOMMENDATION 4:

Educational standards and testing, such as PACT, Report Card, and end-of-course testing, should integrate the requirements of the School-to-Work Transition Act, as well as the Education Accountability Act.

THE ISSUE

Academic assessments are used to prove and, more importantly, improve how we educate our students. They are used to improve learning and student development by measuring the programs provided to students and by determining student progress. At present, however, there is little evidence that our state's key assessment methods—PACT, the Report Card, and end-of-course testing—adequately measure the success of applied academics. If the assessments are not measuring applied academics, as is believed, we will never reach the goals set for our students and schools.

THE GOAL

To ensure that academic, professional and school evaluations and assessments are focused on measuring appropriate performance and that these tools are useful in benchmarking progress, motivating higher achievement, and identifying barriers and problems.

PROPOSED ACTION ITEMS

1. Examine the state's current assessment tools to determine if the skills and kinds of performance we are trying to measure match those needed to align with career clusters (See Recommendation 1).
2. Revise the PACT and end-of-course tests to include the skills employers value, such as the SCANS skills, those taught in character education, and basic math, reading, communication, and application of knowledge.
3. Incorporate into the Report Card a measurement of schools' and districts' School-to-Work Transition Act implementation.
4. Incorporate into the Report Card a measurement of schools' and districts' career development and guidance standards implementation.
5. Determine ways to integrate into the Report Card an assessment of students' progress toward professional development goals, including instruction in applied academics, remediation, learning styles, career development, and business internships.
6. Integrate applied academic content and skills into curriculum frameworks.
7. Include employability skills and readiness on high school exit exams.

BEST PRACTICE EXAMPLES

The *High Schools That Work*/SREB model includes assessment tools that measure student, professional, and school progress toward success.

The National Skills Standards Board has developed Core Skill and Knowledge Standards that cross all occupational lines. These standards, and the various occupational skills standards now in development (only the Manufacturing Skills Standards have been completed), could be the basic framework from which South Carolina's new system is built. These standards are linked to the U.S. Department of Labor's and U.S. Department of Education's programs, and Congress has supported the development of this national system.

1998 Education Accountability Act ***(EAA)*****:** legislation passed in South Carolina in 1998 that challenges students, schools, and school systems to create and maintain high academic expectations that led to the development and promotion of South Carolina's first school and district report cards.

Palmetto Achievement Challenge Test (PACT): the South Carolina test developed to replace the Basic Skills Assessment Program (BSAP) and aligned with the state's curriculum standards

Secretary's Commission on Achieving Necessary Skills (SCANS): a commission created by the United States Department of Labor to determine the skills that young people need to succeed in the world of work, such as negotiating, designing, and improving systems; using basic skills such as reading, writing, and arithmetic; serving customers; and having integrity

remediation: programs and activities that help students who are behind in specific courses or grade levels raise their skills and knowledge to the appropriate level

Southern Regional Education Board (SREB): based in Atlanta, this board represents Southeastern states in an effort to support educational initiatives such as *High Schools That Work*

RECOMMENDATION 5:

The State Department of Education must require courses in applied learning techniques and career development for certification and recertification for all educators. Higher education should play a role in providing sustained professional development that is tied to existing career development and work-based learning curriculum and methodologies.

professional development: training and informational sessions for educators and educational support staff that help them stay informed about current trends, issues, and best practices in their respective fields

work-based learning: an educational learning experience that directly involves students and educators in the workplace through mentoring, job shadowing, instruction in workplace competencies on the job site, and other activities; it is typically intended to strengthen skills related to specific career goals and/or interests

THE ISSUE

Few South Carolina colleges and universities with teacher education programs currently require courses in applied learning methods and work-based experiences. This gap leaves the educators of South Carolina with very little awareness of the broad range of careers available to students or of the specific level of education that the vast majority of South Carolina students will need for the high-skill, high-wage jobs of the 21st century.

Educators' knowledge of careers is often confined to their own firsthand career experiences. Many teachers go from high school to college to the classroom, with little work experience outside their field and only a limited understanding of the labor market.

THE GOAL

To develop a systematic way of ensuring that colleges and universities offer all pre-service teachers appropriate courses in applied learning methods and career development, and include work-based experiences as a part of the graduation requirements.

PROPOSED ACTION ITEMS

1. Develop criteria through the State Department of Education for certification and recertification requirements that mandate, for all teachers, counselors, and administrators, at a minimum, coursework and demonstrated competencies in applied academics, learning styles, cooperative learning, teaching to multiple levels within a classroom, career development, and business/industry internships.
2. Develop required courses in applied learning techniques and career development for all prospective educators (teachers, counselors, and administrators) at postsecondary institutions.
3. Develop continuing education and professional development courses for teachers and counselors in applied learning and career development. Partner with business and industry to offer actual work-based learning experiences that would be accepted toward certification renewal.
4. Require all teachers to participate in a work-based learning experience for recertification.
5. Request that the General Asembly allow sufficient funding to offer professional

development recertification for all teachers and counselors.

RECOMMENDATION 5 *continued...*

BEST PRACTICE EXAMPLES

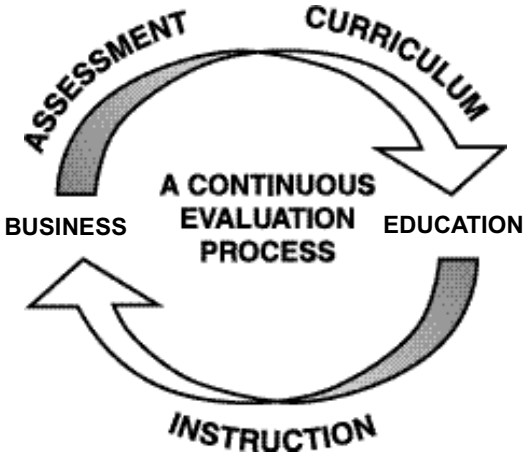
- South Carolina Education and Business Summit
- Statewide Career Development Video Series
- Applied Regional Conferences and Applied Training Institutes
- Educators in Industry Institutes

CONCLUSIONS

It is essential that educators be knowledgeable about careers and the level of education required in today's jobs in order to assist all students in making informed career choices. This includes being able to adapt teaching methods to meet the learning style needs of individual students.

DOES EDUCATION MATCH THE NEEDS OF THE WORKPLACE?

The Question for 21st-Century Educators



"Are we more interested in answering the question 'what did you take' or 'what did you do with what you took'?"

—Dr. Willard Daggett

RECOMMENDATION 6:

New doors must be opened for students at high risk of dropping out by offering additionaleducational opportunities that lead to gainful employment and lifelong learning.

THE ISSUE

South Carolina has one of the highest high school dropout rates in the country, exceeding 30 percent. No safety net exists to provide these students with the extra help and alternative instruction they need to develop fundamental employment skills and complete a formal high school education. The system has failed large numbers of students who are now behind academically; there is no comprehensive, funded, and accountable system to bring to them up to grade-level standards. Moreover, many parents, educators, and students are concerned about students being over age for grade level. In addition, there is no evidence that students retained are able to catch up academically by simply repeating a grade. A strong remedial program is needed.

grade level: a designation given to each student based on the ability to perform certain tasks in school, such as "first grade" or "first-grade level"

On a positive note, however, the public widely supports finding a solution to this problem. According to a recent public opinion survey, 95 percent of South Carolinians felt that it was important for our state to increase efforts to keep at-risk kids from dropping out of high school *(See Appendix 1G)*.

THE GOALS

Goal 1:

To provide students who might otherwise not complete high school with a legitimate educational pathway, appropriately challenging curriculum, work experience, and a transition into gainful employment and lifelong learning after graduation.

PROPOSED ACTION ITEMS

target population: a specified, clearly defined group of individuals

1. Develop a framework for an additional district diploma pathway for students who are identified as potential dropouts and/or who fall within the target population for the framework.
2. Identify the target population of students based on standardized reading or math scores at or below the 25th percentile; failure to meet basic PACT standards in grades 6, 7, and 8; retention in one or more grade levels; being over age for grade level; and a demonstrated potential for achieving functional reading and math skills, as well as the "soft" skills needed for employment.
3. Establish specific guidelines for identified students, taking into account parental consent and safeguards against locking students into the pathway and/or creating a "dumping ground."
4. Require 24 units of credit, as specified in students' career plans, to attain the new diploma as follows: four units each of English, math, social studies, and electives; three units of science; and five units of career development (to include one job shadowing unit, one mentoring unit, one non-paid employment unit, one paid employment unit, and one other career preparation course).
5. Require that participating school districts demonstrate business and industry partnerships and document viable employment opportunities and work-based learning experiences to prevent the pathway from becoming a "dumping ground."

RECOMMENDATION 6 *continued...*

6. Develop mechanisms under the direction of the Governor's Workforce Education Council for those counties unable to create sufficient business and industry partnerships and viable employment opportunities.
7. Replace the high school exit exam with a student portfolio for those students in the new pathway, illustrating the students' academic and employability skills. The statewide 10th-grade exit exam should still be required and used to evaluate the student's placement in the new pathway. Success on the exam would indicate that the student's career plan should be reassessed.
8. Offer alternative assessment methods (e.g.,WorkKeys) as part of the new pathway.
9. Develop standards-based curricula to support delivery of fundamental employability skills and core academic content to the target populations.
10. Emphasize career clusters to challenge students to evaluate their academic skills, strengths and weaknesses, and talents. Career guidance and counseling should be an integral part of the curriculum.
11. Develop standardized communications materials to support the development of a district pathway, such as a videotape and diploma implementation manuals for administrators to use as informational and staff development tools, as well as resources for parents whose children might be identified for inclusion in the proposed pathway.
12. Require written, informed consent from students and their legal guardians following full disclosure of pathway information and time to reflect on the implications of selecting the pathway. Full disclosure should include addressing area businesses' acceptance and recognition of the additional pathway, special transportation needs, if required and/or provided, postsecondary educational opportunities, and related transitional issues.

student portfolio: a collection of student work indicating progress made in one or more subjects, activities, and/or programs; the portfolio is generally used as an assessment tool in order to make decisions about courses to be taken, assign grades, and/or recommend students for specialized programs or activities

WorkKeys: a system that identifies key employability skills that are crucial to effective performance in most jobs, skills such as reading for information, applied mathematics, listening, writing, and teamwork

BEST PRACTICES

Following a year of study and investigation into the potential of and/or need for an additional diploma pathway, a South Carolina ad hoc committee offered recommendations for a statewide, best practice model. These recommendations included a 24-unit course matrix and core curricula modules cross-walked with the state's Curriculum Standards. In addition to this effort, a number of school districts in South Carolina already offer district diploma pathways in addition to the Tech Prep and College Prep pathways. Richland District Two and Horry County School District are examples. Their district models and others like them, along with the ad hoc committee's work on a statewide model,offer direction for districts interested in investigating this recommendation.

continued on next page...

RECOMMENDATION 6 *continued...*

Goal 2:

To ensure all students perform at grade-level standards.

PROPOSED ACTION ITEMS

1. Enact legislation, with funding formulae, that requires school districts to provide intensive programs to help motivate and accelerate learning for every student behind by one or more grade levels. Programs should include a variety of learning methods, technologies, and materials.
2. Identify successful program models through the State Department of Education for accelerating students that are academically behind. Discern what elements make these different and successful, and then disseminate this information through professional development materials and technical assistance.

BEST PRACTICE EXAMPLES

The Report Card

CONCLUSIONS

It is critical that we meet the needs of all students. The current diploma pathways in South Carolina were developed to meet the needs of college-bound and technical education/college-bound students. These two pathways are not sufficient to serve all students. The high-risk dropout segment of the student population would be best served through an alternative diploma pathway *(See Appendix 2E)*.

We expect that the implementation of better standards and the adoption of the Task Force recommendations will decrease the number of students needing remedial programs. Moreover, many educational experts believe that the need for the additional pathway will similarly decrease over the next 10-15 years.

Adding this framework for an additional, specifically targeted district-based diploma will do the following:

- Better prepare all students to lead successful lives;
- Support the *1994 School-to-Work* legislation by offering an alternative diploma pathway to students who are currently unsuccessful in their efforts to experience academic success;
- Focus curricula specifically on the skills needed for success in the workplace, thereby supporting the business and industry partnership concept; and
- Help decrease the state's dropout rate.

RECOMMENDATION 7:

Character education should be woven into the fabric of all schools to address the need for the development of appropriate attitudes such as respect, responsibility, and honesty. These skills are essential for every workplace and are, according to surveys of employers, lacking in many job applicants.

character education: educational content and instruction that includes strategies stressing the basic traits of good citizenship such as honesty, integrity, and responsibility

THE ISSUE

When employers in South Carolina are polled, either directly or through surveys, concerning the desired skills of future employees, the answer is always the same: Businesses want employees who model and practice positive character traits such as respect and honesty. Employers have indicated that these skills are necessary for employees to continue to compete in a global society.

THE GOAL

To ensure that positive character traits are integrated into the curriculum, modeled, taught, and practiced by students and teachers in the schools and districts of the state. The Department of Education must work in partnership with all entities related to workforce preparedness to accomplish this objective. The goal is not just character education, but graduating students with positive traits already integrated into their lives and habits.

PROPOSED ACTION ITEMS

1. Offer training to teachers/administrators on how best to integrate positive character instruction into an already developed curriculum. This should not be a n "add on" for teachers.
2. Develop training programs for parents of students at all levels, and consider mandatory training for parents of students who are designated at risk.
3. Provide a professional development graduate level course on character education for teachers during the summer; make the course as rigorous as is allowed. Provide scholarships to teachers to encourage participation.
4. Include students, parents, educators, and members of the business community in initial planning efforts.
5. Develop a simple evaluation component.

BEST PRACTICES

South Carolina has two National Schools of Character Award winners. Schools of Character stand as the models of excellence in the integration of character education and provide leadership for other schools and districts interested in starting their own initiatives.

continued on next page...

THE TOP 10 SKILLS THAT WORK

- **Integrity & Honesty**
- **Team Player**
- **Listening Skills**
- **Responsibility**
- **Knowing How to Learn**
- **Self-Esteem**
- **Reading Skills**
- **Social Skills**
- **Reasoning Skills**
- **Ability to Allocate Time**

Marion School District One has two winners, Easterling Primary and Marion Intermediate. Spartanburg High School also has a strong character integration program that can be replicated and serve as a model. The high school program instills character education traits using service learning.

Through Boston University's Center for Advancement of Ethics and Character, three South Carolina four-year institutions—Wofford College, Converse College, and the University of South Carolina at Salkehatchie—offer weeklong graduate-level courses on integrating character education into curriculum and teaching methods.

CONCLUSIONS

South Carolina employers have repeatedly identified the positive character traits they want employees to have and sustain. If those traits are modeled by teachers and administrators and integrated into the everyday lives of students preparing for the workforce, the level of available and satisfactory employees should rise. This result should contribute favorably to the overall effort to prepare South Carolina's students for the workforce.

"The number one reason South Carolina employers reject a job applicant is for not meeting the basic education or experience qualifications for the job."

—Skills-to-Work 2000

RECOMMENDATION 8:

Establish regional service centers that offer a link between business and education and provide resources to surrounding areas. As the overarching service delivery system, the State Department of Education should also evolve to meet the changing needs of the state, as well as be aligned with the above recommendations, reporting quarterly to the Governor's Workforce Education Council.

THE ISSUE

The educational delivery system for workforce development in South Carolina is complex and fragmented, with gaps and overlaps among local schools and school districts; regional, state, and federal agencies; business and industry training programs; and colleges and universities.

THE GOAL

To develop a plan that ensures the effective, efficient delivery of high quality education and access to resources in all parts of the state. It is important to eliminate fragmentation and promote connectivity among school systems, as well as to establish a system of evaluation.

Such a plan would incorporate partnerships with business, address the different learning needs of students, arrange for orderly transitions between educational levels, and lay the groundwork for lifelong learning. Professional development, the appropriate use of technology, and better connections with higher education should all be incorporated into this delivery plan.

PROPOSED ACTION ITEMS

1. Conduct a comprehensive study to evaluate the many service delivery systems offered statewide, such as Tech Prep consortia, regional One-Stop Shops, and math/science hubs, to assess whether overlaps and redundancies exist, and to determine whether certain systems should be realigned and/or consolidated.
2. Use the results of the study to develop an implementation plan that includes a compliance-related system of rewards and sanctions through the Governor's Workforce Education Council.
3. Four-year institutions with teacher preparation programs should be partic pants. The regional service centers' structure will be compatible with that of the Governor's Workforce Education Council, and 51 percent of the members of each ser vice center's coordinating board will be business/industry representatives.

BEST PRACTICE EXAMPLES

The identification of Best Practices should be a component of the statewide study.

CONCLUSIONS

To encourage employers to maintain an on-going dialogue with the educational system, a single point of contact that serves as both a listening post for their needs as well as a resource must be established. More broadly, these regional service centers would serve a monitoring function, ensuring that the educational system keeps pace with the changes of the workforce.

A CALL FOR CONSOLIDATION

South Carolina's Career Delivery Systems

At present S.C. has:

- **85 District Offices**
- **40 Career Centers**
- **16 Tech Prep/School-to-Work Consortia**
- **13 Work Force Investment Boards**
- **13 Technology Centers**
- **13 Math/Science Hubs**

delivery system: any method or process of providing a service to students, usually related to educational benefits such as the *High Schools That Work* initiative that emphasizes high achievement standards in both academic and career and technology education

consortium: one of the state's sixteen regional partnerships made up of one of South Carolina's sixteen technical colleges, local school districts, and businesses in that area; the partnerships joined to further develop career and technology education—specifically, Tech Prep/School-to-Work—across the state

regional service center: a central location where all of a region's educational and professional services are located to better serve students and support educational programs, i.e. one building may contain the area's consortia, math and science hubs, and similar organizations

RECOMMENDATION 9:

A comprehensive, focused, and sustained statewide communications program should be developed to ensure all stakeholders understand the changes occurring in education and their role in implementing them.

THE ISSUE

Most people view education and educational reform through the lens of their own experience—for better or for worse. Their beliefs about educational goals are strongly held and cross a spectrum of viewpoints—from support for the three Rs only and concerns about "dumbing down" the curriculum to misperceptions about career and technology education and the mixing of academics and applied learning. Moreover, these beliefs are often deeply held and culturally reinforced.

The issues the Task Force raises in this report are in direct opposition to many of these beliefs, thus unfolding a true communications challenge: to persuade people to rethink how they view education. And without a comprehensive communications plan to inspire and inform public perceptions, the reality is that little real improvement is likely.

THE GOAL

To communicate with a wide audience of customers and stakeholders of the education system concerning the need for all students and adults to possess the rigorous training and relevant skills to function in our increasingly sophisticated workplace. This awareness campaign should build on the materials and messages delivered through the existing Carolina Careers program.

PROPOSED ACTION ITEMS

1. Examine and explain the current workforce education scenario and establish a clearunderstanding of the need for change.
2. Conduct further research that examines currently held beliefs about education in South Carolina to use as a basis for creating a broad-based communications plan.
3. Develop a broad-based communications plan that builds upon the efforts and messages of the Carolina Careers campaign, targets what the research determines to be key audiences, and utilizes a strategic mix of marketing, advertising, and public relations to convey key messages and to achieve specific goals.
4. Use the Task Force recommendations as a framework from which to create specific communications goals.
5. Evaluate plan implementation against baseline data annually and determine whether goals are being met.

RECOMMENDATION 9 *continued...*

CONCLUSIONS

Workforce education issues are complicated, and there are no "quick communication fixes." This is not something one series of ads in the newspaper can solve; reshaping how people think about education—particularly how parents envision their children's future with respect to education—will be a process that, if done strategically and methodically, can play a major role in 21st-century success for South Carolina.

Another vital element in preparing tomorrow's workforce lies with postsecondary institutions. They must be willing to reevaluate the way they educate teachers as well as their requirements for admission. For example, colleges now accept courses in band and various arts as acceptable electives, but they do not accept such high-level career courses as CISCO networking and computer-aided drafting.

Achieving a world-class workforce in the 21st century will require systemic change, aimed at connecting the worlds of education and business in new ways.

See Appendix 2A for a summary of the Task Force recommendations and Appendix 1H for a full glossary of terms used in this report.

BARRIERS & OBSTACLES

This report on the state of education in South Carolina contains profound and workable concepts that can create sustainable positive change in South Carolina's educational system. Given both the complexity and the urgency of the situation, however, these changes are akin to turning a supertanker around only 100 yards from shore. It might be easier to move the shore.

The kind of cultural change this report recommends takes decades to accomplish, but its fundamental approaches can help to remove some of the inevitable barriers to change, such as:

1. Failure to enforce the STWTA. *The School-to-Work Transition Act (STWTA)* is simply not being enforced, with no consequences for school systems that fail to implement it. Enforcement statewide, however, will undoubtedly be a challenge due to lack of resources.

2. Lack of alignment among educational institutions. As with all large organizations, silos of responsibility and funding often create independent or undercoordinated efforts, overlaps, and redundancies. It is simply impossible to accomplish structural reform in any reasonable time frame. We can, however, create unified, overarching goals for educational institutions and require them to begin reevaluating and aligning their own internal goals, departments, and procedures.

3. Lack of connection between business and education. Systemic, consistent efforts in linking education and business are needed throughout the state. Tech Prep consortia have obtained outstanding results in some areas of the state but have had limited success in others. Adopt-a-school programs have had some success but are not usually sustainable or oriented toward a strategic goal. Currently, initiatives involve only a very small percentage of South Carolina businesses and industries. To create a more effective link, educators must reach out to understand the changing needs of business, and, in turn, businesses must reach out to understand the constraints facing educators.

4. Resistance to change among educators. Perhaps one of the biggest barriers to implementing reform will be the natural resistance to change, particularly among traditional academic educators and those who feel the problems are beyond their control. Still, there is one constant among high quality educators—a passion to help every child learn. When educators see that these reforms aim to leave no student behind, to prepare all students to achieve, and to place an even higher value on education, they will lead this reform from the classroom to the statehouse.

5. *Systemic and public resistance to change.* Since 1994, South Carolina's educational system has offered two pathways for students—Tech Prep and College Prep; therefore, the Task Force proposal to eliminate them and add a new pathway will surely be met with questions and concerns not only from educators but also from parents and other stakeholders. The same is true for the recommendations being made to broaden academic preparation into career clusters and to expand the content of assessments—both will face an inertial challenge as well as the challenge to create system-wide change.

6. *Parents, public opinion, and social stigma.* For several decades, the U.S. public has believed that a four-year college degree (or more) is the only sure way to ensure success. While this may once have been true, it simply isn't the case today. Conversely, a high school education alone does not provide the higher-order skills and knowledge today's businesses need. South Carolina's parents, students, educators, and businesspeople must become more aware of the multiple pathways to career success.

7. *Government officials' unwillingness to lead.* Education has become a political hot potato, absorbing nearly half of the state's general funds and governed by literally thousands of pages of laws and regulations. Taking a leadership position on education reform can quickly cost votes when it goes against conventional wisdom. The trick will be to craft practical solutions to public concerns.

8. *Labeling and limiting students.* We must be especially careful not to label students, channeling them into less rigorous curricula, lowering their expectations and limiting their opportunities. This approach has historically been used with most at-risk students, creating a "dumping ground" for those who lack motivation. Student-centered approaches can provide a safety net for our 30 percent who drop out and open doors to continued education, productivity, and satisfying lives.

IMPLEMENTATION REQUIREMENTS

The Task Force recommendations are a synthesis of the collective wisdom of researchers, educators, business leaders, politicians, and Task Force members. Many elements of this report are found in the works of other task forces, committees, councils, consultants, white papers, and reports whose ideas have yet to become reality. One challenge of working to make our recommendations a reality, however, is the fact that there is no single entity whose success depends upon seeing these reforms carried out.

Beyond the barriers and obstacles spelled out earlier in the report, timing and prioritization are important considerations for this implementation plan. Accountability initiatives are basic prerequisites for workforce education reform and must be maintained as our current priority. The Education Oversight Committee's soon-to-be-released strategic plan is a comprehensive view of ongoing and planned initiatives, and these Task Force recommendations must be integrated into that overarching plan. In this context, the implementation strategy has been constructed to address short-term and long-term needs and opportunities.

I Establish Accountability for Short-Term and Long-Term Implementation

A. Form an interim Governor's Workforce Education Implementation Planning Committee as a bridge between the existing Governor's Workforce Education Task Force and the proposed Governor's Workforce Education Council.

B. Reconstitute the School-to-Work Advisory Council, including new business representatives, as the Workforce Education Council with the mission of achieving systemic implementation of the *School-to-Work Transition Act (STWTA)* (amended according to Task Force recommendations) and all other Task Force recommendations. The Implementation Planning Committee should remain as a subcommittee of the council the council with recommendations on priorities, sequencing, policy issues, funding analysis, and specific plans for implementation of the nine Task Force recommenda tions.

C. Hire an executive director and limited staff to support the council and the interim Planning Committee, assist in developing appropriate legislation, and establish an audit and compliance function to monitor the STWTA.

D. Pass 2002 legislation to amend the STWTA to provide for accountability and enforcement as described in the items above.

II. Communications

Many of the Task Force ideas are not in accord with traditional thinking, or they debunk existing stereotypes. To create a paradigm shift, frequent and ongoing communications efforts are an essential change management strategy. Initial communications activities should be directed by the interim Planning Committee until a subcommittee of the council is formed to focus on communications issues and awareness.

A. Awareness campaign must include parents, general public, educators, and policy makers.

B. Supporting material must be communicated in a thoughtful, consistent, and professional manner as new programs are introduced.

C. A variety of communication activities must be undertaken to update coalitions and stakeholders.

III. Coalition Building

A coalition must be established and maintained to include other statewide plans and initiatives but not limited to:

A. Governor's Workforce Education Council's departmental constituents;

B. Education Oversight Committee;

C. Grassroots community groups;

D. Other educational groups and stakeholders (isuch as Teacher Institutes).

IV. SDE-Specific Actions

Many of the Task Force recommendations can be implemented by the State Department of Education independent of other groups' actions that require a more systemic approach. Some suggested actions include:

A. Creation of regional service centers;

B. Transition to a career cluster model in advance of more enabling legislation;

C. Completion of an internal restructuring to emphasize the new workforce education model;

D. Reprioritization and an increased focus on character education.

V. Educational Leadership by Other Agencies

Several of the Task Force recommendations can be implemented through leadership efforts by other institutions during the 2002/2003 time frame.

A. Legislation can be drafted to strengthen the role and mission of Labor, Licensing, and Regulations and the Federal Bureau of Apprenticeship Training to include (1) assisting industry in developing state approved licenses, apprenticeships, and certificates; (2) developing criteria for state approval of licenses and certifications; and (3) maintenance of a registry of state-approved licenses and certifications.

B. Statewide articulation agreements for Tech Prep courses with all universities can be adopted by the Commission on Higher Education and the State Board for Comprehensive Technical Education as well as statewide articulation agreements among two- and four-year colleges.

VI. 2005-10 Plan

The five components above represent an implementation strategy that makes sense for South Carolina in late 2001 and that will likely be valid for two to three years thereafter. After that time, many of these elements should be reexamined and sunset as "mission accomplished," renewed, or modified based upon the current situation.

PUBLIC OPINION SURVEY SUMMARY

SOUTH CAROLINIANS SUPPORT EXPANDED CAREER EDUCATION IN PUBLIC SCHOOLS

90% of respondents agree increased career education will help keep kids in school

South Carolina residents support providing the state's public school students with more instruction about career options, according to a recent survey.

The survey suggests that South Carolinians see teaching public school students about career options as a way of lowering the dropout level. Ninety percent (90%) of respondents agree with the statement, "increased career preparation and awareness in public schools will help keep kids in school." In addition, ninety-five percent (95%) of respondents say it is important to increase "efforts to keep at-risk kids from dropping out of high school before graduation."

The survey also suggests overwhelming support for character education. Ninety-eight percent (98%) say it is important to "require values like honesty, responsibility, teamwork, and listening skills to be part of what is taught in public schools."

The survey also suggests support for career education in the early grades. Seventy-seven percent (77%) of respondents say "teaching elementary and middle school students about career options" is important. Eighty-seven percent (87%) say "giving every high school student the opportunity for an internship or other practical work experience before they graduate" is important.

Sixty-one percent (61%) of respondents agree that "South Carolina businesses are unable to find the kind of skilled employees they need," and almost the same number (60%) disagree with the statement that, "the average high school student understands what it takes to compete for a job when he or she graduates."

Pollster Dave Beattie said the survey results suggest that while South Carolinians are fairly positive toward public schools, they also think the state's public schools should do a better job of preparing students to enter the workforce.

"The South Carolinians we talked to supported expanding what the state's schools are doing to make sure high school graduates are ready to enter the workforce," said Beattie. "Among the school improvements they say are important is starting earlier to get kids thinking about what they want to do after high school, and what skills they will need to achieve that."

Results are from a random sample survey of 600 interviews of adults age 18 or older in South Carolina, conducted on behalf of Laine Communications and the Governor's Workforce Education Task Force. Hamilton Beattie & Staff conducted telephone interviewing September 13 – 17, 2001. The margin of error due to sampling is ±4.0 percentage points at the 95% confidence level.

THE PROCESS

May 31, 2000–October 1, 2001

EXECUTIVE ORDER# 2000-17

On May 31, 2000, Governor James H. Hodges signed Executive Order #2000-17 establishing the Governor's Workforce Education Task Force. This Executive Order cited the disparity between the state's workforce needs and the supply of qualified high school graduates. Further, the 1998 *Skills That Work* survey noted that the greatest challenge facing companies is the "availability of a prepared workforce." The Order also noted the need for remediation among many high school graduates in order to help them be successful in postsecondary educational programs. Governor Hodges' Executive Order expressed a need to reevaluate State policy to ensure support for better preparation of high school graduates to meet the needs of the workplace. Given these issues and concerns, the Workforce Education Task Force was charged with the following: Conduct an assessment of current workforce initiatives, state and national best practices, workforce demands, school-building activities contributing to meeting the workforce needs, and educational barriers deterring a smooth transition into the workforce. The Task Force was challenged to make recommendations that would better prepare students for both the workforce and postsecondary education.

Governor Hodges, in keeping with the Executive Order, was provided with an interim report on November 1, 2000. An official Task Force report with recommendations was delivered to the Governor in October 2001.

Task Force Activity

1. Following the Governor's charge to the Task Force on July 21, 2000, the Governor's Workforce Education Taskforce met regularly throughout the remaining fourteen-month period in order to investigate the many issues related to workforce development in South Carolina.

2. In addition to the expertise and experience represented on the Task Force, a review of literature was conducted and much information from a state and national perspective was shared. The following are examples of works that were reviewed in whole or in part:

   - Work Force 2020: Work and Workers in the 21st Century, published by the Hudson Institute, was noted on many occasions and was a focal point of much of the Task Force's efforts. "The single most important goal of workforce development must be to improve the quality of American public education substantially." (p. 8)

   - Skill Wars: Winning the Battle for Productivity and Profit, by Edward E. Gordon, was another text that provided insightful information for the Task Force. "If businesss continues to ignore the workforce education gap, the jobs may be there, but where will the qualified workers come from? Some business leaders with a big stake in the outcome are speaking strongly for systemic change." (p. 25)

   - Building Wealth: The New Rules for Individuals, Companies, and Nations in a

Knowledge-Based Economy, by Lester C. Thurow, is yet another example of the material referenced by the Task Force. "The old foundations of success are gone. For all of human history, the source of success has been the control of natural resources—land, gold, oil. Suddenly the answer is 'knowledge.' The world's wealthiest man, Bill Gates, owns nothing tangible—no land, no gold, no oil, no factories, no industrial processes, no armies. For the first time in human history the world's wealthiest man owns only knowledge." (Prologue: p. 13)

3. Nationally and internationally known professionals presented information to the Task Force. Dr. Carol D'Amico, the U.S. undersecretary of adult and vocational education, recently appointed by President Bush, and co-author of *Workforce 2020*, has had experience in working with the Hudson Institute and presented information to the Task Force including details relative to the "skills gap" that exists in the nation today. Dr. Willard (Bill) Daggett, International Center for Leadership and Education, Inc., joined the efforts of the Task Force as he presented and collected data during a series of five regional meetings across South Carolina. Dr. Daggett collected information on a number of topics under review by the Task Force, including the pending recommendation for an additional diploma pathway. Dr. Ron McCage presented the V-TECS Career Cluster Framework during two sessions of Task Force meetings. The emphasis on career clusters at the national level had generated interest in this framework/best practice among members of the Task Force. Dr. Neils Brooks from the State Department of Education in Virginia relayed his expertise with the Linkages System and career clusters and encouraged establishing linkages with other organizations (V-TECS) in order to deliver information about course competencies and workforce readiness skills to learners. These individuals were joined by others to provide the Task Force with a broad perspective of best practices, initiatives, and possibilities for consideration by the Task Force.

4. Local experts presented examples of South Carolina best practice models: **Laurens County's *B-Best Model: Building Better Employment Skills for Tomorrow*; State Department of Education's Alternative Diploma Committee presentation; and Richland Two's Career Prep model.**

5. Six subcommittees/teams were established in order to consider key issues in more detail. The District Diploma, Tech Prep and Integrated Pathways, Leadership and Structure, Communications and Marketing, Educational Delivery Systems, and Workforce Demand teams were organized and charged to deliver reports to the full Task Force. These reports were delivered in May 2000, and consensus was reached on each of the reports.

6. Dr. Bill Daggett and Laine Communications were charged with the synthesis of the massive amounts of materials and reports that were developed by subcommittees, presented by guest presenters, collected via regional meetings, and contributed by members of the Task Force. A writing team comprised of Task Force members also worked with them to draft a document for review by the Task Force.

7. In September 2000, the Task Force was provided with a draft report for review and comment. Appropriate revisions were made based on membership review.

8. The Governor's Workforce Education Task Force Report was delivered to the Governor in October 2001.

TASK FORCE MEMBERS

Mr. Don Herriott, Chair
President & General Manager
Roche Carolina Inc.

Ms. Lynn T. Bertsch
Manager, Education Outreach
Westinghouse Savannah River Company

Mr. Joe Broadus
Director, Alternative Programs
Greenville County School District

Ms. Rose Butler
Culinary Arts Teacher; Chairman, Vocational Arts Department
North Augusta High School

Ms. Gracie P. Coleman
Senior Vice President
Springs Industries

Dr. Bob Couch, Staff
Director, Career and Technology Education
State Department of Education

Dr. Cherry Daniel
Director , Adult/Community Education
Summerville High School

Ms. Janie A. Davis
Executive Director
Commission for Minority Affairs

Mr. Tom Ellenberger
Director
Dorchester County Career School / Voc. Director's Association

Mr. Kester Freeman
CEO
Palmetto Health Alliance

Dr. Tyrone Gilmore
Superintendent
Spartanburg District 7

Mr. Jim Gray
V. P., Human Resources
Asten Johnson

Dr. Robert Hatchette
Director, Special Services
Spartanburg District 7

Ms. Carol Kososki
Director
S.C. Occupational Information Coordinating Committee

Mr. Fred Kotoske
Owner
Taco Bell of the Midlands

Mr. Bob Livingston
President
Gregory Electric Company

Mr. Alex Martin
Asst. Superintendent, Career and Technical Education
Greenville School District;
Member
Education Oversight Committee

Senator Larry Martin
Senator
South Carolina Senate
Past Chair
Governor's STW Advisory Council

Rep. Bessie Moody-Lawrence
Education & Public Works Committee
South Carolina House of Representatives

Mr. Rick W. Ott
Senior Executive V. P.
M.B. Kahn Construction Co.

Mr. Allan M. Quick
President
Kryo Tech, Inc.

Dr. Kay R. Raffield
President
Central Carolina Technical College

Mr. Ed Sellers
President and CEO
Blue Cross Blue Shield

Dr. Gene Schwarting, Jr.
Director
Tri-County Workforce Ready Partnership

Senator Nikki G. Setzler
Education Committee
South Carolina Senate;
Chair
Governor's STW Advisory Council

Ms. Dianne Teague
Director
Applied Technology Center

Dr. Walter L. Tobin
Superintendent (Retired)
Orangeburg District 5

Mr. John Topping
Director of STW/Lifelong Learning
Laurens Districts 55 and 56

Rep. Ronnie P. Townsend
Chair of House Education Committee
South Carolina House of Representatives

Mr. John Travers
General Manager
The Timken Company

Ms. Joyce R. Wilson
South Carolina Education Association

APPENDIX 1A

GOVERNOR HODGES' EXECUTIVE ORDER (2000-17) ESTABLISHING THE WORKFORCE EDUCATION TASK FORCE

State of
South Carolina
Office of the Governor

WHEREAS, South Carolina businesses and industries are increasingly concerned by the disparity between our workforce needs and the supply of qualified high school graduates; and

WHEREAS, the *Skills That Work 1998* survey indicates that the greatest challenge facing companies is the "availability of a prepared workforce"; and

WHEREAS, many high school graduates need remedial help to succeed in post-secondary educational programs; and

WHEREAS, State policy should be reevaluated to ensure support for better preparation of high school graduates to meet the needs of the workplace.

NOW, THEREFORE, I hereby establish the Workforce Education Task Force (hereinafter referred to as "the Task Force"), that shall have the following responsibilities:

To conduct an assessment of:

- current workforce education initiatives;
- the "best practices" in workforce education in South Carolina and in the nation;
- workforce demands;
- activities provided in schools that contribute to meeting workforce needs;
- educational barriers that deter transition into the workforce.

To recommend actions to be undertaken to better prepare our students for the workforce or for postsecondary education.

It is further provided that an interim report shall be submitted to the Governor and the General Assembly no later than November 1, 2000. A final report shall be submitted to the Governor and General Assembly no later than October 1, 2001, at which time the Task Force shall dissolve.

The membership of the Task Force referenced herein will be designated by the Governor within 30 days from the date of this Executive Order.

This Order shall take effect immediately.

GIVEN UNDER MY HAND AND THE GREAT SEAL OF THE STATE OF SOUTH CAROLINA, THIS 31st DAY OF MAY, 2000.

JIM HODGES
Governor

ATTEST:

JAMES M. MILES
Secretary of State

APPENDIX 1B

1994 SOUTH CAROLINA SCHOOL-TO-WORK TRANSITION ACT

Current Status

Introducing Body: House
Bill Number: 4681
Ratification Number: 598
Act Number: 450
Primary Sponsor: McElveen
Type of Legislation: GB
Subject: School-To-Work Transition Act of 1994
Date Bill Passed both Bodies: 19940526
Computer Document Number: GJK / 30316SD.94
Governor's Action: S
Date of Governor's Action: 19940615
Introduced Date: 19940203
Date of Last Amendment: 19940525
Last History Body: ———
Last History Date: 19940615
Last History Type: Act No. 450
Scope of Legislation: Statewide
All Sponsors: McElveen
Sheheen
Wilkins
Phillips
McTeer
Rogers
Farr
McCraw
Shissias
J. Bailey
Meacham
G. Brown
Waites
Cobb-Hunter
Barber
Tucker
Houck
Martin
Kirsh
Wright
Moody-Lawrence
Chamblee
Stille
McLeod
Stoddard
Simrill
Type of Legislation: General Bill
Product of the Legislative Printing Agency-LPITR

History

Bill	Body	Date	Action Description	CMN Leg Involved
4681	———	19940615	Act No. 450	———
4681	———	19940615	Signed by Governor	———
4681	———	19940602	Ratified R 598	———
4681	House	19940526	Ordered enrolled for ratification	———
4681	Senate	19940525	Conference Committee Report received adopted	98
4681	House	19940525	Conference Committee Report received, adopted	98
4681	House	19940524	Conference powers granted, McElveen appointed Reps. to Committee Townsend of Conference Gamble	98
4681	Senate	19940519	Conference powers granted, Setzler appointed Senators to Glover Committee of Conference	98
4681	Senate	19940519	Hayes Insists upon amendment	———
4681	House	19940518	Non-concurrence in Senate amendment	———
4681	House	19940510	Debate adjourned on Senate amendments until Tuesday, May 17, 1994	———
4681	Senate	19940503	Amended, read third time, returned to House with amendments	———
4681	Senate	19940426	Read second time, ordered to third reading with notice of general amendments, and to remain in status of interrupted debate	———
4681	Senate	19940421	Debate interrupted	———
4681	Senate	19940407	Made Special Order	———
4681	Senate	19940324	Amended	———
4681	Senate	19940323	Introduced, read first time, placed on Calendar without reference	———
4681	House	19940322	Read third time, sent to Senate	———
4681	House	19940322	Objection by Representative McTeer, Farr, McElveen, Delleney	———
4681	House	19940322	Objection withdrawn by Jaskwich, Representative Haskins, Huff	———
4681	House	19940322	Objection by Representative Jaskwhich	———
4681	House	19940322	Objection withdrawn by Davenport Representative	———
4681	House	19940322	Objection by Representative Haskins, Huff, Marchbanks	———
4681	House	19940307	Amended, read second time	———
4681	House	19940307	Objection by Representative Davenport, Kelley	———
4681	House	19940302	Amended, debate interrupted by adjournment	———
4681	House	19940302	Objection by Representative Fair	———
4681	House	19940301	Debate adjourned until Wednesday, March 2, 1994	21
4681	House	19940209	Committee Report: Favorable with amendment	———
4681	House	19940203	Introduced, read first time, referred to Committee	21

(Text matches printed bills. Document has been reformatted to meet World Wide Web specifications.)

(A450, R598, H4681)

AN ACT TO ENACT THE "SOUTH CAROLINA SCHOOL-TO-WORK TRANSITION ACT OF 1994" SO AS TO ESTABLISH A SCHOOL-TO-WORK SYSTEM TO EQUIP ALL STUDENTS WITH RELEVANT ACADEMIC SKILLS, MARKETABLE OCCUPATIONAL SKILLS, AND APPROPRIATE WORK-PLACE BEHAVIORS, TO ACCOMPLISH THE ABOVE THROUGH REVISIONS IN ACADEMIC AND VOCATIONAL CURRICULUM, ESTABLISHMENT OF CAREER EXPLORATION AND COUNSELING INITIATIVES, AND A PROGRAM OF APPRENTICESHIPS, MENTORSHIPS, AND WORK-PLACE EXPERIENCES, TO REQUIRE CERTAIN ACTIONS BY THE STATE BOARD OF EDUCATION, THE STATE DEPARTMENT OF EDUCATION, SCHOOL DISTRICT BOARDS OF TRUSTEES, AND OTHER AGENCIES AND ENTITIES IN ORDER TO IMPLEMENT VARIOUS COMPONENTS OF THE SCHOOL-TO-WORK SYSTEM, TO ESTABLISH A SCHOOL-TO-WORK ADVISORY COUNCIL TO FACILITATE THE IMPLEMENTATION OF THE SCHOOL-TO-WORK SYSTEM, TO PROVIDE THAT BEGINNING WITH THE 1995-96 SCHOOL YEAR AND UNDER CERTAIN CONDITIONS, COMPLETION OF APPLIED ACADEMIC COURSES IN MATHEMATICS, SCIENCE, AND COMMUNICATIONS SKILLS SHALL FULFILL HIGH SCHOOL COURSE PREREQUISITE REQUIREMENTS AS EQUIVALENT TO PRECOLLEGE CURRICULUM REQUIREMENTS FOR APPLICANTS TO FOUR-YEAR POST-SECONDARY INSTITUTIONS, TO ESTABLISH A GROUP OF REPRESENTATIVES FROM VARIOUS AGENCIES TO STUDY AND MAKE RECOMMENDATIONS CONCERNING STATE TAX CREDITS FOR WORK-BASED PROGRAMS, HOW TO MAXIMIZE GOVERNMENT AND PRIVATE FUNDING FOR EDUCATION, AND WORKERS' COMPENSATION, INSURANCE AND LIABILITY ISSUES RELATING TO THE SCHOOL-TO-WORK SYSTEM, TO ESTABLISH ANOTHER GROUP OF REPRESENTATIVES FROM VARIOUS AGENCIES TO REVIEW CERTAIN ASPECTS OF THE SCHOOL-TO-WORK SYSTEM ESTABLISHED ABOVE; TO PROVIDE THAT THE REQUIREMENTS OF THIS ACT DO NOT APPLY TO PRIVATE SCHOOLS OR HOME SCHOOLS, TO PROVIDE THAT STUDENTS WHO PERFORM WORK AT A NONSCHOOL LOCATION PURSUANT TO AN APPRENTICESHIP OR MENTORING PROGRAM MUST HAVE THE WRITTEN PERMISSION OF THEIR PARENTS OR LEGAL GUARDIANS, AND TO REQUIRE APPROPRIATE TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR CERTAIN CURRICULUM.

Be it enacted by the General Assembly of the State of South Carolina: Citation of act.

SECTION 1.
This act is known and may be cited as the "South Carolina School-To-Work Transition Act of 1994."

Findings

SECTION 2.
The General Assembly finds:

(a) Even though more than half of the state's high school students do not go on to college but seek to enter the job market, South Carolina has no clear system for school-to-work transition. Low-skill jobs are quickly disappearing. The job market increasingly demands that employees enter the work force with middle-skill or high-skill capabilities, but educational experiences typically leave high school graduates ill-prepared for the work place. The absence of a coherent system has harmful effects for both business competitiveness, school effectiveness, and quality of life standards.

Merely "tuning up" the high school "general track" will not be enough to meet these demands. The combination of unchallenging classes, low expectations, and isolation from the adult work place results in too many students lacking the skills, motivation, and connections that lead to successful and productive adult lives.

(b) Nations which compete internationally with the United States help their students acquire academic and occupational skills that are essential for success as we approach the twenty-first century. The specific approaches vary by country but, typically, they include:

(1) quality schooling, **(2)** career exploration, **(3)** work-site experiences, and **(4)** work-based teaching and apprenticeships.

In these countries, schools and employers work together to facilitate a young person's entry into the work force.

(c) South Carolina's secondary education system does not provide these steps in educating and preparing our youth for work. Our nation has traditionally divided students into college-bound and noncollege bound. While college-bound students are required to follow a challenging and clearly defined curriculum, the noncollege bound have entered the "general track," which is less academically challenging and is often cited as preparing students for "nothing in particular." In South Carolina, fifty-two percent of our students are in the "general track" while twenty-eight percent of the students are directed into the academic college-prep track, and the other twenty percent of the students are placed in the vocational track. "General track" students receive little preparation for higher education and little guidance on how to move into a career that can support an acceptable quality of life. Their reading, writing, math, and communications skills are generally inadequate for the demands of today's quality employers and for higher education.

Definitions

SECTION 3.

For purposes of this act, unless the context indicates otherwise, the words or phrases listed below are defined as follows:

(1) "Youth apprenticeship" means a program that offers students, beginning in the eleventh grade, a course of study which integrates academic curricula, work-site learning, and work experience leading to high school graduation with post-secondary options and preparation for the world of work.

(2) "Tech Prep" means a program of study designed specifically to prepare students for careers and lives affected by technology. Tech Prep involves applied academic courses, targeted technology study, and specialized career guidance. Tech Prep blends academics and technology education and emphasizes broad-based competencies in career education. Tech Prep links high school and two-year college programs, eliminating gaps and overlaps to provide enhanced academic and vocational preparation for mid-level technology careers.

(3) "Mentoring" means an umbrella term for many forms of formal one-on-one relationships between a community's citizens and their students. The broad types of mentoring programs include:

(a) "Traditional mentor programs" means programs, which seek to build a long-lasting relationship during which the mentor and protégé work on the protégé's personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.

(b) "Shadowing" means a short-term experience to introduce a student to a particular job by pairing the student with a worker. The protégé follows or "shadows" the worker for a specified time to better understand the requirements of a particular career.

(c) "Service learning" means an experience for one or more students at a work site or community agency during which the students work on a project each week after school. Under close adult supervision, students develop work skills and learn how to behave in work situations.

(4) "Internship" means a one-on-one relationship to provide "hands on" learning in an area of student interest. A learning contract outlines the expectations and responsibilities of both parties. The protégé works regularly after school for three or four hours a week in exchange for the mentor's time in teaching and demonstrating. The internship generally lasts from three to six months.

Board of Education to take certain actions

SECTION 4.

(A) As a part of the school-to-work system, the State Board of Education shall 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.

In developing the school-to-work system, the emphasis shall be on a structure which is flexible to meet local school needs and available to all students as needed and appropriate. Students and their parents will make the decision as to which track the student will follow and students may transfer between Tech Prep and College Prep tracks within guidelines established by the State Board of Education to allow for transfer up to the senior year of high school. The State Board of Education, for the purpose of successfully establishing and implementing the school-to-work system, shall endeavor to obtain the cooperation of employees, the Commission on Higher Education, post-secondary institutions, and the several school districts.

(B) The State Board of Education shall, beginning with school year 1994-95, establish by regulation quality schooling which, at a minimum, shall include:

(1) a rigorous, relevant academic curriculum which shall among other changes or improvements:

(a) include rigorous applied academic methodologies in mathematics, science, and communications skills where appropriate;

(b) increase mathematics instruction to include statistics, logic, measurement, and probability;

(c) incorporate in the curriculum the skills and competencies suggested in the United States Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report and those identified in the employer survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education including an emphasis on the importance of individual achievement as a cornerstone upon which self-respect, academic, and personal success are founded;

(d) eliminate the "general track" for students first enrolling in high school on or after the 1996-97 school year;

(e) develop plans to accelerate the learning of students that are behind their age peers; and

(f) develop plans that take into account student learning style.

(2) Changes in vocational education programs which:

(a) redefine vocational programs so as to expand their content, relevancy, and rigor in preparation for lifelong learning and living in a technological society; and

(b) integrate instruction in academic and occupational courses to ensure a rigorous, relevant, and academic curriculum;

(C) With the advice of the statewide advisory council hereinafter established, the State Board of Education shall, beginning in school year 1996-97, establish regulations for:

(1) career exploration and counseling which includes:

(a) student exposure to career options by integrating career counseling activities into the kindergarten through grade twelve curriculum; (b) a comprehensive career guidance plan which has a major plan and an alternate plan for each student starting in grade six and is revised each year as the student progresses towards graduation and which requires the districts to seek parental assistance in the development of the plan;

(c) in-service courses to equip guidance counselors with skills necessary to integrate career guidance and career planning.

(2) A range of mentoring opportunities beginning no later than the seventh grade which includes traditional mentoring, shadowing, service-learning, school-based enterprises, and internships as defined in Section 3. Mentoring activities shall emphasize students' interests, skills, and needs.

(3) Structured work-based learning opportunities and components of these work-based opportunities include:

(a) structured work-based learning to include the establishment of a youth apprenticeship model as defined in Section 3;

(b) integration of academic and vocational learning;

(c) coordination and integration of school and work-place learning; and

(d) credentials for both academic and occupational skills.

These programs shall be governed by broad coalitions of institutional partners.

School district boards to take certain actions

SECTION 5.
School district boards of trustees shall by school year 1995-96:

(a) implement the rigorous academic changes and changes to vocational education programs as directed by the State Board of Education pursuant to Section 4;

(b) develop plans for elimination of the general track by school year 1996-97; and

(c) implement career exploration and counseling pursuant to Section 4 by school year 1996-97.

Districts must report steps taken to integrate these changes in the annual updates of the comprehensive five-year plans mandated by the Early Childhood Development and Academic Assistance Act of 1993.

Extension of completion dates

SECTION 6.
Notwithstanding any other provision of law, the stipulated completion dates required in SECTION 5 of this act may be extended by one year upon approval from the State Board of Education. Districts requesting such a waiver must outline how the extension will improve the planning and implementation of this act.

Professional development and student progress

SECTION 7.
(A) In establishing a school-to-work system, the State Board of Education shall provide for professional development in applied techniques and integration of curriculum, professional development in career guidance for teachers and guidance counselors, and training for mentors.

(B) The school-to-work system required by this act as established by the State Board of Education shall include a program of accountability of student progress to ensure quality which shall include a survey of Tech Prep graduates in order to obtain such information as the rate of hire, starting wages or salaries, wages or salary rates five years after graduation, and additional education pursued.

Employment Security Commission to take certain actions

SECTION 8.
(A) As a part of the school-to-work system, the South Carolina Employment Security Commission shall work with the Department of Education, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education to assist in the planning and promotion of the school-to-work opportunities by:

(1) identifying potential employers to participate in the work-based learning programs sponsored under this act;

(2) serving as a contact point for employers seeking information on school-to-work activities;

(3) providing labor market information relative to supply and demand and nontraditional jobs for women; and

(4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System (SCOIS).

(B) The South Carolina Employment Security Commission will provide the link between employers in South Carolina and youth-seeking employment.

School-To-Work Advisory Council

SECTION 9.

(A) The South Carolina School-To-Work Advisory Council appointed by the Governor representing a broad-based coalition of business and industry and including representatives of 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 shall convene no later than July 1, 1994, to guide, encourage, and facilitate actions which enable the school-to-work system to be implemented. The role of the advisory council is to work with the State Board of Education to:

(1) provide input to shape the development and scope of a statewide initiative;

(2) help promote the school-to-work system to key employers and education leaders across the State and encourage active participation of employers across the State; and

(3) identify and recognize exemplary programs and practices and help disseminate general information to interested parties across the State.

The School-To-Work Advisory Council shall report to the House Education and Public Works and the Senate Education Committees by January 1, 1996, as to the progress made in establishing the school-to-work system, difficulties encountered, and any actions required by the General Assembly to ensure success of the system. No state funds shall be expended to support the Advisory Council and the Council shall terminate on December 1, 1999.

(B) Because of the need to link education and labor in the planning and delivery of youth apprenticeship programs and with increasing emphasis on partnerships between labor and education in pending federal school-to-work legislation, the State Department of Education with the South Carolina Employment Security Commission are jointly responsible for implementing the school-to-work transition system.

(C) The school-to-work system established by this act shall be coordinated with the South Carolina's Job Training Partnership Act (JTPA) delivery system at both the state and local levels. This coordination may include staff directors of JTPA service delivery areas and Private Industry Council (PIC) chairmen participating in ongoing state, regional, and local advisory committees. The Director of the Employment Security Commission with the State Superintendent of Education shall establish an ongoing statewide advisory committee with representation from the agencies designated in subsection (A) and public and private entities involved in the development of South Carolina's work force. The committee shall be charged with the overall coordination activities of a school-to-work plan and the liaison function with other public and private agencies to monitor participation of employers and cooperation of all parties involved. Regional coordination of the plan shall become a function of the sixteen Tech Prep consortium hubs established pursuant to the current Tech Prep system, and these Tech Prep consortium hubs also shall serve as the region advisory committees. Each school district board of trustees shall establish local advisory committees to address unique employment needs of their areas.

Board for Technical and Comprehensive Education to take certain actions; fulfillment of prerequisite requirements

SECTION 10.

(A) The State Board for Technical and Comprehensive Education in conjunction with the State Board of Education shall develop measures for articulation of high school courses to post-secondary technical institutions including procedures to enable qualified students to achieve advanced standing in technical college programs.

(B) Beginning with the 1995-96 school year, completion of applied academic courses in mathematics, science, and communications skills shall fulfill high school course prerequisite requirements as equivalent to precollege curriculum requirements for applicants to four-year post-secondary institutions, unless by December 1, 1994, a four-year post-secondary institution reports its reasons for not accepting those courses to the House Education and Public Works Committee and the Senate Education Committee. School districts must certify that the applied academic courses offered are equivalent to the precollege curriculum requirements.

(C) The State Board for Technical and Comprehensive Education and the Council of College Presidents, or their designees, through the Commission on Higher Education, shall clarify and strengthen articulation agreements between associate degree programs and baccalaureate degree programs.

(D) Actions taken related to all articulation measures must be reported to the School-To-Work Advisory Council no later than July 1, 1995.

(E) 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 offering and course curriculum shall be reported to the School-To-Work Advisory Council no later than July 1, 1995.

Feasibility study

SECTION 11.

Representatives from the Department of Commerce, the Department of Revenue and Taxation, Workers' Compensation Commission, the Department of Insurance, and the Department of Labor, Licensing, and Regulation shall be convened by the Department of Commerce to conduct a feasibility study and make recommendations regarding tax credits for work-based programs, maximizing government and private funding spent on education, and issues related to workers' compensation, insurance and liability as each relates to the school-to-work system. Within six months after the effective date of this act, findings from the study and recommendations must be made to the School-To-Work Advisory Council, the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Education Committee, and the Senate Finance Committee.

Review

SECTION 12.

Representatives from the Department of Education, the Tech Prep Consortia, local school districts, and businesses involved in mentoring and work-site learning shall be convened by the Department of Education no later than March 1, 1996, for a review to include the following: transportation, staff for the transition system at the district level, training for staff and volunteers, textbook changes, and other issues related to the establishment of the School-to-Work Transition system. No later than October 1, 1996, the results of this review shall be given to the School-To-Work Advisory Council, the House Ways and Means Committee, the House Education and Public Works Committee, Senate Finance Committee, and the Senate Education Committee.

Application of act

SECTION 13.

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

Parental permission required

SECTION 14.

Students who perform work at a nonschool location pursuant to an apprenticeship or mentoring program under the provisions of this act must have the written permission of their parents or legal guardians in order to engage in such work experiences.

Instructional materials required

SECTION 15.

When the Department of Education or a school district eliminates the general track or implements Tech Prep, appropriate textbooks and instructional materials must be approved by the appropriate authority and must be made available to the district.

Time effective

SECTION 16.

This act takes effect upon approval by the Governor.

Approved the 15th day of June, 1994. ***Legislative Printing-L***

APPENDIX 1C

EVALUATING THE EFFECTIVENESS OF SCHOOL-TO-WORK/TECH PREP CONSORTIA A REPORT TO THE STATE DEPARTMENT OF EDUCATION

June 2000

INTRODUCTION

"Every kid I've seen that has been through a School-to-Work experience is farther ahead and better prepared." ***—employer***

What are Tech Prep and School-to-Work? They are systemic initiatives that swept the nation in response to increased awareness of America's growing skill deficits. In 1993, while South Carolina lawmakers and educators were still building our state's School-to-Work effort, the report *Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs* by the U.S. General Accounting Office (GAO) endorsed federal School-to-Work funding because the GAO had found that most high school resources were being directed to College Prep programs, though only 15 percent of incoming freshmen were graduating from college six years later. The remaining 85 percent of high school students, the report says, "are seemingly ill prepared for the workplace" (6). "We can no longer afford to tell any student that a high school education is sufficient for a lifetime," affirms the education analyst Lynn Olson (145).

A review of educational attainment in South Carolina shows these concerns affect our youth. According to *Young Adults in South Carolina,* a report by the South Carolina Kids Count Project, 30 percent of students do not graduate from high school, and only 19 percent of these high school dropouts receive any employment training as compared to almost 50 percent of college graduates (24). These data indicate that students who do not achieve minimal education standards in high school have limited potential for success in the workplace. Tech Prep and School-to-Work are designed to address these needs as well as to offer strategies to provide all students with the skills they will need in order to prosper in their careers.

The South Carolina School-to-Work Transition Act of 1994 called for the elimination of the general track in secondary education in favor of an applied academics curriculum that is tied to vocational studies. The new law also required school districts to make School-to-Work career development experiences available for all public school students in the State. Dramatic changes came as a result of the aptly named Transition Act. In the six years since the Act's passage, South Carolina's eighty-six school districts have been forced to take giant steps toward achieving the vision that the legislation sets forth. Sixteen Tech Prep Consortia have been created, each representing a partnership between public education and the private sector. School-to-Work activities abound throughout the State, supported by a broad spectrum of local and statewide interests.

The full report, as required by the 1994 South Carolina School-to-Work Transition Act and as delivered to the State Department of Education and the South Carolina General Assembly, is available by contacting:

The State Department of Education
Office of Career and Technology Education
(803) 734-8410

APPENDIX 1D

GOVERNOR'S WORKFORCE EDUCATION TASK FORCE REGIONAL MEETINGS WITH DR. WILLARD (BILL) DAGGETT MARCH 13, 14, 19, 20, AND 21, 2001 SUMMARY AND OUTCOMES

Overview

The following serves as a brief summary of five regional meetings held on the dates specified by the Governor's Workforce Education Task Force across South Carolina.

Those in attendance represented a broad spectrum of the state's population, including parents, students, teachers, administrators, counselors, business and industry leaders, community representatives, and interested citizens. Some media representation was evident at all meetings. The meeting held at the Employment Security Commission was videotaped for use via Educational TV at a later date, and a thirty-minute program summarizing the presentation that was delivered at the regional meetings.

Attendees offered comments and questions following a presentation by Dr. Willard Daggett on the state of workforce education in South Carolina. Individuals who chose not to comment or who could not comment due to time restraints or otherwise were provided with a document containing questions to which they could respond and submit comments and questions to the Office of Career and Technology Education by April 10, 2001. This information was sorted as noted on the documents and forwarded to Dr. Daggett's office for review, interpretation, and summary presentation to the Governor's Workforce Education Task Force.

A specific survey relative to the topic of an "Employability Diploma" was also distributed for participants to review and offer responses. Participants were requested to leave the "Employability Diploma" survey with Office of Career and Technology staff following the meetings. However, those choosing to do so could also return the form along with other data collection materials to the Office of Career and Technology Education by April 10, 2001. Information gathered from respondents relative to the "Employability Diploma" survey were tabulated by the Office of Career and Technology Education and forwarded to the Governor's Workforce Education Task Force subcommittee assigned to study an additional diploma pathway.

Key Players

Don Herriott, chair of the GWETF and president of Roche Carolina Inc., was formally introduced at the initial regional meeting. Mr. Herriott is very active as a participant and leader in regional and national initiatives and is a Coker College Trustee. He volunteers extensively and is committed to the task of addressing workforce development in South Carolina. Mr. Herriott noted that these meetings would help set the direction for education and training programs in the days ahead. He noted that the research of the GWETF indicates that the prosperity we have enjoyed is at risk unless we make systemic changes. International competitors in India, China, and Mexico require the United States to be prepared to compete in the areas of skills and technology education. He said that the GWETF was looking at the issue of workforce development, an issue that is fundamentally an economic and business issue. Mr. Herriott feels that South Carolina is ready for the challenge of workforce education reform.

Dr. Willard Daggett, founder and president of the International Center for Leadership in Education, an accomplished author, and an international consultant on educational reform has conducted work throughout South Carolina and has spoken at numerous meetings including the Education and Business Summit. Dr. Daggett was retained to conduct the regional meetings on behalf of the GWETF in order to present an international perspective of workforce development needs, South Carolina's status relative to some of the issues surrounding workforce development, and the subcommittee's efforts in addressing issues such as an additional diploma pathway.

Dr. Bob Couch, director, South Carolina State Department of Education's Office of Career and Technology Education

Mike Mungo, executive director, South Carolina Employment Security Commission

Presentation In-Brief/Response From Attendees

In Brief

Dr. Daggett noted that both business and education leaders must become champions for workforce development. The foundation of a comprehensive workforce development plan rests on education in general and career and technology education in particular. Therefore, stakeholders from these sectors must play central roles in the development of a comprehensive and seamless system. Unless intimately involved throughout the process, each segment will end up talking "at" each other rather than "with" each other. In our politically-driven education/workforce system, a uniform voice will be essential for substantial progress to be made.

Dr. Daggett displayed a chart depicting the widening gap between school needs and changes and those of society. This 1983-2001 graphic illustrated that, while schools have made changes in a number of areas, business and industry have been forced to change at a much more rapid rate in order to remain nationally and internationally competitive, thus highlighting the widening gap between change in the classroom and change in the workplace….

[The full presentation summary is available by contacting the Office of Career and Technology Education at (803) 734-8410.]

Attendee Response

During the course of the five regional presentations and data collection activities, Dr. Daggett heard comments, questions, concerns, and issues voiced. Additional input was received from those who did not speak but completed the regional questionnaire.

[A list of responses from attendees is available by contacting the Office of Career and Technology Education at (803) 734-8410.]

APPENDIX 1E

SOUTH CAROLINA SELECTED GRADE COMPARISONS OF HIGH SCHOOL GRADUATES

School Year	8th Grade Counts	School Year	12th Grade Counts	Students Completing H.S.	% of 8th Graders Enter. College	Number of Completers	Completers Entering College
1985-86	50,648	1989-90	36,311	35,108	69.32	7,383	49.51
1986-87	48,587	1990-91	34,993	33,473	68.89	17,746	53.02
1987-88	47,169	1991-92	34,329	32,782	69.50	18,048	55.05
1988-89	46,161	1992-93	34,263	32,414	70.22	17,730	54.70
1989-90	45,415	1993-94	33,624	31,880	70.20	18,029	56.55
1990-91	47,459	1994-95	35,065	32,757	69.02	19,069	58.21
1991-92	47,476	1995-96	34,384	32,232	67.89	18,640	57.83
1992-93	49,185	1996-97	35,071	33,120	67.34	19,379	58.51
1993-94	50,281	1997-98	36,052	33,660	66.94	19,677	58.46
1994-95	50,477	1998-99	36,172	33,800	66.96	19,800	58.58

Source: State Department of Education
Membership Projections, 2000-2005 and Student Counts at Selected Intervals from Birth to College Entrance March 2000

APPENDIX 1F

SUMMARY OF ALL S.C. HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE FRESHMAN CLASSES AND OTHER POSTSECONDARY CHOICES

School Year Completing High School	# H.S. Completers	# Admitted to Freshman Class	# Entering 4-Year Colleges	# Entering Tech. College Degree Program	# Entering Tech. College Diploma - Certificate Program
1989-90	35,108	17,383 (49.5%)	11,860 (33.8%)	3,858 (11.0%)	1,234 (3.5%)
1990-91	33,473	17,746 (53.0%)	12,217 (36.5%)	4,307 (12.9%)	1,345 (4.0%)
1991-92	32,782	18,048 (55.1%)	11,817 (36.0%)	4,909 (15.0%)	1,014 (3.1%)
1992-93	32,414	17,730 (54.7%)	12,079 (37.3%)	4,461 (13.8%)	1,144 (3.5%)
1993-94	31,880	18,029 (56.6%)	12,089 (37.9%)	4,765 (14.9%)	912 (2.9%)
1994-95	32,757	19,069 (58.2%)	12,944 (39.5%)	4,811 (14.7%)	870 (2.7%)
1995-96	32,232	18,640 (57.8%)	12,542 (38.9%)	4,675 (14.5%)	792 (2.5%)
1996-97	33,120	19,379 (58.5%)	13,002 (39.3%)	5,151 (15.6%)	772 (2.3%)
1997-98	33,660	19,677 (58.5%)	13,191 (39.2%)	5,362 (15.9%)	817 (2.4%)
1998-99	34,186	20,810 (60.9%)	13,600 (39.8%)	5,932 (17.4%)	842 (2.5%)

# Entering 2-Year Colleges	# Entering Other Schools	# Entering Armed Forces Employment	# Entering Gainful Activities	# Entering Other
1,665 (4.7%)	421 (1.2%)	2,511 (7.2%)	8,555 (24.4%)	5,004 (14.3%)
1,222 (3.7%)	341 (1.0%)	1,974 (5.9%)	7,176 (21.4%)	4,891 (14.6%)
1,322 (4.0%)	530 (1.6%)	1,935 (5.9%)	6,836 (20.9%)	4,419 (13.5%)
1,190 (3.7%)	462 (1.4%)	1,890 (5.8%)	7,023 (21.7%)	4,165 (12.8%)
1,175 (3.7%)	344 (1.1%)	1,906 (6.0%)	6,742 (21.1%)	3,947 (12.4%)
1,314 (4.0%)	455 (1.4%)	1,930 (5.9%)	6,631 (20.2%)	3,802 (11.6%)
1,423 (4.4%)	374 (1.2%)	1,967 (6.1%)	6,699 (20.8%)	3,760 (11.7%)
1,226 (3.7%)	324 (1.0%)	1,840 (5.6%)	6,856 (20.7%)	3,949 (11.9%)
1,124 (3.3%)	405 (1.2%)	1,685 (5.0%)	6,953 (20.7%)	4,123 (12.2%)
1,278 (3.7%)	364 (1.1%)	1,703 (5.0%)	6,680 (19.5%)	3,787 (11.1%)

Source: State Department of Education, Special Survey Sent to Each High School

APPENDIX 1G

PUBLIC OPINION SURVEY RESULTS

Place of residence *(numbers represent percentages)*

Columbia	24	South	10
Charleston	17	North	19
Greenville	30		

Gender

Male	48
Female	52

Age

Under 30	18	50-54	11
30-34	10	55-59	9
35-39	11	60-64	6
40-44	10	65+	14
45-49	11		

Employment status

Self employed	10
Employed in private industry	40
Employed by government	16
Unemployed	4
Retired	20
Student	4
Homemaker	5
Don't know / Refuse	1

Teacher or educator in household

Retired teacher	8
Household member teacher	6
No teacher in household / Don't know / Refuse	87

Type of residence

Large city	9	Rural area	26
Suburban area	26	Don't know	1
Small town or city	38		

Children under the age of 18 in household

Yes	41
No / Refuse / Don't know	59

(IF YES) Type of school children attend

Public school	28
Private / Parochial	5
Both private and public	1
Both in school / Not in school yet	2
Not in school	5
NA	59

continued on next page...

Family's total yearly income (before taxes)

Under $15,000.....9
$15,000-$30,000.....19
$30,000-$45,000.....23
$45,000-$60,000.....17
$60,000-$75,000.....10
Over $75,000 15
Don't know / Refuse.....7

Race/Ethnicity

Black 26
White or Hispanic.....70
Other (Asian, Amerind, other) 2
Don't know.....1

1. Do you think that South Carolina is moving in the right direction, or do you think that things are off track and moving in the wrong direction?

Right direction.....58
Mixed 9
Wrong direction.....20
Don't know 13

2. How would you rate the way local schools are educating kids – excellent, good, not so good, or poor?

Excellent 8
Good.....55
Don't know 6
Not so good.....1
Poor 10

3. In general, do you think most high school graduates have the skills they need to enter the workforce?

Yes.....36
No.....58
Don't know (VOL) 7

4. What is the one most important thing for students to learn in high school to prepare them for successful careers?

Common responses included:
Basic academics: English, math, sciences
Social interaction with people of different backgrounds
Money management
Computer technology
Work ethic
Communication skills
Respect for self and others
Self-discipline
Social skills
Integrity
Personal responsibility

5. Which of the following issues facing South Carolina's public schools do you feel is most critical to be dealt with?

	1st	2nd	COMB
Increasing career preparation	5	7	12
Teaching real world skills	9	12	21
Improving classroom discipline	18	16	34
Reducing classroom sizes	14	12	26
Hiring better teachers	13	10	23
Increasing standards and accountability	10	7	17
Improving technologies in schools	4	7	11
Strengthening core academic courses	7	9	16
Increasing parents' involvement	18	16	34
Don't know / No other	2	4	

6. Do you think that South Carolina has the quality of employees needed to compete in a global economy?

Yes.....52
No.....37
Don't know (VOL).....1

7. Overall, do you think the quality of South Carolina's employees is better, worse, or about the same as the quality of employees in nearby states?

Better.....8
About the same.....66
Worse.....20
Don't know.....7

8. Which of the following pairs of statements is closest to your own opinion?

a) To have a successful career, high school graduates MUST GO to a four-year college.

Or

b) It is NOT NECESSARY for high school graduates to go to a four-year college to have a successful career.

a) MUST GO: Strongly.....37
a) MUST GO: Moderately / DK.....9
Don't know TOTALLY.....3
b) NOT NECESSARY: Moderately / DK.....24
b) NOT NECESSARY: Strongly.....27

continued on next page...

9.

a) It is more important for high school students to take classes that focus on PREPARATION FOR A JOB.

Or

b) It is more important for high school students to take classes that focus on preparation FOR COLLEGE.

a) JOB PREPARATION: Strongly.....22
a) JOB PREPARATION: Moderately / DK.....13
Don't know TOTALLY 15
b) COLLEGE: Moderately / DK 17
b) COLLEGE: Strongly.....33

10. Is the following a very important, somewhat important, not too important or not at all important education proposal for South Carolina to work on?

	Very Important	Somewhat Important	Don't Know	Not Too Important	Not At All Important
a. Increasing the focus on math, English, and the sciences in public schools.	86	12	*	2	*
b. Requiring values like honesty, responsibility, teamwork and listening skills to be part of what is taught in public schools.	87	11	*	2	*
c. Teaching elementary and middle school students about career options.	40	37	1	18	5
d. Giving every high school student the opportunity for an internship or other practical work experience before they graduate.	54	33	2	9	2
e. Promoting partnerships between schools and private businesses to offer students career development opportunities.	58	34	2	4	2
f. Increasing efforts to keep at-risk kids from dropping out of high school graduation.	85	10	1	3	1

11. Who do you think is the most responsible for making students' decisions about their careers – parents, guidance counselors or the students themselves?

Parents 28
Guidance counselors 6
Students themselves 56
All of these / Combo. 9
Other 1
Don't know 1

12. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

	AGREE		(VOL)	DISAGREE	
	Strong	Somewhat	Don't Know	Somewhat	Strong
a. The average high school student understands what it takes to compete for a job when he or she graduates.	16	23	1	31	29
b. I know of college graduates who are living at home with their parents because they could not find jobs in their fields.	29	34	6	17	14
c. High school graduates should consider a two-year technical college as an option for their education.	52	40	2	4	3
d. South Carolina businesses are unable to find the kind of skilled employees they need.	22	39	4	20	14
e. Increased career preparation and awareness in public schools will help keep kids in school.	50	40	2	6	2

13. Is this statement a very, somewhat, not too, or not at all convincing reason for *increasing career awareness and preparation in South Carolina public schools.*

	Very Convinced	Somewhat Convinced	Don't Know	Not Too Convinced	Not At All Convinced
a. This year, only one out of five jobs in South Carolina will require a four-year college degree.	31	39	3	15	12
b. Many college graduates in South Carolina do not find work in the field in which they received their degree.	30	43	3	14	10
c. Only 20% of South Carolina high school students will complete a four year college degree, so students need to learn about careers in high school.	51	38	2	5	4

APPENDIX 1H

GLOSSARY OF TERMS

applied academic courses: courses taught, usually as part of the Tech Prep curriculum, that stress concrete application of knowledge and skills

articulation agreements: formal agreements between or among educational organizations (high schools, technical colleges, four-year colleges and universities) that align courses and career majors from one educational institution to another without loss of course credit or time for the student

best practices: examples of activities, programs, or initiatives that have proven efficient and effective in providing educational opportunities, content, and accountability for students and educational organizations

Federal Bureau of Apprenticeships and Training (BAT): develops, approves, and implements certified apprenticeship opportunities, youth apprenticeships, and appropriate educational activities for students beginning in the eleventh grade as they combine academic curricula, work-site learning, and work experience

career and technology education: educational programs and experiences that offers business and technical skills training in a variety of industry-certified and technically oriented careers

career-based experiences: experiences that offer professional educators and support staff the potential for personal and professional growth by participating in learning experiences directly related to their career choices

career clusters: a way of organizing and tailoring course work and work experience around specific occupational groups (i.e. business or health services) that offer students core academics as well as activities that match their skills and interests

career major: like a college major, an area of study within a larger occupational field or career cluster

career plan: a student's personal education plan that specifies career goals, interests, skills, and talents that are associated with the prescribed curriculum in elementary grades and supported by curriculum choices in the middle grades and high school—a plan that is developed in grade six as dictated by the *1994 South Carolina School-to-Work Transition Act* and revised each year thereafter until graduation

Carolina Careers campaign: a public relations campaign that highlights the career and technology education career options for students and the benefits of making informed career choices for students, parents, educators, and business partners

character education: educational content and instruction that includes strategies stressing the basic traits of good citizenship such as honesty, integrity, and responsibility

College Prep pathway (CP): a term used to represent a curriculum rich in theory that should best prepare students for a successful four-year college or university experience; students taking College Prep courses are part of this curricular pathway

comprehensive high school: a high school that offers a curriculum that includes courses in both the traditional, core courses in language arts, math, science, social studies, and electives, as well as in career and technology education courses—courses that are offered on the high school campus or adjacent facility rather than at a separate career center

consortium: one of the state's sixteen regional partnerships made up of one of South Carolina's sixteen technical colleges, local school districts, and businesses in the area it serves; the partnerships joined to further develop career and technology education—specifically, Tech Prep / School-to-Work—across the state

curriculum: a fixed group of studies required to achieve an educational goal and / or particular academic subject, e.g., College Prep curriculum

delivery system: any method or process of providing a service to students, usually related to educational benefits such as the *High Schools That Work* initiative, which emphasizes high achievement standards in both academic and career and technology education

dual-credit: credit given at the college level for courses taken while in high school

1998 Education Accountability Act ***(EAA)*****:** legislation passed in South Carolina in 1998 that challenges students, schools, and school systems to create and maintain high academic expectations. EAA lead to the development and promotion of South Carolina's first school and district report cards

Education Oversight Committee (EOC): an independent committee established by the Governor's office to monitor compliance with and issues related to the *Education Accountability Act*

Governor's Workforce Education Task Force: a task force appointed by the Governor in 2000 to review workforce development in South Carolina—specifically, the educational and delivery system implications

grade level: a designation given to each student based on his / her ability to perform certain tasks in school, such as "first grade" or "first-grade level"

High Schools That Work (HSTW)**:** a successful national initiative that stresses high academic and career and technology education standards based on ten key practices, including high expectations for students and offering them work-based learning opportunities

multi-district center: a career and technology education center that serves more than one school district

multi-school center: a career and technology education center that serves more than one high school

Palmetto Achievement Challenge Test (PACT): the South Carolina test developed to replace the Basic Skills Assessment Program (BSAP) and aligned with the state's curriculum standards

pathway: a way of categorizing the curricula and educational activities targeted at a student's specific academic or career goal, such as the career majors that are part of the sixteen career clusters

pre-service counselor: an individual still working towards becoming a certified counselor at an educational institution

pre-service teacher: an individual still working towards his/her teaching degree at an educational institution

professional development: training and informational sessions for educators and educational support staff that helps them stay informed about current trends, issues, and best practices in their respective fields

real-world problem solving: instructional activities used by teachers in working with students as the students apply knowledge of material they have learned in solving day-to-day, actual career-related problems and questions, i.e., illustrate how geometry is used by architects in determining angles of a roof

regional service center: a central location where all of a region's educational and professional services are located to better serve students and support educational programs, i.e. one building may contain the area's consortia, math and science hubs, and similar organizations

remediation: programs and activities that help students who are behind in specific courses or in grade levels raise their skills and knowledge to the appropriate level

Report Card: issued for the first time statewide in the Fall of 2001, this document is used by South Carolina to ensure schools, districts, and students are meeting the state's standards for progress and performance in specific areas, such as student test scores, etc.

Secretary's Commission on Achieving Necessary Skills (SCANS): a commission created by the United States Department of Labor to determine the skills that young people need to succeed in the world of work, such as negotiating, designing, and improving systems; using basic skills such as reading, writing, and arithmetic; serving customers; and having integrity

School-to-Work Advisory Council: a council of elected officials, educators, agency heads, and business representatives appointed by the Governor to monitor and support the implementation of the *1994 South Carolina School-to-Work Transition Act*

***South Carolina School-to-Work Transition Act of 1994*:** comprehensive legislation addressing the importance of preparing students to make well-informed career choices; the legislation states that students must receive instruction and experiences in career awareness, career exploration, and career preparation, including those featured in School-to-Work such as mentoring and job shadowing, and applied academic instruction

South Carolina Career Guidance Model: a guidance program for students that is composed of three areas of study: (1) learning to learn, (2) learning to live, and (3) learning to work

South Carolina Curriculum Standards: standards developed by South Carolina educators to support instruction in our schools in the core curriculum areas of language arts, math, science, and social studies

South Carolina Occupational Information System (SCOIS): career, wage, employment, and educational information about jobs, available to students in subscribing schools through interactive media

Southern Regional Education Board (SREB): based in Atlanta, this board represents Southeastern states in an effort to support educational initiatives such as *High Schools That Work*

student portfolio: a collection of student work indicating progress made in one or more subjects, activities, and/or programs; the portfolio is generally used as an assessment tool in order to make decisions about courses to be taken, assign grades, and/or recommend students for specialized programs or activities

systemic: system-wide, the process of dealing with change, improvement, evaluation, etc., by considering all components of a system during the decision-making process, such as the system of kindergarten through grade twelve education (K-12)

Tech Prep pathway (TP): a term used to represent the curriculum centered around application of knowledge—specifically, using real-world problems and issues to best prepare students for an industry certification, two-year associate degree, or other postsecondary experiences; students taking Tech Prep courses are part of this curricular pathway

target population: a specified, clearly defined group of individuals

Vocational-Technical Education Consortium of States (*VTECS*): an organization of twenty-five member states that promotes vocational education by analyzing actual worker tasks and organizing that information in order to design, develop, and/or acquire instructional materials that provide a validated link between education and employment; also includes assessing student achievement

Work-based learning: an educational learning experience that directly involves students and educators in the workplace through mentoring, job shadowing, instruction in workplace competencies on the job site, and other activities; it is typically intended to strengthen skills related to specific career goals and/or interests

WorkKeys: a system that identifies key employability skills that are crucial to effective performance in most jobs, skills such as reading for information, applied mathematics, listening, writing, and teamwork

APPENDIX 2A

SUMMARY MATRIX OF RECOMMENDATIONS

Decision Points

Recommendation (1)	Background (2)	Critical Issues (3)	Responsibility (4)	Timeline (5)	Resources Needed (6)
1. Career Clusters	Research highlights need for focus, frameworks, active learning. Research shows career clusters provide needed focus and framework. There is a national movement toward career clusters.	Foundation of alternative district diploma. Integrate Tech Prep and College Prep pathways with individual career plans.	Department of Education and other agencies, organizations, parents, and employers.	Create clusters 2001-02 Introduce in 2002-03 school year	Curriculum development teams Professional development for staff Instructional activities and materials
2. STW Act Compliance & Workforce Education Council	Education and business do not formally communicate needs to each other. Business has no input into curriculum.	New reform programs must have accountability mechanism. Should be linked directly to Governor.	Governor; All agencies and employers	Immediate	Funding for state-level office for implementation
3. Curriculum Alignment with Current Workplace Needs	There is no alignment of secondary and postsecondary curricula. Workplace and education requirements are mismatched.	Need alignment of curricula at all levels with workplace needs. Need statewide articulation agreements.	Department of Education Higher education	Immediate	Educator internships in workplace Funding to improve guidance function Employment skills tests for high schools
4. Educational Standards and Testing	Existing assessments include state academic testing and industry certification programs. Assessments do not test skills employers value. One-third of state's standards are tested.	Decisions on assessments should be made after curriculum development activities are complete. Assessments should follow instruction, not vice versa. Involve assessment experts in this process. Do existing assessments adequately evaluate needed skills and knowledge?	Department of Education, Division of Testing and other agency assessment offices	TBD	TBD
5. Professional Development	Teacher education does not include applied learning and work-based experiences. Most educators have little career awareness outside field.	Educators must learn more about career options and requirements. Teacher colleges must connect with business.	Department of Education	TBD	Postsecondary agreements to train teachers and counselors in applied learning methods Funding for professional development Ongoing professional development

SUMMARY MATRIX OF RECOMMENDATIONS

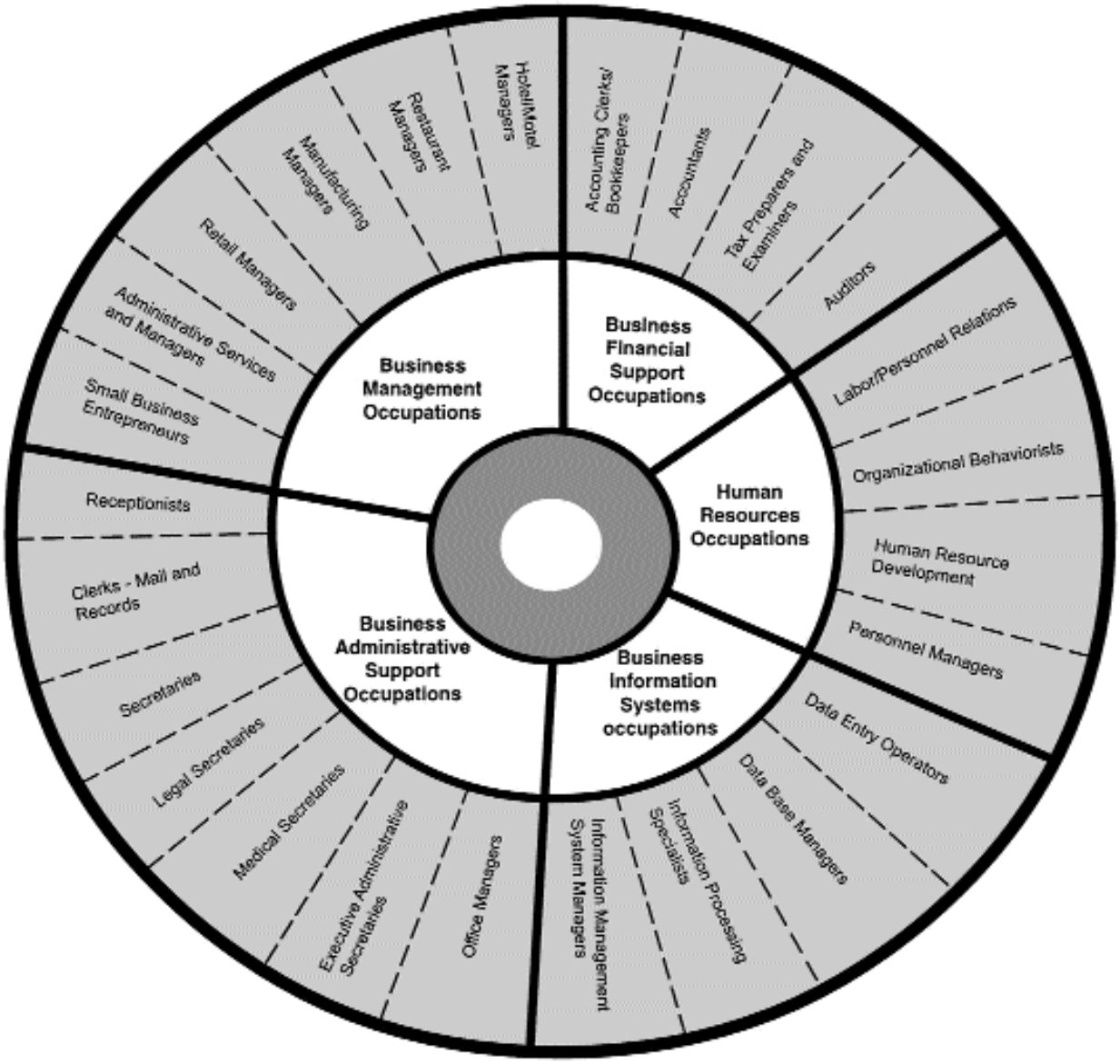
Decision Points

Recommendation (1)	Background (2)	Critical Issues (3)	Responsibility (4)	Timeline (5)	Resources Needed (6)
6. Safety Net for At-Risk Students	Few unskilled jobs in workplace. 40% of graduates leave school unskilled and unemployable. Human, economic consequences are profound.	No child should be left behind. Identify target population. Develop alternative assessments, diploma pathway, remediation. Keep doors open to further education.	Department of Education	Two years or longer	Curriculum development Professional development Activities and materials
7. Character Education	Strong advice from regional meetings with stakeholders. Research supports need for more than academic skills. Broad call from business. Successful models exist.	Schools and communities must model positive traits.	Families/caregivers; School and community support; State to identify model programs	Immediate	Information on successful programs through Wofford, Converse, USC Salkehatchie, and Boston University's Center on Character Education Professional development
8. Consolidated Statewide Career Dilivery Systems	Current system is fragmented, with gaps and overlaps. State has 16 consortia, 13 math/science hubs, 16 technical colleges, 13 technology centers, 85 district offices. System needs to better meet students' needs for 21st-century workplace.	Link business and schools. Provide useful services to districts and regional entities. Consolidate statewide service centers into 6 regional centers to increase efficiency, decrease overlap of services.	Department of Education	TBD	Coordinate high school schedules that link to Career Centers Integration of academic, applied learning statewide Better Best Practice academic program models, such as International Baccalaureate, magnet schools *High Schools That Work* implemented statewide.
9. Communication Program	Lack of public understanding. Skills and knowledge gap between education and business. Decades of ingrained beliefs, education stereotypes.	Educators and parents must understand the need for systemic change. Education, business, and government leaders must deliver a clear, consistent message.	Department of Education; Technical College System; Employment Security Commission; Commision on Higher Education; SC State Chamber; State Agencies The Governor would establish a central message and provide information and encouragement; statewide media to disseminate it	Immediate	Funding for plan development and professionally developed materials Resources for dissemination: Awareness program for district staff development programs Back-to-school programs for parents

APPENDIX 2B

CAREER CLUSTER EXAMPLE

BUSINESS AND ADMINISTRATIVE SERVICES



Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services. Source: USOE/OVAE Brochure

APPENDIX 2C

LETTER FROM THE SCHOOL-TO-WORK ADVISORY CHAIR AND SOUTH CAROLINA STATE CHAMBER PRESIDENT

November 29, 2000

Mr. Don Herriott
President
Roche-Carolina, Incorporated
6173 E. Old Marion Highway
Florence, SC 29506-9330

Dear Mr. Herriott:

On behalf of the Governor's School-to-Work Advisory Council, we would like to offer the enclosed *Recommendations for Guiding Principles for Systemic Educational Reform* to the Governor's Task Force on Workforce Development. These principles were developed by the Council and unanimously endorsed at our November 21, 2000, meeting.

Since its inception in 1994, The Governor's School-to-Work Advisory Council has focused it efforts towards South Carolina's successful implementation of federal and state School-to-Work programs. As is succinctly stated in the recent report to the State Department of Education, *Evaluating the Effectiveness of the Tech Prep Consortia*, "the philosophy of Tech Prep and the tenets of the School-to-Work Act are sound, but there are many areas in which structural and attitudinal perspectives must be re-focused in order to fully achieve the mandates of the (School-to-Work) Legislation." Our Council has studied this report and believes the systemic issues described and the directions outlined in the recommendations are prudent and sound steps for South Carolina to take. We understand that your Task Force also reviewed this document.

For South Carolina to be successful, more students must be capable of meeting employers' entry-level requirements. After a thorough analysis and many professional studies, we have concluded that our delivery system is fragmented in allocation of resources, interagency collaboration, and in producing student success. Clearly, our present structures for delivering education and work force development are not working as well as they should.

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We think the State is at a crossroads. The crises in workforce availability and dwindling federal and state resources necessitate a comprehensive and synergistic response to assure our education and workforce development institutions can meet the ever-changing needs of individual and corporate citizens. First and foremost, South Carolina needs an independent, but integrating, coordination effort that unifies all work force development programs.

The Tech Prep report accurately addresses some of these issues, and it outlines some approaches and a variety of multidisciplinary solutions for us to take within the context of the School-to-Work Act. However, it is the Governor's School-to-Work Advisory Council's consensus that any adoption of these recommendations alone will not solve our problems. Instead, we believe it is time to go beyond single initiatives and quick fixes with system-wide restructuring. The objective should be to provide seamless, efficient, effective and accessible career education and / or training to all students--secondary, post-secondary, adult or remedial. Bringing agencies and programs together around common goals seems paramount to accomplishing that objective.

We need systemic reform to assure that our educational and work force development institutions are enabled with the resources, tools, and structure to successfully meet the demands our society--both workplace and community--place on our citizens. We see the mission of the Governor's Task Force as the enabling force through which this systemic reform can be addressed. It is our hope that you can use our *Guiding Principles* as the basis for building your Task Force recommendations. Should there be other assistance that the Council can offer as you engage in this task, please do not hesitate to call me.

Sincerely,

Larry A. Martin
Chairman
Governor's School-to-Work
Advisory Council

Hunter Howard
Vice-Chairman
Governor's School-to-Work
Advisory Council

Key Organizing Principles for Restructuring the Workforce Development Education Delivery System

One Central Authority through which all workforce development policy is focused.

- An independent Board with representation of all stakeholder workforce development institutions and majority membership from the private sector should be created with the statewide authority, responsibility, and accountability for assuring citizens that our institutions meet new and existing employers' workforce needs.

- This authority for this state-level coordinating effort will be vested with the Board designated to allocate and regulate all state and federal funds designated for work force development and training. The Governor can make this designation. This includes but is not limited to federal funding from the Carl Perkins Vocational Act, Workforce Investment Act, School-to-Work Act, Adult Education, and corresponding state funds.

A responsible system will have regional delivery and funding formulas that mandate collaboration across institutional boundaries.

- Alliances between agencies can be designed to eliminate competition for funds, duplication of services, and closing of gaps in services. At a minimum, the agencies involved include the Department of Education, State Board for Technical and Comprehensive Education, Employment Security Commission, Department of Commerce and Department of Labor, Licensing and Review. The Board will encourage coordination in the areas of service delivery, infrastructure, resource allocation, performance standards / articulation, and business partnerships.

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Program performance must be accountable through a streamlined, focused system.

- An accountable system will require performance-based evaluation of programs to assure the most effective services for achieving gainful, sustainable employment are delivered. Not only must all graduates meet rigorous academic skills standards, they should also be required to demonstrate an acceptable level of the soft and technical skills required by business and industry.

  - The principles behind Tech Prep and School-to-Work should be integrated into the College Prep curriculum so the designation of a student's "track" is seamless. Secondary schools should adopt a career major concept as the umbrella under which all students' courses are determined--whether four-year college, two-year college, or workplace-bound. All secondary students should participate in career and technology courses.

  - *High Schools That Work* is the best model for Secondary School structure and we recommend that each District in South Carolina embrace this program.

Workforce Development must be business driven.

- The state's business community should fill the key leadership roles in the coordinating effort. Students must be adequately prepared to meet work force needs, and this success can only be determined by employers.

APPENDIX 2D

HIGH SCHOOLS THAT WORK MODEL

High Schools That Work is the nation's first large-scale effort to engage state, district and school leaders and teachers in partnerships with students, parents, and the community to improve the way all high school students are prepared for work and further education.

HSTW provides a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards. It recommends actions that provide direction to schools as they work to improve academic and vocational-technical instruction at school and the work site. These recommendations meet the criteria for comprehensive school reform.

The *HSTW* effort is based on the belief that, in the right school environment, most students can learn complex academic and technical concepts. The initiative targets high school students who seldom are challenged to meet higher academic standards.

As our nation seeks to maintain its competitiveness in the world economy, *HSTW* offers school systems and schools a unique opportunity to prepare more students to communicate, solve problems, perform tasks, and produce products — on the job and in a lifetime of learning. To help schools customize site action plans in order to reach their improvement goals, *HSTW* provides intensive technical assistance, focused staff development, targeted assessment services, and ongoing communication and networking opportunities.

HSTW began with 28 sites in 13 states when it was started in 1987 by the Southern Regional Education Board-State Vocational Education Consortium. Since then it has grown to more than 970 sites in 22 states, including Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

About the SREB

The Southern Regional Education Board (SREB), the nation's first interstate compact for education, was created in 1948 by Southern governors. The SREB helps educational and governmental leaders work cooperatively to advance education and, in doing so, improve the region's social and economic life.

The SREB assists state leaders by identifying and directing attention to key issues; collecting, compiling, and analyzing comparable data; and initiating studies and discussions that lead to recommendations for state and institutional action.

The SREB's concern with the need to better prepare high school students began in the early 1980s with a series of publications dealing with projected supply and demand in a number of professions. In its report, "The Need for Quality," the SREB offered recommendations for educational improvement, including several that addressed vocational-technical education. The SREB publication *Goals for Education 2000*, which spurred action in SREB states, also included a number of goals related to raising the achievement of high school students.

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Major goals of HSTW

Raise the mathematics, science, communication, problem-solving, and technical achievement of more students to the national average and above.

Blend the essential content of traditional college-preparatory studies—mathematics, science, and language arts—with quality vocational and technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out key practices.

Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.

Key practices for accelerating student achievement

High expectations: setting higher expectations and getting more students to meet them.

Vocational studies: increasing access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the modern workplace and in preparation for continued learning.

Academic studies: increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

Program of study: having students complete a challenging program of study with an upgraded academic core and a major.

Work-based learning: giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies, and it should be planned by educators, employers, and employees.

Teachers working together: having an organization, structure, and schedule giving academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

Students actively engaged: getting every student involved in rigorous and challenging learning.

Guidance: involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major.

Extra help: providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

Keeping score: using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals....

For a full report on HSTW, visit ***www.sreb.org.***

APPENDIX 2E

DISTRICT DIPLOMA COURSE MATRIX

Twenty-four (24) units required

Subject Matter	*Grade 9*	*Grade 10*	*Grade 11*	*Grade 12*
English	**x**	**x**	**x**	**x**
(four units of credit required)				
Math	**x**	**x**	**x**	**x**
(four units of credit required)				
Science*	**x**	**x**	**x**	
(three units of credit required)				
Social Studies**	**x**	**x**	**x**	**x**
(four units of credit required)				
Electives	**x**	**x**	**x**	**x**
(four units possible)				

Note: Special Needs students will probably need this elective each year in order to meet IDEA and/or 504 "contact" requirements.

Note: Of special concern are those students who are self-contained. While few would probably be screened into this District Diploma pathway; "contact" hours of service for these students might prohibit them from taking part in this pathway.

Career Development	**x**	**x**	**x**	**xx**
(five units of credit required)				**(two units)**

Grade 9	**Job Shadowing**	**one unit**
Grade 10	**Mentoring**	**one unit**
Grade 11	**Non-paid Employment**	**one unit**
Grade 12	**Paid Employment**	**two units**

***Physical Education and Health must be addressed in this curriculum or in another content area.**

****Driver Education, and preliminary work relating to Career Development/Job Training, Shadowing, Mentoring, Non-Paid Employment, and Paid Employment components must be addressed in this curriculum or in another content area.**

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Many thanks to those of you involved in the development and ongoing implementation of the Educational Accountability Act—your work to promote standards and high expectations is the key to student achievement and cannot be understated.

Thank you to leaders of educational reform for your ongoing efforts to continuously improve teacher quality and district leadership. These efforts become the platform upon which our work can be built.

Thank you to all of the caring parents, teachers, educators, and involved citizens whose hearts are driving our mission.

Special thanks to:

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  - Ms. Inez Tenenbaum, State Superintendent of Education, for her support in providing staff and funding.
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- Haidee Stith an ex-officio member of the Task Force who made numerous contributions to the data and analysis as well as input into final report contents.

- Laine Communications for their assistance in writing and designing this report.

Pathways TO PROSPERITY

Success For *Every* Student in the 21st-Century Workplace

GOVERNOR'S WORKFORCE
EDUCATION TASK FORCE