



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

March 25, 2022

The Honorable William M. “Bill” Hixon  
Subcommittee Chairman  
Economic Development, Transportation, and Natural Resources Subcommittee  
Post Office Box 11867  
Columbia, South Carolina, 29211

Dear Chairman Hixon:

Thank you for your work as the Chairman of the Economic Development, Transportation, and Natural Resources Subcommittee for the House Oversight Committee. Please find below responses from the South Carolina Department of Education (SCDE) to the questions posed by the subcommittee.

- 1. Are there any school programs that inform students about available training, funding/grants, etc. available to them as youth, and later as adults, to encourage dreams of starting their own business?**

There are Career and Technology Education (CTE) courses available to high school students that address the areas of Entrepreneurship, Business Law, Business Principles and Management, Fundamentals of Business, Marketing, and Finance, and Personal Finance.

- 2. What is desired through use of individual graduation plans and career clusters? (e.g., ensuring students obtain jobs, improving ability to recruit companies by knowing interests of students, etc.)?**

The desired outcome of individual graduation plans (IGP) is detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. In turn, this positively impacts graduation rates and proper placement into post-secondary opportunities. An essential part of the IGP process is to educate families on all pathways available to their students and advise them on experience-

based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning.

**a. What data is available, and reviewed, to determine if career clusters and individual graduation plans are achieving what is desired?**

Data collected from the IGP process includes: the number of completed IGPs, the number of parents/guardians who attended their child's IGP meeting, how the parent/guardian attended the IGP meeting (in person, by phone, etc.), post-secondary plans, identified cluster, and intended major.

The number of completed IGPs and the percentage of parent/guardian in-person attendance is reported to the Education and Economic Development Act (EEDA) Coordinating Council who submits an annual report to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards. Data on clusters and majors is used to complete the Comprehensive Local Needs Assessment required for Perkins Funding. Schools also use IGP data to gauge future demand for courses.

**3. To allow the General Assembly and public to access information related to multiple agencies in a single location, would your agency be willing to contact the Revenue and Fiscal Affairs Office (RFA) and provide information necessary for RFA to create and regularly update, through data sharing, maps applicable to your agency? Below is a list of initial maps for consideration (Note: Not all will be applicable to your agency). Please include others agency leadership believes may be useful to members of the General Assembly or public.**

The SCDE is able to support the General Assembly and public in accessing the information in italics below.

Location/Boundaries

- a. Local Workforce Development Board Areas/Regional Workforce Advisors
- b. S.C. Works Center and Connection Point Locations
- c. Vocational Rehabilitation Facilities and Locations (e.g., job readiness training centers and other facilities)
- d. Vocational Rehabilitation Regions
- e. Commission for the Blind Office Locations
- f. Commission for the Blind Vocational Rehabilitation Office Territories
- g. Department of Veteran's Affairs Regional Modules for Service
- h. First Steps 4K Provider Locations*
- i. First Steps Local Partner Office Locations*
- j. Public 4K Provider Locations*
- k. K-12 School Locations*
- l. Local School District Boundaries*

- m. *SC School Report Card District Comparison*
- n. *Adult Education Technical Assistance Network Boundaries/Regions*
- o. Technical College main and branch campus Locations
- p. Public and Private college and university (non-technical college) Locations
- q. Regional Non-Profit Economic Development Alliance Regions
- r. County Tiers for purposes of incentives
- s. Counties eligible for State Rural Development Grants
- t. Counties eligible for Appalachian Regional Commission Grants

Data by County

Following information by county:

- a. *Percent of kindergartners who were*
  - i. *ready for school based on kindergarten readiness assessment in total and by the following:*
    - 1. *in poverty*
    - 2. *race*
    - 3. *subject*
- b. Child care supply v. demand
- c. Percent of children age 0-35 months who have full immunization coverage
- d. Percent of children ages 1-5 who have received at least one preventive dental visit in the past year
- e. Percent of child care providers participating in ABC Quality

**4. Please state any changes that have occurred at your agency, or are planned at your agency because of the meeting with the Subcommittee (e.g., joining labor force participation rate taskforce after learning about during the meeting, etc.)**

The SCDE has continued working on collaborative initiatives such as the creation of extended career certification and badging by meeting with key stakeholders also present at the subcommittee meeting to discuss the expansion of such programs. Specifically, the current application used for IGPs has become antiquated and a new application will allow easier identification and better alignment of program pathways and requirements. Extended career planning would allow for digital diplomas, seals of distinction, and digital transcripts. Additionally, portable digital credentials spanning technical colleges would provide the ability to build a career planning system that includes high school course work, graduation planning, teacher certificates, and specialty awards. Advantages of expansion include reducing time for hiring, proof of graduation, state backed credentials, and proof of workforce readiness.

In addition to the above mentioned example, the SCDE continues to collaborate with multiple stakeholders in the education to workforce pipeline.

**5. To determine where the same information is held by multiple agencies and, therefore, may be used to link information in the different agency systems, please provide a data dictionary for all information the agency maintains related to each of the items below.**

- i. S.C. employer**
- ii. S.C. job seeker**
- iii. S.C. K-12 school (public)**
- iv. *S.C. student***

The SCDE does not maintain a comprehensive data dictionary. Currently, the data are managed at the office level within the agency for the area in italics above.

**6. Please provide a list of case management and other data systems utilized by your agency and the following for each:**

**i. Does it include information on job seekers**

N/A

**ii. Does it include information on employers**

N/A

**iii. Does it include information on students**

The SCDE is developing and maintaining a state wide Student Information System that includes data from the following sources in integrated records:

- i. PowerSchool,**
- ii. Assessment Data, and**
- iii. Individual Education Plans (IEP).**

**iv. Does it include information on teaching entities**

- a. The SCDE, through a contract with a Value-Add growth, maintains a website that contains information on schools and teachers. Specifically, teachers can access their value added scores through that interface and school level data are available to the general public through this site as well.**

The webpage may be found here: [South Carolina Academic Growth Dashboard \(sc-growth.org\)](https://sc-growth.org)

**v. List of agencies with which the system can integrate data.**

N/A

**7. What data, outside of the data currently available to your agency, may be helpful to your agency reaching potential customers, if any?**

The SCDE has access to and collects a large amount of data. One area that would be helpful to gather more information would be connecting with the Commission on Higher Education to obtain the number of graduates from the immediate class who may need remediation and their grades from the first semester.

**8. What data, outside of the data currently available to your agency, may be helpful to your agency in determining the results/impact your agency services are having on individuals it serves?**

Although required as a data point in federal and state reporting, it is difficult receiving information on Post-Program Placement. This data focuses on the percentage of CTE completers who, in the second quarter (or ten months) after exiting from secondary education, are in post-secondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. This information is self-reported due to the nature of connecting our secondary data to the above listed placement opportunities. To provide a more accurate picture of South Carolina students, access to the National Student Clearinghouse data (for four and two year college placements) would be beneficial.

**9. Please list all entities, other than those listed in the Education and Workforce one pager from the previous subcommittee meeting, your agency believes may be involved in the education and workforce ecosystem and role of each.**

All entities needing to be involved in the education and workforce ecosystem were included either on the Education and Workforce one pager or in one of the coordinating councils which were also included in presentations at the subcommittee meeting.

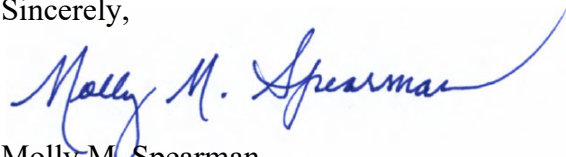
**10. What topics does your agency believe may be helpful to have in a statewide unified workforce plan (e.g., marketing plan, central portal for customers to enter information through which their information could be shared with all applicable entities, etc.)?**

If a central portal for customers to enter information cannot be achieved because of the multitude of areas it would have to cover, the SCDE would find it helpful for a statewide unified workforce plan to ensure that the systems between agencies are able to communicate with one another. Additionally, and while not a topic, it is also important to guarantee that funding is provided for adequate systems and appropriate staff to manage the data and unified workforce plan.

**11. What potential obstacles can your agency think of that may have to be overcome to successfully implement a statewide unified workforce plan?**

A potential obstacle in successfully implementing a statewide unified workforce plan is that a majority of data is self-reported. Specifically, in the k-12 system, most data is collected from individual school districts and is based on the information each has provided. However, technical assistance and training on specific data needed and the process of how to report could be provided to ensure accuracy.

Sincerely,



Molly M. Spearman  
State Superintendent of Education

MMS/kmn