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Area Occupational
Training Advisory
Committees'

Compliance With

The Employment Revitalization Act

Final Report
March 1989

Submitted by
The State Occupational
Training Advisory Committee

State Occupational Training Advisory Committee



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About The SOTAC

The Employment Revitalization Act (ERA) Act of 1986 designated the State Council on Vocational and Technical Education to also serve as the State Occupational Training Advisory Committee (SOTAC). Thus, while continuing to carry out its ongoing coordination and evaluation requirements as mandated by federal law, the State Council had an additional role of carrying out the requirements contained in the ERA.

Members and staff of the State Council and the SOTAC are identical. Thus, the majority of the 13 members and the Chair of the SOTAC represent the private sector.

No federal funds were used to fulfill the SOTAC requirements. Instead, state funds provided through the State Board for Technical and Comprehensive Education (SBTCE) or appropriated directly to the Council (SOTAC) were utilized to support the preparation, production, and distribution of this Report.

About The State Council

The State Council on Vocational and Technical Education is a separate state agency established under the auspices of the Carl D. Perkins Vocational Education Act of 1984 which authorizes federal funds for vocational education in the state.

That Act specifies that for a state to be eligible to receive federal funds for vocational education, among other conditions, the state must establish a State Council comprised of 13 gubernatorial-appointed members who are representative of both the public and private sectors.

The Council's purpose is to carry out certain evaluative functions and provide advice to appropriate boards on policy matters pertaining to secondary level vocational education and to post secondary level vocational education (technical education). The Council does not conduct any educational programs, nor does it have any administrative authority over such programs.

Because the Council is a separate state agency, it is clearly not an extension of the Office of Vocational Education or the State Board for Technical and Comprehensive Education. However, much of the Council's work is done in cooperation with these two groups.

SOTAC Final Report

Table of Contents

Introduction	2
SOTAC Recommendations	3
Employment Revitalization Act Overview	6
Area by Area AOTAC Analysis	
Aiken	9
Beaufort	10
Chesterfield-Marlboro	11
Denmark	12
Florence-Darlington	13
Greenville	14
Horry-Georgetown	15
Midlands	16
Orangeburg-Calhoun	18
Piedmont	20
Spartanburg	21
Sumter	22
Tri-County	24
Trident	25
Williamsburg	26
York	27
Conclusions	28

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Introduction

This publication is the Final Report of the State Occupational Training Advisory Committee (SOTAC) on the accomplishments of the Area Occupational Training Advisory Committees (AOTACs) in effecting memoranda of agreements between the technical college commissions and local school board(s).

Both The State Board of Education and the State Board for Technical and Comprehensive Education have reviewed the contents of the report and chose to submit no written comments in response.

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SOTAC Recommendations

The Council recommends that the General Assembly revise the Employment Revitalization Act to:

1. Re-establish the AOTACS, or similiary structured groups.

Rationale: The completion of written agreements by the AOTACs is perhaps just the first step towards achieving the goals of the ERA. With the dissolution of the AOTACs there does not appear to be any local mechanism which will ensure the cooperation outlined by the agreements. There is concern in some areas that agreements may not be implemented unless there is an independent local group to monitor the execution of the plans and to continue to assist with coordination efforts as the area's needs change.

2. Establish clear lines of authority and responsibility at the state level to ensure implementation of the legislation.

Rationale: The legislation did not clearly define which state office should, or could, provide interpretation, consultation and leadership to the AOTACs. Designation of authority from the state level, and clear lines of responsibility between the AOTACs and the state level are needed.

3. Provide for the timely appointment and/or reappointment of AOTAC members.

Rationale: Appointments and re-appointments to AOTAC vacancies need to be accomplished expediently. Throughout the two year time period, many AOTACs did not have full representation due to failure of appointing authorities to make replacement appointments.

4. Provide clear sanctions for failing to comply with the intent of the legislation.

Rationale: Current legislation fails to incorporate enforcable consequences for non-compliance.

SOTAC Recommendations CONTINUED

5. Expand AOTAC representation to include other groups such as JTPA, local literacy councils and economic development groups.

Rationale: Section 12. (A)(3) of the Act requires that each AOTAC's memoranda of agreement must demonstrate "coordination among local boards, other local community agencies, literacy councils, private and non-profit groups in planning and delivering adult basic education, adult secondary education and literacy programs." Representative members from these groups are needed for the AOTACs to adequately comply with the legislation.

6. Provide that the governing bodies of JTPA, local literacy councils, and other state-funded groups delivering adult basic education and adult vocational education also enter into memoranda of agreements with each other and with the boards of the local districts and the technical college commissions.

Rationale: In addition to secondary vocational and postsecondary vocational (technical) education, there are a number of State and Federally funded programs targeted to address adult literacy, adult basic education and adult and youth job training in each local area. The community and the taxpayer would greatly benefit from increased coordination among these agencies so that they might identify and specify referral procedures with other and clarify the mission of each program to the community.

7. Establish the definition, distribution, control, and availability of adult education funds (ERA sec. 9, para. 12) and monies appropriated for short term and innovative training.

Rationale: These matters are unclear in the existing legislation and need additional clarification.

8. Provide resources necessary to implement legislation.

Rationale: Current legislation does not provide funding or staff support to agencies involved. Effective legislation requires concurrent funding.

9. Strengthen and clarify the legislative intent for transfer of credits from the accredited technical colleges to tax supported four-year colleges and universities state-wide, and for articulation of technical college programs with the programs of the four year colleges and universities.

Rationale: There should be procedures in place to assure the transfer of credits of satisfactorily completed collegiate content courses from the technical colleges to the tax-supported four-year colleges and universities. Legislative support for this matter has been expressed twice in recent years. The ERA, in 1986, contains provisions for making recommendations to improve articulation at this level, and also "The Cutting Edge" legislation in 1988 mandates this.

Transferability of credits should be institutionalized state-wide, not left to a confusing pattern of individual agreements, or left to the discretion of individu-

als. The SOTAC recognizes the right of receiving institutions to grant or not grant credit, but also recognizes this as an issue which must be addressed. Institutions at both levels are strongly supported by tax monies, are accredited by the same accrediting board, and also serve the same population. It is illogical to require students to repeat almost identical courses, or to have to pay for them again. Also, it makes no sense for the taxpayers to have to pay twice for instruction that was essentially mastered the first time.

Articulation is important for the educational upward mobility of postsecondary students who

may find, after completing all or part of a technical college program, that further education has become a new goal. Articulation, when used in this context, means arranging or rearranging the sequence of program content (courses) between similar programs in institutions of different educational levels. Course work completed in an associate degree program in civil engineering technology, for example, should be transferable to a B.S. degree program in civil engineering so that students would not have to start again at the very beginning.

10. Or, repeal the sections of the legislation dealing with the SOTAC and AOTACs if the Act is not revised.

Rationale: The legislation as written has basically accomplished its initial intent. Without further clarification and strengthening, it will not continue to be a viable answer to the ongoing problems of coordination of adult vocational educa-

tion and adult basic, secondary and literacy education. Constant progress was, and is being made in the articulation of secondary level vocational programs to the postsecondary level technical education programs. Without clarifying amendments, con-

fusion and uncertainty will continue to develop at the local level and at the state level concerning commitment, support, and the specifics of the ERA requirements.

This Section of the Report is designed to provide an overview of the ERA requirements, the various organizations and groups involved, and the process used by the SOTAC in the completion of this specific requirement.

Employment Revitalization Act (ERA)

The S.C. Employment Revitalization Act (ERA) was designed to promote a more coordinated job training system and to link the state's occupational education programs more closely with the State's economic development efforts. This ERA clarified the responsibilities of the State Board of Education (SBE) and the State Board for Technical and Comprehensive Education (SBTCE) with regard to secondary, postsecondary, and adult education training programs. In addition, the legislation created a temporary system of area advisory committees, designated a state-level monitoring committee, transferred administration of the Job Training Partnership Act (JTPA) program to the State Board for Technical Comprehensive Education (SBTCE), and established a Private Job Training Review Committee (PJTRC) to advise the SBTCE about the use of short-term adult training funds. (JTPA administration was later transferred back to the jurisdiction of the Office of the Governor.)

Area Occupational Training Advisory Committees (AOTACs)

The 16 Area Occupational Training Advisory Committees, or AOTACs, were created by the ERA to geographically coincide with the areas served by the state's 16 postsecondary technical colleges. The composition of each 12-member AOTAC was also prescribed by law, with four appointments made by the State Board of Education (SBE), four by the State Board for Technical and Comprehensive Education (SBTCE), two by the Coordinating Council for Economic Development (CCED), and two by the Governor's Office. The Act further stipulated appointment categories in a way that seven members represented the private sector (business/industry) and five members represented education. It also specified that the Chair of each AOTAC was to be elected from its private sector members.

Purposes of AOTACs

The general purpose of these area committees (AOTACs) was to "increase coordination, articulation, and effectiveness among the various vocational, technical, occupational and adult education programs and economic development programs in each area." Specifically, the sixteen AOTACs were charged with the responsibility of assur-

ing that each technical college commission entered into official memoranda of agreement with all of the appropriate local school boards.

These agreements were required to demonstrate:

1. cooperation between the technical college and local vocational school(s) in the planning and delivery of *adult vocational education*;
2. *articulation* of secondary vocational courses to postsecondary courses at the technical college level; and
3. coordination among local boards with community agencies, literacy councils, and other groups in the planning and delivery of *adult basic, adult secondary, and literacy education*.

The Act specified a reporting system for the AOTACs. Each AOTAC was required to submit a report of its progress by May 1, 1987, and a final report within 60 days after the execution of the agreements or by May 1, 1988, whichever came first. According to the Act, technical colleges or local school districts that fail to enter into these agreements within the two year period may be penalized by the withdrawal of state funding for secondary and postsecondary vocational education.

AOTAC Organization

Although the ERA was enacted in early 1986, delays in the appointment of members and the school summer break impeded the starting time for initial meetings of the AOTACs for nearly six months. During October and November, however, each area committee's first organizational meeting was officially convened by the Governor's Office. Staff from former Governor Richard Riley's Education Division were assisted by State Council/SOTAC staff to provide an orientation about the Act and its mandates at each of those initial meetings. Staff from the SBTCE, the Office of Vocational Education and the Office of Adult Education in the State Department of Education, and others also attended those meetings.

All of the area committees elected officers and functioned independently in holding meetings, establishing subcommittees, gathering information, and carrying out various activities. AOTACs were requested to forward copies of Minutes of their meetings to the SOTAC office.

"The State Council on Vocational and Technical Education monitored the progress of AOTACs on a state-wide basis."

State Occupational Training Advisory Committee (SOTAC)

To avoid proliferation of state committees, the ERA designated an existing agency, the State Council on Vocational and Technical Education, to monitor the progress of AOTACs on a state-wide basis and to provide overall recommendations to various boards and state offices. Because the membership of the State Council is composed of 13 representatives from both the private (business, industry, labor) and public (education, corrections, state government) sectors, this agency was ideally suited to serve also as the SOTAC. The SOTAC's responsibilities included:

- summarizing and reporting the information contained in AOTAC progress reports from each of the 16 areas;
- reviewing and reporting the information contained in AOTAC final reports;
- making specific recommendations regarding the coordination and effectiveness of various education/training programs;
- monitoring the implementation of the memoranda of agreement, and reporting to the Governor and the General Assembly on a biennial basis.

Despite the additional duties, however, the State Council staff of three was not expanded, nor were supplemental funds appropriated for the ERA duties until July of 1988.

Process Used

By July of 1987, the Council (functioning in its dual role as the SOTAC and meeting the requirements of the ERA), had produced the "Progress Report" as specified by the Employment Revitalization Act of 1986. Recognizing that the Final Report of the SOTAC would not be produced before early 1989, the SOTAC then published an "Interim Progress Report" in June of 1988. The attention of the State Occupational Training Advisory Committee (SOTAC), then turned to the next requirement which was to "report to the Governor and General Assembly upon the cooperation, articulation, and coordination between technical college commissions and local school boards".

The Act further stipulated:

"The report is not limited to but must specifically identify technical college commissions and local school boards whose agreements have not achieved coordination and articulation, specify the deficiencies, and make recommendations for removing deficiencies. The report of the State Occupational Training Advisory Committee shall contain the written responses, if any, of the State Board of Education, the State Board for Technical and Comprehensive Education, technical college commissions, and local school boards to the State Occupational Training Advisory Committee's findings". [Sec. 6.]

The Council determined that criteria should be established to evaluate each of the agreements (encompassing the areas of adult vocational education, articulation of programs, and adult education) and to determine if the agreements met the specifics of the Act. These criteria, after consideration by a sub-committee, were presented to the Council (SOTAC), and were subsequently adopted.

Simultaneously, the Council (SOTAC) developed and adopted a Suggested Final Report format designed to encourage AOTACs to submit all of the required information.

Both the Criteria and the Final Report Format were distributed to the Chairmen of the sixteen AOTACs during the year. Early in the 1988 calendar year, well before the deadline

imposed by the Act, some of the agreements and the first of the AOTAC final reports began to be received by the SOTAC. However, several reports, with agreements, were received during the summer of 1988.

Consultant

The SOTAC engaged the services of a consultant to ensure that an unbiased review of each AOTAC's memoranda of agreement and final report would be conducted. The consultant was directed to:

- Review each of the state's 16 AOTAC final reports and supplemental materials.
- Meet and consult with SOTAC staff, and to develop an

agenda of questions to be used in on-site interviews with each AOTAC. The contacts with each AOTAC were to include, if possible, the chairperson, the technical college liaison, and the public education representative.

- Conduct interviews of eight (8) AOTAC areas and review and assimilate the interview notes conducted by SOTAC staff of the remaining eight (8) AOTACs.

The evaluation of the materials (agreements, reports, minutes, correspondence) supplied by the AOTACs to the SOTAC as well as the responses obtained in interviews were the foundation of the consultant's report concerning each AOTAC's compliance with the legislation.

Memorandum Of Agreements Criteria

ADULT VOCATIONAL EDUCATION

1. Agreement(s) is (are) in written form.
2. Agreements(s) are signed by technical college commission chairman or members and by school district board chairman or members. If signed by an authorized representative there must be evidence of authorization attached.
3. Document contains a process/procedure for biennially reviewing, revising and/or updating.
4. Shows some indication of who is to be involved in the planning for adult vocational education, and how there is to be cooperation in the planning of adult vocational education.
5. Shows some indication of, or gives description for how there is to be cooperation in the delivery of services (adult vocational education programs).

ARTICULATION

1. Agreement(s) is/are written
2. Agreements(s) are signed by technical college commission chairman or members and by school district board chairman or members. If signed by an authorized representative there must be evidence of authorization attached.
3. Document contains a process/procedure for biennially reviewing, revising and/or updating.
4. At some level, appropriate courses and/or programs are identified.
5. A procedure is provided for periodically reviewing, revising individual program agreements.
6. At some level of agreement, the competencies, courses, or subject elements are listed.

ADULT EDUCATION

1. Agreement(s) is (are) in written form.
2. Agreements(s) are signed by technical college commission chairman or members and by school district board chairman or members. If signed by an authorized representative there must be evidence of authorization attached.
3. Document contains a process/procedure for biennially reviewing, revising and/or updating.
4. Describes/lists what agencies/groups/institutions are to be involved in planning adult basic education, adult secondary education, and literacy programs.
5. Describes the effort/activities for coordination in the planning of adult basic education, adult secondary education, and literacy programs.
6. Describes how these agencies/groups/institutions will coordinate the delivery of adult basic education, adult secondary education, and literacy programs.

This section provides an area-by-area analysis of AOTAC agreements drafted under the South Carolina Employment Revitalization Act of 1986.

Aiken AOTAC

This AOTAC has submitted written agreements signed by the appropriate individuals. The agreements indicate review by committees appointed by the president of the technical college and the superintendent of schools.

Adult Vocational Education

The Agreement calls for Aiken Technical College to manage all adult job and occupational training financed by the state or federal government.

Prior to the passage of ERA a committee structure existed which continues to serve the function of coordinating the planning for adult vocational education.

Articulation

The written articulation agreement is signed by the Aiken Technical College President and the Aiken County School Superintendent. The Technical College Chairman and School Board Chairman signed statements of intent that include articulation. The Agreement calls for annual meetings prior to the beginning of each school year.

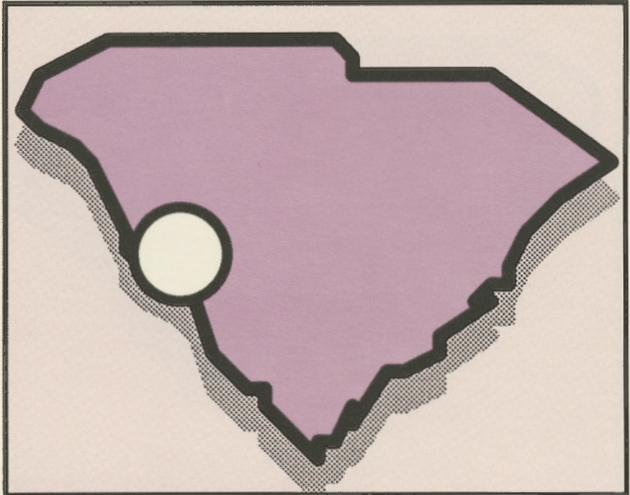
During the interview, interviewees listed courses, competencies, and procedure for students to follow.

This Agreement contains a reporting system by which Aiken Technical College will report annually to the school district the number of courses students exempted, sorted by major.

Adult Education

The Agreement calls for Aiken County School District to be the primary provider in this area with Aiken Technical College providing a GED program only to those students enrolled in the technical college.

The interviewees indicated that the Aiken area has already developed effective cooperation in part because it is comprised of one school district and one technical college.



AIKEN AOTAC

Interviewees

Ms. Estell Muse
AOTAC Chair

Mr. Thomas Goforth
Director, Aiken County
Career Center

Dr. Paul Blowers
President, Aiken Technical
College

School Districts

Consolidated School
District of Aiken County

Aiken County Career Center

Area Technical College

Aiken Technical College

Members

Dr. Paul Blowers
Aiken Technical College

Mr. Clarence Dickert
Aiken County Schools

Mr. Robert "Sonny" Epps, III
Aiken Technical College

Mr. Thomas Goforth
Aiken County Career Center

Mr. William Hixon
Private Sector

Mr. Jerry R. Johnson
Private Sector

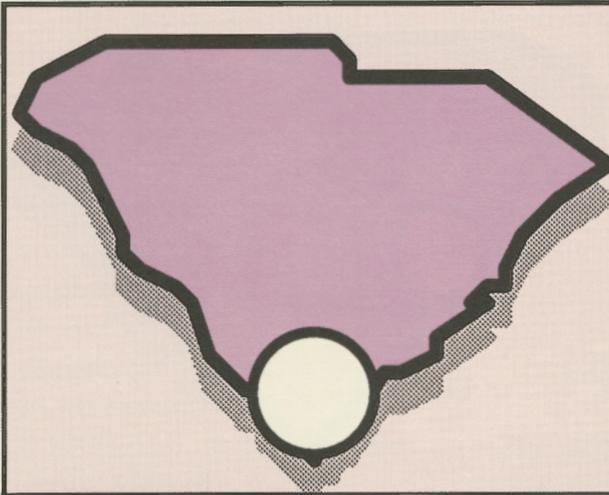
Mrs. June Murff
Aiken Chamber of Commerce

Ms. Estell Muse
Private Sector

Mr. Mac Smith
NCNB - Aiken

Mr. Gerald Tyler
FMC Corporation

Mr. L. L. Willis
Aiken County Schools



BEAUFORT AOTAC

Interviewees

Dr. Ann McNutt - President,
Technical College of the
Low Country

Mr. Charles Phillips
Superintendent, Hampton
School District # 1

School Districts

Beaufort
Hampton # 1
Colleton
Hampton # 2
Jasper
Colleton County Area
Vocational Center
Beaufort-Jasper Career
Education Center

Area Technical College

Technical College of the Low
Country

Members

Dr. Solomon E. Bonds
Jasper County Schools

Mr. Gordon D. Chipukites
Colleton County Vocational
Center

Mr. W. Peter Cotter
Port of Port Royal, Inc.

Mr. Jack Schaaf
United Services Life
Companies

Mr. Charles H. Phillips
Hampton School District # 1

Mr. E. Parker Sutler
Citizens & Southern Bank

Mr. Robert Thomas
Walterboro Veneer Co. Inc.

Mr. Robert Youmans
Private Sector

Mr. Ervin Greene
Gulf Life Insurance Company

Mr. Kenneth Wagers
Westinghouse Electric Corp.

Dr. Kenneth Kyre
Technical College of the
Low Country

Mr. Bud Marchant
Beaufort Technical College

Beaufort AOTAC

The Beaufort AOTAC area includes the Technical College of the Low Country and five school districts in Beaufort, Colleton, Hampton and Jasper counties as well as two area vocational centers. One of the area vocational centers is in the Colleton County school system, and the Beaufort-Jasper Career Center serves the school districts of Beaufort and Jasper counties and has a separate governing board. The Board of Beaufort-Jasper Career Center is composed of board members from the Jasper County School Board and Beaufort County School Board. The Beaufort AOTAC determined that the Beaufort-Jasper Center would be bound by the agreements entered into by the two counties, and did not ask for separate agreements with either the Colleton County Vocational Center or the Beaufort-Jasper Career Center.

Adult Vocational Education

There were no agreements for adult vocational education between the Technical College of the Low Country, and

- Beaufort County School District
- Colleton County School District
- Hampton School District #1
- Hampton School District #2
- Jasper County School District
- Beaufort-Jasper Career Education Center

Articulation

The appropriately signed agreements provide for periodic review, and establish an administrative frame work for continuous progress in the articulation of appropriate programs. Relevant programs have been identified, and interviewees provided evidence that course competencies are being identified.

Adult Education

Agreements were reached with each of the five school districts. These Agreements clarify that the primary responsibility for adult basic education is with the local school districts. A committee for the coordination of literacy training and adult basic education is identified, with clear direction established covering membership, frequency of meetings and purpose of the meetings. The lack of an agreement between the Technical College and Beaufort-Jasper Career Center was not an omission, but the result of the AOTAC determination that the Jasper and Beaufort Agreements would suffice. The Beaufort-Jasper Career Center currently is not active in providing any adult education or literacy training.

Chesterfield-Marlboro AOTAC

AOTAC has submitted one appropriately signed Agreement covering all three areas of articulation, adult basic education, and adult vocational education which does not specifically mention a process and procedure for biennial review. However, interviewees indicated that all area school superintendents are placed on the Technical College Board and that the Technical College President is placed on each school board. Interviewees indicate that agreement review will follow as a matter of course during these board meetings which occur several times a year.

Adult Vocational Education

The Agreement calls for appropriate college and school staff to work in a coordinating role to plan to provide up-to-date job and occupational training using all available resources.

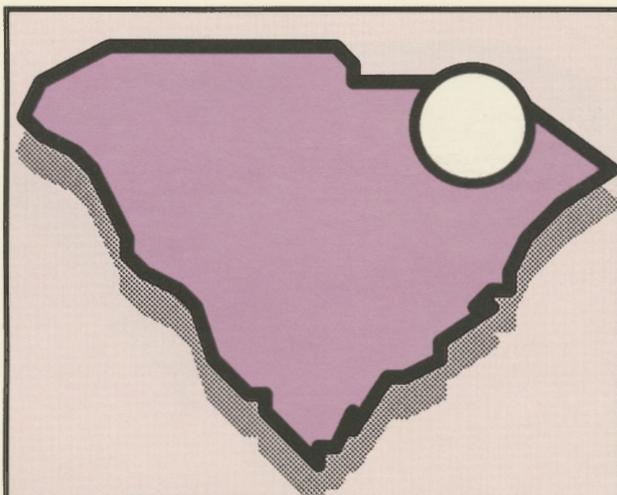
Articulation

The Agreement itself does not mention courses or competencies, cost to student or student procedure. Interviewees indicated that articulation has been in place since 1979 and that full articulation has been achieved. Sample articulation agreements listing courses and competencies from 1979 and 1984 have been supplied. Interviewees indicated that there is no cost to the student and that an articulation form exists for students to use when requesting articulation. Interviewees stated articulation enhances recruitment of students.

Adult Education

The Agreement calls for appropriate college and school staff to work in a coordinating role to plan to provide easily accessible adult basic education and literacy programs using all available resources.

Interviewees indicated that the school districts are in charge of adult education except that GED training is handled by the Technical College for their students.



CHESTERFIELD-MARLBORO AOTAC

Interviewees

Dr. Ronald W. Hampton
President, Chesterfield
Marlboro Technical College

Mr. J. B. (Pete) Owens
AOTAC Chair

School Districts

Chesterfield County School
District
Marlboro County School
District
Dillon County, District # 1
Dillon County, District # 2
Dillon County, District # 3

Dillon County Area
Vocational Center

Area Technical College

Chesterfield-Marlboro
Technical College

Members

Ms. Sandra H. Barbour
Chesterfield-Marlboro
Technical College

Mr. Joe T. Bradham
Chesterfield County Schools

Mr. J. P. Camp
Dillon County Vocational
Center

Ms. Bertha Carter
Hanes Hosierey

Mr. David G. Cottingham
Cottingham Trailer Sales

Dr. Ronald W. Hampton
Chesterfield-Marlboro
Technical College

Ms. Myrteen R. Lee
City of Cheraw

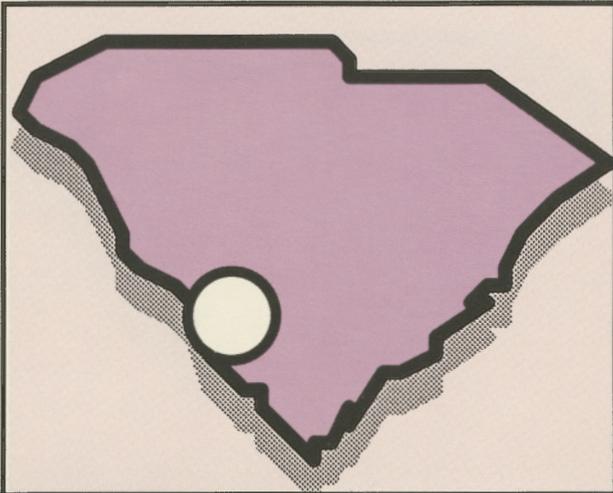
Mr. Ernest A. Long
Carolina Power and Light
Company

Mr. J. G. (Pete) Owens
Private Sector

Dr. R. James Roquemore, Jr.
Dillon School District 2

Ms. Zedia William
Private Sector

Mr. Jim Wood
Private Sector



DENMARK AOTAC

Interviewees

Dr. Curtis E. Bryan
President, Denmark
Technical College

William Lee Wetzel
AOTAC Chair

School Districts

Allendale County School
District
Bamberg County School
District # 1
Bamberg County School
District # 2
Barnwell County School
District # 19
Barnwell County School
District # 29
Barnwell County School
District # 45

Barnwell County
Vocational Center

Allendale County
Vocational Center

Cope Area
Vocational Center

Area Technical College

Denmark Technical College

Members

Mr. Bennie A. Belton
Denmark Technical College

Dr. Curtis E. Bryan
Denmark Technical College

Ms. Essie M. Carroll
Private Sector

Mr. Robert Chapman
Private Sector

Dr. Dill Gamble
Allendale County School
District

Mr. Jim Harrison
Harrison Studio

Mr. Don Sharpe, III
Private Sector

Dr. Jack W. Steadman
Bamberg School District 1

Mr. Don B. Still
Barnwell County Vocational
Center

Mr. Larry Zeigler
Zeigler Chevrolet-Oldsmobile

Mr. William L. Wetzel
Bamberg County Economic
Development Comm.

Mr. Leroy B. Hebbard, Jr.
Barnwell County Chamber of
Commerce

Denmark AOTAC

The AOTAC has prepared one written general Memorandum of Understanding, separate written agreements for articulation, adult basic (secondary and literacy), and adult vocational education for each participating school district. Interviewees indicated that they had worked on articulation prior to the passage of ERA, but that the Act forced a systematic and formal approach to the process. ~

Adult Vocational Education

The Agreement calls for designated representatives from each institution to meet prior to the start of each academic year to review, and possibly revise, the competencies task list formally adopted. The Agreement also calls for signers to share needs assessment data and proposals for the delivery of services prior to implementation in this area.

Articulation

Although the Articulation Agreement calls for meetings on a regular basis, both the general Memorandum of Understanding and the Agreement for adult vocational education call for annual meetings. Key concepts relative to articulation of high school students to the technical college are contained in the Adult Vocational Education Agreement.

Interviewees indicated that certain courses have not yet been articulated, but that the memoranda documents will facilitate completion of the articulation process. The Articulation Agreement does not mention courses and programs. However, the Adult Vocational Education Agreement calls for all secondary and postsecondary vocational education instructors at all levels to formally adopt and teach from a list of competencies. The Articulation Agreement calls for students to be permitted to transfer to Denmark Technical College and receive credit for secondary courses. Articulation is provided free to full time students, but a small fee may be charged to the part-time student.

Adult Education

The Agreement lists agencies involved in adult education and calls for the sharing of information to ensure that little duplication exists. The Steering Committee described in the General Agreement is to receive a list of all equipment and facilities twice annually and a list of all adult training programs is to be shared among all agencies conducting such programs.

Florence-Darlington AOTAC

The AOTAC prepared written agreements signed by appropriate persons, contained a process for (at least) biennial review, revision and/or updating. The Adult Basic Education Agreement, however, contains no such process/procedure. The interviewee indicated that courtesy contacts and meetings occur at least annually in the area of adult basic education among school district and technical college representatives.

Adult Vocational Education

The Agreement indicates who is to plan adult vocational education. The interviewee indicated that school district adult education directors will meet with chief instructional officers from the college and others who attend the annual meeting called for in the agreement. Both school districts and Florence-Darlington Technical College will offer adult vocational courses under the Agreement.

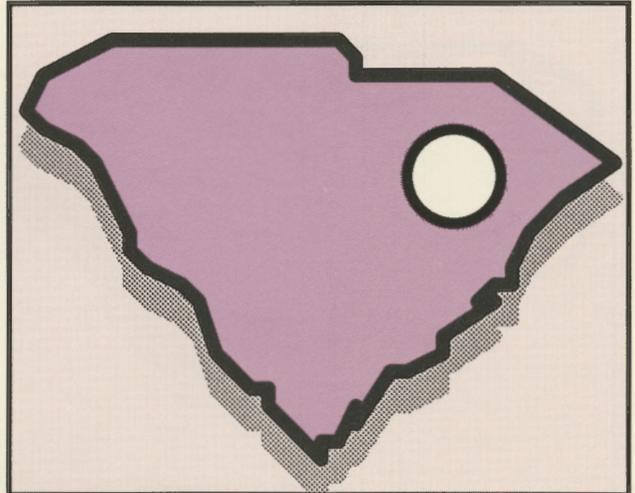
The Final Report states that "full cooperation in adult vocational education has been achieved" and contains a listing of adult vocational education courses offered by school districts and Florence-Darlington Technical College. The Final Report (not the signed Agreement) identifies a specified date for an annual meeting among the representatives of the college and school districts offering adult vocational education.

Articulation

The interviewee indicated that area school districts and Florence-Darlington Technical College have a history of articulation dating back to 1981-1982. The signed Agreement identifies courses and a periodical review procedure. Although competencies for each course are not listed in the Agreement, the interviewee asserted that these have existed since 1981-1982. At SOTAC's request, a sample competency list for one course and a copy of procedures for students to follow to access articulation was provided. Articulation is provided at no cost to students.

Adult Education

Essentially the written agreement calls for each school district to continue to handle adult education but to seek assistance and coordination with Florence-Darlington Technical College and other agencies as needed. Appendices 3 and 5 of the AOTAC Final Report also described coordination efforts of the various agencies.



FLORENCE-DARLINGTON AOTAC

Interviewee

Dr. Darrel Staat
Vice-President
Florence-Darlington
Technical College

School Districts

Darlington County Schools
Florence County District # 1
Florence County District # 2
Florence County District # 3
Florence County District # 4
Florence County District # 5
Marion County District # 1
Marion County District # 2
Marion County District # 3
Marion County District # 4

Marion County Vocational
Education Center

Area Technical College

Florence-Darlington
Technical College

Members

Dr. George A. Williams
Private Sector

Mr. Thomas R. Perrin
Private Sector

Mr. Fred C. Fore
Florence-Darlington Technical
College

Dr. Darrel Staat
Florence-Darlington Technical
College

Dr. Chester Floyd
Florence School District # 5

Mr. Leonard Reynolds
Private Sector

Mr. Larry Hughes
Florence Area Vocational
Center

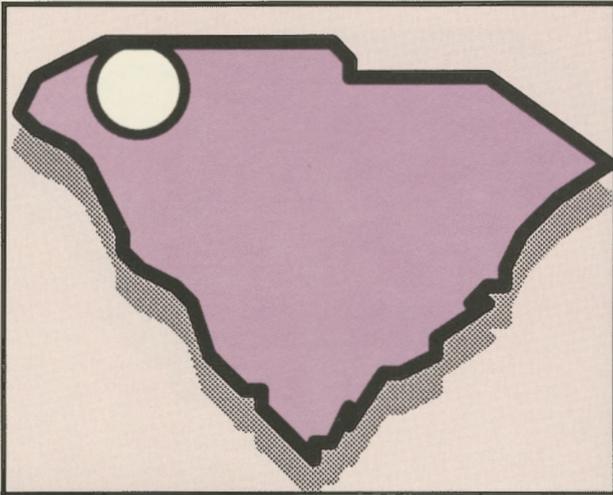
Mrs. Leila C. Anderson
Private Sector

Mr. O. P. Johnson
L-Tec Welding Manufacturing

Mr. Bruce R. Smith
James River-Dixie Products

Ms. Nancy Truesdale
Greater Hartsville Area
Chamber of Commerce

Mr. Richard Porter
L'Eggs Products, Inc.



GREENVILLE AOTAC

Interviewees

Mr. John L. Bauer
AOTAC Chair

Dr. Thomas Barton
President, Greenville
Technical College

Mr. Don P. Dempsey
Director of Vocational
Education

School District

School District of Greenville
County

Area Technical College

Greenville Technical College

Members

Dr. Thomas E. Barton
Greenville Technical College

Mr. John L. Bauer
Private Sector

Mr. C. R. "Buzz" Canup
Daniel International

Mr. Don P. Dempsey
Greenville County School
District

Mr. Jack Dorn
Greenville AT&T Office

Mr. Rudolph Gordon
Greenville County School
District

Dr. Kay Grastie
Greenville Technical College

Mr. Raymond A. Mattson, Jr.
Private Sector

Ms. Ruth A. Nicholson
Private Sector

Mr. Arthur Norz
Metropolitan Life

Mr. Don Spann
Spann America

Dr. Roy Truby
Greenville County School
District

Greenville AOTAC

This Agreement was signed by the appropriate individuals and states that it may be reviewed on an annual basis or modified. Interviewees indicated that the Articulation Program Committee meets at least four times a year to review the Agreement's progress.

Adult Vocational Education

The Agreement calls for review by the school district and technical college of all proposed vocational educational programs during regular meetings of the Articulation Program Executive Committee to ensure optimum services are offered with a minimum of duplication.

Articulation

Courses, competencies, cost to students and procedure for students to follow are not listed in the Agreement. However, during the interview, interviewees provided copies of student form and a complete listing of articulated courses. Interviewees stated that there is no cost to student. The Agreement calls for high school and college level instructors to adopt and teach from a list of competencies. The Agreement also states that "an absence of specifications for articulation between programs will not preclude advance placement nor credit by examination...." Interviewees indicated that articulation has existed in Greenville County for some time. Greenville County School System and Greenville Technical College jointly employ a full time articulation coordinator.

Adult Education

The Agreement calls for shared responsibility in this area among school districts, the Technical College and the County Literacy Association. The Agreement urges maintenance of dialogue, spirit of cooperation, and coordination to make referrals among the three programs. Interviewees indicate that the three agencies involved meet regularly to eliminate duplication and to encourage cooperation.

Horry-Georgetown AOTAC

This AOTAC also chose to submit separate written/signed institutional contracts and memoranda of agreement. The institutional contracts indicate commitment to the concept of articulation and are signed appropriately.

Adult Vocational Education

The Agreement calls for the appointment of an advisory committee to meet semi-annually to coordinate the delivery of adult training needs with as little duplication as possible. The Agreement also calls for the planning of and/or sharing of equipment, facilities and instructors. Horry-Georgetown Technical College has been given the right of first refusal for the delivery of post secondary adult occupational training funded by the Carl Perkins Act (excluding two specified programs).

The Agreement also calls for the sharing of a list of all adult training programs among agencies conducting these programs.

Articulation

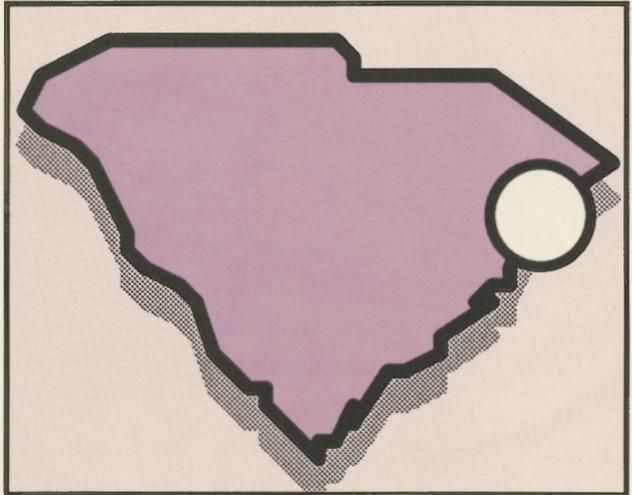
The separate Articulation Agreement calls for a meeting of designated representatives prior to each school year to review task lists, evaluation system, etc.

Courses, competencies, cost to students and student procedures are identified in the Final Report.

The Agreement calls upon the school to maintain a record for each student on subject areas taken and levels of task achievement. This record is to be shared with the technical college upon request. Interviewees stated that full articulation has been achieved and supplied a sample course competencies list.

Adult Education

The Agreement calls for county public schools to have the exclusive responsibility for the delivery of literacy adult basic education and adult secondary programs except for GED students enrolled in the Technical College.



HORRY-GEORGETOWN AOTAC

Interviewees

Mr. H. Neyle Wilson
Horry-Georgetown
Technical College

Mr. Eddie Rodelsperger
Director of Vocational
Education, Horry County
School District

School Districts

Horry County
School District
Georgetown County
School District

Aynor/Conway Career
Center

Grand Strand Career
Center

Finklea Career Center

Area Technical College

Horry-Georgetown
Technical College

Members

Mr. John W. Dawsey
Horry County School District

Mr. Marvin Deas
Private Sector

Mr. C. B. Dodson
Georgetown County School
District

Mr. Ed Gallagher
Phoenix Medical Technology

Mr. Dick Hoffman
Private Sector

Mr. Nelson Jackson
Private Sector

Mr. Herman Jones
Private Sector

Mr. Eddie Rodelsperger
Horry County School District

Mr. Donald K. Rogerson
Rogerson Builders

Dr. D. Kent Sharples
Horry-Georgetown Technical
College

Mr. Weldon S. Smith
M & T Chemical

Mr. H. Neyle Wilson
Horry-Georgetown
Technical College

Midlands AOTAC

Midlands area AOTAC chose to draft one agreement with general provisions applicable to overall AOTAC responsibilities followed by sections on adult vocational education, adult basic education and articulation. The general requirements of the Act have been met by the Midlands Agreement. The required signatures are on the written agreement. There is a method described whereby the document can be reviewed, revised and/or monitored by the Steering Committee comprised of the Midlands Technical College President and the various local school district superintendents. The Agreement also authorizes further specific implementation agreements between area schools and Midlands Technical College.

Adult Vocational Education

Provisions of the agreement call for a standing committee to address this issue. Appropriate school district and Midlands Technical College representatives as well as business and industry leaders have membership on this committee. The functions of this committee are to develop coordination methodology; to develop procedures for public awareness of courses offered; to evaluate programs; and to make an annual report. The standing committee will also coordinate all class offerings including special classes for business and industry.

Interviewees revealed that the AOTAC did not consider course duplication a problem, even though it sometimes occurs because the area is so large geographically. Interviewees also indicated that the standing committee plans to develop a course list for the entire area, but perceives the cost of dissemination of this information to be a problem.

Articulation

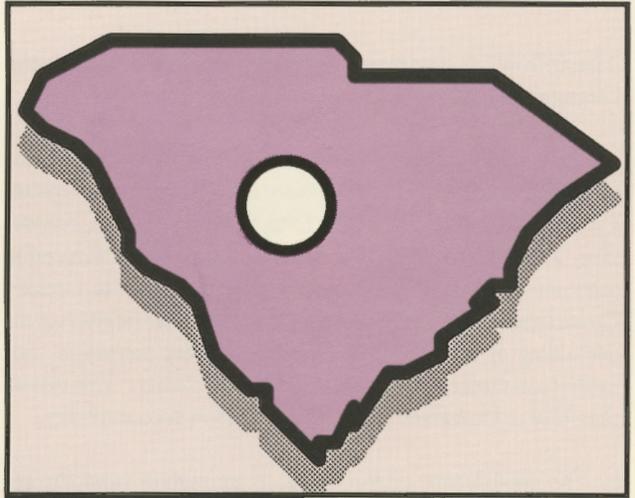
In this area, the AOTAC considered not only developing articulation for vocational courses, but also recommended the establishment in area schools of a Tech Prep Track which would consist of an academic program for students who are not in either a vocational or a college preparatory program. "Tech Prep" courses would prepare students for direct entry into specific associate degree clusters offered by Midlands Technical College. Although the Agreement does not list the courses available for articulation, interviewees referred to the development of models for articulation from a matrix of programs from each school district.

The Agreement provides for the standing committee to periodically evaluate articulation and implementation. Interviewees referred to a course competencies list which has been compiled by the S. C. Department of Education. The Agreement contains no procedure for the student to follow, but the interviewees stated that in the past, Midlands Technical College faculty require either an exam or an interview. Interviewees provided a model for articulation and concept paper defining articulation, the process to be followed in this area, and course listings.

Adult Education

This portion of the Agreement assigns delivery responsibility to the school districts and calls for a referral system from Midlands Technical College to school districts of those in need of basic education and from schools to Midlands Technical College of basic education graduates. A biennial reporting form of the number of referrals is also called for in the agreement.

The interviewees saw little need for extensive coordination in this area since Midlands Technical College is "not in this business".



MIDLANDS AOTAC

Interviewees

Dr. Lester W. Reed
Executive Vice-President,
Midlands Technical College

Ms. Millie Bagnal
Director of Adult and
Vocational
Education, Lexington
School District Two

School Districts

Fairfield County
School District

Lexington School
District # 1

Lexington School
District # 2

Lexington School
District # 3

Lexington School
District # 4

Lexington School
District # 5

Richland School
District # 1

Richland School
District # 2

Area Technical College

Midlands Technical College

Members

Ms. Millie C. Bagnal
Lexington School District # 2

Dr. Raleigh C. Buchanan
Fairfield County School
District

Mr. Bob Gayle
Columbia Chamber of
Commerce

Mr. Russell Herring
Dixie Electronics, Inc.

Dr. John H. Hudgens
Richland School District 2

Dr. James L. Hudgens
Midlands Technical College

Dr. Louis B. Lynn
Private Sector

Dr. Lester W. Reed, Jr.
Midlands Technical College

Mr. C. Allan Schurr
Private Sector

Mr. Rodney R. Shealy
Rod Shealy Publishing

Mr. Thomas E. Suggs
South Carolina Federal

Ms. Anita Wolfe
NCR Corporation

The following recommendations were submitted by the Orangeburg AOTAC in their Final Report.

a. The establishment of a mandatory referral system to Literacy Councils. In order to assure a more effective literacy program, it is recommended that the local Employment Security Commission, Department of Social Services, and Adult Education programs implement a mandatory referral system to Literacy Councils to contact referrals. Consideration will be given to the withholding of unemployment checks, welfare payments, and further assistance if clients refuse to attend classes. This system should be a formalized process with built-in accountability.

b. The abolishment of the status of exemption from the accountability criteria for agriculture curriculums. Currently exempt, It is recommended that the Agricultural curriculum be held to the accountability criteria under Section 13 of the employment Revitalization Act.

c. The establishment of a plan to ensure communication for effective planning between the local Economic Development Boards and the high schools, trade schools, and technical colleges. It is recommended that specific attention and consideration be given to requiring Economic Development boards to provide (at no cost) demographic data to vocational schools, trade schools, technical colleges, and high schools in order that school administration and counselors can better advise and prepare youths for employment opportunities and career options for the future. Economic Development planners and educational leaders plan cooperatively to assure compatibility with local economic development efforts.

d. The reassessment of the positive classification/placement criteria for graduate of vocational education students. It is recommended that any continuance of formalized education above the secondary level be considered a positive placement for vocational centers in the state. This would foster education upwards.

e. The establishment of Articulation agreements upward to four year- colleges and universities. It is recommended that articulation agreements be extended upward to include four-year colleges and universities. This would enable better career opportunities for in-state students and meet the advance staffing needs of new and established businesses, industries, and professions in the state of South Carolina.

f. The establishment of a yearly independent audit function of the memoranda of agreements. It is recommended that the state engage an independent audit, on a yearly basis, of the memoranda of agreements to monitor compliance and/or petition changes or amendments.

g. It is recommended that consideration be given to better utilize other job training programs, namely those supported by the federal Jobs Training Partnership Act (JTPA) through coordinating the efforts of economic development and special schools with JTPA. The integration of JTPA to the overall delivery plan of training for new and expanding industry would assure proper utilization of federal funds and eliminate hardcore unemployment.

Orangeburg-Calhoun AOTAC

The AOTAC submitted a comprehensive report and signed agreements. Additionally, the entire AOTAC and institutional representatives signed off on the Final Report which included the various memoranda of agreements. Also included in the Final Report are a number of recommendations for the State.

Adult Vocational Education

This Agreement contains a list of those involved in planning semi-annual meetings and a description of the procedure for cooperation in adult vocational education. The interviewees indicated that before each institution purchases new equipment, other institutions in the area are contacted to see if another institution already has the needed equipment. The interviewees also indicated that there is no unnecessary course offering duplication. According to the interviewees, cooperation was already exhibited in the Orangeburg area prior to passage of the Act.

Articulation

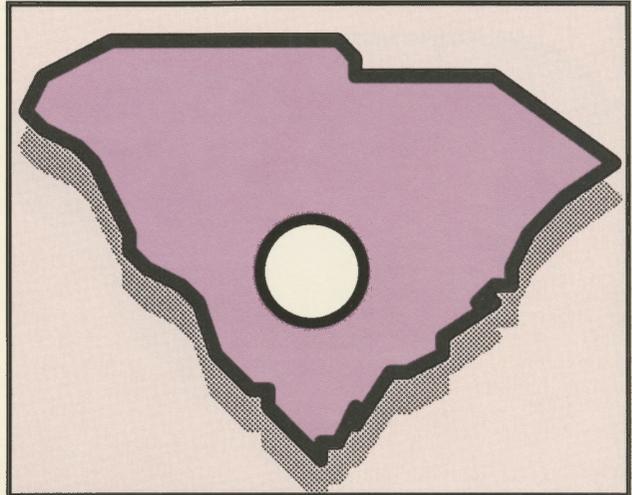
This AOTAC utilized both an institutional contract and an articulation agreement signed by the technical college president and the superintendents of the public schools. It calls for an annual review. Some courses have been identified and a system for appropriate course identification is in place. The interviewees indicated 25 programs and 100 courses can currently be articulated.

An articulation committee oversees the articulation process. A form exists for students to use when articulating at a cost of twenty-five (\$25.00) per student.

Adult Education

The Agreement is in writing and describes a referral system between Orangeburg-Calhoun Technical College and the two county boards of education.

Students seeking adult basic education will be referred to Orangeburg County School Board. The GED program will be handled by Orangeburg-Calhoun Technical College.



ORANGEBURG- CALHOUN AOTAC

Interviewees

Mr. Daniel F. Peck
Vice-President, Hughes
Aircraft

Mr. M. Rudy Groomes
President, Orangeburg-
Calhoun Technical College

School Districts

Orangeburg 1
Orangeburg 2
Orangeburg 3
Orangeburg 4
Orangeburg 5
Orangeburg 6
Orangeburg 7
Orangeburg 8
Calhoun County
School District

Cope Area Vocational
Center

Calhoun-Orangeburg Voca-
tional Education Center

Area Technical College

Orangeburg-Calhoun
Technical College

Members

Mr. Joe Ashley
Calhoun-Orangeburg
Vocational Center

Mr. Julian Boland
Private Sector

Mr. William B. Cox
Cox Wood Preserving
Company

Ms. Kathleen V. Davis
Orangeburg-Calhoun
Technical College

Mr. Lamar E. Dawkins
Dawkins Enterprises

Mrs. Donna M. Elmore
Calhoun County Public
Schools

Mr. M. Rudy Groomes
Orangeburg-Calhoun
Technical Collegae

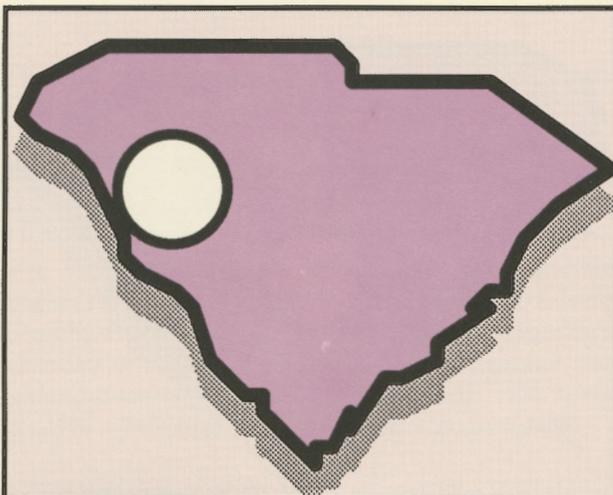
Mr. John N. Herring
Orangeburg School District #4

Mr. Eugene Montgomery
Montgomery and Company
Insurance

Mr. Larry Patrick
Private Sector

Mr. Daniel F. Peck
Hughes Aircraft

Mr. Joe Ashley
Calhoun-Orangeburg
Vocational Center



PIEDMONT AOTAC

Interviewee

Dr. Barry Russell
Vice President, Piedmont
Technical College

School Districts

Abbeville School District #60
Edgefield School District
Greenwood School
District #50
Greenwood School
District # 51
Greenwood School
District # 52
Laurens County School
District # 55
Laurens County District # 56
McCormick School
District # 1
Newberry County School
District
Saluda County District # 1
Abbeville County
School District

Area Technical College

Piedmont Technical College

Members

Dr. William A. Klauber
Private Sector

Mr. John H. Britt
Laurens Electric Co-Op

Dr. Lex Walters
Piedmont Technical College

Dr. Barry Russell
Piedmont Technical College

Dr. Charles F. Stone
Abbeville County School
District

Dr. Charles L. Cummins, Jr.
Laurens School District # 56

Mr. G. Frank Russell
Greenwood Area Vocational
Facilities

Mr. Horace Burnett
Private Sector

Mr. Ray Chambers
ISE America

Mr. Warren Moore
Milliken, Inc. (Abbeville)

Mr. John Iker
Cincinnati Milacron
Industries, Inc.

Mr. John E. Caldwell
Independent Life
& Accident Inc.

Piedmont AOTAC

This area encompasses seven counties and ten school districts. Separate agreements have been executed for each district. One agreement covers articulation, adult basic and adult vocational. These written agreements are appropriately signed and contain a review process.

Adult Vocational Education

Piedmont Technical College is given primary responsibility for providing adult vocational education programs. The Agreement establishes a cross referral system. The Agreement establishes an advisory committee to oversee coordination and biennial review of adult education and adult vocational education.

Articulation

The Agreement identifies courses, a procedure for periodical review, a list of competencies, and a procedure for students to follow at no cost. Interviewee indicated articulation has existed since 1979.

Adult Education

School districts are given the role of primary provider of literacy, adult basic and secondary education and are charged to coordinate with the Technical College by offering adult vocational education.

Spartanburg AOTAC

This AOTAC developed a series of agreements covering three counties with multiple high schools.

The agreements are signed by school administrators and the Technical College President and call for review and revision. Interviewees indicated a strong history of cooperation begun in the mid-1970's, and expressed their position that having the administrators sign the agreements was proper procedure.

Adult Vocational Education

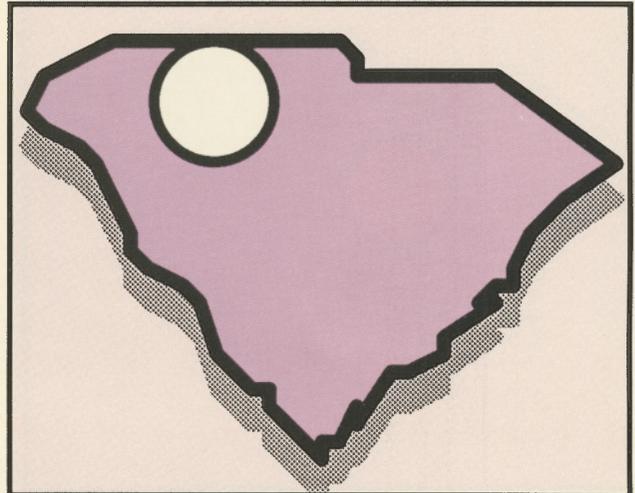
The agreements state who is to be involved and how they are to cooperate. Shared resource agreements have been implemented between Spartanburg Technical College and Union, Cherokee and Spartanburg County education offices.

Articulation

The Agreement does not mention courses, but the Final Report contains a list. The Agreement contains a procedure for periodic review, and a procedure for students to follow at no cost to them.

Adult Education

The agreements with Union and Cherokee Counties designate the adult education office as the information center for the county's adult education needs at all levels. Each agreement describes efforts at coordination and how coordination will be accomplished. There is also a description of shared resources for adult education in the Agreement.



SPARTANBURG AOTAC

Interviewees

Mr. Gladys McLeod
Vice-President, Citizens
and Southern Bank

Dr. Steward Baylor
Director, R. D. Anderson
Vocational Center

Dr. Jack A. Powers
President, Spartanburg
Technical College

School Districts

Spartanburg County School
District # 1

Spartanburg County School
District # 2

Spartanburg County School
District # 3

Spartanburg County School
District # 4

Spartanburg County School
District # 5

Spartanburg County School
District # 6

Spartanburg County School
District # 7

Cherokee County School
District

Union County School
District

Cherokee Area Vocational
Center

Union Vocational Center

Area Technical College

Spartanburg Technical
College

Members

Dr. Steward Baylor
R.D. Anderson Vocational
Center

Mr. Ralph W. Bredenbeck
Spartanburg Steel Products,
Inc.

Dr. Karen Callison
Union County School District

Ms. Marilu Crosby
Stouffer Foods Corporation

Mr. John E. Ewing
Cherokee County School
District

Mr. Henry C. Giles
Spartanburg Technical College

Mr. Marion Grambling
Grambling Brothers, Inc.

Ms. Gladys McLeod
Citizens and Southern Bank

Mr. Blas A. Miyares
Kusters Corporation

Mr. J. W. Petree
American Box Company

Dr. Jack A. Powers
Spartanburg Technical College

Ms. Linda B. Smith
Andrews Corporation

Sumter AOTC

Sumter area covers three counties and several school districts. The AOTAC generated separate agreements between the Technical College and the school districts. The AOTAC submitted 20 separate signed agreements. Several agreements do not mention a review process but interviewees stated that this will follow as a matter of course.

Adult Vocational Education

Clarendon Two, Clarendon Three, Lee County Vocational School and F. E. DuBose Vocational Center have executed a similar agreement with the Technical College Commission which is written and appropriately signed. The Agreement does not contain a procedure for biennial review, but interviewees stated that this will occur as a matter of course. The Agreement calls for Sumter Area Technical College to serve as the coordinating agency and clearinghouse for adult vocational programs in its service area.

Sumter County Career Center, the School District of Kershaw County and Sumter School District 17 have entered into a similar written, appropriately signed agreement which calls for the college and district or institution to coordinate and cooperate in the planning and delivery of adult vocational education. This Agreement does not mention a process or procedure for review or how coordination and cooperation are to occur.

Articulation

Sumter Area Technical College and Clarendon One, Two, and Three, F. E. DuBose Vocational Center, the School District of Kershaw County, Lee County School District, Sumter Districts Seventeen and Two have entered into a similar articulation agreement which is written and signed by the appropriate individuals. The Agreement calls for the Technical College and the school district or institution to cooperate in the offering of a program providing the opportunity for advance placement for students enrolled in vocational education programs.

Sumter County Career Center, Sumter School District Seventeen and the School District of Kershaw County included an agreement to cooperate in the articulation of secondary vocational courses provided by the school district or institution to postsecondary courses in the curricula of the Sumter Area Technical College.

Neither agreement lists courses, competencies, procedures for review or procedures and cost for students. However, interviewees indicated that meetings will be called by Sumter Technical College as a matter of course and that this has occurred every year since the mid 1970's. Interviewees stated that full articulation of everything that can be articulated has been achieved. The interviewees showed a copy of the student articulation form which is provided to students at no charge.

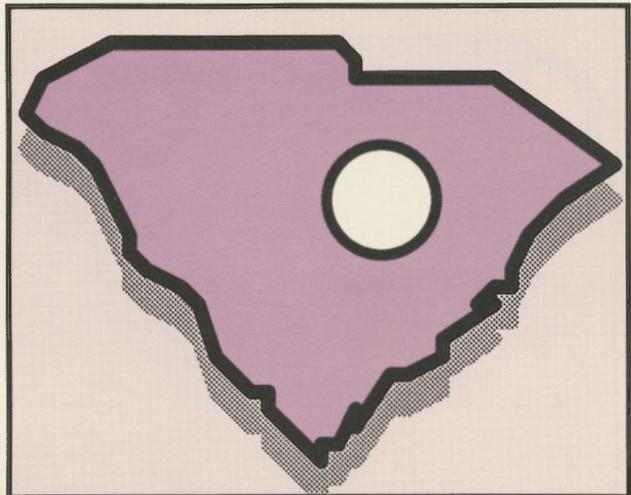
Adult Education

Lee County School District, Kershaw County School District, Sumter District 17, and F. E. DuBose Vocational Center have executed appropriately signed written agreements with Sumter Area Technical College calling for the school districts to have the responsibility for the delivery of Adult Basic Education and adult literacy, reserving for the technical college the continuance of its remedial programs to upgrade its students for specific course work. The Agreement is to be reviewed biennially.

Sumter District Two and Sumter Area Technical College executed an appropriately signed written agreement calling for a referral system for those seeking adult education services being directed to the school district and adults who contact the school district for training offered by Sumter Technical College being sent to the Technical College. This Agreement calls for a reporting form for the district and college to keep each other apprised of enrollment and referrals. Sumter Technical College will continue to provide the GED program for regular diploma and degree program students.

The Agreement states the school district and the technical college may appoint a committee to periodically review progress.

Some duplication in this area is viewed by the AOTAC as warranted because students who can't go to a course during the day may be able to go at night.



SUMTER AOTAC

Interviewees

Mrs. Paula Berg
Private Sector

Mr. Bobby R. Anderson
Director, Sumter County
Career Center

School Districts

Kershaw County School
District

Lee County School District

Sumter School District # 2

Sumter School District # 17

Clarendon School
District # 1

Clarendon School
District # 2

Clarendon School
District # 3

F. E. DuBose Career
Center

Sumter County Career
Center

Area Technical College

Sumter Area Technical
College

Members

Mr. Bobby R. Anderson
Sumter County Career Center

Mrs. Paula L. Berg
Private Sector

Mr. Gary Blakeman
Becton-Dickinson

Mr. Ted Brewer
Campbell Soup Company

Mr. Richard D. Demarest
Dupont de Nemours &
Company

Mr. L. C. Fredrick
L. C. Fredrick Associates

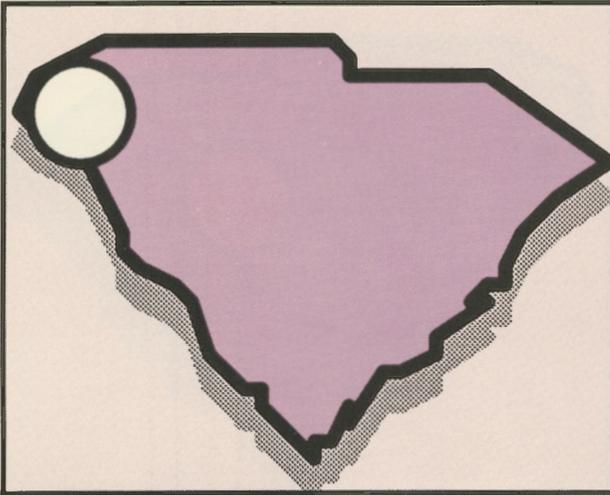
Dr. John McKay
Sumter Area Technical College

Mrs. Percy L. Painter
Sumter Area Technical College

Mr. J. Mac Sprott
National Bank of South
Carolina

Mr. John E. Wall
Lee County School District

Dr. Joseph A. Watson
Clarendon School District # 1



TRI-COUNTY AOTAC

Interviewees

Mr. Bruce A. Norton
AOTAC Chair, Southern Inc.
Jantzen

Mr. Frank Lanford
Coordinator, Business and
Industrial Relations School
District of Oconee County

School Districts

Anderson County School
District # 1

Anderson County School
District # 2

Anderson County School
District # 3

Anderson County School
District # 4

Anderson County School
District # 5

Oconee County School
District

Pickens County School
District

Area Technical College

Tri-County Technical College

Members

Mr. Archie I. Barron
Phillips Fibers Corporation

Mr. Buddy Dempsey
Anderson 1 & 2 Vocational
Center

Mr. Robert E. Dye
Peoples National Bank

Dr. Don C. Garrison
Tri-County Technical College

Mr. Kevin J. Hughes
Private Sector

Mr. Les James
Valenite Corporation

Mr. Willie T. Kimbrell
Private Sector

Mrs. Robbye J. Mauldin
Tri-County Technical College

Mr. Bruce A. Norton
Private Sector

Mr. J. B. Ouzts
Private Sector

Mr. H. Wallace Reid
Anderson School District # 5

Dr. Curtis A. Sidden
Pickens County School
District

Tri-County AOTAC

Appropriately signed agreements between the college and each of the school districts which include the three areas of adult vocational education, articulation, and adult education were submitted. The agreements provide for an active process of coordination and periodic review.

Adult Vocational Education

The agreements call for Tri-County Technical College to coordinate programs with the school districts, and for the college and school districts to share equipment, course materials, instructional personnel and classroom space.

Articulation

The articulation agreements contain a description of procedures for the coordination of articulation efforts among all institutions. The agreements discuss the membership composition of a vocational/technical education articulation committee who will meet at least annually to review articulation efforts. Also outlined is the institution's intent to share human resources and facilities when appropriate.

Adult Education

The agreements list the agencies and positions of personnel to be involved, the coordination activities, and a referral system to enhance the adult education efforts.

Trident AOTAC

The Trident AOTAC submitted an agreement, signed by the chairmen of all the boards, which includes adult vocational education, articulation of programs, and adult education. The Agreement establishes an articulation committee, and an Executive Committee for coordination of adult vocational education and adult education.

Adult Vocational Education

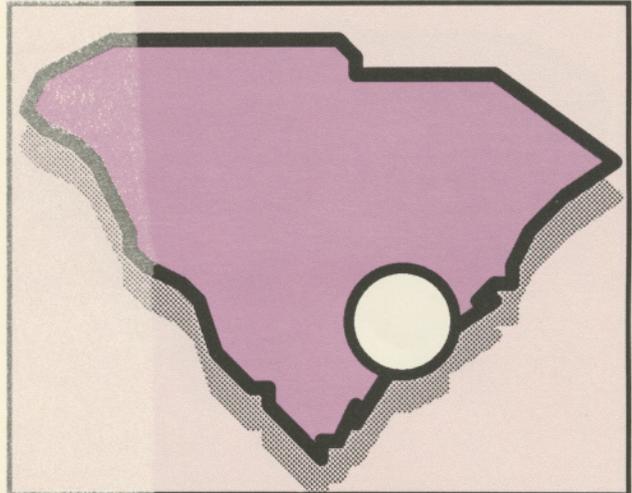
Coordination of adult vocational education is provided for by the Agreement. Interviewees of the Trident Technical College area indicated satisfaction with the planning process for adult vocational education which was already in place.

Articulation

The Agreement calls for the establishment of an articulation committee to supervise and coordinate in this area. Interviewees identified courses, competencies lists and subject elements for relevant programs.

Adult Education

The Agreement calls for an Adult Basic Education Committee to be appointed by the Executive Committee. The Adult Basic Education Committee will meet at least twice a year to coordinate program offerings with all delivery agencies, including Literacy Council, and to submit an annual review of activities to the Executive Committee.



TRIDENT AOTAC

Interviewees

Mr. Carl Poole, Jr.
AOTAC Chair Olsten
Services

Dr. Hal Salisbury
Vice-President, Academic
and Student Affairs, Trident
Technical College

School Districts

Berkeley County School
District
Charleston County School
District
Dorchester County School
District # 1
Dorchester County School
District # 2
Dorchester County Career
School

Area Technical College

Trident Technical College

Members

Mr. Henry E. Bonner
Private Sector

Mr. James A. Caldwell
Trident Technical College

Mr. Don Duckworth
Lockheed-Georgia

Mr. Albert M. Hodge, Jr.
Trident Chamber of Commerce

Mr. Harry Hoppmann
Alumax of South Carolina

Mr. Montez Martin, Jr.
Century 21 - Montez Real
Estate

Dr. Alexander Papp
Dorchester County Career
School

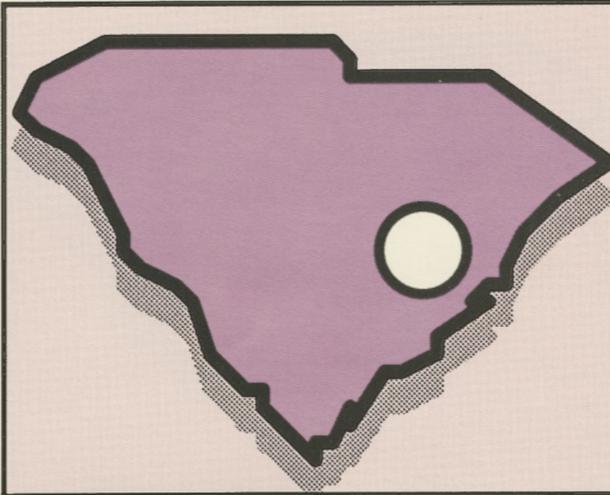
Mr. Carl E. Poole, Jr.
Olsten Services

Mr. Alan S. Rubin
Private Sector

Dr. Hal Salisbury
Trident Technical College

Dr. Johnny Lee
Dorchester School District # 1

Mr. Charles B. Gibson
Berkeley County School
District



WILLIAMSBURG AOTAC

Interviewee

Dr. John T. Wynn
President, Williamsburg
Technical College

School Districts

Williamsburg County School
District
Hemingway Area Vocational
Center

Area Technical College

Williamsburg Technical
College

Members

Ms. Willie Ann Bartelle
Williamsburg County School
District

Ms. Lorraine Dimery
Dimery and Rogers Funeral
Home

Mr. R. Clio Fennell
Private Sector

Mr. Larry Fox
Tupperware Inc.

Dr. J. Floyd Hall
Williamsburg County School
District

Mr. Aubrey Judy
Farmer's Telephone Coop-
erative

Mr. John W. Kennedy
Anderson State Bank

Mr. O'Neal Kirby
Soil Conservation Service

Mr. Jim McBride
Tupperware Manufacturing
Company

Mr. James W. Tanner, Jr.
Williamsburg Technical
College

Dr. John T. Wynn
Williamsburg Technical
College

Williamsburg AOTAC

This appropriately signed written agreement contains a process for annual review. The interviewees stated that cooperation in this area is enhanced because the Technical College serves as a location for high school vocational courses as well as for college courses.

Adult Vocational Education

The Agreement establishes an Education Review Committee with representatives of Williamsburg Technical College and Williamsburg County Schools. The committee's purpose is to determine the most cost effective and feasible delivery system to provide necessary training. Under the Agreement, Williamsburg Technical College is to act as a clearinghouse for all adult vocational education.

Articulation

The interviewees indicated that all vocational courses have competency based curricula. The Agreements do not list courses and competencies. However, interviewees indicated that full articulation has existed for some time. Interviewees provided a list of courses and competencies and a copy of the student form for articulation which is provided at no charge to students.

Adult Education

The Agreement delineates that Williamsburg County Schools is to offer basic education courses. The responsibility for GED instruction will be shared by county schools and Williamsburg Technical College.

Course offerings are to be shared among those participating in the agreement.

York AOTAC

The York AOTAC submitted a single agreement, signed by the board chairman and by the chief administrative officer of each school district and York Technical College. No agreement was signed between Rock Hill School District Three and York Technical College.

The single agreement addresses all three required areas and broadly outlines eight points of agreement and a process for addressing these eight points. The major emphasis is on articulation and overall cooperation. The interviewee indicated that a periodic review and/or revision should occur during an annual meeting of all district superintendents and the technical college president.

Adult Vocational Education

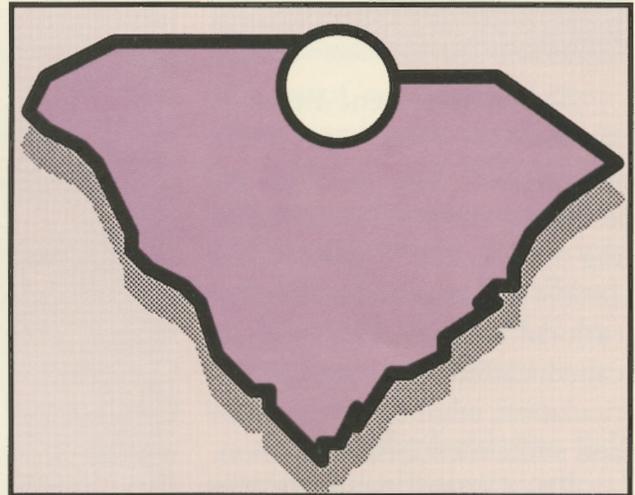
Coordination of adult vocational education is to be effected through an identified committee composed of professional vocational and technical education staff. The interviewee indicated that there are no coordination problems.

Articulation

Major emphasis in the Agreement was on articulation of vocational (secondary) to technical education (postsecondary) programs. The interviewee stated that the specifics of individual articulation agreements are maintained at the department head/instructor level.

Adult Education

The Agreement calls for the establishment of a Steering Committee comprised of the public school superintendents and the president of York Technical College to identify and coordinate (non-credit) continuing education programs for adults who have completed high school. The Agreement calls for a Steering Committee to appoint basic adult education staff to a sub-committee that will address the coordination of educational opportunities for illiterate adults and adults who do not have a high school diploma.



YORK AOTAC

Interviewee

Dr. Baxter Hood
President,
York Technical College

School Districts

Rock Hill School
District # 3
Chester County School
District
Lancaster County School
District
Lancaster Area School
District
Buford Area School District
Indian Land Area School
District
Andrew Jackson Area
School District
York School District # 1
Clover School District # 2
Fort Mill School District # 4

Area Technical College

York Technical College

Members

Mr. Frank Armstrong
Borden, Inc.

Mr. Joel Bradley
Rock Hill Chamber of Commerce

Mr. James C. Dickerson
Dickerson Motor Company

Mr. Robert L. Holcombe
Springs Industries, Inc.

Dr. Baxter M. Hood
York Technical College

Mr. T. A. Jackson
Lancaster Area Vocational
Center

Mr. Stanley D. Johnson
Kanawha Insurance Company

Mr. E. L. Laughinghouse
Chester County School District

Mr. Dennis F. Merrell
York Technical College

Mr. C. Curtis Sigmon
Radio Station BWZK

Dr. Ellison M. Smith
York County School District #1

Mr. James A. Wilkerson
Bowater Carolina Company

CONCLUSION

The Employment Revitalization Act (ERA) was well intentioned legislation aimed at a perceived problem concerning duplication of services and lack of cooperation between vocational education and technical education in the areas of articulation, adult basic education and adult vocational education.

The General Assembly is to be commended for enacting the Employment Revitalization Act of 1986 which was intended to enhance cooperation and coordination of educational services at the local level.

The concept of having AOTACs which were local area private and public sector coordinating groups designed to address the articulation of programs, adult vocational education and adult education, was an excellent one. The 16 AOTACs not only provided a much needed local perspective concerning the delivery of educational services, but they also enhanced communication among many of the groups involved in the effort.

The members of the AOTACs are to be commended for their efforts toward the development of articulation agreements between secondary and post secondary vocational education and agreements in the areas of adult basic education and adult vocational education.

One of the AOTACs most apparent strengths was the leadership provided by private sector members which helped facilitate

the process and reinforced the spirit of cooperation and coordination.

AOTAC Structure

The Act established the organizational framework for the sixteen (16) individual area Occupational Training Advisory Committees (AOTACs) which were given two years to complete their mandated tasks. Upon completion of their tasks, the AOTACs were to be disbanded. Due to various delays, the last of the sixteen initial AOTAC meetings were not held until six months or more after the passage of the legislation. All but one AOTAC have permanently adjourned as they completed the development and signing of the agreement(s). Therefore, no unbiased structure exists at the local level to ensure implementation of agreements or to evaluate the success of the cooperation, coordination, and articulation specified by the agreement(s).

AOTAC Interpretation of Duties

The Employment Revitalization Act (ERA), prescribed complex tasks for the AOTACs to undertake, but did not include performance evaluation criteria nor did it mandate the implementation of the required agreements. The legislation simply directed the AOTACs to assure

that there would be written agreements between school district(s) and technical colleges concerning coordination, cooperation and articulation. The AOTACs also were required to prepare and submit a written report following completion of their assignments.

Each AOTAC interpreted

“One of the AOTACs most apparent strengths was the leadership provided by private sector members”

the legislation and the tasks differently. Some AOTACs drafted agreements themselves. Others assured that agreements were being developed by the area's technical college and the school districts.

There was a wide diversity in the scope of the agreements which varied according to each area's unique circumstances. Some areas mentioned literacy councils in their reports, however, most did not. Information about local and state JTPA programs and economic development plans were usually not included in the AOTAC reports.

Generally the agreements forwarded with the final reports from the AOTACs to the SOTAC were broadly worded, particularly in the areas of adult basic and literacy education, and adult vocational education. Some agreements included all three areas (adult basic and literacy education, adult vocational education, and articulation) in a single document, while other geographic areas addressed each of the three topics with separate agreements.

Agreements were submitted from all AOTAC areas. Of 91 South Carolina school districts, only six districts were unable to reach agreements with their respective area technical colleges for one or more topic areas.

They are:

- Technical College of the Low Country and Beaufort County School District
- Colleton County School District
- Hampton School District #1,
- Hampton School District #2,
- Jasper County School District for adult vocational education;
- York Technical College and Rock Hill School District #3 for all three areas.

(See pages 10 and 27 for specifics)

“Of 91 South Carolina school districts, only six districts were unable to reach agreements”

Leadership To AOTACs

The legislation specified that the appointment of AOTAC members would be made by the Governor, State Board for Technical and Comprehensive Education, the State Board of Education, and the Coordinating Council for Economic Development. The State Council on Vocational and Technical Education (also the SOTAC) was charged to review the results of the work of the AOTACs. No single administrative body was charged with the responsibility to provide direction to the AOTACs or for coordination of the overall effort.

Throughout the year and a half that the AOTACs worked to accomplish their goals, the SOTAC maintained ongoing contact with the AOTACs to apprise them of the Law's timetable. Other state-level groups or offices appeared to have limited contact with the AOTACs.

The AOTACs regularly forwarded notices of meetings, minutes of meetings and committee membership vacancies to the SOTAC. The SOTAC, in turn, forwarded vacancy notices to the appropriate appointing authorities. Only the State Board of Education filled AOTAC vacancies in a consistent manner.

Because the legislation did not include qualitative guidelines relative to the formatting of reports, the SOTAC issued agreement criteria and a recommended reporting outline. Prior to the receipt of these guidelines, some AOTACs had completed their agreements and finalized their reports.

Funding Of Legislation

The State Council on Vocational and Technical Education was mandated by the ERA to serve as the SOTAC and report on the activities of the AOTACs without the provision of financial or personnel resources to accomplish these tasks.

While this mandate was essentially compatible with the Council's federal responsibilities, federal legislation does not permit the use of federal funds for additional activities. Therefore, for the Council or Council staff to function as the SOTAC, other funds had to be secured. Limited additional funds were obtained from the State Board for Technical and Comprehensive Education (SBTCE) on recommendation of the Private Job Training

Review Committee (PJTRC) which was a cumbersome arrangement. During both FY 86-87 and 87-88, final approval by the Joint Appropriation Review Committee (JARC) to expend the funds came very late in the fiscal year. Some state funds were approved for current SOTAC activities in FY 88-89.

In addition, the 16 area technical colleges were mandated to provide staff support for the AOTACs. Again, this was done without specific state appropriations.

The passage of legislation without accompanying financial support hindered the speedy accomplishment of the tasks required by the statute.

Ongoing Responsibilities

As the legislation now reads, the SOTAC has, under Section 5, six continuing responsibilities which will require additional ongoing state funding in order to complete.

Paraphrased, they are:

1. make recommendations for improving the coordination among the state's plans and programs for: adult vocational education; adult basic and adult secondary education; postsecondary technical education; secondary vocational education.

2. make recommendations for assuring the compatibility of these plans and programs with

the state's economic development strategies.

3. make recommendations for improving articulation between: vocational education and technical education; technical education and four-year degree programs.

4. make recommendations for improving service to those who are unserved or underserved and who need training and education to move into the work force.

5. make recommendations for improving the effectiveness and accountability systems of the programs listed in item number one.

6. make recommendations for improving the implementation of the provisions of ERA-86.

Changing Educational Issues

Since enactment of the ERA, educational issues have changed. The concern about the duplication of services is not as urgent as other issues, e.g. the delivery of adult literacy education. This is probably due to the fact that articulation agreements and other coordinating agreements have been developed. However, most administrators agree that cooperation in the planning and delivery of adult vocational education still needs further attention.

Emphasis on articulation has shifted to the program of "tech-prep two plus two" which consists of a designed continuum of courses offered by secondary and postsecondary institutions. In these programs, each course builds sequentially upon the other, rather than "true articulation" which is the acceptance of credit by one institution of another's coursework based on existing courses.

Today's educators now seem to perceive the issue of articulation of courses from technical colleges to four year institutions to be of equal importance to articulation between secondary vocational education and postsecondary technical education institutions and are calling for more emphasis to be given to this issue.

"Most administrators agree that cooperation in the planning and delivery of adult vocational education still needs further attention."

Recommendations

1. Re-establish the AOTACS, or similiary structured groups.

Rationale: The completion of written agreements by the AOTACs is perhaps just the first step towards achieving the goals of the ERA. With the dissolution of the AOTACs there does not appear to be any local mechanism which will ensure the cooperation outlined by the agreements. There is concern in some areas that agreements may not be implemented unless there is an independent local group to monitor the execution of the plans and to continue to assist with coordination efforts as the area's needs change.

2. Establish clear lines of authority and responsibility at the state level to ensure implementation of the legislation.

Rationale: The legislation did not clearly define which state office should, or could, provide interpretation, consultation and leadership to the AOTACs. Designation of authority from the state level, and clear lines of responsibility between the AOTACs and the state level are needed.

3. Provide for the timely appointment and/or reappointment of AOTAC members.

Rationale: Appointments and re-appointments to AOTAC vacancies need to be accomplished expediently. Throughout the two year time period, many AOTACs did not have full representation due to failure of appointing authorities to make replacement appointments.

4. Provide clear sanctions for failing to comply with the intent of the legislation.

Rationale: Current legislation fails to incorporate enforceable consequences for non-compliance.

5. Expand AOTAC representation to include other groups such as JTPA, local literacy councils and economic development groups.

Rationale: Section 12. (A)(3) of the Act requires that each AOTAC's memoranda of agreement must demonstrate "coordination among local boards, other local community agencies, literacy councils, private and non-profit groups in planning and delivering adult basic education, adult secondary education and literacy programs." Representative members from these groups are needed for the AOTACs to adequately comply with the legislation.

6. Provide that the governing bodies of JTPA, local literacy councils, and other state-funded groups delivering adult basic education and adult vocational education also enter into memoranda of agreements with each other and with the boards of the local districts and the technical college commissions.

Rationale: In addition to secondary vocational and postsecondary vocational (technical) education, there are a number of State and Federally funded programs targeted to address adult literacy, adult basic education and adult and youth job training in each local area. The community and the taxpayer would greatly benefit from increased coordination among these agencies so that they might identify and specify referral procedures with other and clarify the mission of each program to the community.

7. Establish the definition, distribution, control, and availability of adult education funds (ERA sec. 9, para. 12) and monies appropriated for short term and innovative training.

Rationale: These matters are unclear in the existing legislation and need additional clarification.

8. Provide resources necessary to implement legislation.

Rationale: Current legislation does not provide funding or staff support to agencies involved. Effective legislation requires concurrent funding.

9. Strengthen and clarify the the legislation intent for transfer of credits from the accredited technical colleges to tax supported four-year colleges and universities state-wide, and for articulation of technical college programs with the programs of the four year colleges and universities.

Rationale: There should be procedures in place to assure the transfer of credits of satisfactorily completed collegiate content courses from the technical colleges to the tax-supported four-year colleges and universities. Legislative support for this matter has been expressed twice in recent years. The ERA, in 1986, contains provisions for making recommendations to improve articulation at this level, and also "The Cutting Edge" legislation in 1988 mandates this.

Transferability of credits should be institutionalized state-wide, not left to a confusing pattern of individual agreements, or left to the discretion of individuals. The SOTAC recognizes the right of receiving institutions to grant or not grant credit, but also recognizes this as an issue which must be addressed. Institutions at both levels are strongly supported by tax monies, are accredited by the same accrediting board, and also serve the same population. It is illogical to require students to repeat almost identical courses, or to have to pay for them again. Also, it makes no sense for the taxpayers to have to pay twice for instruction that was essentially mastered the first time.

Articulation is important for the educational upward mobility of postsecondary students who may find, after completing all or part of a technical college program, that further education has become a new goal. Articulation, when used in this context, means arranging or rearranging the sequence of program content (courses) between similar programs in institutions of different educational levels. Course work completed in an associate degree

program in civil engineering technology, for example, should be transferable to a B.S. degree program in civil engineering so that students would not have to start again at the very beginning.

10. Or, repeal the sections of the legislation dealing with the SOTAC and AOTACs if the act is not revised.

Rationale: The legislation as written has basically accomplished its initial intent. Without further clarification and strengthening, it will not continue to be a viable answer to the ongoing problems of coordination of adult vocational education and adult basic, secondary and literacy education. Constant progress was, and is being made in the articulation of secondary level vocational programs to the postsecondary level technical education programs. Without clarifying amendments, confusion and uncertainty will continue to develop at the local level and at the state level concerning commitment, support, and the specifics of the ERA requirements.

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