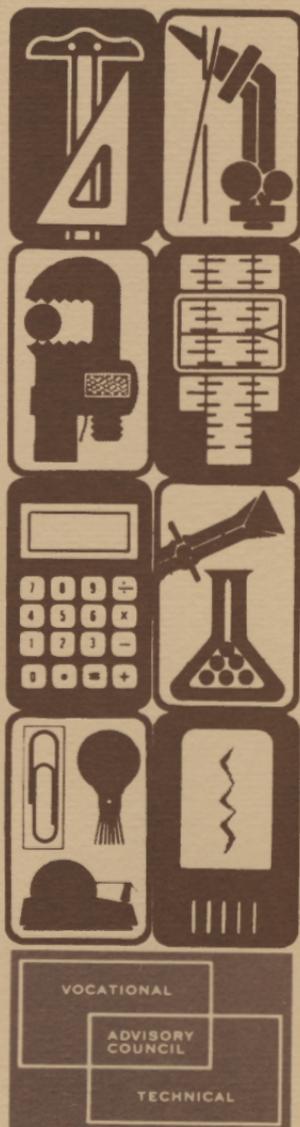


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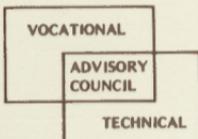
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EVALUATION DIGEST 1978  
1979  
STATE DOCUMENTS



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AN EVALUATION REPORT OF  
VOCATIONAL EDUCATION AND TECHNICAL EDUCATION  
IN SOUTH CAROLINA



**SOUTH CAROLINA ADVISORY COUNCIL  
ON VOCATIONAL AND TECHNICAL EDUCATION**

2221 Devine St.  
Suite 420  
Columbia, S.C. 29206

TEL. 803-758-3038

CHAIRMAN  
MARTIN H. BLACK

ROBERT H. WHITE  
Executive Director

January 16, 1980

The Honorable Richard W. Riley  
Governor, State of South Carolina  
P. O. Box 11450  
Columbia, South Carolina 29211

Dear Governor Riley:

We are honored to be able to submit to you this report of an evaluation of vocational and technical education for fiscal year 1978-79. As the appointing authority for this Council, and as a governor who is noted for an interest in and appreciation of vocational and technical education, we trust this report will provide you with useful information on this topic.

The Report contains recommendations to both the State Board of Education (State Board for Vocational Education) and the State Board for Technical and Comprehensive Education. This approach is consistent with the provisions of Executive Order Number 79-12.

The essence of this report is that occupational education at the secondary and post-secondary levels provides a vital and effective delivery system. Cooperation among related agencies providing vocational education and manpower training also appears to be at a very high level.

I, or any other member of the Council, would be honored to discuss this with you at your convenience.

Sincerely,

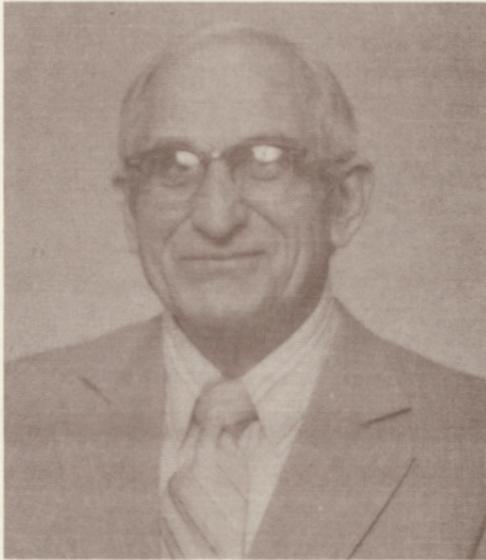
A handwritten signature in cursive script that reads 'Martin H. Black'.

Martin H. Black

MHB/ems

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## IN MEMORIAM



**Mr. B. Frank Godfrey**

**Late in November of 1979, Mr. B. Frank Godfrey passed away at his home in Columbia. At the time of his death, Mr. Godfrey was the sole remaining charter member of the State Advisory Council, having been first appointed to the Council in 1968. He had served continuously as an active member since that time, and his involvement included two years as Council Chairman. The Council members and many other friends of Mr. Godfrey are sad in the loss of this fine, public spirited leader who was known as a true gentleman.**

---

## EVALUATION DIGEST

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### An Evaluation Report of Vocational Education and Technical Education in South Carolina for Fiscal Year 1979

by the  
State Advisory Council on  
Vocational and Technical  
Education

COUNCIL CHAIRMAN  
Mr. Martin H. Black

2221 Devine Street, Suite 420  
Columbia, S. C. 29205

EVALUATION COMMITTEE CHAIRMAN  
Mrs. Swannee Reenstjerna

January, 1980

EDITED BY  
Dr. Robert H. White

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## EVALUATION COMMITTEE MEMBERS

The Evaluation Committee members for 1978-79 and 1979-80 were charged by the Council with the responsibility for the initial preparation of this report. The Committees for the respective years follow.

### 1978-79

Mr. Martin H. Black, Chairman

Mrs. Sylvia Nelson

Mr. Larry Patrick

Mrs. Swannee Reenstjerna

Miss Christine Webb

### 1979-80

Mrs. Swannee Reenstjerna, Chairman

Mr. Frank Hart

Mrs. Sylvia Nelson

Mr. Larry Patrick

Miss Christine Webb

---

## FOREWORD

This is the second evaluation report produced by the State Advisory Council using this format, and the tenth evaluation report since the Council was first established. This format of a series of self-contained articles was adopted in the interest of increasing the readability of the report. Council members and the staff welcome reader comments on the publication or any item in the report.

The primary role of the Council is to be advisory to vocational education and to technical education. Prior to general distribution, the report will have been presented both to the State Board for Vocational Education (State Board of Education) and to the State Board for Technical and Comprehensive Education.

The State Board for Vocational Education is respectfully reminded of the responsibility stated in the Rules and Regulations for the Board to forward this report to the Commissioner of Education and to the National Advisory Council on Vocational Education, accompanied by any additional comments of the State Board as the Board deems appropriate.

The information contained in this evaluation report came from many sources. During the past year the Council conducted several intensive site visits to vocational centers and programs, and one visit to a technical college. The results of those visits supplemented the personal knowledge and experiences of the twenty-two council members. Other data were willingly supplied by personnel of the Office of Vocational Education and the staff of The State Board for Technical and Comprehensive Education. Data and reports from other sources were also used in this total evaluation activity.

The general conclusion and tenor of this report is that vocational and technical education during 1979 was a strong, effective and vital component of public education. While the programs were good and making improvements, recent changes in the State's pattern of funding vocational education warrant continued close attention.

The Council remains optimistic that there will continue to be a spirit of cooperation among agencies and a continued desire to improve on a fine delivery system of vocational and technical education.

---

## PREVIOUS ADVISORY COUNCIL MEMBERS

The Council is fortunate to have been served by many dedicated and distinguished citizens in previous years. These persons donated generous amounts of time and energy to the Council, and deserve much credit in helping the Council to fulfill its mission. The former members are listed below.

Mr. C. P. Ballenger, Jr. ....	Greenville
Mr. P. Henderson Barnette .....	Greenwood
Dr. Thomas E. Barton, Jr. ....	Greenville
Dr. James B. Berry, Jr. ....	Marion
Mr. Craig Biles .....	Columbia
*Mr. Charles H. Brown .....	Charleston
Dr. William E. Carson (Bishopville) .....	Columbia
Miss Kim R. Conner .....	Columbia
Mr. James M. Connor .....	Kingstree
Dr. Robert E. "Jack" David (Union) .....	Camden
Mr. F. E. Dubose .....	Turbeville
Mr. Billie Fleming .....	Manning
Mr. Fred Fore .....	Florence
Mr. Arthur A. Fusco .....	Columbia
*Mr. Robert A. Harley .....	Spartanburg
Mr. J. A. Jackson .....	Hampton
Mr. T. A. Jackson .....	Lancaster
*Mr. Floyd Johnson .....	York
*Mr. T. C. Kistler .....	Darlington
Dr. A. E. Lockert, Jr. ....	Orangeburg
Dr. Currie McArthur (Sumter) .....	Greenville
Mr. H. E. McCracken .....	Bluffton
Mr. W. L. McDuffie .....	Denmark
Mr. Edgar L. McGowan .....	Columbia
Rev. I. D. Newman .....	Columbia
Dr. E. W. Nunnery, Sr. (Chester) .....	Columbia
Mr. Edward L. B. Osborne .....	Union
Mr. C. S. Rowland, Jr. ....	Camden
Mr. Y. W. Scarborough, Jr. ....	Charleston
Dr. Bobby J. Skelton .....	Clemson
*Mr. Henry L. Sneed, Jr. ....	Florence
*Mr. O. P. Taylor, Jr. ....	Columbia
Mr. Isaac W. Williams .....	Columbia
Mr. Sinway Young .....	Columbia

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\*Served as Chairman or Vice-Chairman.

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## ADVISORY COUNCIL MEMBERS 1979-80

Mrs. Fannie P. Adams .....	Columbia
Mr. Martin H. Black .....	Bamberg
Mr. E. T. "Pete" Borders .....	Columbia
Mr. Benamin B. Boyd .....	Columbia
Mr. W. Hugh Chastain .....	Greenville
Mrs. Pauline M. Davis .....	Columbia
Miss A. Annette Gallman .....	Columbia
Dr. Don C. Garrison .....	Pendleton
Mr. B. Frank Godfrey .....	Columbia
Mr. Clifton C. Goodwin .....	Sumter
Mr. Frank M. Hart .....	Marion
Dr. Joseph L. Hopkins .....	Orangeburg
Mr. Milton Kimpson .....	Columbia
Dr. L. Roger Kirk .....	Columbia
Mr. Robert L. Mobley .....	Lancaster
Mrs. Sylvia H. Nelson .....	Camden
Mr. Larry W. Patrick .....	Bowman
Mrs. Virginia R. Priester .....	Fairfax
Mrs. Swanee R. Reenstjerna .....	Lexington
Mrs. Helen G. Stuart .....	N. Litchfield Beach
Miss Christine Webb .....	Columbia
Mrs. Lucille S. Whipper .....	Charleston

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## OFFICERS AND STAFF

Chairman .....	Mr. Martin H. Black
Vice-Chairman .....	Mr. Frank M. Hart
Executive Director .....	Dr. Robert H. White
Executive Assistant .....	Mr. Greg Black
Secretary .....	Mrs. Elizabeth M. Shealy

Five members of the Advisory Council who served during 1978-79 rotated off the Council on June 30, 1979. Those members were:

Mr. P. Henderson Barnette .....	Greenwood
Mr. Craig Biles .....	Columbia
Mr. T. A. Jackson .....	Lancaster
Dr. Bobby J. Skelton .....	Clemson
Mr. O. P. Taylor, Jr. ....	Columbia

---

## KEY PUBLIC OFFICIALS

The Council recognizes the leadership and cooperative attitude of several key public officials who are of primary importance in helping the Advisory Council to fulfill its purpose.

**Mr. Richard W. Riley**

Governor, State of South Carolina  
and appointing authority for the Council

**Dr. Charlie G. Williams**

State Superintendent of Education  
Executive Officer of the  
State Board for Vocational Education

**Dr. Moody M. Oswald, Jr.**

Director  
Office of Vocational Education

**Mr. G. William Dudley**

Executive Director  
State Board for  
Technical and Comprehensive Education

# ARTICLES

# TRENDS IN ENROLLMENTS AND PROGRAMS - -

## Vocational Education

Secondary Vocational Education enrollment decreased in FY 1979 from the previous year's total, as can be denoted from Table I. This decrease occurred despite a continued increase in the total secondary school enrollment in FY 1979. These two factors together, of course, resulted in a percentage decrease in the number of secondary students enrolled in vocational education programs. In FY 1979 approximately 72% of secondary students were enrolled in vocational programs as compared to 75% in FY 1978. This percentage still represented an increase over the FY 1975 participation figure of 69%. A comparison of total secondary vocational education enrollment to secondary education enrollment for FY 1975 through FY 1979 is provided in Chart 1.

Vocational education enrollments by program are shown in Table I and Chart 2. Consumer & Homemaking has the largest secondary vocational education enrollment with 35,503 students in FY 79. The Trade and Industrial program is second with 28,205 students. The only program experiencing enrollment growth in FY 79 was Occupational Home Economics. All of the other eight program enrollments declined slightly.

Chart 3 compares vocational education enrollment in occupational and non-occupational programs. Traditionally, occupational programs are defined as those programs which train students in specific job-related skills. For the purpose of this article, the following vocational education programs constitute the occupational category: Agriculture, Business & Office Education, Distributive Education, Health Occupations, Occupational Home Economics, and Trade & Industrial. The non-occupational programs represented in Chart 3 are Consumer & Homemaking, Industrial Arts and Prevocational.

Chart 3 shows that the non-occupational programs declined from 64,830 students in FY 1978 to 62,164 students in FY 79 — a percentage decline of 4.1%. Occupational programs declined by 2.5% from a total of 82,127 students in FY 1978 to 80,075 students in FY 1979. From FY 75 through FY 79, the trends for both occupational and non-occupational programs were similar. Both experienced an increased enrollment in FY 76, a roughly level enrollment trend in FY 1977 and 1978, and decreased enrollments in FY 79.

The 1979 information shown in Table I and in Charts 1 and 3 clearly show a decline in secondary vocational education enrollments while the total public school secondary enrollments continued with a slight increase. These data for 1979 reflect the first year of funding the public schools under the provisions of the Educational Finance Act of 1977 (EFA-77).

It appears that the relatively low weighting factor for vocational education pupils may already be having an adverse effect on the vocational education enrollments. There is no other discernible explanation for the decreased vocational enrollments, since the preliminary data for post-secondary (technical education) enrollments given in Table 2 show an increase for 1979.

Educational and fiscal planners for the state should carefully consider the adverse consequences of not increasing the weighting factor for secondary vocational education pupils. While students are in the high schools, effective vocational education can be provided for less cost than if the students are

forced into post-secondary occupational programs after graduation. The trend toward decreased vocational education enrollments must be reversed and enrollments increased, even if this requires modification of some portions of the EFA-77.

**TABLE 1**  
**Secondary Education Enrollment Totals**  
**Grades 9-12<sup>1</sup>**

FY 1975	185 302
FY 1976	190 884
FY 1977	193 369
FY 1978	196 004
FY 1979	198 888
<b>Vocational Education Enrollment Totals<sup>2</sup></b>	
FY 1975	128 602
FY 1976	145 204
FY 1977	144 531
FY 1978	146 957
FY 1979	142 239

**Vocational Education Program Enrollments**

	Agriculture	Business & Office Education	Distributive Education	Health Occupations	Occupational Home Economics
FY 1975	12 139	30 282	5 060	963	2 194
FY 1976	12 564	30 316	5 261	1 251	2 207
FY 1977	12 417	30 380	5 268	1 404	2 184
FY 1978	12 685	30 743	5 668	1 399	2 676
FY 1979	12 438	29 899	5 422	1 272	2 839
		Trade & Industrial	Consumer & Homemaking	Arts Industrial	Prevocational
FY 1975		23 909	30 088	4 704	19 263
FY 1976		28 783	35 555	6 292	22 975
FY 1977		29 095	36 828	5 646	21 310
FY 1978		28 956	36 583	7 399	20 848
FY 1979		28 205	35 503	7 175	19 486

1. Source: 180 Day Enrollment Reports, 1974-75 through 1978-79, Office of Research, Management Information Section, State Department of Education.

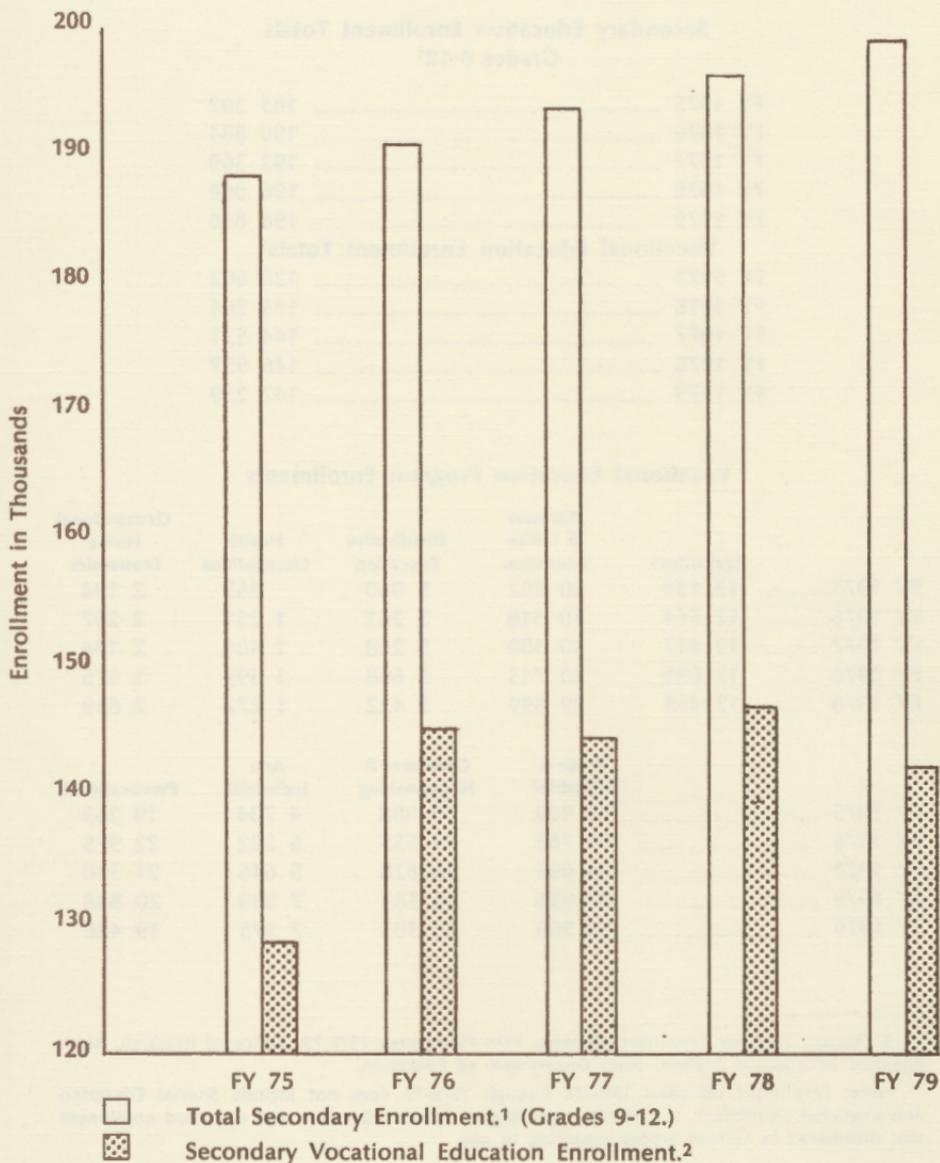
Note: Enrollment for years 1974-75 through 1978-79 does not include Special Education and ungraded enrollment. In 1978-79, reporting of Special Education and ungraded enrollment was distributed in various grades according to age.

2. Source: VEDS (Vocational Education Data System) and Supplemental forms used by the Office of Vocational Education.

Note: In FY 1979 a strong effort was made system-wide to arrive at an unduplicated headcount.

CHART 1

Comparison of Total Secondary Enrollments  
To Secondary Vocational Education Enrollments  
For FY 1975 through FY 1979

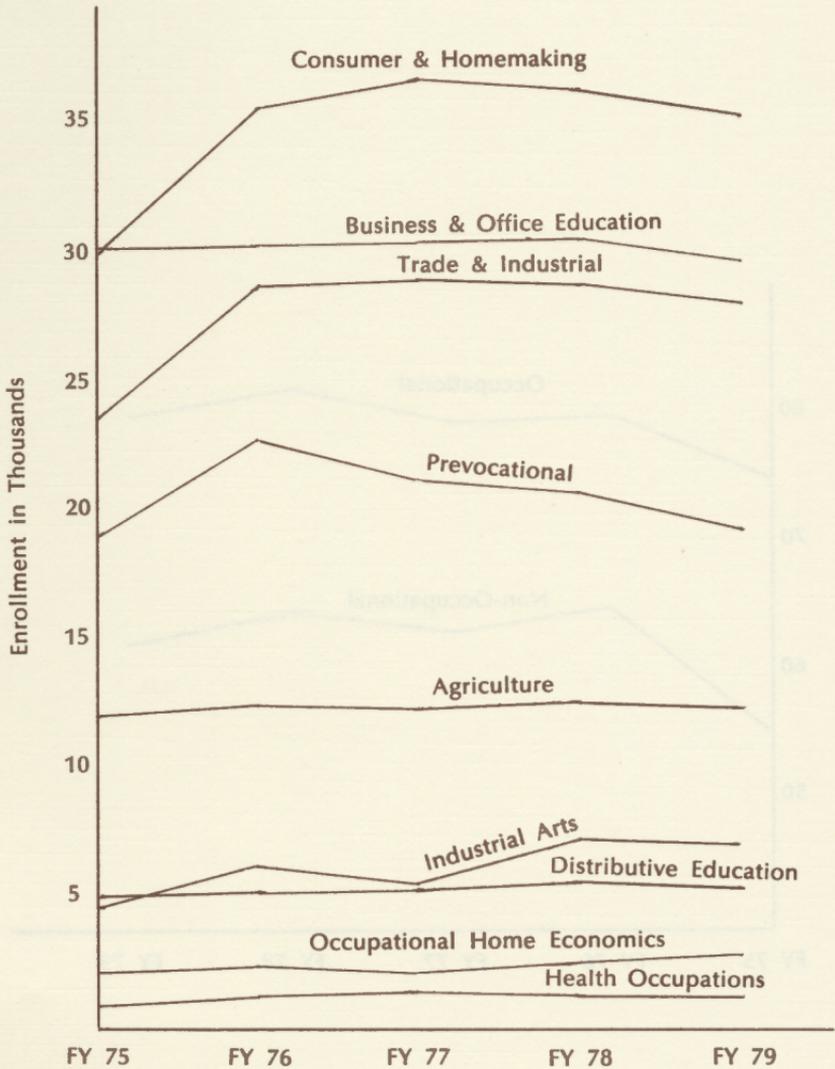


1. Same as Table 1, Footnote 1.

2. Same as Table 1, Footnote 2.

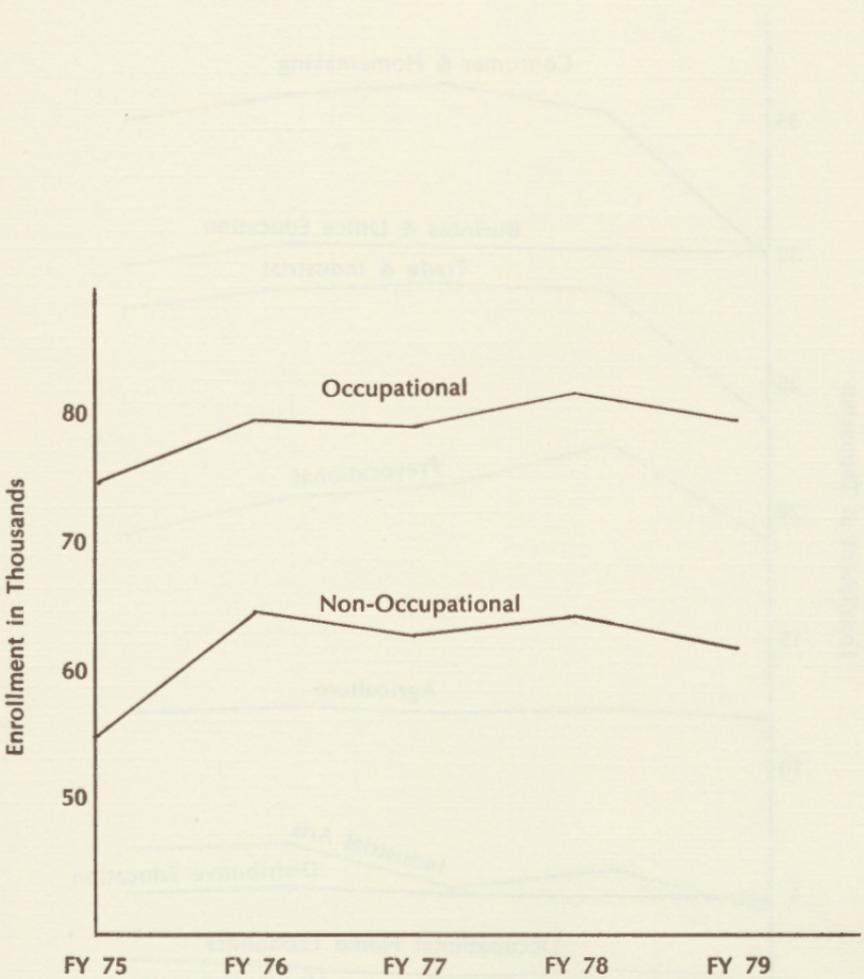
## CHART 2

### Vocational Education Enrollments in Program Areas For FY 1975 through FY 1979



### CHART 3

#### Vocational Education Enrollments By Occupational and Non-Occupational Programs For FY 1975 through FY 1979



## TRENDS IN ENROLLMENTS AND PROGRAMS - -

### Technical Education

Technical and Comprehensive Education enrollment in South Carolina increased in FY 1979, although the exact amount of the increase was not known at the time this article was written. It was known that the headcount enrollment for technical education's degree and diploma programs (see Table 2) increased by 1.6% from 55,726 students in FY 1978 to 56,644 students in FY 1979. Also the headcount enrollment for continuing education programs increased from a FY 1978 total of 62,199 to 68,544 in FY 1979, an increase of about 10.2%. A total FY 1979 enrollment figure for the TEC system was not available due to tabulating problems encountered by TEC with its new computer storage system.

A continuing increase in annualized unduplicated headcount enrollment in TEC for FY 1974 through FY 1978 is shown in Chart 4. From FY 1974 to FY 1978, the headcount enrollment in TEC increased 47.6%. As stated in the above paragraph, FY 1979 continued this steady increase in student enrollment.

Chart 5 compares enrollment trends in TEC's occupational program clusters to that for the non-occupational clusters in FY 1974 through FY 1978. During that time span the occupational program clusters enrollment increased from 30,096 students in FY 1974 to 47,534 students in FY 1978, an increase of 57.9%. During this same time non-occupational enrollment increased by only 4.3%, from 7,852 students in FY 1974 to 8,192 students in FY 1978.\*

Headcount enrollment trends of TEC's degree and diploma program clusters are shown in Chart 6. The business program cluster was TEC's largest program, enrolling 19,662 students in FY 1978, an increase of 3.5% over FY 1977 enrollment totals. Next largest was the Industrial/Occupational Technology program cluster with a FY 1978 enrollment of 14,048. This total represented a 1.9% increase over FY 1977 enrollment.

Overall, Chart 6 shows that six of the eight TEC program clusters experienced enrollment increases in FY 1978. The only programs in which enrollment decreased were Engineering and Agriculture. As stated in the first paragraph, in FY 1979 overall program enrollment in degree and diploma programs increased by 1.6%.

Chart 7 compares the student enrollment in TEC's Associate of Arts (AA) and Associate of Sciences (AS) college transfer program to the other TEC degree and diploma programs. TEC's AA and AS programs are more academic in nature than the other program clusters and all of these credits are transferable to four (4)-year colleges and universities. Chart 7 shows a slight increase in TEC's percentage of AA/AS program enrollment in relation to the other program's enrollment over the five (5)-year period.

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\*For the purpose of this article, TEC's occupational program clusters were determined to be: Agriculture, Business, Engineering, Health Services, Industrial/Occupational Technology, and Public Service. Non-occupational clusters, included AA/AS, Career Development, and Undetermined.

In FY 1974, the AA/AS enrollment was 4.9% of the other program enrollment. This percentage increased to 5.7% in FY 1975, 8.9% in FY 1976, 10.1% in FY 1977, and in FY 1978 stood at 11%. The AA/AS program enrollment compared to total degree and diploma enrollment in FY 1978 was 9.9%.

While the student enrollment in the AA/AS program remains relatively small numbers-wise, the trend noted in the above paragraph is nonetheless unmistakable and worthy of note. This 9.9%, if maintained, would not represent a departure from TEC's original mission, which was and still is to train the State's population in the occupational skills required by S. C.'s industry.

**TABLE 2**  
**Technical and Comprehensive Education**  
**Annualized Unduplicated Headcount Enrollment**  
**FY 1974 through FY 1978\***

FY 1974 .....	97 409
FY 1975 .....	114 443
FY 1976 .....	118 447
FY 1977 .....	124 947
FY 1978 .....	143 783

**Technical Education Headcount Enrollments by**  
**Program Cluster, FY 1974 through FY 1978**

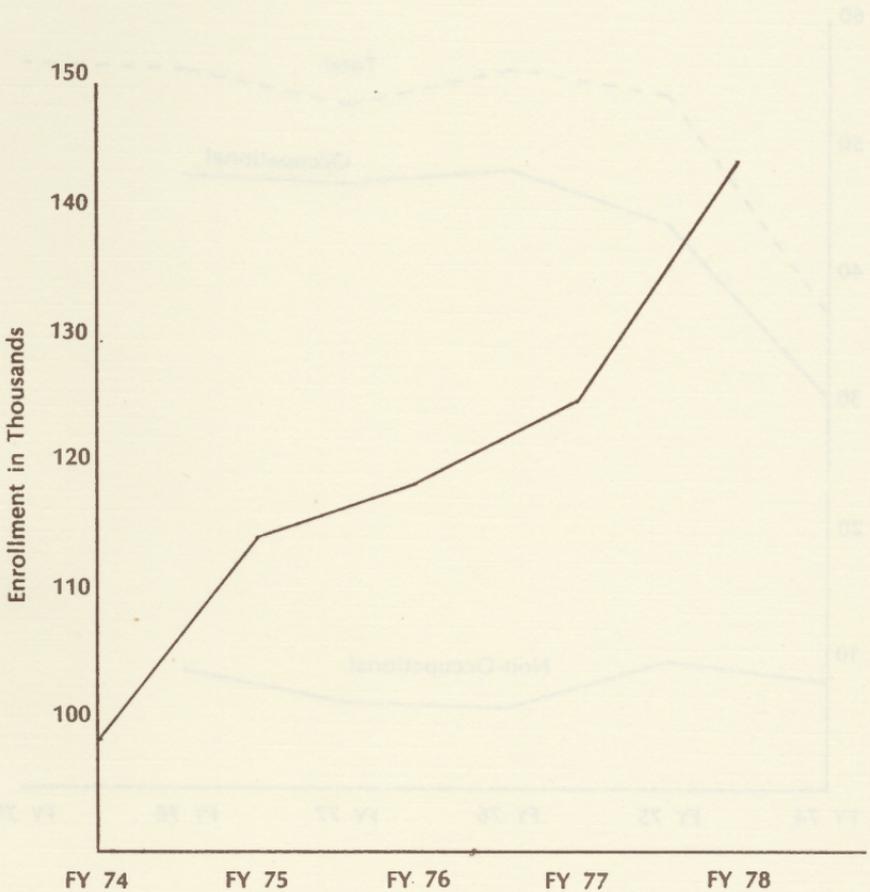
Cluster	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979
Agriculture .....	395	577	734	873	760	
Business .....	11 446	17 605	20 068	19 004	19 662	
Engineering .....	4 196	5 879	5 846	5 243	5 133	
Health Services .....	2 534	3 207	3 271	3 412	3 563	
Industrial/Occup. Technology .....	9 626	13 367	14 345	13 784	14 048	
Public Service .....	1 899	3 413	4 324	4 221	4 368	
AA/AS .....	1 463	2 609	4 510	4 913	5 518	
Career Development .....	—	1 933	1 965	1 963	2 534	
Undetermined .....	6 389	5 548	670	352	140	
Total .....	37 948	54 138	55 733	53 765	55 726	56 644

\*Due to problems encountered by TEC with its computer tabulations of enrollments system-wide, enrollment figures by cluster for FY 1979 were not available at the time of publication.

Source: TEC/MIS. State Board for Technical and Comprehensive Education.

### CHART 4

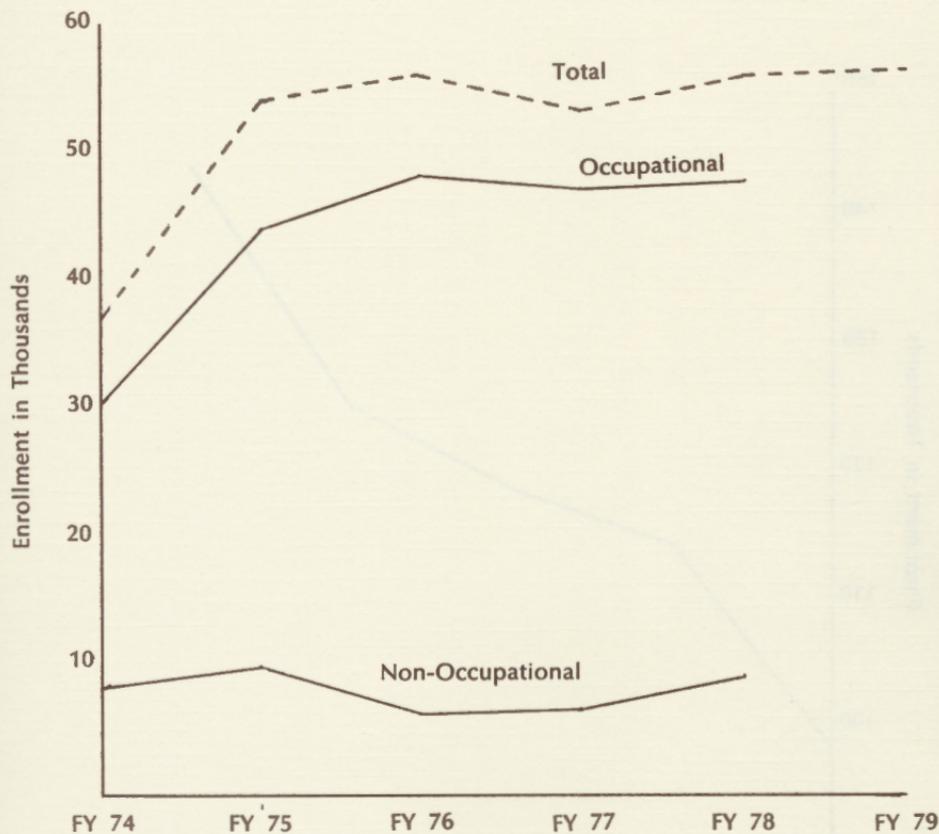
#### Technical and Comprehensive Education Annualized Unduplicated Headcount Enrollment For FY 1974 through FY 1978\*



\*Same as Table 2.

### CHART 5

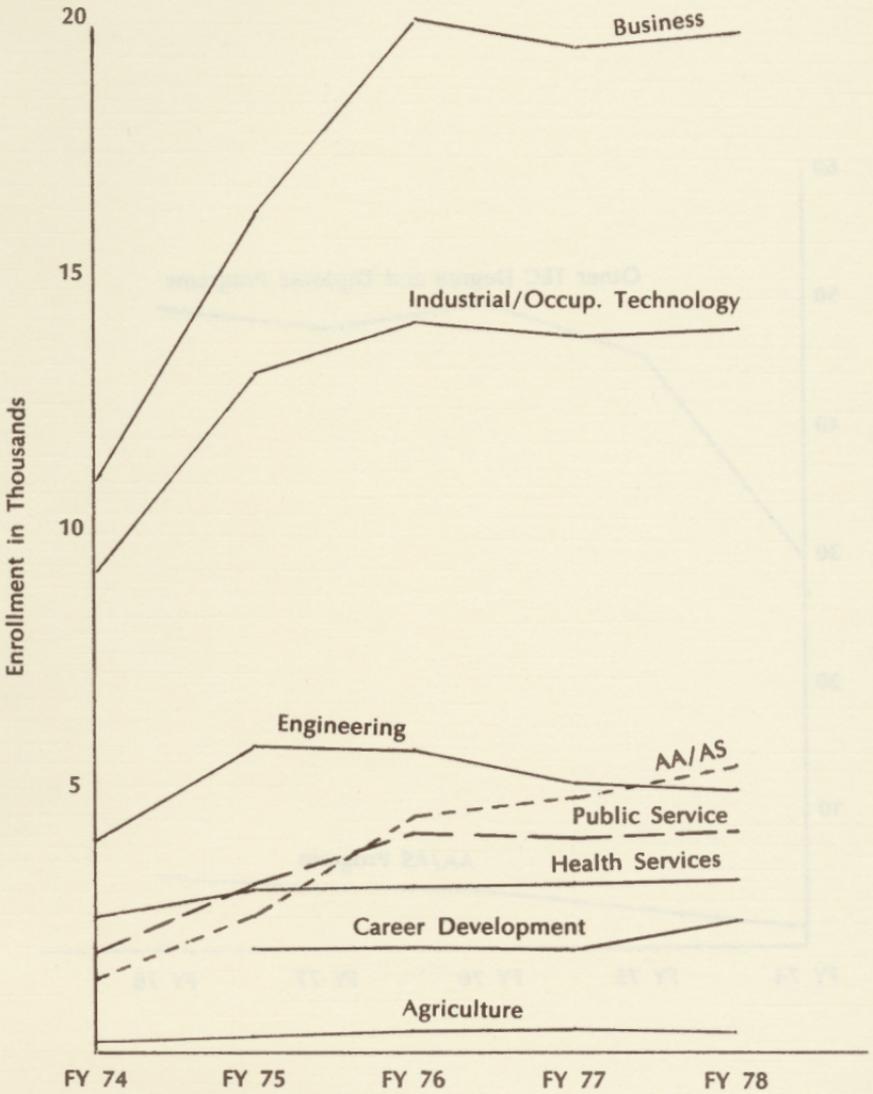
#### Technical Education Headcount Enrollment For Degree and Diploma Students FY 1974 through FY 1979\*



\*For the same reason as cited in the footnote under Table 2, in FY 1979 only the headcount enrollment total for degree and diploma students was available at the time of publication. Thus it was not possible to distinguish between the occupational and non-occupational programs in FY 1979.

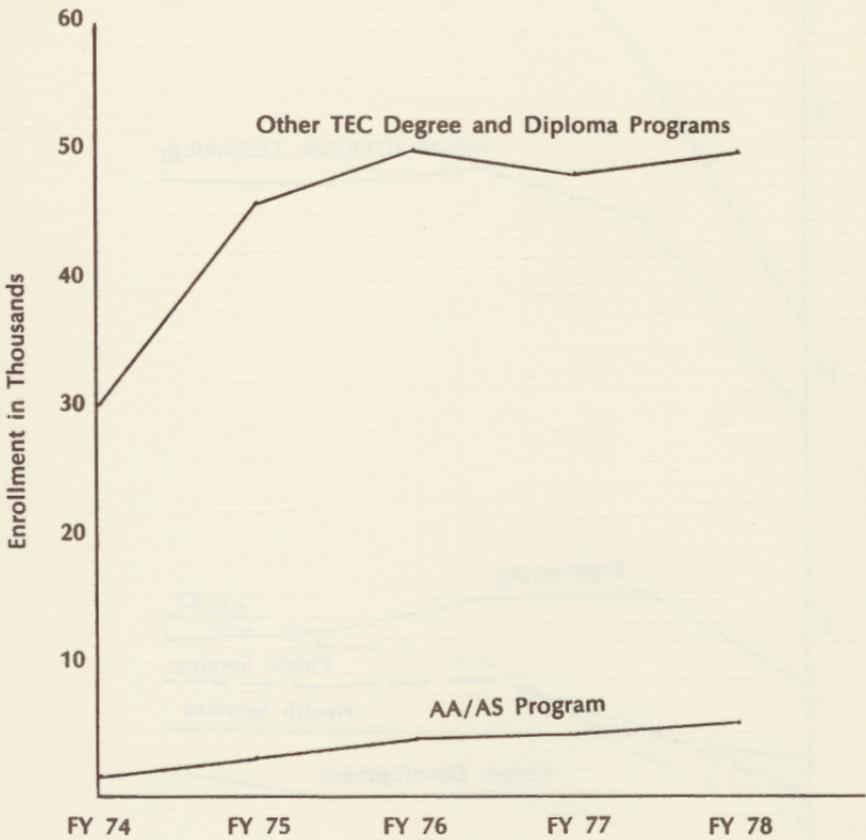
### CHART 6

#### Technical Education Enrollment By Program FY 1974-1978



**CHART 7**

**Headcount Enrollment Comparison of TEC's AA/AS College Degree Transfer Program To All Other Technical Education Degree and Diploma Programs**



## WHERE P.L. 94-482 FEDERAL FUNDS FOR VOCATIONAL EDUCATION WERE SPENT IN SOUTH CAROLINA IN 1978-79

A total of approximately \$9,651,200 in federal funds was expended in South Carolina in 1978-79. The largest portion of this total was directed toward high school programs (22.5%). Other areas in which significant portions of federal funds were spent include post-secondary and adult (20.0%), the disadvantaged set-aside (12.9%), and state-level administration (10.1%) categories. The II Chart depicted later in this article provides a complete breakdown of the federal funds expenditures by category in 1978-79.

A brief overview of the accumulation and distribution of federal funds for vocational education in South Carolina is provided below:

Federal Carryover from 1977-78 to 1978-79	\$ 1,322,704	
Total Federal Allocation for 1978-79	9,797,005	
<hr/>		
Funds Available for 1978-79	\$11,119,709	
*Estimated Federal Carryover to 1979-80	\$ 1,468,479	
Funds Expended in 1978-79	9,651,230	
Local Spending of Federal Funds	8,672,381	89.9%
State Spending of Federal Funds	978,849	10.1%
		<hr/>
		100.0%

This article is devoted to the spending of federal funds for vocational education in South Carolina during the 1978-79 year. The bulk of the fiscal support for vocational education in South Carolina from State funds now flows to the local level under the provisions of the Educational Finance Act and these procedures are discussed in another article of this publication.

It may be noted that in addition to the distribution of federal funds described above, there are other State funds that should be identified as vocational funds. The 1978-79 Appropriations Act (State funds) shows an additional \$789,080 available to the Office of Vocational Education. There is also an appropriation of \$32,149 that is for Clemson University to use for the in-service education of teachers of vocational agriculture.

Adding together the available state funds of \$789,080 with the reported federal funds expenditures of \$978,849 gives the figure of \$1,767,929 for state administration. The federal funds then account for 55.4 percent of state level administration with state funds comprising 44.6 percent of the total.

A relatively small proportion of the federal funds appear to be spent in direct support of regular vocational and technical education programs. From the chart, it can be seen that 22.5 and 20.0 percent are utilized for secondary and post-secondary and adult regular programs, respectively. This totals only

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\*Best available estimate at time of publication — not an exact figure.

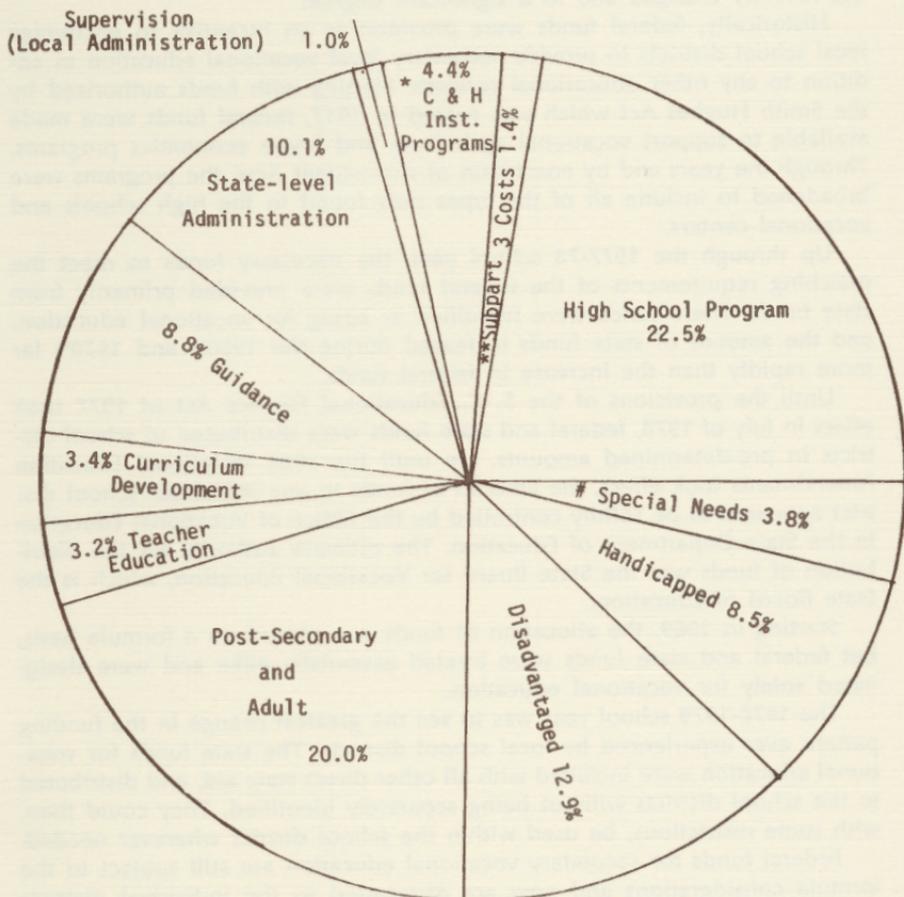
42.5 percent of all federal dollars for these programs which are the programs for most students.

High quality, regular programs of vocational education serve as a basis for special target groups and other desired priorities. Services (and expenditures) for the disadvantaged, for the handicapped, and for other priorities such as overcoming sex stereotyping must be centered around on-going, high quality instruction for regular students. In future legislation and planning, consideration must be given to increasing the proportion of funds designated for regular secondary and post-secondary vocational education.

The tabular display of federal funds shows a carry-over into the 1979 fiscal year, and an estimated carry-over of federal funds into the 1980 fiscal year. It must be pointed out that the provisions of federal law that permit the carry-over funds are excellent, and should be continued. With the carry-over provisions, vocational education administrators can use the funds much more wisely. This allows continuity of some programs, avoids wasteful spending at the end of a budgetary year, and encourages more efficient fiscal management.

It appears that the expenditures for the categories of the disadvantaged and the handicapped fall short of the specified minimal amounts given in P.L. 94-482. However, the expenditures aggregated for the state reflect local school district expenditures. Most of the funds under the disadvantaged and the handicapped categories are dependent on matching at the local level, and in many instances local school districts do not have the additional necessary funds available. In other instances, the decision of local administrators to mainstream disadvantaged or handicapped students results in costs being assigned to regular programs rather than the special categories. Procedural changes made at the state level shortly after the close of the 1979 fiscal year may permit greater utilization of funds for the disadvantaged in subsequent years.

**Federal Funds Expenditures in South Carolina for  
Vocational Education During Fiscal Year 1979  
(P.L. 94-482 Funds)**



**#Special Needs**

Category consists of special disadvantaged costs. These subpart 4 Costs differ from Disadvantaged category in that no matching is required on the local level for Special Needs.

**\*Consumer and Homemaking Instructional Programs**

Includes only the instructional program costs. Related administrative, teacher education, curriculum development, and adult programs associated with this category are broken out into separate categories.

**\*\*Subpart 3 Costs**

This category is composed of Research, Exemplary/Innovative program development, and sex bias elimination. Other costs related to this category are broken out into separate categories.

## STATE FUNDING FOR VOCATIONAL EDUCATION

Funding for vocational education in the public schools of South Carolina has recently changed and to a significant degree.

Historically, federal funds were provided as an incentive to encourage local school districts to provide secondary level vocational education in addition to any other educational services. Starting with funds authorized by the Smith Hughes Act which was passed in 1917, federal funds were made available to support vocational agriculture and home economics programs. Through the years and by enactment of subsequent Acts, the programs were broadened to include all of the types now found in the high schools and vocational centers.

Up through the 1977-78 school year, the necessary funds to meet the matching requirements of the federal funds were provided primarily from state funds. These funds were identified as being for vocational education, and the amount of state funds increased during the 1960's and 1970's far more rapidly than the increase in federal funds.

Until the provisions of the S. C. Educational Finance Act of 1977 took effect in July of 1978, federal and state funds were distributed to school districts in pre-determined amounts. Up until the 1968 Vocational Education Amendments took effect, the amount of funds to any individual school district appeared to be solidly controlled by the Office of Vocational Education in the State Department of Education. The ultimate authority for the distribution of funds was the State Board for Vocational Education, which is the State Board of Education.

Starting in 1969, the allocation of funds was placed on a formula basis, but federal and state funds were treated essentially alike and were designated solely for vocational education.

The 1978-1979 school year was to see the greatest change in the funding pattern ever experienced by local school districts. The state funds for vocational education were included with all other direct state aid, and distributed to the school districts without being separately identified. They could then, with some restrictions, be used within the school district wherever needed.

Federal funds for secondary vocational education are still subject to the formula considerations and now are distributed to the individual districts separately.

The Educational Finance Act is a significant attempt at providing equal educational opportunities for all students regardless of the relative wealth of a school district. Relatively larger amounts of state funds go to less financially able school districts, and this approach is meritorious. Within the distribution calculations, however, there appear to be serious inequities that will need to be rectified.

Distribution of funds under the Educational Finance Act of 1977 (EFA-77) is based on a "base student cost" which assumes a weight, or factor of 1.00 in later calculations.

A certain dollar amount is assigned to this each year by the General Assembly in the Appropriations process. The Act provides that more money goes for students in early school grades (grades K-3), high school students (grades 9-12), and especially for homebound or handicapped students. The

Act provides a weighting (factor) of 1.25 for high school pupils, and a factor of 1.29 for students classified as vocational. Students may be counted in only one category, and logically school administrators count students in the category that will give them the greatest amount of state funds.

The contention of this essay is not to quarrel with the intent or overall provisions of the EFA-77, but to point out that an inequity exists which should be changed.

Students in regular high school classes are funded on a basis of 1.25, while vocational students are calculated at 1.29, or a differential of 3.2 percent more for a vocational pupil than for any other high school pupil. Most high school programs have higher student-teacher ratios than vocational classes, are usually more text-book oriented, and usually require far less space or equipment.

Effective and safe vocational education requires several extra cost considerations, and these have developed and gained acceptance through several decades of experience. Vocational Education instruction requires:

- small classes (seldom more than 20:1 due to safety and "hands-on" instruction),
- more, and more expensive equipment (equipment must replicate that used in business and industry),
- more consumable supplies,
- greater space for instruction, thus greater cost considerations for utilities and other indirect costs.

The items listed above account for far more than a 3.2 percent extra cost factor.

Failure to adjust the inequities will ultimately, and perhaps soon, cause undesirable changes in local programs. It appears that two primary consequences will develop. Schools will either (1) fail to assign sufficient funds for vocational education, and thus weaken the programs and allow equipment and instructional programs to become second rate, or (2) encourage and coerce students into enrolling in the few large class occupational programs such as typing or first or second year home economics, thus closing other vocational programs for lack of enrollments.

A third alternative is also possible, and that is to follow the numbers game to the maximum, and completely "de-emphasize" vocational education, thus freeing funds for more favored programs.

At the time of this publication, the Council was not in a position to recommend a factor to replace the inadequate 1.29 for vocational pupils. It was apparent, however, that a factor of 1.29 was inadequate, and urged that this factor be replaced with an adequate, higher figure in any subsequent revision of the EFA-77.

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## PROGRESS IN ARTICULATION

The articulation of related educational programs at different, but adjacent levels is highly desirable, but it is a process that is usually given low priority. The term primarily means that students who complete one level of

an educational program can move on to the next level and receive credit for what he (or she) has learned. A simple example is that a high school student will be placed at the proper level in mathematics, English, etc., when entering a post-secondary institution. The student should not have to endure repetitive instruction over material that he (she) already knows, and also that no vital segment of material will be skipped over in the transfer process.

In practice, articulation has usually been haphazard at best, and even the high schools and colleges have not really worked out effective articulation. Many readers of this article will recall sitting through either (a) boring classes covering skills already acquired, or (b) being placed in classes where the material was too advanced — thus showing that some necessary subject area was “skipped-over.”

Progress in articulation between the vocational education programs and related programs in technical education institutions is one of the highlights of the 1978-79 year, and yet few citizens know of this progress.

The 1977-78 Evaluation Report of the Advisory Council addressed the topic of articulation and the apparent positive climate for articulation. In this article, the Council is pleased to report to the State Board for Vocational Education, The State Board for Technical and Comprehensive Education, and to the public that in South Carolina articulation in occupational education is on the way to becoming a reality.

On October 12-14, 1978, there was a joint conference of vocational directors and technical college presidents/directors at Clemson. The meeting at the Clemson Holiday Inn was a result of cooperation and joint sponsorship by: the State Advisory Council, the Vocational Education Directors, the staff of the State Board for Technical and Comprehensive Education (TEC), and the Office of Vocational Education in the State Department of Education. This was the first such joint meeting of vocational directors and technical education presidents/directors since the two systems began to develop. The results of that conference were very positive, and progress throughout the remainder of the fiscal year confirmed and reinforced the positive results.

The State Advisory Council produced a report during the year of the articulation conference at Clemson entitled “Climate for Articulation.” This March, 1979, publication reported:

“By the end of the meetings each of the small discussion groups were developing specific plans for measurable progress in articulation in their respective geographic areas of South Carolina.

In addition to planning specific action and goals toward greater articulation, the participants emphatically stated this was a beginning; that there should and would be more progress on articulation and greater cooperation; that there should be another meeting a year later.”<sup>1</sup>

Since the 1978 Conference, there has been activity and accomplishments that are measurable and observable. Some of these accomplishments are

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1. S. C. Advisory Council on Vocational and Technical Education, Report of a Conference of Vocational Directors and Technical College Presidents and Directors in South Carolina, *Climate for Articulation*, (October 12-14, 1978), “Summary,” p. 1.

listed below to show that technical college and vocational center directors are exerting extra effort to provide more effective and efficient vocational and technical education in South Carolina.

- Item 1. At the 1978 Conference, there was discussion that the State Plan for Vocational Education contained a provision that, in effect, worked to discourage articulation. Once the effect of this policy became known, the Office of Vocational Education made the desired change. While there was no change in the wording of the subsequent version of the State Plan, the procedures for recording positive placement were changed and notice provided to the vocational directors and TEC institutions.
- Item 2. In most of the geographic areas, there were periodic follow-up meetings of the technical education administration and the vocational center directors to discuss, and work on, mutual problems and the development of articulation.
- Item 3. By the end of the 1978-79 school year, programs common to one or more vocational centers and the technical education institutions had been identified in all of the geographic areas. (Geographic area refers to a technical education institution and all of the vocational centers that "feed into" that technical education institution). Identification of appropriate programs is a necessary, early step.
- Item 4. In most of the geographic areas, the process of working on articulation had reached the instructor level for at least part of the potential programs. In one geographic area there were as many as nine separate program areas where the vocational and technical education teachers were working on curriculum for an articulated system.
- Item 5. In some technical colleges, there were reported instances of students receiving advanced placement as they came from vocational education programs into the technical college.
- Item 6. At the close of the 1978-79 year, plans were underway for the second annual articulation conference. As during the previous year, there was complete cooperation from the Office of Vocational Education, staff of the State Board for Technical and Comprehensive Education, the Vocational Directors Association, and the State Advisory Council.
- Item 7. By the end of the year, the Office of the State Advisory Council was working to establish a clearinghouse on articulation. In response to requests at the October, 1978 meeting, the State Council was acting to obtain information which could be available to any of the schools, centers or colleges. Curriculum development and other materials that could have value to others should be shared, reasoned the Council. There should be no reason for every teacher in each geographic area to "re-invent the wheel" as they worked to revise curriculum which would be acceptable to both levels and that would facilitate the articulation process.

Progress in articulation is one area where the directors and presidents of technical institutions and vocational centers are providing leadership in education. From this progress, we can expect to see tax savings, greater student retention, and higher quality occupational education instruction. The benefits are obvious, but will not happen without expenditures of time and effort. Without legislation and without policy requiring their cooperation, many persons in vocational education and in technical education are working, voluntarily, on making true vertical program articulation become a reality.

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## COMMENTS ON THE 1978 CETA ANNUAL REPORT

The specifics of P.L. 94-482 include the requirement that the State Advisory Council "comment, at least once annually, on the reports of the State Manpower Services Council, which comments shall be included in the annual report submitted by the State advisory council . . . ." (Title I, Part A, Sec. 105 (d)(4)(B)).

The State Advisory Council has reviewed, carefully considered and discussed the report entitled "CETA '78, South Carolina, Annual Report to the Governor." The State Manpower Services Council (SMSC) and the staff are commended for their exceptionally fine publication which reflects considerable quality. This is an attractive report, well planned and it reflects a good balance between the desired brevity and necessary detail.

The State Advisory Council (SAC) also commends the SMSC for alleviating some of the perceived deficiencies as noted in the SAC's previous comments on the SMSC 1977 Report.

The SAC is aware that even in South Carolina, the CETA program collectively represents a huge and complex effort with a considerable diversity of delivery systems. The purpose of this 1978 Report to the Governor is to provide an understandable explanation of the CETA program.

The SAC is desirous of having some additional information provided toward the end of making this report more comprehensible.

It may be possible to decrease slightly the number of selected examples, or to supplement them with outcome information. Any data that reflects on the major objectives (second paragraph, page 7) and tells to what extent CETA has alleviated unemployment and/or placed participants in employment as taxpayers would be very helpful.

The data on page 27 listing the companies or organizations that have participated in OJT programs would be more meaningful if the number of program participants for each firm was also included.

The SAC also suggests that there should be some data concerning the part that other State agencies play in the CETA programs. Amount of employees in other agencies supported by CETA, and the annual dollar expenditures may be helpful information. In addition, number of clients served and this cost of services by agency could be enlightening. Agencies such as TEC, Employment Security Commission, Vocational Rehabilitation, and Vo-

ational Education are examples. Perhaps a complete listing by agency would help to enlighten the reader.

Since the State's CETA program expenditures is nearly fifty percent (50%) greater than the total expenditures for all of TEC in the State and several times greater than that spent for vocational education, CETA impacts heavily on the occupational training area. Some break-down of occupations, enrollees, completers and cost by occupational areas should be of use to vocational education planners and to those in the State Technical Education system.

Perhaps biased by the placement or accountability requirements under federal legislation for vocational education programs, the SAC perceived that CETA, too, should be accountable. Some information on client placement and job retention would be useful in helping to document the worth of these programs which cost, in tax dollars, between \$40 and \$50 per capita in South Carolina. The Council (SAC) thinks that outcome measures should be readily available for a program of this size.

This 1978 report, and the cooperative attitude of the previous and the current (1979) CETA administrations show much progress in developing understanding among manpower agencies in the State.

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## THE STATUS OF THE SOUTH CAROLINA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (SCOICC)

During the past year, the South Carolina State Occupational Information Coordinating Committee (SOICC) initiated its career information system in South Carolina. This information system is termed the South Carolina Occupational Information System (SCOIS). National, state, and local employment supply and demand data are embraced by SCOIS. The computer software package adopted for SCOIS is the Coordinated Occupational Information Network (COIN). COIN provides only occupational and national data. In FY 1979, SCOIS became operational in Region IV (Richland, Lexington, Fairfield, and Newberry Counties) and in Region IX (Charleston, Berkeley, and Dorchester Counties). Only national employment outlook and wage information was available to the system's users in FY 1979.

The SCOIS system is designed to provide students with readily accessible information concerning over 280 different occupational clusters, and related working conditions, salary ranges, educational levels required for job entry, physical demands, etc.

A new information file, available since September 4, 1979, allows students and other job seekers to search for a job through SCOIS computer terminals. A student tells the computer the geographic area within South Carolina where he/she would like to work, the education level for the job,

the career cluster (e.g., welding), and whether a full-time, part-time, or summer job is desired. The computer then screens thousands of job bank listings carried by the South Carolina Employment Security agency and provides a list of jobs which meet the users requirements. These job banks listings are updated every 24 hours.

There is one minicomputer for the SCOIS system, and it is housed in Columbia. A second minicomputer should be on line in the Charleston area before the end of the 1979 calendar year. SOICC's long-range plans call for eventually placing third and fourth minicomputers in Greenville and Florence, respectively.

Much of SOICC's time and energies in its first full year of operations have been devoted to making available to as many users as possible the information contained in the SCOIS system. This has been done by placing, as of September 11, 1979, forty-six (46) minicomputer terminals and forty-three (43) microfiche stations in high schools, colleges, universities, technical schools, vocational rehabilitation sites, and employment security offices throughout the Columbia and Charleston metropolitan areas. Plans call for an additional forty-three (43) minicomputer terminals to be placed in the Greenville area in the near future.

A computer monitoring package has just been developed within the COIN system. This should provide SOICC with more complete information on the COIN system's users. The package is designed to:

- (1) maintain a log on the number of users of the system, and
- (2) record the CPU (Central Processing Unit), or memory time taken by the users.
- (3) record the telephone connect time to computer.

In addition to its responsibilities to students and prospective employment seekers, SOICC is also cognizant of its responsibilities to improve the linkages between and among vocational education and employment and training program administrators, planners, and researchers. SOICC is in the process of establishing these linkages through the utilization of its Technical Working Committee. This Committee consists of representatives of the consortium of agencies which comprise SOICC (i.e., the S. C. Employment Security Commission, the S. C. Governor's Office, the S. C. Department of Education, and the S. C. Department of Vocational Rehabilitation).

SOICC perceives the representatives of the Technical Working Committee, which includes staff representatives from the Office of Vocational Education, State Tec Board, Commission on Higher Education, and the SETC Commission, as crucial in coordinating these linkages. These representatives are asked to validate information and also to provide information. Ultimately, the responsibility for the dissemination of occupational supply and demand data, to be used in employment and program planning, will rest with the representatives of those agencies and offices mentioned above.

To assist in the planning and linkage processes discussed above, SOICC has recently been awarded a grant from the National Manpower Institute. The purpose of this grant was two-fold:

- (1) create linkages with the work-education councils and State agencies and private employees.
- (2) promulgate the work-education effort in this state.

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## COMMENTS ON THE SOUTH CAROLINA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (SCOICC)

The Council, through its interpretation of sections of Congressional Reports,<sup>1</sup> feels that the S. C. Occupational Information Coordinating Committee (SCOICC, or SOICC) has a primary mission that goes beyond providing consumer information. Not only should national, state, and local occupational supply and demand data for careers be available to students, but this data should be analyzed by the SOICC staff and/or Technical Working Committee, and information then forwarded to vocational education administrators and employment training programs so that they might incorporate the information in their planning for program offerings. In the school system, this data should directly impact on decisions concerning the vocational programs to be offered by vocational centers and/or school districts. Only those courses which are relevant to realistic job opportunities should be funded and offered.

The Council realizes that the South Carolina SOICC was organized in 1978 and thus is in its formative stage. The Council also recognizes that bringing the South Carolina Occupational Information System (SCOIS) on line in its first full year of operation has required most, if not all, of the SOICC staff's time and energies. The SOICC staff is to be commended for successfully implementing the information system in such a short period of time.

In fairness to SOICC, not having had incorporated into the SCOIS system local and state information has made it impossible for the Committee to completely fulfill the SOICC mission as interpreted by the Council. This information is necessary for planning to be conducted by educational and employment training administrators on the local level. With the SCOIS system operational and now capable of supplying state and local employment information, it is the Council's hope that the S. C. SOICC might soon be able to focus its attention on ensuring that vocational education and employment training administrators have readily available information upon which to determine the relevant vocational program offerings in their schools.

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1. 94th Congress—2nd Session, House of Representatives Report No. 94-1085, May 4, 1976, Voc. Ed. and NIE Amendments of 1976, Title I — Voc. Ed. Summary, pp. 19, 20, 40, and 41.

# THE COORDINATION OF VOCATIONAL EDUCATION, CETA TRAINING, TECHNICAL EDUCATION AND OTHER RELATED PROGRAMS

The "Education Amendments of 1976" (P.L. 94-482) includes the provision that:

"Each State Advisory Council shall identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State, and assess the extent to which vocational education, employment training, vocational rehabilitation, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs . . . ."<sup>1</sup>

The various types of occupational education and training programs referred to in the above paragraph are offered to the public in South Carolina by six or more State Agencies. These include:

Office of Vocational Education, State Department of Education  
State Board for Technical and Comprehensive Education  
Department of Corrections  
Department of Youth Services  
Vocational Rehabilitation  
Office of the Governor, CETA Division

In addition to these organizations, there are other educational or training programs that impact on the area of trained manpower. These include such programs as the Associate Degree programs operated by the College of General Studies, University of South Carolina; and apprenticeship programs under the auspices of the State Department of Labor.

Coordination of occupational training programs among agencies represents the "fine tuning" needed to assure maximum efficiency in the delivery of educational services. If agency "A" is training an adequate number of persons annually for a specific occupation, then agency "B" should concentrate their efforts on other occupations. Moreover, ideally agencies "A", "B", and all others should plan together so that the agencies would offer instruction that is best suited for their clients, and that is also offered by the agency that is most cost-effective. Unfortunately this utopian situation is seldom reached, especially with the independence and autonomy given each organization or agency under our state government structure.

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1. Public Law 94-482, 94th Congress, An Act, "Education Amendments of 1976," Section 105, (d) (4) (A), (October 12, 1976).

For several decades the State Employment Security Commission has been the major source of job opportunity data. Due to separate systems for coding occupations using the Department of Labor system, and coding occupational education programs under the educational system, problems of incompatibility have developed. The independence and diversity of business and industry and the work-force also complicate the acquisition and interpretation of data.

The charge given to the South Carolina Occupational Information Coordinating Committee (SCOICC) is to:

"implement an occupational information system in the State which will meet the common needs for the planning for, and the operation of, programs of the State board assisted under this Act and of the administering agencies under the Comprehensive Employment and Training Act of 1973."<sup>2</sup>

This charge is very closely related to the State Advisory Councils responsibility.

When the SCOICC was formed in South Carolina, the responsible authorities looked closely at the implied duties of this group, and wisely decided to locate the SCOICC within the structure of the Employment Security Commission (ESC). The major activities of the SCOICC to date are described in another article of this publication.

Data on job opportunities and occupational needs are shared among the CETA division, Tec, and the Office of Vocational Education, and have been for several years. Since the primary responsibility given to the SCOICC under P.L. 94-482 reflects the need for planning data, hopefully the SCOICC will soon be able to serve as the focus for these data, and will be able to collect and integrate pertinent data from other sources as well. It is the Council's judgment that the SCOICC should, and will, become the primary data source for CETA and for vocational and technical education program planning.

During 1978-79, the vocational education, technical education, CETA, and other related programs were sufficiently well coordinated so there was very little undesirable duplication of programs. This judgment was based on the best assessment of available data and the collective knowledge of the Council members.

There is a need for improvement in the planning data, and in the coordination of occupational programs. Each of the major agencies appear to rely partly on the available data, and partly on their own, independent, sometimes localized needs assessment in justifying occupational programs. The absence of undesirable duplication may be more an indication of the tremendous need for trained manpower than it is an indication of total coordination of programs. Administrators in CETA, Vocational Education, Technical Education, and other agencies appear to be communicating more freely now than in previous years, and the Council is encouraged by this willingness to coordinate their programs.

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2. Ibid, Section 161 (b) (2).

# A REVIEW OF THE STATE DEPARTMENT OF EDUCATION'S LOCAL EVALUATIONS

During the 1978-79 school year, the State Department of Education conducted thirty-three evaluation visits to vocational education programs on the local level. Thirty of these visits followed the routine State Department of Education (SDE) format for evaluation, while the remaining three evaluations were conducted by evaluation teams under the direction of the Office of Vocational Education's Coordinator of Area Vocational Centers. These three visits used a different style and format from the other 30 visits conducted by the SDE. The three districts selected to be evaluated were those where administrators requested a comprehensive evaluation of the vocational education programs in their districts.

These two different methods of evaluation are discussed in detail in the following two sections of this article. On both SDE forms of evaluation, the Council comments on:

- (1) the process of the two types of evaluation, and
- (2) the findings concerning vocational education's strengths and weaknesses which can be derived from a review of the reports of these evaluation techniques.

## **Program Review Summaries**

Program Review Summaries were the evaluation forms used by the SDE in the evaluation of thirty school districts in the 1978-79 school year. The format for these evaluations featured 15 distinct sub-topics (e.g., Advisory Councils, Prevocational Education Programs, Measurement of Student Achievement). Sixty-one (61) statements distributed among the sub-topics required a "Yes," "No," or "N.A." response from the local educational institutions' administrators and teachers, and a separate, but the same type of response from the Department of Education's team members.

To give the reader an idea of the type of statements listed on the Program Review Summary form, the following sample statements from the form are provided:

"There are active advisory councils for individual areas."

"All vocational education staff members are certified in appropriate areas."

"Facilities and equipment comply with requirements of regulatory agencies. (State Board of Nursing, State Board of Cosmetic Art Examiners, etc.)."

A comments section at the end of each sub-topic was available for team members to record their observations and/or suggestions. Space was available at the end of the form for team members' listings of major discrepancies observed during the visit.

The Program Review Summaries, due to their structure, provide information on the number of administrators, teachers, and visiting team members who react affirmatively or negatively to statements such as provided in the above samples. This information is needed by the SDE to determine the extent to which the school systems are in compliance with predetermined standards as contained in the State Plan for Vocational Education. The summaries effectively insure that the vocational programs operate in the prescribed manner.

While the summaries are effective as a compliance tool, they provide little information concerning the quality of instruction, whether program offerings are related to community needs, effectiveness of guidance services, the influence of local advisory councils and craft committees on vocational programs, etc. It appears that the primary focus of these summaries is on insuring that a school or vocational center is in compliance with the State Plan.

Although the format of the summaries did not easily yield to a review of the qualitative findings in vocational education, an effort was made to glean information from the comments section of the fifteen (15) sub-topics. However, the hazard in proceeding in this manner was that it appeared that the comments section was used by many Department of Education team members to make recommendations for improvement in program deficiencies. Thus, the comments section for the most part focused on negative observations.

Since the comments contained in the summaries generally focus on program discrepancies, the Council feels that to report findings reflected in the Program Review Summaries would inaccurately convey the health of vocational education in South Carolina. The Council, through its site visits and other experiences has found vocational education to have many strengths, to be of good quality, and to be serving well the occupational training needs of South Carolina's secondary students. Rather than portray an inaccurate picture, the Council would rather report what it perceives to be a weakness or flaw in the Program Review Summary evaluation process.

The Program Review Summaries probe excessively into adherence to standards, and deal very little with measurements of program quality. For example, the summaries inform the reader that instructors do or do not make available to students performance based instructional materials. No attempt is made to comment on the relevance or content of the instructional materials.

### **Comprehensive Evaluation Reports**

Comprehensive Evaluation Reports were produced by the SDE evaluation teams on the three school districts which requested visits from the Coordinator of Area Vocational Centers. These evaluations were comprehensive and more qualitative in nature.

The evaluation teams on these visits were composed of individuals from the State Office of Vocational Education, Vocational Center Directors, and various other persons who possessed expert knowledge in the areas of the evaluation in which they were assigned. These evaluation teams divided into

three sub-committees, and studied in depth the vocational centers' administration, guidance and placement, and instructional programs.

Typically, these visits were two or three-day affairs, and sufficient time was allotted so that each area and instructional program could be reviewed and analyzed. An oral report of the findings was presented to the Center's administration prior to the team's departure at each of the visits. Detailed written reports on each of the Centers' major areas was forwarded to the Centers at later dates. All instructional programs offered at the Centers were reviewed, with appropriate commendations, weaknesses, and recommendations cited in the reports.

These reports also addressed many of the same compliance-type factors on which the program Review Summaries reported. The difference is that the comprehensive evaluation reports were not limited to a study of quantitative or compliance type factors.

The Council commends the SDE on this method of evaluation. These evaluation reports are comprehensive and qualitative. In providing reports and recommendations to the Centers in this fashion, the SDE is supplying resources and tools to the school districts and Centers that can be positively used to effect improvements.

A sample of three vocational centers does not symbolize a truly representative cross-section of vocational centers. Each of the three centers were visited because of unusual circumstances and/or problems which existed at the Centers. These problems were recognized by local administrators, who then requested assistance from the SDE.

The findings which follow were common to at least two of the three centers evaluated, and are paraphrased below.

#### Strengths of the Vocational Centers' Programs:

Some of the programs appeared adequately equipped for basic instruction to the students.

The administrators and instructional staffs were committed to improving the quality of the vocational education programs.

The students appeared to be motivated and interested in their vocational programs.

#### Weaknesses of the Vocational Centers' Programs:

Student input in total operations of the Center was lacking.

Craft Advisory Committees were altogether lacking or, if in existence, were often not functioning in accordance with Federal legislation or as effective committees.

Many students were in courses without the benefit of individual counseling concerning availability of courses and selections.

#### Summary

The Program Review Summaries and the comprehensive evaluation reports taken together could provide the SDE with an excellent balance of

quantitative and qualitative vocational education information. During FY 1979 the disproportionate number of Program Review Summaries (30) as compared to the comprehensive reports (3) did not provide a proper balance of evaluations since the process was being developed.

This predominance of compliance, or quantitative, local evaluations in FY 1979 will be corrected in FY 1980. The Council has been advised by the Office of Vocational Education staff personnel that the SDE will conduct twenty (20) program review summary visits and ten (10) comprehensive evaluation visits in FY 1980. This ratio of local evaluations appears to be excellent and should provide the SDE and the local school districts with information which is pertinent and useful.

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## A REVIEW OF EVALUATIONS CONDUCTED BY THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

As a part of their evaluation responsibilities, the Council anticipated that it would be possible to review the results of evaluations conducted by the staff of the State Board for Technical and Comprehensive Education. For some time there has been discussions that the Tec system was developing an evaluation process. The evaluations would be effective in reviewing, from an external basis, the programs and operations of the sixteen (16) technical colleges and centers. By the end of the 1979 fiscal year, the Council was advised that no operational type of evaluations had yet been developed.

As of the close of FY 1979, the State Tec Board was relying primarily on two types of external appraisals, neither of which would report qualitative data to the Council or to other outside parties. One system apparently was a fiscal audit conducted by Tec to assure uniform and proper accounting for expenditure of funds. The other system is an on-going process for all Technical Colleges and Centers to uniformly apply certain, pre-determined, minimum enrollment and other criteria to justify program continuation.

Neither of the two systems mentioned above relate primarily to quality of programs, nor do they identify present or potential problems in administration of the programs. The two evaluation systems are basically quantitative or fiscal in nature.

In future evaluation reports, the State Advisory Council hopes to include information based in part on evaluations of the technical colleges and centers as evaluated by the state Tec personnel.

## RESULTS OF ADVISORY COUNCIL'S 1978-79 EVALUATION SITE VISITS

The South Carolina State Advisory Council on Vocational and Technical Education conducted five (5) evaluation site visits during 1978-79. Four of these visits were to vocational centers, and one visit was to a technical college.

With fifty-six (56) vocational centers and sixteen (16) technical colleges/centers operating in South Carolina, the Council realizes that its visits represent only a small sample of the vocational and technical education institutions. The small sample of institutions evaluated prohibits the Council from making any statements in unequivocal terms. However, the Council feels that patterns or trends which were common to two or more institutions did evolve during these visits.

The conclusions that follow are based on the common trends and patterns just mentioned. These conclusions do not necessarily reflect on any single school district or institution, nor may they be generalized and applied to all. These statements and brief explanations reflect the consensus of the State Advisory Council members based on the five site visits.

1. The administrators of vocational and technical education programs in South Carolina are dedicated and competent individuals. They are providing excellent leadership to their educational institutions.
2. Funding problems among the institutions vary depending on such local factors as the extent of fiscal, industrial and community support provided the institutions. Funding difficulties appear to have been aggravated by the Educational Finance Act of 1977 which impacted on educational institutions in FY 1978. Common consensus among vocational educators is that the 1.29 funding factor for vocational education as provided in the Act falls short of the factor needed to properly fund their programs.
3. Instructors generally appear to be knowledgeable and experienced in their subject matter. However, teachers in several of the institutions visited are not taking advantage of in-service training sessions which might improve their professional capabilities.
4. Articulation efforts between vocational centers and technical colleges/centers are producing tangible results. Program agreements between many instructors at these institutions have been worked out or are in process. Students' benefits from the more coordinated efforts between delivering systems include less redundancy in courses studied and thereby quicker program completion.
5. The facilities which house vocational and technical programs in South Carolina are outstanding. Some institutions are in need of additional classroom and shop space, parking space, and also interior adjustments to strengthen safety programs. Generally, however, the

facilities are edifices in which students as well as all South Carolinians can take pride.

6. The replacement of obsolete and worn-out equipment was termed the most immediate and pressing need by the educators interviewed during the site visits. Most equipment being used today has been on hand since the institutions came into being ten or fifteen years ago. Institutions do not have the funds available to them which are necessary to replace or even repair, in some cases, the equipment which is broken down or technologically obsolete.
7. For reasons possibly related to background or training most guidance counselors at the feeder schools are not knowledgeable about the opportunities available to prospective students at vocational centers. Since the counselors are not knowledgeable of and involved in the development of vocational curriculums, they are unable to provide totally objective and unbiased guidance to the students at the feeder schools.
8. Many of the Vocational Center directors and instructors voiced concern and displeasure with the present State Board of Education requirement concerning textbook purchases. As it now stands, an institution's program supply funds can only be used to purchase books approved by a committee representing the State Department of Education. If a vocational instructor would like to use a book which does not happen to be on the approved list, then funds must come from student fees. Since the S. C. Legislature has passed a law which states that textbooks are to be free to public school children, this SBE requirement seems to contradict the intent of the legislation.
9. Instructors at the secondary and post-secondary levels generally seem to be teaching through group instruction techniques. It did not appear that individualized instruction techniques which focus on reaching the needs of individual students were being utilized to full advantage by the instructors. The limited exposure that many vocational and technical education instructors have had to teacher education training courses perhaps explains to a large degree this appearance. Incentives for instructors to pursue additional teacher training credits will most likely be necessary if individualized instruction techniques are to be widely accepted and used by vocational and technical education teachers.
10. The stigma that vocational and technical education is for students who are not "college material" is a problem which continues to confront these education delivery systems. What must be overcome is the deep-rooted parental attitudes expressed by the idea, "The vocational center is ok for your child, but my child must take a college preparatory curriculum." Until these basic parental attitudes change, vocational and technical education will almost certainly face an "image" problem which is unwarranted, particularly in light of the fact that the vast majority of jobs do not require four-year baccalaureate degrees.

11. Local advisory councils do not appear to be being used to their full potential. Some institutions have active local councils along with energetic craft committees, but just as many, if not more, appear to have local councils which function in name only. A more active involvement of these councils is needed.
12. Even though discipline is generally regarded as the number one problem in the schools today, the vocational institutions administrators and faculty reported little if any discipline problems among their students. Students enrolled in vocational programs were apparently preoccupied with learning practical work skills.
13. Instructors at Vocational Centers and Technical Colleges must more and more try to reach and teach an increasing number of students who are deficient in the basic skills. Remedial education must increasingly be coordinated with the vocational and technical curriculums which extends the necessary time frame for students' completion of these subjects.

## COMMENDATIONS

and

## RECOMMENDATIONS

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COMMENDATIONS TO STATE BOARD FOR  
VOCATIONAL EDUCATION (STATE  
BOARD OF EDUCATION)

1. The Office of Vocational Education staff is commended for their support and assistance in planning and coordinating the Articulation Conference in Clemson.
2. The staff of the Office of Vocational Education is complimented in that the State Plan for Vocational Education for South Carolina was submitted on time and was one of the first in the Southern Region approved by the U. S. Office of Education.
3. The staff of the Office of Vocational Education is commended for its in-house change regarding positive placements of graduating vocational education students. This change allows a secondary vocational student who enrolls in a similar or related program at TEC to be recorded positively, a feature which supports the concept of articulation.
4. The State Board of Education, and the staff of the Office of Vocational Education, are commended for their cooperation with and assistance to the State Advisory Council during the 1979 fiscal year.

## RECOMMENDATIONS TO STATE BOARD FOR VOCATIONAL EDUCATION (STATE BOARD OF EDUCATION)

1. During the 1980 fiscal year the State Board should develop a plan and initiate the first steps to obtain the necessary equipment, on an orderly and systematic basis, to replace obsolescent and worn-out equipment with adequate equipment necessary for effective instruction in vocational education.
2. The State Board should take appropriate action so that one professional position in public information will be assigned full-time to be responsible to work directly with the office of vocational education and support vocational education.
3. The State Board should adopt a policy or procedures that would provide state textbook funds to be used to purchase books for vocational education courses by local school districts or vocational centers in any instance where there are no approved books on the state textbook list.

Presently, in those courses where vocational textbooks are not provided, supplies funds are required to purchase instructional materials. Therefore, free textbooks are not available to all students in the public schools and will not be until this situation is alleviated.

4. The State Board, by the beginning of the 1980 session of the General Assembly, should affirm and support an appropriate revision to increase the weighting factor concerning the distribution of state funds for vocational education pupils, together with any other necessary changes to assure equitable emphasis on vocational education under the provisions of the Education Finance Act.
5. The State Board and the Office of Vocational Education should continue the efforts to fully utilize the federal funds available for the set-aside categories of the disadvantaged and the handicapped.
6. The State Board should appoint a study committee, including at least two members of the State Board and at least one member of the State Advisory Council designated by the Council, to examine the experience and educational qualifications of all guidance counselors with the purpose of recommending college courses and experiences that would prepare all counselors for vocational guidance. The committee should be appointed before the end of the 1980 fiscal year and charged to report back to the State Board within six months after being established.

Since a large number of counselors do not have any vocational background or experience, the committee should look at the feasibility of a requirement that all counselors have some exposure to occupational education and/or non-educational work experience.

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## COMMENDATIONS TO STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

1. The State TEC Board is commended for continuing to serve an increasing student population with a budget which has increased far less than the increase in numbers of students.
2. The staff of the State TEC Board is complimented for its assistance and cooperation in articulation and in planning and conducting the Articulation Conference in Clemson.
3. The State TEC Board and staff are commended for their insight and labor in the development of the "Design for the Eighties" plan for technical education in South Carolina.
4. The State TEC Board and staff are commended for their cooperation with and assistance to the State Advisory Council during FY 1979.

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## RECOMMENDATIONS TO STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

1. The State Board staff should implement some system of qualitative evaluations of the local technical education programs by the end of the 1980 fiscal year.
2. During the 1980 fiscal year the problems in the data acquisition and computer system should be resolved so that student enrollment and completion data will be available within a reasonable time rather than 90 to 120 days or more after data input.
3. During the 1980 fiscal year, the State Board for Technical and Comprehensive Education should develop a plan and initiate the first steps to obtain the necessary equipment, on an orderly and systematic basis, to replace obsolescent and worn out equipment with adequate equipment necessary for effective technical instruction.

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## COMMENDATION TO THE SOUTH CAROLINA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The SCOICC is commended for the development of an innovative and comprehensive information system (SCOIS) during its first full year of operation. SCOICC is also commended for making this information accessible so quickly to a portion of the state's population.

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## RECOMMENDATION TO THE SOUTH CAROLINA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Reassign or add personnel or divert other necessary resources within the SCOICC organization to assure that the primary task by the beginning of fiscal year 1981 becomes that of making **planning** data available for planning within vocational education, technical education, manpower and other related agencies.

RESPONSE BY THE STATE DEPARTMENT OF  
EDUCATION TO THE 1978  
RECOMMENDATIONS

RESPONSES TO THE

1978 RECOMMENDATIONS

# RESPONSE BY THE STATE DEPARTMENT OF EDUCATION TO THE 1978 RECOMMENDATIONS

## **Recommendation No. 1**

A plan should be developed to assure that teachers in all vocational education programs have adequate instructional supplies.

### **Response**

The Office of Vocational Education recognizes that this is an important consideration and encourages local school districts through the evaluation system to include monies for these items in their local applications.

The Office of Vocational Education will continue to stress the importance of increasing the weighted factor for vocational students under the South Carolina Educational Finance Act so that sufficient funds will be available to cover costs for adequate instructional supplies.

## **Recommendation No. 2**

Non-functional or obsolete instructional equipment in vocational programs should be systematically replaced. A plan should be developed which will establish priority for the replacement of equipment.

### **Response**

The Office of Vocational Education, State Department of Education, supports fully this recommendation and provisions are made in the Annual State Plan for purchasing and updating instructional equipment. In fact this is a high priority item for consideration by the Local Educational Agency (LEA) in the development of its local plan. Also provisions are made whereby obsolete equipment can be traded toward the purchase of new equipment by the LEA and with appropriate notification to the Office of Vocational Education the old item can be removed from the equipment inventory accountability report.

## **Recommendation No. 3**

Investigate the licensure requirements for secondary guidance personnel. Incorporate certification provisions to insure that guidance counselors will be familiar with vocational education programs and the importance of non-baccalaureate degree occupations. This may best be accomplished by requiring guidance personnel to take a practicum at a vocational school and/or a technical education institution.

## **Response**

Periodically an approved committee, including State Department of Education personnel, reviews the certification requirements of guidance personnel and recommends to the State Board of Education appropriate changes. As a result of recent committee reviews certain changes have been recommended to assure that guidance counselors are familiar with vocational education programs and the importance of non-baccalaureate degree occupations. Also provisions have been recommended that will permit work experience in a job outside the field of education, directly related to vocational education to be favorably considered for certification in lieu of vocational teaching and/or vocational counseling experience.

### **Recommendation No. 4**

Establish priority on supporting and expanding diversified occupational programs at the secondary level.

## **Response**

Because there are no job titles or O.E. Code numbers for diversified occupational programs, the Office of Vocational Education believes that individual programs co-oped are more effective than mixing occupations under one course. On-the-job training is encouraged in all vocational programs.

### **Recommendation No. 5**

Incorporate provisions in the State Plan to assure that vocational courses located in the secondary schools are provided equipment and supplies equal to those vocational courses in the vocational centers within each school district.

## **Response**

The Office of Vocational Education recognizes this and believes that an increase in the weighted factor for vocational students would help to alleviate this inequity.

### **Recommendation No. 6**

Modify goal number Two (2) in the State Plan for Vocational-Technical Education (FY 1978-79). Refer to on page 20 of this report, Number Two (2) goal and progress, second paragraph, to remove the clause of "who choose it" and to provide a more meaningful re-stated goal.

## **Response**

Major goal Number Two (2) in the State Plan for Vocational-Technical Education (FY 1978-79) relates to "South Carolina's Long-Range Plan for Continuous Upgrading of Education" developed by the State Department

of Education in 1977. More specific five-year goals are listed in the secondary portion of the State Plan.

Goals will be reviewed and revised as necessary when the Annual Plan for 1980 is developed.

#### **Recommendation No. 7**

Take a board position opposing the increasing and unrealistic burden of state paper work imposed by other state agencies and organizations. The workload imposed on administrators in each school district is very rapidly increasing, is expensive and is counter productive to the educational mission of the school districts.

#### **Response**

The Office of Vocational Education recognizes this and is making every effort possible to require only that paper work necessary for work as mandated by Federal and State laws.

The Office of Vocational Education has no control over other state agencies.

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## **RESPONSE BY THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION TO THE 1978 RECOMMENDATIONS**

#### **Recommendation No. 1**

Non-functional or obsolete instructional equipment in the technical education programs should be systematically replaced. This should be given high priority and a plan developed to provide for the necessary replacement of equipment.

#### **Response:**

The TEC System has an equipment inventory in excess of \$26,000,000. Given a useful life of 10 years, annual maintenance of the inventory itself requires an expenditure of \$2,600,000. Recent appropriations have not provided sufficient funds to maintain our inventory, let alone allowed us to upgrade our equipment holdings. The State Board for Technical and Comprehensive Education developed an aggressive plan in 1978-79 to secure additional funding for equipment in 1979-80. The plan proved to be reasonably successful. The State Board fully intends to pursue the same plan of action to ensure that our colleges are adequately equipped to meet the needs of business and industry.

### **Recommendation No. 2**

Update and disseminate the Board's goal statement on program articulation with the secondary vocational education programs.

#### **Response:**

The philosophy and statewide goals of the State Board for Technical and Comprehensive Education published in 1973 are still in effect. Due to priorities of dealing with operational goals and objectives, a long range planning and other concerns, the Board has not deemed it advisable to update these at this time. The Board, however, in dialogue, continues to support the State staff in working with the TEC institutions to encourage the development of program articulation at all levels. The Board's statement of philosophy and statewide goals will be appropriately updated as deemed advisable and will be given full dissemination and implementation as appropriate.

### **Recommendation No. 3**

Strengthen the individual instructional programs by requesting that competency based teaching objectives or curriculum for each program be approved annually by the local advisory committee.

#### **Response:**

The TEC System, through the Chief Instructional Officers, working with State office staff, has considered and endorsed the concept of competency-based teaching objectives. There is agreement that local area curriculum advisory committees must be active and provide appropriate input to ensure that curriculum course content stay technically up to date. Evidence is seen of substantial activity in this area and much progress is being made as resources are available to implement the concept. It is expected that this process will continue as a part of the emphasis on quality technical education. The results of this effort and the appropriate instructional strategies involved are being measured through the institutional annual curriculum evaluation process.

### **Recommendation No. 4**

A five-year plan for the technical education system should be developed and approved.

#### **Response:**

TEC participates annually in the five-year planning process of the Budget and Control Board. The TEC Board realizes that the Budget and Control Board's plan is strictly a financial plan. Program planning may be unrealistic at this time in view of the Master Plan for Higher Education which is currently under development by the Higher Education Commission. When

the Master Plan is adopted, it is the intention of the State Board to develop a comprehensive plan for the TEC System.

### Recommendation No. 5

Take a board position opposing the increasing and unrealistic burden of state paperwork imposed by other agencies and organizations. The workload imposed on the individual institutions is very rapidly increasing, is excessive and is counter-productive to the educational mission of the institutions.

#### Response:

The advent of several pieces of key legislation has created a proliferation of paperwork. The General Assembly and respective regulatory agencies should reassess its needs for detailed reporting annually to ensure that there is a continuing need and are not duplicative in nature. While the TEC Board recognizes that management information is necessary, there is a point at which massive amounts of information for the sake of information is counterproductive.



VOCATIONAL

ADVISORY  
COUNCIL

TECHNICAL

SOUTH CAROLINA ADVISORY COUNCIL ON  
VOCATIONAL AND TECHNICAL EDUCATION