



SOUTH CAROLINA CTE LEADERSHIP SERIES

Leading with Purpose

Professional Development for New CTE Directors
in South Carolina

Grounded in ACTE Best Practices · Aligned to SC Policy

ACTE Quality Framework

Perkins V Aligned

SCDE CTE Division

EEDA Compliant



Your Day at a Glance

SC CTE New Director Professional Development | 6-Hour Session

6 hrs

TOTAL TRAINING

9:00–9:30 AM

Welcome and Overview of CTE in SC

9:30–10:30 AM



MODULE 1 Perkins Funding and Local Plans- Melissa Benton

10:30–10:45 AM



Break

10:45–12:00 PM



MODULE 2 Tiered Certifications, Course Guide, SRPG, etc....- Dr. Herb Bocchino

12:00 PM–1:00 PM



Lunch Break- Sponsored by Edmentum

1:00–1:30 PM



MODULE 3 Essential CTE Operations- Leon Burgess

1:30–2:00 PM



MODULE 4 Developing Industry Partnerships- Leon Burgess

2:00–2:30 PM



MODULE 5 Connecting Education to Workforce- Leon Burgess

2:30–3:00 PM



CAPSTONE CHALLENGE & ACTION PLANNING

BY END OF SESSION YOU WILL BE ABLE TO:

- 1 Navigate SC CTE operational systems with **confidence**
- 2 Ensure compliance with **EEDA, Perkins V**, and SCDE requirements
- 3 Manage and leverage **Perkins V funding** strategically
- 4 Build and sustain **meaningful industry partnerships**
- 5 Align CTE programs to **regional workforce** and postsecondary opportunities

Aligned to ACTE New CTE Administrator Competencies:
Operational · Regulatory · Financial · Partnership · Workforce

Before We Begin — Your CTE Story

“

- 1 ***What first drew you to CTE education or administration?***
- 2 In one word — how do you feel stepping into this director role today?
- 3 Finish this sentence: My students will leave my CTE program ready to...

THINK-PAIR-SHARE
10 MINUTES

Reflect individually for **2 minutes**, then share with a partner. Each table shares **one standout word** with the room.

⌚ **FACILITATOR:** Capture the words on a whiteboard or digital word cloud. Return to these answers during the capstone debrief — they are the *WHY* behind today's learning.

Understanding Your Role as a CTE Director

ACTE identifies six core leadership domains for CTE administrators



ACTE CT301 FRAMEWORK

1



Instructional Leadership

Supervise and support CTE teachers; ensure program quality and rigor across all career pathways.

2



Program Management

Oversee course offerings, equipment, scheduling, and facilities to maintain operational excellence.

3



Community & Industry Engagement

Build partnerships with local businesses, advisory committees, and workforce boards to strengthen programs.

4



Fiscal Stewardship

Manage Perkins V funds, state allocations, and local budgets responsibly and in compliance with federal rules.

5



Data & Accountability

Track student performance indicators across all Perkins measures and drive continuous program improvement.

6



Advocacy & Vision

Champion CTE's value to school boards, parents, and community stakeholders with clarity and conviction.

South Carolina CTE at a Glance

14

NATIONALLY RECOGNIZED CAREER
CLUSTERS

Organizing all SC CTE programs



~70,000+

CTE CONCENTRATORS STATEWIDE

Students enrolled in CTE sequences



100+

SC SCHOOLS & CAREER CENTERS

LEAs receiving Perkins V funds



2005

EEDA ENACTED

Education & Economic Development Act



8th Grade

INDIVIDUAL GRADUATION PLANS BEGIN

Updated annually through 12th grade



99%

IGP COMPLETION RATE (GRADES 9–12)

Near-universal career pathway declaration



MODULE 1

Perkins Funding and Local Plans

Melissa Benton, SCDE

MODULE 2

Tiered Certifications, Course Guide, SRPG, etc...

Dr. Herbert Bocchino, SCDE

Perkins V & EEDA Program Requirements

SCACTE New CTE Administrator PD

Dr. Herb Bocchino

7/17/2026



SOUTH CAROLINA
DEPARTMENT OF EDUCATION



Agenda

01 CTE Programs

02 Perkins V & EEDA

**03 Career Readiness
Indicators**





01

CTE Programs



CTE Programs

A CTE Program (or Program of Study) is “a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that

- Incorporates challenging academic standards;
- Address both academic and technical knowledge and skills, including employability skills;
- Are aligned with the needs of industries;
- Progress in specificity;
- Have multiple entry and exit points that incorporate credentialing; and
- Culminate in the attainment of a recognized postsecondary credential.”



CTE Programs In Plain Language

Programs are the state-approved sequence of CTE courses tied to a CIP code.

- CIP code = Classification of Instructional Program code
- E.g. the Nail Technology Program (CIP Code 120410)
 - Nail Technology 1
 - Nail Technology 2
 - Nail Technology 3
- SCDE approved programs can be for state-wide use OR innovative for local use.
- Programs are categorized under one of the 14 Modernized Career Clusters



Modernized Career Cluster Framework

- Advanced Manufacturing
- Agriculture
- Arts, Entertainment, & Design
- Construction
- Digital Technology
- Education
- Energy & Natural Resources
- Financial Services
- Healthcare & Human Services
- Hospitality, Events, & Tourism
- Management & Entrepreneurship
- Marketing & Sales
- Public Service & Safety
- Supply Chain & Transportation

*Go to <https://careertech.org> for more information



Meet Your Pathway Specialists



Anna Duvall
CPED Team Lead,
Finance



Andrew Cook
Digital Technology,
Management &
Entrepreneurship



R. Troy Helms
Agriculture,
Energy & Natural
Resources



Heather Harmon
Education,
Hospitality, Events, &
Tourism

Meet Your Pathway Specialists



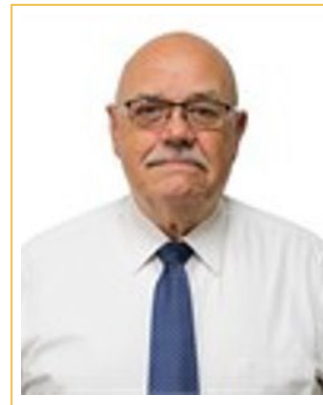
B.T. Martin
Supply Chain &
Transportation,
Advanced Manufacturing -
Engineering



Anna Snipes
Healthcare &
Human Services



Jamee Stewart
Arts, Entertainment,
& Design,
Marketing & Sales



Steven Watterson
Public Service & Safety,
Construction,
Advanced Manufacturing

Career Cluster Assignments

Advanced Manufacturing Engineering- B.T. Martin Manufacturing- Steven Watterson	Agriculture Troy Helms rthelms@clemson.edu 803.896.8873	Arts, Entertainment & Design Jamee Stewart jstewart@ed.sc.gov 803.734.8349	Construction Steven Waterson swatterson@ed.sc.gov 803.734.8267	Digital Technology Andrew Cook acook@ed.sc.gov 803.734.7168
Education Heather Harmon haharmon@ed.sc.gov 803.734.6959	Energy & Natural Resources Energy- B.T. Martin Natural Resources- Troy Helms	Financial Services Anna Duvall aduvall@ed.sc.gov 803.734.6267	Healthcare and Human Services Anna Snipes alsnipes@ed.sc.gov 803.734.0372	Hospitality, Events, & Tourism Heather Harmon haharmon@ed.sc.gov 803.734.6959
Management & Entrepreneurship Andrew Cook acook@ed.sc.gov 803.734.7168	Marketing & Sales Jamee Stewart jstewart@ed.sc.gov 803.734.8349	Public Safety & Security Steven Waterson swatterson@ed.sc.gov 803.734.8267	Supply Chain & Transportation B.T. Martin btmartin@ed.sc.gov 803.734.3398	



CTE Course and Program Guide

- [2026-27 CTE Course and Program Guide](#)
 - [ed.sc.gov](#) → Educators → Career and Technical Education → Programs

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Career and Technical Education Course and Program Guide

Office of Career Readiness

Updated April 2026

South Carolina Department of Education



Student Reporting Procedures Guide

- The SRPG contains information related to PowerSchool reporting.
- The updated SRPG will be released when PowerSchool updates to the CTE compliance page and Work Based Learning page have been implemented.
 - ed.sc.gov → Educators → Career and Technical Education → Student Reporting Procedures Guide
- Accurate CTE compliance reporting is required for accountability
 - CTE concentrators and completers
 - Placement data (10 months after graduation)
 - Certifications (Tied to funding!)





02

Program Requirements in Perkins V & EEDA



CTE Terminology

Federal Definitions (Perkins V)

- **Participant** – A student who has taken one CTE *course*
- **Concentrator** - a student who has completed at least 2 *courses* in a single CTE program
- **Certification** – an official document showing a student has achieved a specific industry skill (Industry Recognized Credential)

State Definitions

- **Completer** – a student who has completed all requirements (*units*) for a CTE program
- **Career Ready** – a student meets one or more of the established criteria approved by the EOC.



EEDA

- State law governing CTE.
- Requires curriculum organized around Career Clusters
 - EEDA references 16 clusters
 - Recently updated to 14 modernized clusters.
 - Districts must offer a minimum of three clusters of study and cluster majors (S.C. Code Ann. § 59-59-60)
- Requires Individual Graduation Plans
 - Students choose a cluster in 8th grade
 - Students declare a major by 10th grade
 - Majors are district specific
- Requires formal articulation agreements between districts and postsecondary institutions.



Individual Graduation Plans in Practice — The Director's Role

With a ~99% IGP completion rate in grades 9–12, SC's IGP system only works if your programs are available and correctly documented.

1

8th Grade Career Cluster Declaration

Student selects a career cluster with counselor guidance; declaration documented in the district student information system; sets the pathway expectation for grades 9–12.

2

CTE Program Alignment Check

Your district must offer courses in every cluster students have declared. If not, you must develop the program, partner with a neighboring district or career center, or formally document why access is not feasible.

3

Annual IGP Review Process

Student, parent, and counselor review and update the IGP annually. Changes in declared cluster must be accommodated; directors should monitor cluster shifts for program planning purposes.

4

Concentrator Status Milestone

A student becomes a CTE concentrator after completing 2+ credits/classes in a single career cluster pathway. Concentrator status triggers Perkins accountability reporting — coding accuracy is your responsibility.

5

Director Monitoring Role

Run quarterly reports on declared clusters vs. available offerings; flag mismatches to the curriculum director; ensure counselors have accurate program info; review concentrator data before SCDE reporting windows.

⚡ ACTION ITEM

Within your first 60 days, pull a report showing declared clusters vs. offered programs. Any mismatch is both an **equity issue** and a **compliance risk**.

Perkins V

- Federal law governing CTE
- Most recent is Perkins V (reauthorized in 2018)
- Defines key terms
 - E.g. program, participant, concentrator, certification
- CTE Funding
 - Determines types of purchases that can be made using federal funds
- Requires Comprehensive Local Needs Assessments (CLNA) to guide decisions
 - Developed every 2 years
- Requires annual reporting – CTE Concentrators



Power School CTE Compliance Page

Entering correct information on this page is vital for CTE accountability and reporting.

- CTE concentrator data is reported to the Federal government as required by Perkins V.
- CTE completer data combined with certification data is used to determine one of the possible Career Ready indicators for the school report card.
- Certification data is used as the SC Program Quality Indicator for Perkins V (5S1) and determines funding allocations
 - \$3 million allocation for certifications.
 - Districts get \$10,000 each October.
 - Remaining funds are distributed to districts based on the number of certifications attempted (not earned!).
 - Be sure to enter all certification **attempts** in PowerSchool.





03

Career Readiness Indicators & State Report Card



State Report Card Measures

- College and Career Ready status is 19 points on the School Report Card.
 - Completer status does not confer “career-ready” status.



Career Readiness

A student is deemed “career-ready” if the student met one or more of the following criteria:

- Is a CTE completer **and** earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community.
 - Students must now earn three points in the tiered system for the industry certifications.
- Earns a Level 3 Credential or above on the WIN SC Career Ready Test
- Earns a scale score of 31 or higher on the ASVAB.



Career Readiness 2

A student is deemed “career-ready” if the student met one or more of the following criteria:

- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must:
 - Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
 - Include a WBL placement aligned to the student’s IGP career goal;
 - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
 - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.



Career Readiness 3

A student is deemed “career-ready” if the student met one or more of the following criteria:

- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (see <https://thescccredential.org/> for more details) according to their Individualized Education Plan (IEP).



South Carolina Tiered Certification System

In June 2025, the South Carolina Education Oversight Committee (EOC) approved the state's **Tiered Certification System**, a structured framework designed to align student certification attainment with workforce priorities, employer demand, and long-term career advancement opportunities. The system classifies industry-recognized certifications into three tiers:

- **Tier 1** – Introductory: Foundational skills, entry-level
- **Tier 2** – Intermediate: Industry-aligned, supports career pathways
- **Tier 3** – Career Ready: High-demand careers, economic benefit

Each tier reflects the certification's relevance to high-demand, high-wage occupations and its impact on future employability.



Tiered Certifications Point System

Students entering 9th grade in the 2024–25 school year or later (currently the 9GR25, 9GR26, and upcoming 9GR27 cohorts) must earn **a minimum of three points** by completing one of the following options:

- One **Tier 3** certification aligned to their career cluster
- A combination of two **Tier 2** certifications or a combination of a **Tier 2** and a **Tier 1** certification that are aligned to their career cluster
- A **Universal Certification** (e.g., OSHA 10) paired with a **Tier 2** certification aligned to their cluster.



Point System Clarifications

Only certifications from the Approved Tiered Certification List will count toward Career-Ready status.

- Students *cannot* combine multiple Tier 1 or Universal certifications to meet the three-point requirement.
- Certifications **MUST** align to the student's chosen program/career cluster.
 - i.e., *A student who completes the Building Construction Technology program cannot be considered "Career Ready" with a Tier 3 QuickBooks Certified User certification because it is not included in the Construction cluster.*



Detailed Tier Descriptions

*Taken from the Tiered
Certification Framework
Guide*

Tier 3

High-Demand Careers: Required for employment in priority, high-wage occupations.

Clear Economic Benefits: Leads to significant wage gains, promotions, or job retention.

Career Advancement: Recognized entry point into further education, training, and certifications.

E.g. South Carolina Cosmetology License, Certified Nurse Aid, National Incident Management System Certification

Tier 2

Industry-Aligned: Valued by employers but not always required for hiring.

Supports Career Pathways: Provides an employment advantage and job readiness.

Enhances Workforce Participation: Increases employability, but additional training may be needed for advancement.

E.g. SC Boater Education Certificate, Adobe Certified Associate – Visual Design using Adobe Photoshop, Red Cross First Aid/CPR/AED, etc.

Tier 1

Foundational Skills: Validates basic competencies for further education or training.

Regionally Recognized: Accepted by local industries but not statewide hiring requirement.

Early Career Pathway: Earned in the first stages of a CTE program, leading to higher-level certifications.

E.g. OSHA 10, Microburst EmployABILITY Soft Skills Certification, Stop the Bleed, etc.



Spreadsheet Directions



	A	B	C	D	E
1	Universal Certifications (ALL)				
2	Cert ID <i>(SRPG)</i>	CTE Certification	Tier 9GR25 9GR26	Exam Blueprint/Website	Currently CR Approved 9GR23
3	63	OSHA 10 General	1	https://www.osha.gov/training/outreach/overview	Yes
4	262	FAA Part 107 UAV License	1	https://www.faa.gov/sites/faa.gov/files/training_t	No
5	425	Skills USA Career Essentials Certification	1	https://www.careeressentials.org/credential/	Yes
6	427	Career and Life Essentials	1	https://www.softskillsaha.com/high-school/	Yes
7	428	Career Prep: A Virtual Career Guidance Center	1	https://www.softskillsaha.com/high-school/	Yes
8	429	Soft Skills Pro-Industry Certification	1	https://www.softskillsaha.com/workforce-soft-skill	Yes
9	430	Leadership Essentials	1	https://higherlogicdownload.s3.amazonaws.com/	Yes
10	583	Critical Career Skills: Professional Communication	1	https://www.icevonline.com/career-prep	No
11	A78	Express Employment Professionals Career Preparedness Certification	1	https://www.expresspros.com/certifications	No
12	A94	Microburst EmployABILITY Soft Skills Certification	1	https://www.microburstlearning.com/softskills/stc	Yes
13	537	YouScience Industry Certification: Entrepreneurship (Moved to Univ)	1	https://www.youscience.com/wp-content/upload	No
14	446	Stop the Bleed (Moved to Univ)	1	https://www.stopthebleed.org	Yes
15	168	Entrepreneurship and Small Business Certification (Moved to Univ)	2	https://certiport.filecamp.com/s/i/EJboz3aWoXgD	No



How to Read This Spreadsheet
Certifications with Low Usage
Cross-Cluster Certifications
Cross-Cluster Certifications
Under Review
Recently Reviewed
Newly Added



2 Universal (ALL) ▾	2 Digital Tech (DT) ▾	2 M&E ▾	AE&D ▾	2 M&S ▾	1 AdvMan ▾	AGR ▾	<	>
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bit.ly/sctieredcertifications



Multiple Cluster Designations

- Some certifications may qualify across multiple career clusters.

A1:J1 | NEW Digital Technology (DT) Cross Cutting Cluster - Previously Information Technology Cluster | Summarize

	A	B	C	D	E		G	H	I	J
1	NEW Digital Technology (DT) Cross Cutting Cluster - Previously Information Technology Cluster									
2	Clstr 1	Clstr 2	Clstr 3	Clstr 4	Clstr 5	Cert ID (SRPG)	CTE Certification	Tier 9GR25 9GR26	Exam Blueprint/Website	Currently CR Approved 9GR23 9GR24
3	DT	M&E	FinServ			19	IC 3 (Internet and Computer Core Certification)	1	https://certiport.pearsonvue.com/Certifications/I	Yes
4	AE&D	DT				313	YouScience Industry Certification: Commercial Art 2	1	https://www.youscience.com/wp-content/upload	No
5	DT					571	YouScience Industry Certification Computer Science Principles	1	https://www.youscience.com/wp-content/uploa	No
6	DT	M&E	M&S			573	YouScience Industry Certification: Web Development 1	1	https://www.youscience.com/wp-content/uploa	No
7	DT					575	YouScience Industry Certification: 3D Animation 1	1	https://www.youscience.com/wp-content/uploa	No
8	DT					582	Microsoft Certified: Azure AI Fundamentals Certifications	1	https://learn.microsoft.com/en-us/credentials/ce	No
9	DT					591	Microsoft Security, Compliance, and Identity	1	https://learn.microsoft.com/en-us/credentials/ce	No
10	DT					595	Information Technology Specialist: Computational Thinking	1	https://certiport.filecamp.com/s/i/22tCaB6b1wI8	No
11	DT					599	Information Technology Specialist: HTML5 Application	1	https://certiport.filecamp.com/s/i/ITS_HTML5_A	No
12	AE&D	DT	M&E			81	Adobe Certified Professional (ACP) Web Communication with	2	https://certiport.filecamp.com/s/AC_PRO_2021_E	Yes
13	DT					321	TestOut IT Fundamentals Pro	2	https://w3.testout.com/pro-certifications/it-funda	No
14	DT					340	CTECS: Computer Programming with C++	2	https://ed.sc.gov/instruction/career-and-technical	No
15	DT					341	CTECS: Computer Programming with Visual Basic	2	https://ed.sc.gov/instruction/career-and-technical	No
16	DT					342	CTECS: Information Support and Services	2	https://ed.sc.gov/instruction/career-and-technical	No
17	DT					343	CTECS: Networking Systems	2	https://ed.sc.gov/instruction/career-and-technical	No
18	DT					344	CTECS: Web and Digital Communications	2	https://ed.sc.gov/instruction/career-and-technical	No
19	AE&D	DT				460	Adobe Certified Professional (ACP) Using Adobe Animate	2	https://certiport.filecamp.com/s/AC_PRO_2021_E	Yes
20	AE&D	DT				463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	https://certiport.pearsonvue.com/Certifications/A	Yes
21	AE&D	DT				464	Adobe Certified Professional Web Design Specialist (ACP-WDS)	2	https://certiport.pearsonvue.com/Certifications/A	Yes

+ | 2 Universal (ALL) | 2 Digital Tech (DT) | 2 M&E | AE&D | 2 M&S | 1 AdvMan | AGR | 1 CNST | 1 EDU | NEW E | < >



Legacy Students

- Students who entered 9th grade during the 2023-24 (9GR24) school years remain under the old system.
- These students need to earn one certification that is marked as "Yes" under the "Currently CR Approved" column.

NEW Digital Technology (DT) Cross Cutting Cluster - Previously Information Technology Cluster										
	A	B	C	D	E	F	G	H	I	J
1	NEW Digital Technology (DT) Cross Cutting Cluster - Previously Information Technology Cluster									
2	Clstr 1	Clstr 2	Clstr 3	Clstr 4	Clstr 5	Cert ID (SRPG)	CTE Certification	Tier 9GR25 9GR26	Exam Blueprint/Website	Currently CR Approved 9GR23 9GR24
3	DT	M&E	FinServ			19	IC 3 (Internet and Computer Core Certification)	1	https://certport.pearsonvue.com/Certifications/it	Yes
4	AE&D	DT				519	YouScience Industry Certification: Commercial Art 2	1	https://www.youscience.com/wp-content/uploa	No
5	DT					571	YouScience Industry Certification: Computer Science Principles	1	https://www.youscience.com/wp-content/uploa	No
6	DT	M&E	M&S			573	YouScience Industry Certification: Web Development 1	1	https://www.youscience.com/wp-content/uploa	No
7	DT					575	YouScience Industry Certification: 3D Animation 1	1	https://www.youscience.com/wp-content/uploa	No
8	DT					582	Microsoft Certified: Azure AI Fundamentals Certifications	1	https://learn.microsoft.com/en-us/credentials/c	No
9	DT					591	SC-900 - Microsoft Security, Compliance, and Identity	1	https://learn.microsoft.com/en-us/credentials/c	No
10	DT					595	Information Technology Specialist: Computational Thinking	1	https://certport.filecamp.com/s/1/22tCaB6b1wI8	No
11	DT					599	Information Technology Specialist: HTML5 Application	1	https://certport.filecamp.com/s/1/ITS_HTML5_A	No
12	AE&D	DT	M&E			81	Adobe Certified Professional (ACP) Web Communication with	2	https://certport.filecamp.com/s/AC_PRO_2021_E	Yes
13	DT					321	TestOut IT Fundamentals Pro	2	https://w3.testout.com/pro-certifications/it-funda	No
14	DT					340	CTECS: Computer Programming with C++	2	https://ed.sc.gov/instruction/career-and-technica	No
15	DT					341	CTECS: Computer Programming with Visual Basic	2	https://ed.sc.gov/instruction/career-and-technica	No
16	DT					342	CTECS: Information Support and Services	2	https://ed.sc.gov/instruction/career-and-technica	No
17	DT					343	CTECS: Networking Systems	2	https://ed.sc.gov/instruction/career-and-technica	No
18	DT					344	CTECS: Web and Digital Communications	2	https://ed.sc.gov/instruction/career-and-technica	No
19	AE&D	DT				460	Adobe Certified Professional (ACP) Using Adobe Animate	2	https://certport.filecamp.com/s/AC_PRO_2021_E	Yes
20	AE&D	DT				463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	https://certport.pearsonvue.com/Certifications/A	Yes
21	AE&D	DT				464	Adobe Certified Professional Web Design Specialist (ACP-WDS)	2	https://certport.pearsonvue.com/Certifications/A	Yes



Certification Vendors

- **Can my school use a different vendor from one that is listed?**
 - Yes! Many certifications are offered by multiple vendors.
 - E.g. First Aid/CPR/AED is offered by the Red Cross and the American Heart Association.
 - The alternative vendor's certification must match the one offered by the vendor listed on the Tiered Certification Spreadsheet.
 - If you are unsure, please contact me, Dr. Herb Bocchino, or the Office of Career Readiness



Application To Add New Certifications

- **If you don't see a certification that you think should be added**, please fill out an application to add it to the list.
 - **<https://bit.ly/sccertificationapplication>**
- **Applications received by October 1** will be processed and included in the January EOC meeting for consideration.
- **Applications received after October 1** will be reviewed and considered during the next annual cycle.
- **For support filling out the application**, please work with your director or contact Dr. Herb Bocchino at SCDE.



Summary – Program Requirements

Directors need to be aware of requirements in Perkins V and EEDA.

The [CTE Course and Program Guide](#) and [Student Reporting Procedures Guide](#) are available on the SCDE website.

Entering accurate information on the CTE Compliance page in PowerSchool is vital.

Certification funding is tied to the number of certifications attempted, not passed.

If you have additional questions:

Dr. Herb Bocchino

hsbocchino@ed.sc.gov



Summary – Tiered Certifications

A [comprehensive guide](#) and [one-pager](#) are currently published on the SCDE website.

Approved Tiered Certification List: bit.ly/sctieredcertifications

Tiered Certification Application: bit.ly/sccertificationapplication

If you have additional questions:

Dr. Herb Bocchino

hsbocchino@ed.sc.gov



Where Do You Stand? **Regulatory Readiness Inventory**

Rate yourself in each area: **1** = Need to Learn | **2** = Somewhat Familiar | **3** = Ready to Act

EEDA Career Cluster Offerings

1

Do you know which clusters your district currently offers and which are absent?

1

2

3

IGP Documentation

2

Can you access your district's IGP completion and career cluster declaration data today?

1

2

3

CTE Concentrator Coding

3

Can you articulate the exact SC criteria for concentrator status to a teacher or counselor?

1

2

3

Tiered Certifications

4

Do you know which students must earn 3 points in the tiered system and which only require one certification?

1

2

3

Perkins Local Plan Currency

5

Is your current Local Plan accurate, up to date, and aligned to programs actually running?

1

2

3

Teacher Licensure Verification

6

Can you confirm today that every CTE teacher holds a valid, current license in their assigned program area?

1

2

3

Program Approval Status

7

Do you know the approval status and last SCDE review date for every program you oversee?

1

2

3

Annual Reporting Calendar

8

Do you have all major SCDE data submission deadlines documented on your calendar?

1

2

3



TABLE DEBRIEF

Share your **lowest-rated area**. Pair with someone whose strengths complement yours — **you are building your first peer support network right now.**



10 MINUTES

The Data Discrepancy



Perkins Compliance Alert — Concentrator Coding Error



SCENARIO

It is **October of your first year** as CTE Director. Your district has just received a preliminary Perkins performance indicator report from SCDE. You notice the report shows your **concentrator count is 40% higher** than what your CTE teachers — reported in end-of-year class rosters.

Upon investigation, you discover that students were coded as CTE concentrators in the student information system if they completed **any two CTE courses** — regardless of whether those courses were in the same career cluster or constituted a valid pathway sequence.

This coding error has **persisted for at least two full academic years**, affecting two consecutive Perkins reporting cycles.



Required: 2 specified courses in the same career cluster sequence (SCDE Student Reporting Procedures Guide)



DISCUSSION QUESTIONS

1

Immediate Perkins compliance implications

What compliance risks and obligations does this error trigger under Perkins V?

2

Steps to correct student data — in order

What is the sequenced remediation process to fix concentrator coding in the SIS?

3

Notification — who, and what do you say?

Identify stakeholders within your district and at SCDE who must be informed, and draft your message.

4

Impact on Perkins performance indicators

2S1

2S2

2S3

3S1

5S1

5S3

5

Data governance systems to prevent recurrence

What specific protocols, checkpoints, and audit processes do you establish going forward?



KEY LESSON

CTE concentrator data accuracy is non-negotiable. Inflated concentrators make performance indicators look *worse*, not better — and trigger unwarranted scrutiny.

MODULE 3

Essential CTE Operations

01 Understand SC CTE program approval and review processes

02 Navigate CTE teacher licensure pathways and compliance

03 Explain the role of CTSOs as co-curricular instructional components

04 Apply an operational audit framework to assess program health

Essential CTE Operations: Day-to-Day Excellence

Operational mastery is the foundation of a high-quality CTE program

Program Approval & Review



Courses must meet **SCDE standards**; new programs require formal state approval and periodic review

Equipment & Facility Management



Industry-standard equipment required; coordinate upgrades with state capital improvement cycles

Scheduling & Course Sequencing



Design coherent pathways; **concentrator status** requires 2 credits in a cluster sequence

Annual Reporting Cycles



Student Reporting Procedures Guide governs data submission; align with SCDE reporting calendar

Teacher Licensure & Recruitment



CTE teachers require **industry experience + licensure**; Work-Based Teacher Licensure pathways exist in SC

Student Organization Support (CTSOs)



DECA, HOSA, FFA, FBLA, SkillsUSA, FCCLA, TSA — **co-curricular requirements**, not extracurricular

Work-Based Learning Coordination



SC requires WBL as **Perkins indicator 5S3**; must document student participation

DIRECTOR'S REMINDER



Each of these 7 areas connects directly to Perkins V accountability — operational gaps become compliance gaps.

CTE Teacher Licensure Pathways & Program Approval in South Carolina



SCDE CTE Division
Educator Effectiveness

Getting the right teachers in place is your most important operational challenge.

SC CTE TEACHER LICENSURE PATHWAYS

- 1 Education degree with CTE subject area endorsement; Praxis subject assessment required for many areas.
- 2 5+ years documented industry experience; allows entry while completing education requirements; must be renewed with progress toward standard licensure.
- 3 SC-specific pathway — earn licensure while employed; designed to address CTE teacher shortages in high-demand fields.
- 4 Standard 5-year renewal cycle; continuing education requirements apply; contact SCDE Office of Educator Services for specifics.

NEW PROGRAM APPROVAL PROCESS (SCDE)

- 1 **LABOR MARKET**
Identify regional labor market need using **SCOIS data**
- 2 **ALIGNMENT**
Align proposed program to a **state-approved career cluster** and pathway
- 3 **CURRICULUM**
Develop **course sequences** meeting SCDE curriculum standards
- 4 **STAFFING**
Confirm **qualified teacher** on staff or submit a hiring plan
- 5 **SUBMISSION**
Submit program approval application to **SCDE CTE Division**
- 6 **REVIEW CYCLE**
Receive approval; begin **5-year program review** cycle



DIRECTOR'S DUTY

All CTE teachers must hold a valid, current SC CTE license in their assigned program area. Verify annually.

Career & Technical Student Organizations — A Co-Curricular Requirement

✓ Perkins 5S4 — Program Quality

CTSOs are not optional clubs — they are integrated instructional components required in SC CTE programs.



DECA

Marketing · Finance · Business Mgmt

Competitive events reinforce real-world business skills; prepares students for careers in marketing and management.



FFA

Agriculture · Food & Natural Resources

Premier SC CTSO with strong rural district presence; connects classroom learning to agricultural careers.



FBIA

Business & Information Technology

Strong competition structure spanning local to national levels; broad alignment with business and IT programs.



SkillsUSA

Trade · Technical · Industrial Programs

Emphasizes hands-on skill demonstration; directly aligned with industry standards and credentialing pathways.



FCCLA

Family & Consumer Sciences

Community-focused leadership development; integrates personal, workplace, and family life skills into competitive projects.



HOSA

Health Sciences Programs

Clinical knowledge and medical skill competitions; supports student readiness for allied health and clinical careers.



AS CTE DIRECTOR
YOU ARE
RESPONSIBLE FOR:

- 1 Ensuring every CTE program has an active, recognized CTSO chapter
- 2 Budgeting for membership fees, competition travel, and uniforms
- 3 Connecting with the SC state advisor for each CTSO at SCDE
- 4 Documenting CTSO participation as Perkins program quality evidence (5S4)



CTE Program Operations Audit

Apply what you have learned — audit a fictitious SC district CTE program using Perkins compliance criteria.

Your District Scenario — Assigned by Facilitator

A**Lakewood County**

Rural district · 4 CTE programs · 2 active CTSOs · One Industry Advisory Committee (IAC) has **not met in 3 years** · One teacher with an **expired CTE license**

B**Riverside City Schools**

Urban district · 8 CTE programs · Equipment is **10+ years old** in 3 programs · Strong CTSO participation · **No WBL coordinator**

C**Blue Ridge Technical Center**

Career center · 12 programs · Excellent IAC records · 2 teacher vacancies in **high-demand programs** · **TSA data incomplete**



SC Perkins compliance areas apply: Program approval, teacher licensure, IAC activity, CTSO participation, equipment, WBL (553), TSA (551), concentrator coding.

Program Health Checklist — Rate Each Area



Strong



Needs Attention



Non-Compliant

*Mark each area for your scenario →***1**

Program Approvals — All program approvals current with SCDE

**2**

Teacher Licensure — All teachers hold valid CTE licenses in assigned pathway area

**3**

IAC Activity — IAC meeting held with documented minutes in past 12 months

**4**

CTSO Participation — Active CTSO chapter with documented membership roster

**5**

Equipment — Equipment meets current industry-standard expectations

**6**

WBL — Perkins 553 — Work-Based Learning participation documented for concentrators

**7**

TSA — Perkins 551 — TSA administered and results recorded for all concentrators

**8**

Course Sequences — Complete pathway coding with 2+ credits per sequence



DEBRIEF



Which gap poses the greatest compliance risk?



What is your first call?



What does your 30-day plan look like?



The Magnolia Creek Inheritance

CRITICAL SITUATION

Your first week uncovers:

You are the new CTE Director of Magnolia Creek School District, a mid-sized SC district.

- 1 Active **Perkins Local Plan** references two programs **discontinued 18 months ago**
- 2 Three CTE teachers assigned to courses **outside their licensure area**
- 3 Concentrator enrollment dropped **22% over two years** — no documented analysis
- 4 Health Sciences IAC has had **zero advisory activity for 18 months**

DISCUSSION QUESTIONS

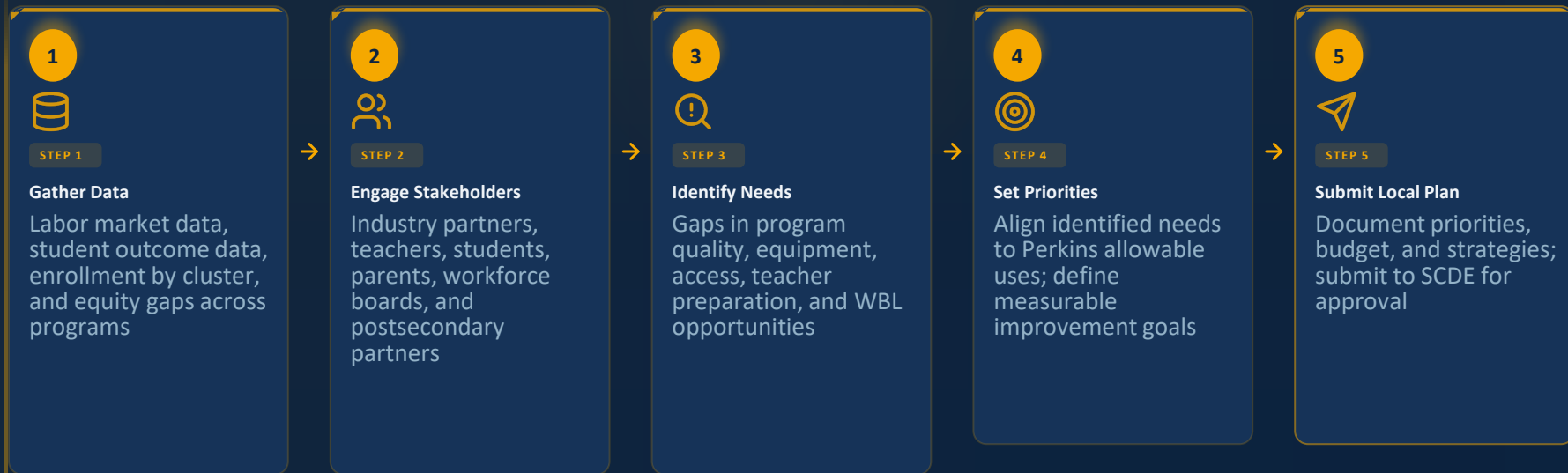
Work through each with your group:

- Q1 Which of the four issues creates the **greatest immediate compliance risk**, and why?
- Q2 In what **order** would you address these problems, and what drives your **prioritization**?
- Q3 Who are your **first three phone calls**, and what exactly do you say in each?
- Q4 Draft the **headline priorities** of your **30-day action plan**. What must be done before Day 31?
- Q5 How do you communicate this situation to your **superintendent** without **causing panic**?



The CLNA: Your **Strategic Planning Engine**

Required every two years — the CLNA drives your Local Plan and funding decisions



PRO TIP

Use **SCOIS (SC Occupation Information System)** labor market data to align programs to **high-wage, high-demand, and high-skill** occupations in your region — strengthen your CLNA evidence base and Local Plan narrative.

MODULE

4

Developing Industry Partnerships

 LEARNING OUTCOMES

- 1 Describe** the structure and legal role of Industry Advisory Committees in SC CTE programs
- 2 Apply** best practices for recruiting, structuring, and sustaining effective IACs
- 3 Analyze** a scenario requiring revival of a dormant IAC
- 4 Map** an industry partnership ecosystem for a CTE program area

Developing & Sustaining **Industry Partnerships**

Strong employer relationships are the engine of high-quality CTE programs



Industry Advisory Committees (IACs)

Required for each CTE program; meet at least annually; review curriculum, advise on equipment, validate program relevance; document minutes and attendance.

→ Convene your IAC before the school year begins



Work-Based Learning (WBL)

Job shadowing, internships, co-ops, apprenticeships; required Perkins indicator (553); SC WBL frameworks available from SCDE to guide implementation. ([Padlet](#))

→ Map your WBL placements against Perkins 553 targets



Regional Education Centers

Established by EEDA; coordinate with local Workforce Investment Boards (WIBs) to align training to regional employer needs and high-demand occupations.

→ Engage your WIB as a strategic planning partner



Articulation Agreements

EEDA requires articulation between secondary and SC Technical College System; students earn college credit for CTE courses — document and actively promote these pathways.

→ Audit all agreements annually with your TEC college



Credential Alignment

Partner with industry to identify recognized postsecondary credentials (Perkins 551); ensure programs lead to stackable credentials of real labor market value.

→ Align credentials to SCOIS high-wage, high-demand data



Business Engagement Strategies

Host facility tours for employers; invite guest speakers; participate in industry events; create employer recognition opportunities to sustain lasting relationships.

→ Launch an Employer of the Year recognition program

Making Industry Advisory Committees Actually Work

An IAC is your single most valuable tool for keeping CTE programs current, credible, and connected to industry.

1



Recruit Strategically, Not Conveniently

Target **active working professionals** — not retirees or honorary members. Include HR managers, frontline supervisors, and recent-career-entry employees who know what employers need *NOW*. Aim for **8–12 members** per program IAC; always include at least one postsecondary representative (TEC college or university).

2



Structure Purposeful, Efficient Meetings

Meet a **minimum of twice per year**; circulate a focused agenda in advance. Standing items: curriculum relevance review, equipment currency assessment, credential alignment, WBL opportunity development, and labor market update.

3



Document Religiously

Record all **meeting minutes, attendance rosters, and action items** with assigned owners and due dates; follow up at every subsequent meeting. These documents are reviewed during **Perkins monitoring visits** — gaps create compliance risk.

4



Close the Loop — Every Time

Report back to members on what **changed as a result of their input**. Nothing destroys an IAC faster than members feeling ignored. Celebrate concrete outcomes: new equipment ordered, curriculum updated, credential added.

5



Cultivate Year-Round Relationships

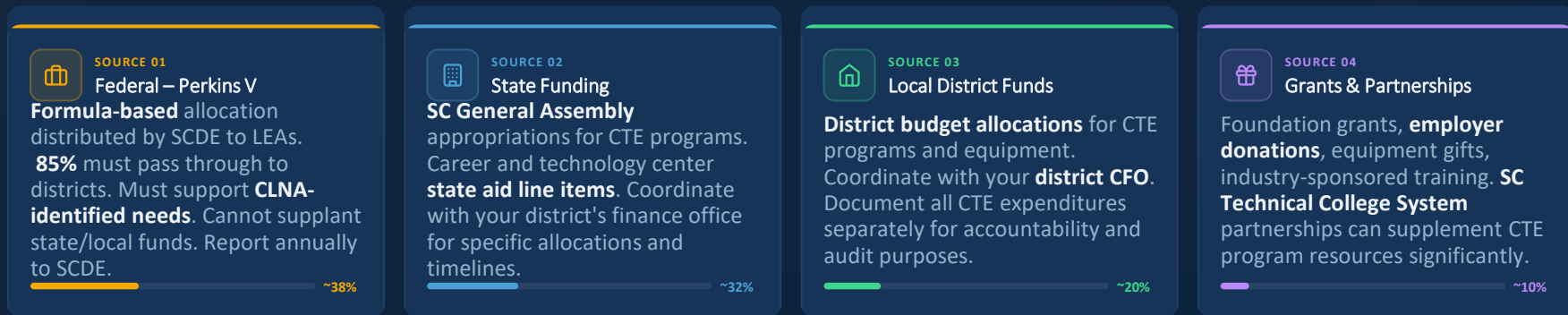
IAC members are your **WBL placement network, guest speaker roster, equipment donor pool, and credential validators**. Treat the relationship as ongoing — not just meeting-to-meeting.



QUALITY TIP: Rotate an "**Employer Skills Spotlight**" into each agenda — ask one member to share the top 3 skills they wish new hires had. It transforms meetings from compliance exercises to genuine dialogue.

CTE Funding: Know Your Sources

Most SC CTE directors manage multiple funding streams simultaneously



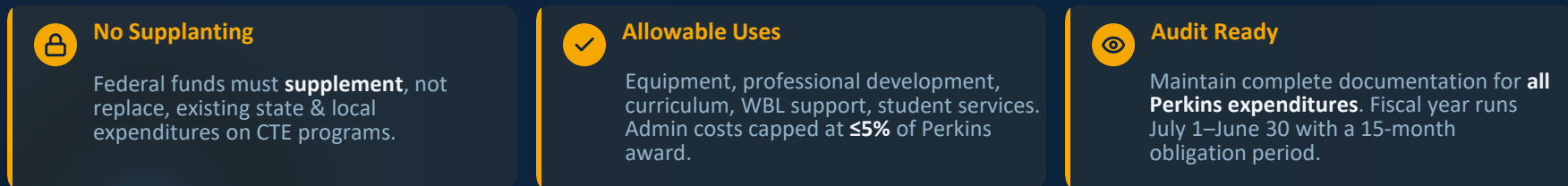
● Federal – Perkins V

● State Funding

● Local District

● Grants & Partnerships

* Illustrative proportions — actual allocations vary by district and fiscal year



MODULE

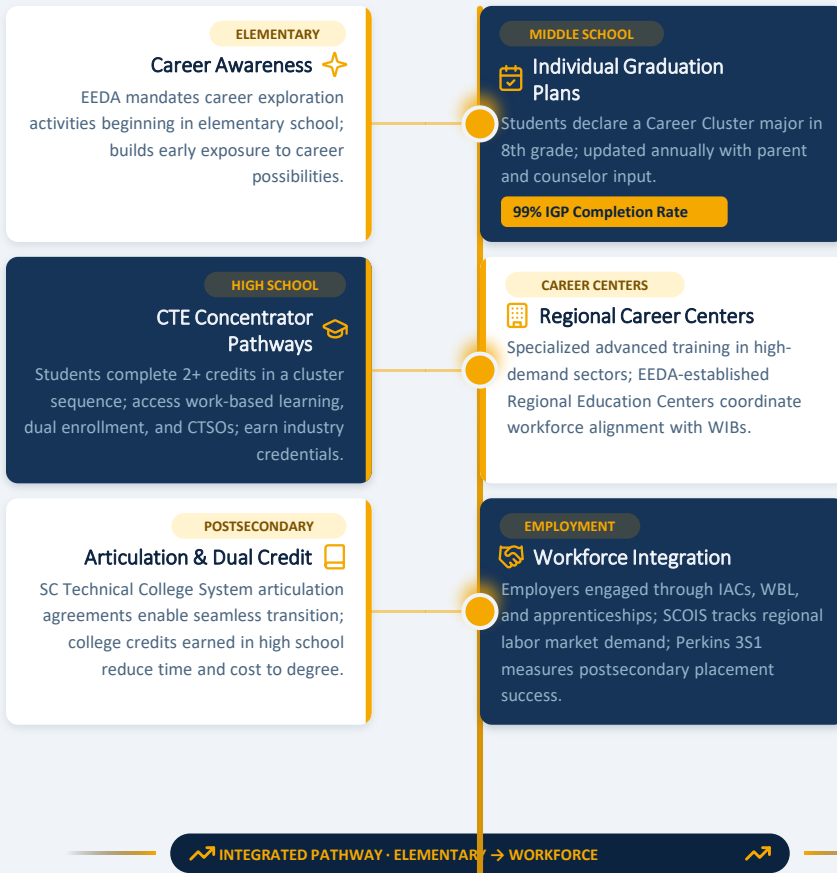
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Connecting Education to Workforce



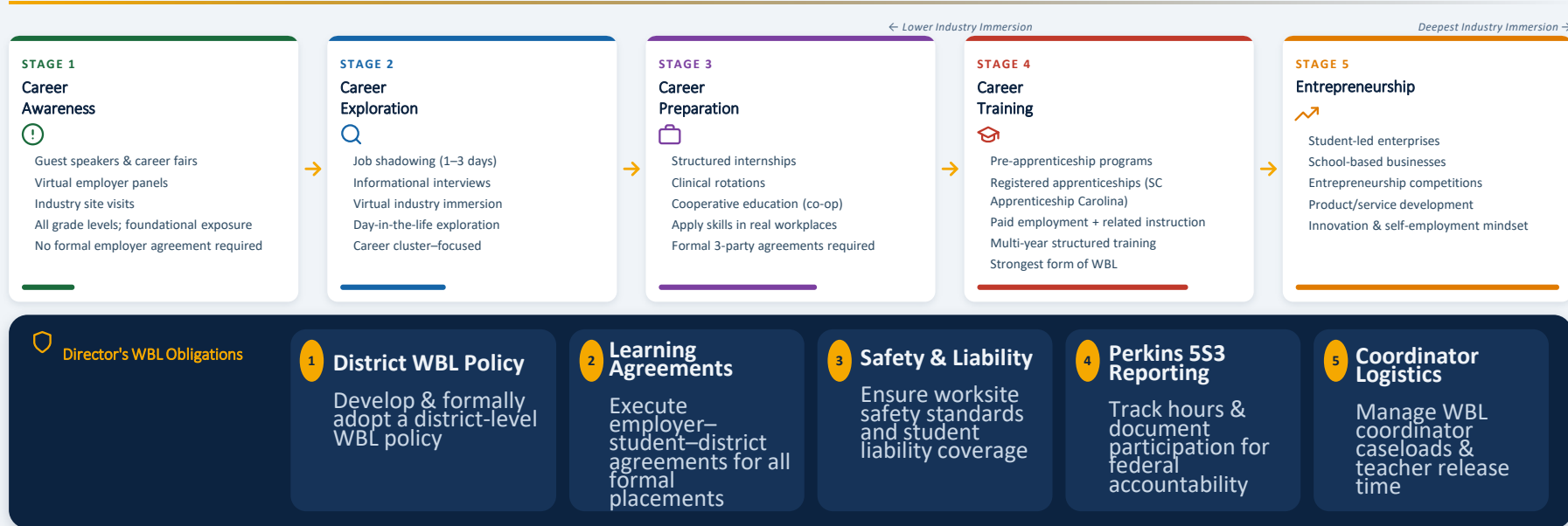
LEARNING OUTCOMES

- 1 Describe South Carolina's Work-Based Learning continuum and the director's implementation responsibilities. 
- 2 Map WBL opportunities for rural, suburban, and urban SC district contexts. 
- 3 Analyze a regional economic shift and its implications for CTE program alignment. 
- 4 Design a career pathway for a high-demand, emerging field in South Carolina. 



South Carolina **Work-Based Learning**: Framework & Director Responsibilities

WBL is Perkins accountability indicator **553** — and a defining feature of a high-quality CTE program. **PERKINS 553**



WBL Across SC's Three District Contexts

The path to WBL looks very different depending on where your district sits — but every district can do it.

YOUR SCENARIO (FACILITATOR ASSIGNS)



Sparse employer base; agriculture, manufacturing & healthcare dominant; student **transportation is a major barrier**; limited parent professional network.



Mixed employer base (retail, healthcare, tech, finance); **strong parent professional network**; proximity to urban metro creates additional opportunity.



Dense, diverse employer base; public transit available; **equity concerns in WBL access** (inconsistent placement quality by neighborhood); higher concentration of special populations.

COMPLETE YOUR WBL OPPORTUNITY MAP

1

List **5 realistic WBL placement sites** for a Health Sciences or IT program in your district context.

2

Identify the **3 most significant barriers** students in your context face in accessing WBL.

3

Describe **two specific strategies** to ensure equitable WBL access for students with disabilities, English Learners, or low-income students.

4

Identify the **staff role responsible** for WBL coordination in your district (existing or recommended).

5

Describe exactly how you would **document WBL participation** to satisfy **Perkins 553** reporting requirements.



🦋 GALLERY WALK DEBRIEF PROMPT

Post your map. Walk the room. Add one sticky: **What can YOUR district type learn from a different district type's approach to WBL?**

The Colleton County Crossroads

Healthcare +300

Cybersecurity Hub

Solar x3

Textile -800

THE SCENARIO

Colleton Technical High School serves a county where the dominant employer for **40 years** — a textile manufacturing plant — has announced closure, eliminating **800 jobs**. Three new economic forces are emerging:

Regional medical center expanding —

Cybersecurity & IT firm establishing

Three solar developers —

CURRENT PROGRAMS: Textiles & Advanced Mfg · Business Management · Health Sciences (*limited — 1 teacher*)



BIG IDEA

CTE directors are *regional economists*. Your programs must reflect where your community is **going** — not where it has **been**.

DISCUSSION QUESTIONS — ANSWER ALL FIVE

- 1 SCOIS & DATA CASE** — How would you use **SCOIS regional labor market data** to quantify this economic shift and build a **data-driven case** for program realignment to your superintendent and school board?
- 2 ADAPT VS. BUILD** — Which existing programs could be **adapted or expanded** (without full replacement), and which new programs may need to be **developed from scratch**?
- 3 CLNA & PERKINS** — What role does the **CLNA process** play in documenting this need and **authorizing program development** using Perkins funds?
- 4 STAKEHOLDERS** — Who are the stakeholders you **MUST engage** in this realignment — and what **specific role** does each play in the process?
- 5 2-YEAR TIMELINE** — Build a program development timeline: what happens in **Year 1** (approval, hiring, equipment, CTSO) vs. **Year 2** (first cohort, program launch, industry partnerships)?

YEAR 1

Board Approval

Teacher Hire

Equipment

CTSO Launch

Curriculum Dev



YEAR 2

First Cohort

Program Launch

Industry Partners

Work-Based Learning

Minimum 18–24 months from approval to first student cohort

Design a Career Pathway for South Carolina's Future

Using everything you've learned today — design a complete, implementation-ready career pathway for one of SC's high-demand, emerging fields.

🛡️ Cybersecurity

☀️ Renewable Energy

🏥 Health Informatics

🏭 Adv. Manufacturing

A — Cybersecurity & Network Defense

B — Renewable Energy & Solar Technology

C — Healthcare Informatics & Health IT

D — Advanced Manufacturing, Robotics & Automation



Your Pathway Must Include:

6 required structural elements

- Career Cluster & Pathway Designation** — Name the cluster and specific pathway title within SC's CTE framework.
- Course Sequence (4–6 Courses)** — List each course by name from introductory through capstone level.
- Industry-Recognized Credentials** — Name the specific credential and issuing body aligned to ≥ 2 course levels (e.g., CompTIA, OSHA, NCCER).
- WBL Mapped to Each Level** — Show progression from awareness → exploration → training for every course.
- CTSO Affiliation & Competitions** — Identify the relevant CTSO and at least one competitive event tied to this pathway.
- Postsecondary Articulation** — Pathway to one named SC Technical College program with articulation agreement potential.



Implementation Reality Check — Also Address:

5 operational requirements for viability

- Teacher Qualification & Licensure** — What certification or licensure is required, and what is your recruitment or grow-your-own strategy?
- Equipment & Facility Investment (Year 1)** — Identify critical infrastructure needed before the first cohort arrives.
- Industry Advisory Committee (IAC)** — Name 3 specific industry partners you would recruit for your IAC in this sector.
- Estimated Year 1 Perkins Budget Request** — Provide a realistic dollar estimate with major line-item categories.
- SCOIS Regional Demand Data** — What SCOIS labor market evidence supports this pathway in your district's region?



2-MINUTE PITCH TO THE ROOM

📊 Labor Market Alignment

🔗 Pathway Coherence

💰 Credential Value

⚙️ Implementation Realism

Growing as a CTE Leader: Your Professional Network

You are not alone — connect with these SC and national resources

8 KEY PROFESSIONAL CONNECTIONS

STATE & REGIONAL RESOURCES



SCDE CTE Division **SC STATE**

Primary state agency contact; program approval, reporting guidance, Perkins support, and CTE Administrator PD program



SC Association of CTE (SCACTE) **SC STATE**

State affiliate of ACTE; peer networking, state conference, advocacy for CTE funding and policy in South Carolina



SC Technical College System **SC STATE**

Partner for dual enrollment, articulation, and workforce alignment; build relationships with local TEC college contacts



SC Workforce Investment Boards (WIBs) **SC REGIONAL**

Regional employer and labor market intelligence; align CTE programs to WIOA-identified sector strategies

NATIONAL ORGANIZATIONS & TOOLS



ACTE — Assn. for Career & Technical Education **NATIONAL**

CT301 New CTE Administrator course; Quality CTE Program of Study Framework; National Policy Seminar and Career Tech VISION conference



NCLA — Synergizing CTE Administrators **NATIONAL**

National network specifically for CTE administrators; leadership development, peer learning, and administrator best practices



CTSO National Organizations **NATIONAL**

FFA, DECA, FBLA, SkillsUSA, FCCLA, TSA, HOSA — each has SC state affiliates and a dedicated state advisor at SCDE



SCOIS — SC Occupation Information System **SC TOOL**

Real-time SC labor market data; use to justify new programs and validate industry alignment in your CLNA submissions



Pro Tip: Start with your SCDE CTE Regional Consultant — they are your direct link to all state resources. Then enroll in ACTE CT301 and join SCACTE within your first 30 days.



30 MINUTES



Welcome to Marbury County School District — You Are the New CTE Director

PERKINS ALLOCATION:
\$210,000

3 HIGH SCHOOLS + 1 CAREER CENTER

14 PROGRAMS · 5 CLUSTERS



YOUR BRIEFING DOCUMENT

⚠️ PERFORMANCE DATA — LIP REQUIRED (2 CONSECUTIVE MISSED YEARS)

- 3S1 Postsecondary Placement: 51% actual vs. 68% SDPL 68% SDPL Actual: 51%
- 5S1 Credential Attainment: 38% actual vs. 62% SDPL 62% SDPL 38% actual

⚙️ PROGRAM QUALITY ISSUES

- 4 programs have equipment 10+ yrs old
- 2 teachers outside licensure area
- 1 program: no IAC activity in 24 months
- 2 programs: no TSA data collected last year

🔗 NEW INDUSTRY OPPORTUNITIES

- Regional hospital expanding
- 2 auto parts mfrs relocating
- Fiber-optic co. regional HQ here

💰 FUNDING & COMPLIANCE GAPS

- CLNA not updated in 3 years
- Local plan references discontinued programs
- No WBL coordinator on staff



YOUR 90-DAY ACTION PLAN MUST ADDRESS ALL 5 AREAS

- 1 CLNA & Local Plan Compliance** 
What do you do first and by when? The CLNA must be redone — last update was 3 years ago. Your local plan references discontinued programs and must be corrected before the next submission cycle.
- 2 Perkins Indicator Improvement — 3S1 & 5S1** 
What specific changes drive gains in Postsecondary Placement (need +17 pts) and Credential Attainment (need +24 pts)? A Local Improvement Plan is now required — what does it include?
- 3 Program Quality Repair Priorities** 
How do you address teacher licensure issues, reactivate inactive IACs, collect TSA data for non-compliant programs, and build an equipment replacement strategy within Perkins funding constraints?
- 4 Industry Partnership Development** 
How do you capitalize on the regional hospital expansion, two automotive parts manufacturers, and the fiber-optic broadband company? Map partnerships to CLNA gaps and new program pathways.
- 5 Stakeholder Communication — First 30 Days** 
What do you say to the school board, your CTE teachers, and the community? How do you build trust, manage the LIP narrative, and get parents and board members genuinely informed about CTE's value?

CAPSTONE DEBRIEF — What We Learned Together

Each group presents their top 3 priorities — 3 minutes per group. Then we debrief together.

ROUND 1

"What Did You Agree On Quickly?"

1

Consensus points reveal your **highest-confidence knowledge areas** from today. Celebrate those — they represent real learning.

ROUND 2

"Where Did You Disagree or Struggle?"

2

Points of genuine tension are often where the **richest learning lives**. What drove the disagreement — differing assumptions, missing information, or competing priorities?

ROUND 3

"What Did You Realize You Didn't Know?"

3

Gaps that emerged during planning are your **highest-leverage professional learning priorities**. Name them, own them, and make a plan to address them.

ROUND 4

"What Was Your Single Most Consequential Decision?"

4

The one choice that shaped your entire 90-day plan — often reveals your **values as a leader**.



FACILITATOR CLOSE

Draw connections across group presentations. Highlight moments where SC-specific policies (EEDA, Perkins indicators, CLNA, teacher licensure) most shaped groups' decisions. End with this: **You just led a CTE district through a complex, multi-dimensional leadership challenge — and you had the knowledge, the frameworks, and each other to do it. That is exactly what this work looks like every day.**



"The most powerful professional development happens when new knowledge meets real practice — and you just did both."

Your First 90 Days: Action Priorities

Start strong — these actions set the foundation for your first year of leadership

9
0

1 Connect **Week 1**
with your SCDE CTE Regional Consultant — introduce yourself and establish a relationship ☐

2 Read **Week 1**
your district's current Perkins V Local Plan and CLNA — understand current priorities and spending ☐

3 Review **Week 2**
all Perkins Accountability Indicator data for your LEA — know where you stand on each measure ☐

4 Audit **Month 1**
your Industry Advisory Committees — confirm active membership, recent meeting minutes, and program relevance ☐

5 Map **Month 1**
your Work-Based Learning landscape — identify current placements, gaps, and expansion opportunities ☐

6 Meet **Month 2**
your SC Technical College System counterpart — discuss existing articulation agreements and dual enrollment options ☐

7 Access **Month 2**
SCOIS data for your region — align current programs to high-demand, high-wage occupations ☐

8 Enroll **Month 3**
in ACTE CT301 New CTE Administrator course and join SCACTE for peer support and professional community ☐

"Every student deserves a clear pathway from education to a meaningful career. You are the architect of that pathway."



MY CTE LEADERSHIP ACTION PLAN — COMMIT BEFORE YOU LEAVE

Leadership intentions without written commitments rarely become actions. Write yours down now.



OPERATIONS PRIORITY

What is the ONE operational gap you will address in your first 30 days?

WRITTEN COMMITMENT

I will...

By... With the help of...



COMPLIANCE ACTION

What SCDE or Perkins compliance item needs your immediate attention?

WRITTEN COMMITMENT

My first compliance step is...

I will complete it by...



INDUSTRY PARTNERSHIP GOAL

Which ONE industry relationship will you develop or deepen in your first 60 days?

WRITTEN COMMITMENT

I will reach out to... for the purpose of...

by...



FUNDING & DATA FOCUS

What will you do in the next 30 days to better understand your Perkins performance data?

WRITTEN COMMITMENT

I will review/pull/meet with... to understand

my district's performance on indicator...



WORKFORCE ALIGNMENT STEP

How will you use SCOIS data in your next program review or CLNA conversation?

WRITTEN COMMITMENT

I will access SCOIS data for [county] to

assess demand for...



PROFESSIONAL LEARNING COMMITMENT

Which professional community will you join or engage more actively? (SCACTE, SCDE CTE cohort, ACTE)

WRITTEN COMMITMENT

I will join/attend/connect with... by...

and my first action is...



ACCOUNTABILITY STEP

Right now, share your #1 commitment with your table partner. Exchange direct contact information. Agree to check in with each other in exactly 30 days. **Your peer network starts today.**

★ You Are Ready. Now **Lead.** ★

Every student in South Carolina deserves a CTE director who shows up prepared, connected, and committed. **You are that director.** Today you built knowledge, practiced real skills, and formed a peer network that will carry you through the challenges ahead. Use it.

YOUR SC CTE RESOURCE NETWORK

- | | |
|---|--|
| <ul style="list-style-type: none">• SCDE CTE Division https://ed.sc.gov/instruction/career-and-technical-education/
Your first call for compliance questions | <ul style="list-style-type: none">• ACTE National acteonline.org
CT301 New CTE Administrator course |
| <ul style="list-style-type: none">• SCACTE scacte.org
SC peer network and state advocacy | <ul style="list-style-type: none">• SCOIS Labor Market Data scois.net
Regional workforce intelligence |
| <ul style="list-style-type: none">• SC Technical College System sctechsystem.edu
Articulation and dual enrollment partner | <ul style="list-style-type: none">• Perkins Collaborative Resource Network pcrn.ed.gov
Federal Perkins guidance and resources |
| <ul style="list-style-type: none">• Advance CTE careertech.org
National CTE policy and research | <ul style="list-style-type: none">• SC Apprenticeship Carolina apprenticeshipcarolina.com
Registered apprenticeship development |

"The future workforce of South Carolina is sitting in your classrooms right now.

Make the pathway clear, make it rigorous, and make it matter."

SC CTE New Director Professional Development — Developed in Partnership with ACTE New CTE Administrator Resources

**SOUTH
CAROLINA
CTE
LEADERSHIP
SERIES**

**We need your
feedback!**





Join us for the 2026 CTE Leadership Network!

Kickoff Meeting:

- *Aug. 24, 2026*

New CTE Admin Cohort Dates:

- *Sep. 15, 2026*
- *Oct. 26, 2026*
- *Nov. 19, 2026*





WBL Padlet



SCDE Internal Evaluation

SCDE Career Pathway Specialists are completing a comprehensive internal review to ensure **clear, high-quality programs of study** that result in **measurable student outcomes** aligned to **workforce and postsecondary success**.

- *Evaluated pathway structures, course sequences, and standards with a forward-looking, student-centered focus*
- *Grounded analysis in labor market data, industry credentials, postsecondary expectations, and enrollment/completion trends*
- *Prioritized course criticality to identify essential courses and eliminate low-value redundancies*

Based on this evaluation, specialists developed recommendations to **modernize pathways** and support **statewide student success** and future readiness.



Data Sources

All program recommendations are **grounded in multiple data sources** to ensure decisions are evidence based, objective, and aligned with statewide priorities. The data sources below were considered collectively to develop a comprehensive view of program quality and relevance.

- **Labor Market Information (LMI):** [South Carolina Priority Occupation List](#)
To ensure alignment with SC Priority Occupations, regional demand, wages, and projected growth
- **Industry Credential Alignment:** [2025-26 CTE Certifications and Tiers](#)
To ensure preparation for high-value credentials included on the 2025–26 CTE Certification Tiers
- **Postsecondary Alignment:** [SC Tech System, SC Commission on Higher Education](#)
To verify connection to SC technical colleges and universities, including articulation and credit transfer
- **Enrollment, Completion, and Outcome Data:** [CTE Course Enrollment 2019-2025 Program Completion Historical Data](#)
To consider trends in enrollment, completion, and equitable student success (2019–2025)
- **Course Standards and Content:** [SCDE Course Database](#)
To verify rigor, skill progression, and alignment to program competencies
- **Classification of Instructional Programs (CIP) Codes:** [National CIP Codes](#)
To verify accurate classification aligned to postsecondary reporting structures



Timeline

- Finalizing Program Proposals and Program Review Handbook
Through April 28
- CTE Advisory Board Streamlining Pathways Subcommittee Feedback
April 28- May 29
- Engage with Postsecondary & Industry Partners
June, July
- Public Review
July 15- August 15
- Finalize/Present to School Districts
September 15, 2026



Educator Feedback

Review using a statewide, student-centered lens, prioritizing what is best for students across South Carolina, rather than what works in a specific school, district, or program.

Keep in mind that district specific programs may be approved using the Innovative Pathway Application. This statewide review should focus on statewide needs.

As you review each program proposal, please consider:

- How closely course standards align with the program's core technical competencies.
- Alignment with industry credentials, postsecondary expectations, or in demand occupational skills.
- The courses' role within the overall sequence (foundational, intermediate, or advanced) and whether its removal would weaken the program.
- If another critical course has not been identified and should be included in the program.



Educator Feedback

All program reviews and feedback will be collected electronically using the state designated online submission system. Only electronically submitted scores and recommendations will be considered official and included in statewide results.

Provide clear, concise rationales that explain how recommendations strengthen program rigor, relevance, equity, and statewide scalability.

The Program Review Handbook provides extensive evaluation context, data sources, and additional information to assist you in your review.

Please have your feedback submitted by August 15.



Current

Required/Concentrator Courses:

Agricultural and Biosystems Science** and Biosystems Mechanics and Engineering**

Or

Agricultural Mechanics and Technology** and Agricultural Power Mechanics**

Or

Agricultural Mechanics and Technology for the Workplace 1** and Agricultural Mechanics and Technology for the Workplace 2**

Or

Agricultural Science and Technology** and Agricultural Mechanics and Technology**

Or

Biosystems Mechanics and Engineering** and Agricultural Structural Mechanics or Equipment Operation and Maintenance**

Additional approved courses if needed to meet state recognized program requirements:

Agribusiness and Marketing

Agricultural Science and Technology for the Workplace

Soil and Water Conservation

Agriculture Internship, Work-Based Credit

Proposed

Required/Concentrator Courses:

Agricultural Science and Technology**

Agricultural Mechanics and Technology**

3rd and 4th courses chosen from:

- Equipment Operation and Maintenance
- Agricultural Power Mechanics
- Agribusiness and Marketing
- Agricultural Experiences Capstone

CTE Program Proposals



https://drive.google.com/file/d/1Okr7k1x7FRpd8YkAotqEd_YH1Y_z6IB4/view?usp=sharing

CTE Proposal Review Handbook



Electronic Submission Form



<https://docs.google.com/forms/d/e/1FAIpQLSe3DPjmSsp1nUGVHUHE853VPsuDLLdcdjXeEf7flfloITlveQ/viewform?usp=header>

