



Perkins V State Plan Annual Revision 2026

The Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) which amended the Carl D. Perkins Career and Technical
Education (Perkins IV) Act of 2006

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FOREWARD

Vision:

To lead the nation in delivering transformative systems that empower every South Carolinian, regardless of background or age, to thrive in a dynamic, opportunity-rich workforce.

Mission:

The Office of Career Readiness exists to ensure that every learner in SC can access a high-quality, workforce-aligned education pathway that leads to personal success and economic mobility.

In his seminal work *Future Shock*, Alvin Toffler warned, “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn” (Toffler, 1970). This prophetic statement captures the urgent need to redefine the purpose and function of education — especially Career and Technical Education (CTE) in today’s rapidly evolving global economy. The traditional model, where students prepare for a single career path, is no longer sustainable. Instead, education systems must cultivate adaptable, multifaceted individuals equipped to thrive in jobs that exist today and those yet to be imagined.

A report from Dell Technologies and the Institute for the Future estimates that 85 percent of the jobs that will exist in 2030 haven’t been invented yet (Marr, 2019). In light of this, structured education can no longer end at high school or college graduation. Lifelong learning must become the new norm, supported by evolving educational platforms that accommodate continuous upskilling and reskilling.

South Carolina stands at a pivotal crossroads with a unique opportunity to lead in workforce transformation. By investing in skills such as creativity, curiosity, and design thinking, the state can shift generational trajectories and position itself as a hub of innovation and resilience. CTE must play a central role in this movement—not just by responding to industry needs but by anticipating and shaping them.

To enable a seamless transition from education to employment, we must personalize learning pathways, offering multiple points of entry and re-entry throughout a person’s career. This flexibility is essential for aligning workers’ evolving aspirations with the dynamic needs of industries. Philosopher John Dewey aptly noted, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow” (Dewey, 1915). This call to action is more urgent than ever.

Preparing students for the future demands more than technical training. It requires developing divergent thinkers—individuals capable of questioning norms, disrupting industries, and meeting consumer demands with authentic and innovative solutions. As we navigate the Fourth Industrial Revolution, characterized by advancements in artificial intelligence, big data, augmented reality, blockchain, the Internet of Things, and automation, we must forge a workforce that not only adapts to change but drives it.

South Carolina—and the nation as a whole—must embrace a bold new vision for education and workforce development. It is no longer about preparing students for a job; it is about preparing them for the unknown, equipped with the mindset and skillset to learn, unlearn, and relearn in a future defined by transformation.

The ensuing 4th Industrial Revolution that is upon us requires that we do the following:

- Redefine the purpose of education;
- Improve STEM Education;
- Develop Human Capital and Potential;
- Adapt to lifelong learning models;
- Alter educator training;
- Make schools makerspaces;
- Develop International Mindfulness; and
- Redefine and restructure Higher Education.

Perkins V: A Strategic Pathway to Workforce Readiness

The Strengthening Career and Technical Education for the 21st Century Act—commonly known as Perkins V—provides a critical framework for aligning education initiatives with workforce demands. It emphasizes the need for flexibility, responsiveness, and, most importantly, intentional collaboration. By fostering strong partnerships across education and industry, Perkins V creates the foundation for a seamless transition from classroom to career.

South Carolina embraces this vision with a deep sense of responsibility. The state is committed to cultivating a skilled workforce that not only meets the needs of today's economy but is also agile enough to drive future innovation and global competitiveness. This commitment requires more than policy — it demands coordinated, strategic action across secondary education, post-secondary institutions, and a wide range of workforce development partners.

Through these deliberate and collaborative efforts, South Carolina has the opportunity to serve as a conduit of change—leading in the creation of educational and economic systems that are inclusive, forward-thinking, and impactful. Regardless of demographics or background, every resident must have access to meaningful pathways that lead to economic mobility and career success.

By leveraging the vision and resources of Perkins V, South Carolina can expand opportunities, accelerate innovation, and shape a resilient, future-ready workforce that powers the state’s long-term prosperity and global relevance.

A. Plan Development and Consultation

South Carolina Perkins V Annual State Plan Revision for FY 2026

South Carolina submits this annual revision in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) to update the fiscal year (FY) 2026 budget. Consistent with federal requirements, these revisions are limited to budgetary allocations and represent the sole modification to the approved four-year Perkins V State Plan.

The South Carolina Department of Education (SCDE), in coordination with the South Carolina Technical College System (SCTCS), developed the South Carolina Perkins V State Plan, which is grounded in the Transition Plan covering July 1, 2019, through June 30, 2020, and approved by the U.S. Department of Education in July 2019. The revisions contained herein apply to the program year spanning July 1, 2026, through June 30, 2027, and address applicable requirements outlined in the *Guide for the Submission of State Plans* (OMB Control Number 1830-0029) issued by the Office of Career, Technical, and Adult Education (OCTAE).

In alignment with Perkins V consultation requirements, SCDE and SCTCS convened the Perkins State Plan Advisory Committee to support the development and ongoing implementation of Career and Technical Education (CTE) programs statewide. Committee membership reflected required representation and included individuals from relevant state agencies, secondary and postsecondary education, workforce development entities, business and industry, labor organizations, and representatives of special populations. Participating agencies and organizations included, but were not limited to, the South Carolina Department of Commerce; Department of Employment and Workforce; Department of Juvenile Justice; Department of Corrections; the Governor's Office; the South Carolina Commission on Higher Education; Vocational Rehabilitation; Adult Education; and the South Carolina School for the Deaf and Blind.

During 2019, SCDE and SCTCS conducted statewide outreach to solicit input from stakeholders and the general public. Engagement activities included public meetings, presentations, and dissemination of print and electronic materials to ensure adequate notice and opportunity for comment. Advisory Committee members reviewed draft components of the State Plan, provided input during meetings, and submitted written feedback electronically. All input received was considered in accordance with Perkins V stakeholder consultation requirements.

Perkins V continues to serve as the primary federal framework governing Career and Technical Education in South Carolina. The Act emphasizes improved academic achievement, technical skill attainment, and employability outcomes for students participating in secondary and postsecondary CTE programs. Key priorities include stakeholder engagement, program quality and innovation, equitable access for all

learners, strengthened accountability, and alignment with state and regional education and workforce development strategies.

South Carolina's revised State Plan reflects these statutory priorities and aligns Perkins V implementation with statewide goals related to workforce readiness, lifelong learning, and economic development. Through this alignment, the state supports a coherent system of high-quality CTE programs designed to meet the needs of students, employers, and communities.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

South Carolina is implementing the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) within a coordinated statewide framework that aligns secondary education, postsecondary education, and workforce development systems to prepare learners for in-demand, high-skill, and high-wage careers. Through Perkins V, the state continues to expand equitable access to high-quality Career and Technical Education (CTE) while responding to changing workforce and economic conditions.

The South Carolina Department of Education (SCDE), in partnership with the South Carolina Technical College System (SCTCS) and other state agencies, supports a structured education-to-workforce continuum. Collaboration among education providers, business and industry, and workforce development partners is central to this approach and is intended to ensure alignment of programs, policies, and resources that support learner achievement and workforce readiness.

South Carolina's economy is globally competitive and industry-driven, requiring an education and training system that is adaptable and responsive to labor market demand. Strategic alignment across ESSA, Perkins V, and WIOA supports a career-focused education continuum that advances economic growth while expanding opportunity for all learners.

A central component of the State Plan is the alignment of secondary and postsecondary CTE programs with state, regional, and local workforce needs. This alignment emphasizes employability skills, technical skill attainment, and industry relevance and is informed by labor market information and stakeholder input. The Comprehensive Local Needs Assessment (CLNA) serves as the primary mechanism for identifying workforce demand, program quality, and equity gaps and guides local planning, resource allocation, and continuous improvement. Through place-based strategies, including those serving rural and underserved areas, the state continues to expand access to high-quality CTE programs.

To support equity goals, South Carolina has implemented legislative and policy strategies that direct additional resources to under-resourced communities. These efforts are intended to address systemic barriers and ensure access to education, training, and employment pathways regardless of geography or background.

South Carolina maintains a strong economy characterized by consistently low unemployment and sustained investment by national and international employers. Priority industry sectors include diversified manufacturing, construction, healthcare, information technology, transportation, automotive manufacturing, aerospace, biotechnology, energy, and logistics. The state is a national leader in automobile exports and advanced manufacturing, supported by a robust infrastructure network that includes deepwater ports,

an inland port, extensive rail systems, and a comprehensive highway network.

The state's twelve Local Workforce Development Areas (LWDAs) reflect significant geographic and economic diversity. Each LWDA contributes to the statewide CTE strategy through regional partnerships, sector-based initiatives, and CLNA-informed planning aligned to local labor market needs. This localized approach strengthens program responsiveness while expanding access for individuals with barriers to education or employment.

Through coordinated implementation of Perkins V, ESSA, and WIOA, South Carolina continues to advance a demand-driven and inclusive CTE system. Alignment across education and workforce partners supports continuous improvement, workforce responsiveness, and long-term economic competitiveness.

Implementing Career and Technical Education Programs and Programs of Study

South Carolina's vision for Career and Technical Education (CTE) is to support a coordinated, high-quality system that prepares learners for high-skill, in-demand, and high-wage careers aligned with state and regional workforce needs. The state continues to strengthen alignment across secondary education, postsecondary education, workforce development, and economic development systems in support of sustainable economic growth and global competitiveness.

Many of the foundational components required under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) were established under prior Perkins legislation and supported through state statute. The South Carolina Education and Economic Development Act (EEDA) (S.C. Code Ann. §59-59-130) requires a statewide career cluster framework aligned to the national career cluster model and integrates career development and workforce preparation across the K–12 system.

Under EEDA, career exploration and planning begin in the middle grades and continue through high school. Beginning in grade eight, each student develops an Individual Graduation Plan (IGP) in collaboration with trained career guidance personnel. The IGP is aligned to one of the state's sixteen career clusters and informs course selection, CTE concentration, and postsecondary planning.

The career cluster framework serves as the foundation for South Carolina's programs of study and supports statewide consistency in pathway design, dual credit opportunities, and alignment between secondary and postsecondary education. This structure facilitates coherent sequencing of academic and technical coursework and supports seamless transitions to postsecondary credentials, certificates, diplomas, and degrees.

South Carolina has implemented the Comprehensive Local Needs Assessment (CLNA) as the primary planning and improvement mechanism under Perkins V. The CLNA brings together secondary and postsecondary education providers, workforce development partners, business and industry representatives, and other stakeholders within each of the state's twelve workforce regions to assess labor market demand, program quality, access, and equity.

CLNA findings inform local and state decision-making related to program approval, program expansion or discontinuation, professional development, and the strategic use of Perkins funds. This process promotes alignment between CTE programs and regional workforce needs while supporting continuous improvement and collaboration.

Data-informed analysis conducted with education, workforce, and economic development partners identified priority industry sectors for South Carolina. These sectors include diversified manufacturing, construction, healthcare, information technology, and transportation and logistics. These industries guide statewide pathway development, investment decisions, and regional planning efforts.

The South Carolina Department of Education (SCDE) and the South Carolina Technical College System (SCTCS) collaborate to align secondary and postsecondary programs of study using the Classification of Instructional Programs (CIP) framework. Programs of study include sequenced coursework from grades 9–12, identify aligned postsecondary credentials, and support dual credit and articulated credit opportunities.

Local education agencies and technical colleges collaborate on pathway implementation, dual enrollment opportunities, and student advising to ensure clarity, consistency, and access. Programs of study are reviewed at the state level and updated as needed to reflect workforce demand and emerging industry trends.

Work-based learning (WBL) is an embedded component of South Carolina's CTE system and is emphasized throughout the EEDA career continuum. WBL opportunities include job shadowing, internships, youth apprenticeships, cooperative education, mentorships, and other industry-aligned experiences coordinated through regional and local career specialists. These experiences reinforce academic and technical instruction, strengthen employer engagement, and support preparation for postsecondary education and employment.

South Carolina applies consistent statewide expectations for size, scope, and quality for Perkins-funded CTE programs. At the secondary level, programs must include at least two sequenced courses aligned to state or industry standards and supported by adequate facilities, equipment, instructional materials, and appropriately certified instructors. Programs must demonstrate alignment with an approved program of study and be supported by active business and industry advisory committees.

At the postsecondary level, programs must meet SCTCS productivity standards, demonstrate labor market demand, and align coursework, equipment, and instructional strategies with current industry practices. Programs are reviewed annually using enrollment, completion, and placement data and undergo periodic in-depth evaluations.

Program quality is measured by the extent to which programs provide all students—including special populations—with opportunities to acquire academic knowledge, technical skills, employability skills, and industry-recognized credentials necessary for career success and postsecondary attainment.

Meeting the Needs of Special Populations

Students who are members of special populations are provided equal access to all Career and Technical Education (CTE) programs in South Carolina. The South Carolina Department of Education (SCDE) and the South Carolina Technical College System (SCTCS), in collaboration with local school districts and technical colleges, ensure equitable access through proactive outreach, recruitment, and increased awareness of career and postsecondary education options. Career development activities include counseling and exploration focused on pathways that lead to high-wage, high-skill, and high-demand occupations. Students also have access to academic advising, tutoring, supplemental instruction, and assistive technology designed to support successful participation and completion of CTE programs.

In accordance with Perkins V, special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for nontraditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals as defined under Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a);
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who is a member of the armed forces and is on active duty.

The SCDE Office of Career Readiness (OCR) provides statewide leadership to ensure that Local Education Agencies (LEAs) meet federal civil rights requirements and provide equal access, opportunity, guidance, and support to all students. OCR assists LEAs in implementing the state's Memorandum of Assurance (MOA), as required under 34 CFR Part 100, to ensure district policies, procedures, and practices comply with applicable federal civil rights laws. South Carolina conducts a minimum of two on-site MOA monitoring visits annually. OCR also supports partnerships between school districts and community stakeholders, including institutions of higher education, workforce agencies,

public service organizations, and business and industry partners, to strengthen access and support services for special populations.

The South Carolina Technical College System operates under an open admissions policy that ensures access to programs and services for all eligible individuals, including those identified as members of special populations under Perkins V. Technical colleges are required to comply with the SCTCS Student Code and nondiscrimination policies to ensure equitable treatment and access.

To further address access barriers, SCDE and SCTCS use Perkins leadership funds to provide statewide professional development focused on equity and access in CTE programs. These trainings support faculty and administrators in identifying local access barriers and developing strategies to address them. Additionally, findings from the Comprehensive Local Needs Assessment (CLNA) guide postsecondary and secondary institutions in developing data-informed strategies, in partnership with education, community, and industry stakeholders, to improve access and outcomes for special populations.

Perkins V provides LEAs with expanded opportunities to strengthen services and supports for special populations. At both the secondary and postsecondary levels, LEAs provide academic and career advising, instructional supports, and accommodations. Students with disabilities receive assistive technology and individualized accommodations as needed. Economically disadvantaged students and single parents may receive transportation assistance, childcare support, and targeted services to promote persistence and completion. Recruitment and retention of students preparing for nontraditional fields remain a statewide priority, and gender-based nontraditional participation crosswalks have been refined under Perkins V to better address participation gaps.

At the state level, OCR and SCTCS collaborate with partner agencies and organizations that specialize in serving special populations to strengthen service delivery and inform continuous improvement. These partnerships support accurate data collection, analysis, and reporting related to special populations, including newly identified categories under Perkins V.

OCR provides technical assistance to LEAs through review of local Perkins applications and on-site program monitoring. These processes assess how LEAs ensure equitable access, identify student needs, meet accountability requirements, and support continuous improvement for special populations. OCR also recommends strategies for strengthening program design and accessibility, including:

- professional development to enhance staff understanding of special population needs;
- simulated and authentic work-based learning opportunities in partnership with business and industry;

- flexible delivery models, including short-term courses, virtual instruction, and distance learning;
- recruitment and promotional materials free from bias and stereotypes; and
- targeted academic and support services to build foundational and employability skills.

Both secondary LEAs and technical colleges identify programs and activities that support special populations in their local applications. Examples include childcare and transportation assistance, tutoring for students with learning disabilities, and work-based learning experiences for students entering nontraditional fields. Subrecipients describe how these activities prepare special populations for high-skill, high-wage, or in-demand occupations and support successful postsecondary transition, employment, and long-term career advancement.

Preparing Teachers and Faculty

South Carolina recognizes that a highly skilled and well-prepared education workforce is essential to student success in Career and Technical Education (CTE). The recruitment, preparation, and retention of qualified professionals—including special education teachers, CTE faculty, administrators, principals, specialized instructional support personnel, and paraprofessionals—are critical to providing high-quality instruction, instructional leadership, and comprehensive student support services. Statewide professional development initiatives emphasize instructional effectiveness, alignment with industry standards, and the capacity to meet the diverse needs of all learners, including special populations.

To strengthen professional learning statewide, South Carolina has rebranded and reinvigorated its annual statewide conference—formerly known as the Education and Business Summit (EBS)—into a comprehensive, multifaceted professional development experience that supports accountability and continuous improvement. Now known as the Palmetto Education Summit, the conference convenes education, business, and community leaders from across the state to align strategy, elevate excellence, and drive measurable impact in support of student success.

The Palmetto Education Summit provides intensive professional learning, hands-on training, and instructional resources for Career and Technical Education (CTE) instructors, academic teachers, guidance and career counselors, special education faculty, and administrators at both the secondary and postsecondary levels. Conference strands are designed to address statewide priorities and include career readiness, character and resilience education, civics, numeracy, and literacy.

In addition to the state-wide annual conference, South Carolina offers an annual professional learning and technical assistance for new and veteran CTE Administrators to support the development of effective instructional leaders. This training addresses key administrative responsibilities, including teacher supervision and evaluation, program

development and improvement, industry engagement, instructional leadership, and compliance with state and federal CTE legislation.

To support individuals transitioning into Career and Technical Education (CTE) from business and industry, South Carolina utilizes the Southern Regional Education Board's Teaching to Lead (T2L) teacher preparation and induction program. The program delivers intensive professional development and coaching designed to build instructional capacity and educator confidence. T2L supports teachers in planning effective instruction, engaging diverse learners, managing classrooms and laboratories, developing standards-aligned assessments, and sustaining success in the profession.

The T2L program provides targeted pedagogical preparation for teachers entering through work-based certification pathways and supports initial teacher certification requirements. Participants receive instruction in curriculum design, assessment practices, instructional strategies, classroom and laboratory management, and integration of academic and CTE content. Master teachers deliver instruction and provide ongoing mentoring to ensure a successful transition from industry to the teaching profession.

The Office of Career Readiness (OCR) coordinates sustained, high-quality professional development opportunities throughout the year. These include the Palmetto Education Summit, career-cluster-specific conferences, curriculum and standards workshops, administrator and career guidance institutes, education symposiums associated with career and technical student organizations, and on-site technical assistance supporting whole-school reform and career center improvement. OCR also supports statewide reform initiatives through partnerships with the Southern Regional Education Board, including *Making Schools That Work* and *Technology Centers That Work*.

OCR collaborates with colleges of education under the Education and Economic Development Act (EEDA) to support professional learning related to career guidance, the career cluster framework, Individual Graduation Plans (IGPs), contextual teaching strategies, and the South Carolina Comprehensive Developmental Guidance and Counseling Model. Career cluster guidance tools and related resources are regularly updated and made available statewide to support educators, students, and families. Additionally, OCR partners with VirtualSC and South Carolina Educational Television to expand access to distance learning and contextual instructional resources.

To provide timely and accessible support, OCR conducts an annual statewide career guidance roadshow, delivering regional, just-in-time professional development for teachers, school counselors, and career specialists. Workshops address implementation of career clusters and pathways, scheduling career guidance activities, articulation, and dual enrollment opportunities.

Professional development is also supported through local Perkins V applications. Local Education Agencies (LEAs) and technical colleges identify professional learning needs and allocate Perkins funds to support educator participation in conferences, institutes, industry-based training, and curriculum development initiatives. CTE educators may also

participate in industry externships to remain current with emerging technologies and workplace competencies.

The South Carolina Technical College System (SCTCS) supports faculty preparation, recruitment, and retention through statewide professional development institutes, monthly webinars, and strategic partnerships with industry and education stakeholders. Recent initiatives have addressed emerging technologies such as artificial intelligence and virtual reality, student retention strategies, and accessible course design. Professional development offerings support instructional technology integration, open educational resources, guided pathways, student engagement, and online learning, and include both external experts and SCTCS faculty leaders.

Through partnerships with organizations such as Scout Motors, the South Carolina Propane Gas Association, and the South Carolina Hospital Association, SCTCS provides specialized faculty training aligned to workforce demand in high-growth sectors such as manufacturing, mechatronics, transportation, and healthcare. These partnerships strengthen instructional relevance, faculty expertise, and employer engagement.

At the local level, colleges provide ongoing professional development for full-time and adjunct faculty through workshops, conferences, faculty learning communities, and collaborative planning activities. Faculty develop annual professional learning plans and participate in structured communities of practice focused on applied learning, instructional improvement, and student success.

The South Carolina Department of Education partners with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to support educator recruitment and mentoring statewide. CERRA initiatives include mentor training programs that strengthen instructional practice and support teacher retention through career-long professional growth.

South Carolina supports multiple pathways into the CTE teaching profession, including traditional educator preparation programs, alternative certification through the Program of Alternative Certification of Educators (PACE), and work-based certification pathways. Teachers entering through work-based certification demonstrate industry expertise and complete targeted pedagogical training through the Teaching to Lead (T2L) program.

To meet EEDA career guidance requirements, South Carolina also offers a 120-hour certification program for career specialists who deliver career guidance in middle and high schools. Ongoing professional development and recertification opportunities support retention and high-quality implementation of career development programming.

Recruitment and retention of postsecondary faculty are supported through coordinated efforts among technical colleges, business and industry partners, and local communities. Strong employer partnerships enhance recruitment of qualified instructors, including individuals from underrepresented populations, and ensure instructional quality and workforce relevance across the SCTCS.

C. FISCAL RESPONSIBILITY

The information included in this section and in Part B—Budget Forms is based on the estimated state allocation provided by the OCTAE for the 2026–27 fiscal year (FY26). The budget must be revised if the actual federal allocation differs from the estimate.

South Carolina implemented a comprehensive, computerized local application process for secondary and postsecondary eligible recipients under Perkins IV. This system integrates programmatic planning with grants accounting, creating a clear crosswalk between application narratives and budgetary expenditures. Both components were reviewed and refined to reflect statutory changes under Perkins V and to fully embed the Comprehensive Local Needs Assessment (CLNA) as a foundational element of the local application. The web-based application platform supports alignment across Sections 134 and 135 of Perkins V and guides eligible recipients through legislatively driven planning requirements. Narrative prompts require recipients to describe:

- activities that support CTE student enrollment in rigorous academic coursework;
- professional development that advances integration of academic and technical instruction;
- services that prepare members of special populations for high-skill, high-wage, or in-demand occupations leading to self-sufficiency; and
- career guidance and academic counseling that link CTE participation to postsecondary education and workforce pathways.

Eligible recipients complete these narrative components to demonstrate compliance with Perkins V requirements. The application provides access to performance data and requires identification of participation, access, and performance gaps. The fiscal section is fully aligned to narrative priorities, ensuring that budgeted expenditures support required local uses of funds and CLNA-identified needs. Applications are reviewed by state-level CTE staff with expertise in finance, special populations, career guidance, program quality, and evaluation using standardized review criteria. Applications requiring revision are returned with detailed feedback for correction prior to approval.

Allocation of Perkins Title I Funds

Perkins Title I funds are allocated as follows: 10% percent for state leadership activities, 5% percent for state administration, and 85% percent for secondary and postsecondary eligible recipients. The current local distribution allocates 68% percent to secondary recipients and 32% percent to postsecondary recipients, consistent with the approved State Plan.

Secondary and Postsecondary Allocation Formulas

Secondary CTE funds are distributed in accordance with Section 131 of Perkins V. Allocation data are adjusted to reflect changes in school district boundaries and to

account for Local Education Agencies (LEAs) without geographic boundaries, including public charter districts. Funds are also allocated to multi-district career centers operating in consortium with feeder school districts. Currently, South Carolina has seventy-five school districts and twelve multi-district career centers eligible as secondary recipients.

Postsecondary CTE funds are distributed in accordance with Section 132 of Perkins V. South Carolina does not utilize postsecondary consortia or an alternative allocation formula. All eligible recipients receive at least the statutory minimum allocation. Sixteen technical colleges serve as postsecondary eligible recipients.

South Carolina does not allocate Perkins Title I funds directly to consortia. Eligible recipients may pool funds allocated under Sections 131 and 132 to support innovative initiatives. Local application guidance specifies eligibility requirements, allowable uses of funds, and reporting expectations. Recipients must document how pooled resources support improved student outcomes.

Fiscal Effort and Maintenance of Effort

There are no substantive changes between Perkins IV and Perkins V affecting South Carolina's allocation methodology. The state maintains fiscal effort and meets maintenance-of-effort requirements. Approximately \$24 million in Education Improvement Act (EIA) funding supports CTE and work-based learning initiatives statewide. No changes are proposed to the baseline per-student expenditure under Perkins V.

The Education Finance Act (EFA) is used to calculate per-pupil funding for programs such as CTE and work-based learning. Funding is based on the 135-day Average Daily Membership (ADM) count for the most recently completed fiscal year. CTE students receive additional weighting to account for increased instructional costs. A standard student is weighted at 1.0, while a CTE student receives an additional weight of 0.29, resulting in a total weighted factor of 1.29.

Charter LEAs and Waivers

Two statewide public charter school districts are treated as LEAs and held to the same administrative requirements as traditional districts. Enrollment data for these LEAs are derived from the 135-day ADM count and applied in accordance with Section 131(a) of Perkins V. Data are adjusted as needed to reflect enrollment or boundary modifications.

South Carolina is not requesting waivers to either the secondary or postsecondary allocation formulas and continues to distribute funds in alignment with Sections 131(a) and 132(a) of Perkins V.

D. ACCOUNTABILITY FOR RESULTS

Perkins V presents a significant opportunity to expand equitable access for all students to explore, select, and progress through Career and Technical Education (CTE) programs of study and career pathways that lead to credentials of value. Under Perkins IV, South Carolina negotiated performance levels with the U.S. Department of Education. In contrast, Perkins V aligns more closely with the accountability framework of the Every Student Succeeds Act (ESSA) and authorizes states to establish their own state-determined levels of performance for each year of the State Plan, using clearly defined statutory criteria.

The Perkins V accountability system measures the extent to which South Carolina's CTE concentrators achieve the state-determined levels of performance across designated secondary and postsecondary indicators. These indicators enable the state to assess the effectiveness of its CTE programs in advancing statewide goals, improving student outcomes, and ensuring responsible stewardship of federal CTE funds. Through this system, South Carolina leverages accountability data to support continuous improvement and maximize the return on investment in career and technical education. These indicators include the following:

- **Secondary Indicators**
 - Graduation
 - Proficiency in academic standards
 - Postsecondary education, training, military or employment rate six months after graduation
 - Program quality indicators (state-selected)
 - Enrollment in programs leading to nontraditional fields
- **Postsecondary Indicators**
 - Postsecondary education, advanced training, military, employment rate six months after completion
 - Completion of postsecondary credential within one year
 - Enrollment in programs leading to nontraditional fields

Under Perkins V, the state-determined level for each core indicator of performance must be applied uniformly to all CTE concentrators statewide. To ensure that target levels promote meaningful progress for all CTE learners—including identified subgroups—South Carolina convened a statewide advisory group comprised of representatives from school districts, career centers, high schools, technical colleges, and partner agencies. This group provided input on student definitions, measurement approaches, and performance indicator definitions for both secondary and postsecondary accountability.

Through a series of collaborative meetings and focused workgroup sessions, the state worked deliberately to ensure that accountability measures and the Perkins V performance framework remained central to program implementation. These efforts reflect South

Carolina's commitment to using data-driven performance expectations to support continuous improvement and student success.

Because Perkins V allows states to establish long-term and annual performance goals aligned to their strategic CTE vision, South Carolina intentionally aligned its accountability system across the three major federal education and workforce statutes: the Every Student Succeeds Act (ESSA), Perkins V, and the Workforce Innovation and Opportunity Act (WIOA). The Office of Career Readiness (OCR) and the South Carolina Technical College System (SCTCS) coordinated communication and planning efforts to ensure Perkins V performance targets support related statewide goals and leverage existing initiatives and resources.

A major area of focus under Perkins V accountability is the revised secondary CTE concentrator definition in combination with the new program quality indicator options. The state approached this work methodically to ensure performance levels were both ambitious and attainable. For applicable secondary and postsecondary indicators, multiple years of historical performance data were recalculated using the updated statutory definitions to inform discussions on baseline and target setting. Baseline performance was established using the median performance level across all subrecipients. Setting targets at or slightly above the median supports incremental improvement while allowing for potential changes in data collection and calculation processes during transition.

South Carolina has established measurement definitions and approaches for seven of the ten available secondary core indicators of performance. As required by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE), academic attainment indicators are measured using assessments approved under the state's ESSA plan. Graduation rate (1S1) and placement (3S1) indicators continue to use methodologies consistent with prior federal accountability requirements. South Carolina selected 5S1: Attained Recognized Postsecondary Credential as its program quality indicator. While not reported for accountability, the state continues to collect and analyze data for indicators 5S2 and 5S3 to support program monitoring and continuous improvement.

Each measurement definition and methodology is designed to directly assess the intended student outcome in a consistent and transparent manner. Data collection criteria and calculation methods are applied statewide and remain stable to ensure valid, reliable data for accountability purposes.

Measurement definitions and approaches for the three postsecondary core indicators of performance were developed by a postsecondary accountability workgroup composed of system and institutional representatives. These definitions were modeled on OCTAE non-regulatory guidance and reflect indicator-specific intent and scope. The workgroup determined that the selected methodologies provide valid and reliable measures of postsecondary CTE performance and support effective accountability and improvement efforts statewide.

Core Indicators of Performance

Secondary Level:

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1: Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1: Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1: Program Quality – Attained Recognized Postsecondary Credential: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through dual or concurrent enrollment or another credit transfer agreement. The state will collect, but not report on this indicator.

5S3: Program Quality – Participated in Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning. The state will collect, but not report on this indicator.

Postsecondary Level

1P1: Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1: Credential, Certificate or Diploma: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. The SCTCS defines all baccalaureate degree, associate degree, diploma, and credit certificate programs offered in technical/community colleges as part of this definition as specified in the State Board for Technical and Comprehensive Education Procedure 3-1-101.1.

3P1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Collecting and Reporting Complete, Accurate, and Reliable Data

The South Carolina Department of Education (SCDE) utilizes PowerSchool, a comprehensive electronic student information system used by all public school districts statewide. Through this system, the Office of Career Readiness (OCR) receives student-level data for individuals participating in Career and Technical Education (CTE) courses and programs. These data are used to measure academic achievement, high school completion and graduation rates, placement outcomes, and nontraditional participation. The system captures a full range of demographic variables, including indicators for students who are members of Perkins V special populations. Additional data elements have been incorporated to meet expanded Perkins V reporting requirements.

Student information is entered by schools throughout the academic year and submitted to SCDE annually in June. School- and district-level data are aggregated to generate statewide performance results for each secondary core indicator of performance. These results are then disaggregated by special population and subgroup status to support analysis, reporting, and continuous improvement efforts.

SCDE has collected CTE student data for many years and recognizes the importance of data accuracy and reliability. To address common errors and ensure consistent reporting,

OCR develops and disseminates a CTE data reporting procedures guide to all school districts and career centers. OCR also conducts required regional training sessions focused on data entry, coding requirements, and validation processes. These sessions address common reporting issues and demonstrate procedures local districts can use to verify the accuracy and completeness of their submissions. In addition, OCR conducts multiple internal data quality checks and cross-validations to ensure consistency and reliability prior to final reporting.

At the postsecondary level, colleges report student-level data to the South Carolina Technical College System (SCTCS) through a comprehensive data system that includes information on program major, enrollment status, course enrollment, faculty, Classification of Instructional Programs (CIP) codes, GPA, race, age, gender, and other demographic characteristics. Each college submits a signed assurance statement certifying that the data reported to SCTCS are complete, accurate, and reliable.

Using these data, SCTCS generates customized Perkins V indicator reports to assist colleges in identifying applicable student cohorts and monitoring performance. Student progress is tracked using data extracted from the Enterprise Decision Support System (EDSS), a secure data warehouse designed to ensure data integrity, accuracy, consistency, and compatibility across systems. Individual colleges use their internal student records management systems to identify Perkins V special populations. Disaggregated special population data are submitted to SCTCS through secure surveys administered via the SCTCS SharePoint Portal, the system's centralized intranet platform.

Local Application

Currently, both the OCR and the SCTCS have created an online, password-protected Perkins V data management and budgetary tracking systems. The tracking system on the postsecondary side is called the Data Management System (DMS). The DMS holds the programmatic, and performance information for Perkins V. On the secondary side, the programmatic and performance information is housed in the Grants Accounting Processing System (GAPS). Both the secondary and postsecondary sub-recipients enter their budgets into GAPS. GAPS is set up on a multi-layered verification system to ensure accountability and oversight on the funding and programmatic support. These systems allow for more accurate and consistent recordkeeping and provide a centralized location for pertinent grant information. The systems manage and track the local plan application, amendment requests, reimbursements, annual performance reports, and improvement plan processes. The connection between the reporting and operational components of the grant provides both the SCDE and the SCTCS with real-time accountability for the funds allocated and provide more valid and reliable data for annual reporting.

REFERENCES

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- South Carolina State Board for Technical and Comprehensive Education.(2026) (n.d.). *Procedure 3-1-101.1: Program planning, development, and approval*. Retrieved from <https://www.sctechsystem.edu/faculty-and-staff/policies-and-procedures/procedures/3-1-101.1.pdf>
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APPENDIX A: BUDGET FORM

State Name: _____ South Carolina _____

Fiscal Year (FY): _____ 2026 _____

Budget Item	Percent of Funds	Amount of Funds
Total Perkins V Allocation	Not applicable	\$24,612,626.00
State Administration	5%	\$1,230,631.30
State Leadership	10%	\$2,461,262.70
· Individuals in State Institutions	\$150,000.00	\$150,000.00
- Correctional Institutions	Not required	\$50,000.00
- Juvenile Justice Facilities	Not required	\$50,000.00
- Institutions that Serve Individuals with Disabilities	Not required	\$50,000.00
· Nontraditional Training and Employment	\$60,000.00	\$60,000.00
· Special Populations Recruitment	\$246,126.26	\$244,925.03
Local Formula Distribution	85%	\$20,920,732.00
· Reserve	\$0.00	\$0.00
- Secondary Recipients	50%	\$0.00
- Postsecondary Recipients	50%	\$0.00
· Allocation to Eligible Recipients	\$20,920,732.00	\$20,914,403.00
- Secondary Recipients	68%	\$14,226,098.00
- Postsecondary Recipients	32%	\$6,694,634.00
State Match (from non-federal funds)	Not applicable	\$1,230,631.30