

SECTION C

Quality Review Measures for Career and Technology Education

STUDENT SERVICES

To be completed by guidance, career development, and placement personnel

SOUTH CAROLINA'S STRATEGIC PLAN FOR CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability

To meet specific measures of performance at all levels.

Business Relationships

To develop a network of business relationships that promotes career awareness and marketable skills.

Curriculum

To develop and implement a relevant curriculum that uses current technology and instructional strategies.

Funding

To acquire the funds essential to achieve the vision.

Leadership

To provide an effective leadership program for career and technology education.

Marketing

To create awareness and to promote the value of career and technology education.

Professional Development

To provide effective professional development.

Recruitment

To develop and implement a system for recruiting and retaining quality educators and students.

Structural Change

To establish a structure that provides opportunities leading to student success.

Technology

To secure and effectively utilize world class technology.

Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing C (“completed”) or NC (“not completed”) in the blank.

- C.1** _____ CATE programs shall be offered as a component of the high school curriculum organized around a career cluster system that provides students with individualized education choices. (*Marketing and Structural Change*)
- C.2** _____ A standards-based career guidance program shall provide students with career development activities that assist them in identifying career goals and in successfully completing an individual graduation plan (IGP). (*Recruitment*)
- C.3** _____ A budget shall be provided to support the personnel and resources needed to implement the career guidance program. (*Funding*)
- C.4** _____ The IGP process shall facilitate students’ completion of a planned sequence of academic and CATE courses needed to graduate and prepare for a successful transition into postsecondary education and/or employment. (*Recruitment and Curriculum*)
- C.5** _____ Barriers to student enrollment and participation in CATE programs shall be identified and addressed with a plan of action for improvement. (*Structural Change and Recruitment*)
- C.6** _____ Career guidance and support that facilitates student enrollment in and completion of CATE programs identified as nontraditional based on gender shall be provided. (*Accountability and Recruitment*)
- C.7** _____ Students who are identified as members of special populations groups shall be provided appropriate access to CATE courses and shall be assisted in successfully completing CATE programs. (*Accountability and Recruitment*)
- C.8** _____ CATE students shall be provided with opportunities for career-oriented work-based learning experiences. (*Business Relationships, Marketing and Recruitment*)
- C.9** _____ Coordinated placement services shall be provided to assist CATE program completers in securing employment and/or enrolling in postsecondary education. (*Business Relationships*)
- C.10** _____ Data pertaining to students who are CATE completers and/or CATE concentrators shall be collected and reported as required by the Office of Career and Technology Education (OCTE). (*Accountability*)

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✓) in the box if evidence is available to support the measure.

C.1 Career Cluster System

- Career clusters available to students are clearly identified for students and their parents/guardians.
- Career majors within the identified career clusters include state-recognized CATE programs.
- Career information and resources are distributed to students, teachers, and parents.
- Each CATE student has an individual graduation plan (IGP) that reflects the career cluster and/or the career major in which he or she is enrolled.

C.2 Career Guidance Program

- A written document describes the standards-based career development program objectives, services, and activities for career awareness, exploration, and preparation.
- The document contains information on work-based learning opportunities available for students (e.g., shadowing, service learning, internships, cooperative education).
- The document is readily accessible and disseminated to appropriate personnel.
- Career development activities such as classroom lessons, a speakers' bureau, career fairs, and/or other career exploration opportunities are provided for CATE students.
- Career development activities for CATE students involve the participation of:
 - middle school personnel
 - high school personnel
 - business/industry representatives
 - parents/guardians
 - community members/agencies
 - postsecondary institutions
 - representatives of the military
 - regional career specialists
 - local CATE advisory council/committees
 - other: _____

C.3 Budget

- A local guidance budget supports the personnel, resources, and professional development needed to implement a career guidance program.
- The guidance department has input into the annual school budget request.
- Funds are available to support work-based learning opportunities.
- Career guidance staff supported with federal and/or state funds perform job duties in accordance with approved job description, assignments, and responsibilities.
- Financial records are available to document the expenditure of federal and/or state funds for career guidance personnel and activities.

C.4 Individual Graduation Plan (IGP)

- Career development counseling and assessments are provided to assist students and their parents/guardians as they identify career options and goals to develop IGP.
- The IGP process is designed to align each student's career goal and course of study in cooperation with parents, teachers, and guidance staff.
- The IGP includes core academic subjects that are required for graduation.
- The IGP for students whose career major is a state-recognized CATE program includes an approved sequence of CATE courses/units to be completed by graduation.
- The IGP includes career-oriented learning experiences.
- The IGP is reviewed and revised by each student, parent/guardian, and school guidance counselor on an annual basis.

C.5 Enrollment

- Longitudinal data concerning CATE enrollment are collected and analyzed.
- Possible solutions to student enrollment barriers have been identified.
- Counseling is provided for individual students with barriers to enrollment in CATE programs.
- Methods the school/district is using to improve student access to CATE courses/programs include:
 - alternative scheduling options
 - adding CATE courses or course sections
 - SCDE's virtual education program courses
 - other virtual learning options
 - other: _____

C.6 Nontraditional CATE Programs

- CATE programs that prepare students for career fields considered to be nontraditional for one gender (i.e., either males or females) are offered.
- Career guidance and recruitment materials that describe opportunities and benefits for students who pursue nontraditional career fields are distributed to students, parents, teachers, and other school personnel.
- Career guidance strategies that help to eliminate gender bias and stereotyping have been implemented (e.g., course registration materials and assessment tools are free of gender-specific language; career fairs include individuals with nontraditional jobs; posters, brochures, bulletin board displays, and videos reflect males and females in nontraditional training or careers).
- Students who are enrolled in a nontraditional CATE program are identified and offered support and assistance such as a nontraditional student support group, peer counseling, a nontraditional mentor, and/or other services designed to assist them in completing their CATE program.
- Professional development related to gender equity in CATE programs; business/industry trends; and/or strategies for increasing participation, retention, and job placement of students in nontraditional careers is provided for school personnel.

C.7 Services for Special Populations

- Guidance personnel work with CATE teachers to identify the following students as special populations (under the Perkins Act):
 - individuals with disabilities
 - individuals from economically disadvantaged families, including foster children
 - individuals preparing for nontraditional training and employment
 - single parents, including single pregnant women
 - displaced homemakers
 - individuals with limited English proficiency
- Programs/services/activities are in place to ensure equal access to quality CATE programs for special populations students.
- The needs of special populations students are assessed with respect to enrollment and participation in CATE programs.
- There is collaboration among CATE teachers, academic teachers, guidance counselors, and representatives of special populations groups to provide needed assistance to special populations students.

C.8 Work-Based Learning Experiences

- Career-oriented work-based learning experiences are available for CATE students:
 - shadowing
 - mentoring
 - service-learning
 - school-based enterprise
 - internship or clinicals
 - cooperative education
 - youth apprenticeship
 - registered apprenticeship
 - other: _____
- Work-based learning experiences for students are actively promoted with local businesses and industries.
- Student qualifications and work-based learning requirements are distributed to career guidance staff, CATE teachers, parents, and students.
- Staff members have clearly assigned responsibilities for developing and facilitating work-based learning experiences for CATE students.
- Student participation in work-based learning experiences is documented and reported in the student information system (PowerSchool).
- Forms and agreements applicable to the work-based learning experience are developed to stipulate the requirements and expectations for the student and the employer.
- Policies and procedures are in place to ensure the safety of participating students and members of the community who interact with these students.

C.9 Placement Services

- Placement responsibilities are clearly identified for designated staff.
- Administrators, guidance personnel, and CATE teachers are active participants in the placement process for CATE program completers.
- The placement rate for CATE program completers meets state requirements.
- Employability preparation is a component of the placement program.
- Continuous communication and collaboration are maintained with placement sources.
- Materials and information are provided to students seeking postsecondary placement.
- Articulation agreements with postsecondary institutions are implemented and effective.
- CATE advisory council/committee representatives provide input/recommendations regarding placement and work-based learning opportunities.

C.10 CATE Student Data and Reports

- Procedures are in place to collect and report accurate data for CATE participants, concentrators and completers.
- Procedures are in place to collect and report accurate data for CATE students taking approved technical skill assessments.
- Guidance personnel who collect and enter data into the student information system (PowerSchool) are properly trained in the use of the CATE Student Reporting Procedures Guide.
- CATE completers are surveyed ten months after graduation to determine placement with regard to employment, postsecondary education, or military status.
- A record of the survey responses contains sufficient information to allow for the verification of reported placements and is maintained for a period of three years.
- CATE student data needed for federal and state accountability are verified for accuracy prior to transmission and in response to data review requests initiated by the OCTE.
- Reports are submitted by deadline submission dates.