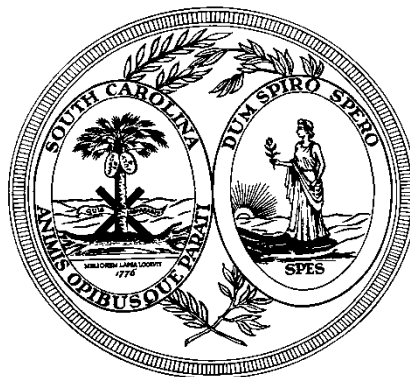


**Quality Review Measures:
An Evaluation of
Career and Technology Education Programs**



Issued by the
Office of Career and Technology Education
South Carolina Department of Education

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State Superintendent of Education

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QUALITY REVIEW MEASURES: EVALUATION OVERVIEW

PURPOSE OF THE ANNUAL REVIEW

The quality review measures (QRM) of the Office of Career and Technology Education (OCTE) provide guidance and direction to school districts and multidistrict career centers in establishing, maintaining, and evaluating career and technology education (CATE) programs. Aligned with the 2020 Vision themes of South Carolina's strategic plan for CATE located on the CATE Web site at <http://ed.sc.gov/agency/programs-services/162/2020VisionOverview.cfm>, the QRM provide a process designed to help identify where local programs may need improvements and where exceptional CATE programs and activities exist. The application of the QRM also helps to ensure accountability for the uses of state and federal funds to improve CATE programs and CATE student performance. A copy of the completed QRM evaluation and results will be requested during scheduled on-site monitoring visits conducted by the OCTE.

PROCEDURES FOR THE REVIEW

Each school district or multidistrict career center (District/MDCC) that receives federal or state CATE funds must provide an assurance in the CATE Local Plan submitted to the OCTE that the QRM will be used to conduct an annual review of the LEA's CATE programs. The designated CATE coordinator or director for each local educational agency (LEA) will lead the QRM process to ensure that all appropriate representatives participate in completing the sections applicable to their roles and responsibilities for CATE programs in the District/MDCC.

The review schedule should be planned to allow time for all QRM components to be completed and returned to the CATE coordinator/director for evaluation and determination of recommended action. The OCTE recommends that the QRM results be discussed among the review participants and shared with the local CATE advisory council and signatory official for the District/MDCC.

The QRM evaluation instrument is structured, by section, to address each of the following four components:

- Section A: School District Administration (to be completed by school district or multidistrict career center CATE administrators)
- Section B: High School/Career Center Administration (to be completed by high school or career center administrators)
- Section C: Student Services (to be completed by guidance, career development, and placement personnel)
- Section D: Curriculum and Instruction (to be completed by CATE teachers)

Each of these sections consists of two parts: the measures applicable to each area and the evidence that can be used as documentation to support each measure. The examples of evidence included for selected quality measures are intended to illuminate both strengths and where potential problems may exist, in order to provide a basis for program improvement. The applicable 2020 Vision theme topics are stated in parentheses after each measure.

SECTION A

Quality Review Measures for Career and Technology Education

SCHOOL DISTRICT ADMINISTRATION

To be completed by school district and multidistrict career center administrators

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.

- A.1** _____ A comprehensive needs assessment shall be conducted at least every five years to ensure that the career and technology education (CATE) programs are relevant and are preparing students for college and/or careers. (*Business Relationships and Structural Change*)
- A.2** _____ A local CATE advisory council shall be established for the school district/multidistrict career center (District/MDCC) to assist in planning, implementing, and evaluating the CATE programs. (*Business Relationships*)
- A.3** _____ A CATE Local Plan shall be developed and implemented to utilize available federal funds for CATE program improvement and state funds for work-based learning activities and CATE equipment. (*Accountability, Curriculum, Funding*)
- A.4** _____ Equipment purchased with federal or state funds under an approved CATE Local Plan shall be used and managed by the District/MDCC in accordance with Office of Career and Technology Education (OCTE) Management Guidelines for CATE Equipment. (*Accountability and Curriculum*)
- A.5** _____ CATE programs shall be organized by career cluster to provide students with career majors offering an approved sequence of CATE courses leading to a career goal. (*Structural Change and Recruitment*)
- A.6** _____ An annual review of the District’s/MDCC’s CATE programs shall be conducted using the Quality Review Measures (QRM). (*Accountability*)
- A.7** _____ An annual professional development program shall be established for CATE administrators, teachers, and guidance staff. (*Leadership and Professional Development*)
- A.8** _____ A written agreement addressing dual enrollment credit or other methods used to articulate secondary and postsecondary CATE course work shall be established between the District/MDCC and one or more postsecondary institution(s). (*Accountability and Structural Change*)
- A.9** _____ The District/MDCC shall implement an effective process to collect and report CATE student data needed for federal and state accountability. (*Accountability*)
- A.10** _____ The District/MDCC shall analyze its performance as measured annually by the Perkins indicators and develop and implement a local program improvement plan as required. (*Accountability*)

Part 2: Evidence Supporting Each Measure

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

A.1 Comprehensive Needs Assessment

- A CATE needs assessment was conducted within the last five years.
- Data were collected on current and projected labor market trends.
- Students were surveyed and/or interviewed.
- Educators were surveyed and/or interviewed.
- Community members and school district officials were surveyed and/or interviewed.
- Representatives of business/industry were surveyed and/or interviewed.
- CATE program modifications/improvements were implemented and documented.

A.2 District/MDCC CATE Advisory Council

- District/MDCC CATE advisory council members represent local businesses and the community and are identified by name, address, position, and place of employment.
- The advisory council meets at least twice a year.
- Minutes of advisory council meetings are prepared and submitted to the appropriate District/MDCC officials for review.
- The advisory council meeting minutes reflect the following kinds of activities:
 - reviewing the CATE Local Plan
 - advising on current job needs and workforce requirements
 - evaluating the current CATE courses/programs
 - assisting with the comprehensive needs assessment
 - making recommendations for specific CATE program improvements
 - promoting work-based learning opportunities for students
 - reviewing the annual CATE progress report
 - other: _____

List improvements/changes that have occurred as a result of the advisory council's input:

A.3 CATE Local Plan

- District/MDCC administrators, CATE coordinators, middle and high school principals, and career center directors provide input into the development of the CATE Local Plan and are made aware of Local Plan requirements and allowable uses of funds.
- District/MDCC administrators consult with the District/MDCC CATE advisory council in the development and review of the CATE Local Plan.
- Federal and state funds are used as described in the approved Local Plan and the OCTE guidelines for the expenditure of these funds.
- District/MDCC administrators communicate frequently with local finance office representatives to ensure that procurement procedures, expenditures, and claims are in accordance with the CATE Local Plan.
- District/MDCC administrators review all Local Plan assurances in order to ensure compliance.

A.4 CATE Equipment Management

- The OCTE Management Guidelines for CATE equipment purchased with federal or state funds are shared with high school, middle school, and career center administrators responsible for such equipment.
- A physical inventory of CATE equipment is conducted for the District/MDCC at least once a year and the date of the annual inventory is documented.
- District/MDCC property records include the following:
 - description of the property
 - serial number or other ID number
 - vendor (source of the property)
 - who holds title
 - acquisition date and cost
 - cost of the property
 - percentage of federal/state cost
 - location/use of the property
 - condition of the property
 - ultimate disposition data
- Property records are available at the district and middle/high schools or career centers.
- A control system is in place to adequately safeguard property.
- Maintenance procedures are in place to keep the property in good condition.
- Equipment disposition is implemented in accordance with OCTE guidelines and forms.

A.5 CATE Programs Offered as Career Majors

- Student's individual graduation plans (IGP) reflect the selected career cluster and/or career major.
- Career majors identified by CIP code as state-recognized CATE programs offer students the sequence of approved CATE courses needed to complete the program.
- State-recognized CATE programs are integrated with the academic courses students must complete in order to graduate from high school.
- The structure, duration, and scheduling of CATE courses are established in order to teach students the CATE curriculum standards needed for a successful transition to college and/or careers.

A.6 Annual Review Using the Quality Review Measures (QRM)

- An annual review is conducted using the QRM to determine whether CATE programs meet their stated objectives and the needs of the students and the community.
- Appropriate representatives of the district, career center(s), middle school(s), and high school(s) participate in the review using applicable components of the QRM.
- Findings and recommendations produced by the annual review are used in determining needed changes in CATE programs, course content, and support services.
- Specific recommendations are implemented as a result of state and local evaluations.

List improvements/changes that have occurred as a result of the annual QRM review:

A.7 Professional Development Program

- Professional development opportunities are offered in the following areas:
 - Common Core State Standards
 - academic and CATE integration
 - contextual teaching methodology
 - standards-based instruction
 - standards-based career guidance
 - structured work-based learning
 - differentiating instruction
 - utilization of technology
 - data collection and reporting
 - strategies for special populations
 - gender equity
 - other: _____

A.8 Secondary to Postsecondary Articulation

- A written articulation agreement has been established between the District/MDCC and one or more 2-year or 4-year colleges.
- The articulation agreement aligns the secondary and postsecondary CATE programs to promote a seamless transition for students and outlines procedures for secondary CATE students to earn dual credit and/or obtain advanced standing in a postsecondary program at a 2-year or 4-year college.

A.9 Data Collection and Reporting

- Procedures are in place to ensure that required CATE student data are collected and reported accurately and on time.
- District/MDCC personnel responsible for collecting and entering data are trained in the use of the CATE Student Reporting Procedures Guide.
- CATE student data needed for state and federal accountability are verified for accuracy prior to transmission and in response to all data review requests initiated by the OCTE.

A.10 Perkins Indicators and CATE Program Improvement

- Performance on the Perkins indicators is analyzed to identify significant performance gaps for any category of students and to target CATE program improvement when performance for any of the indicators falls below required levels.
- A local program improvement plan is developed, submitted to the OCTE, and implemented for any indicator where performance falls below the required level.

List any recent improvement strategies that have occurred as a result of implementing a local program improvement plan.

SECTION B

Quality Review Measures for Career and Technology Education HIGH SCHOOL/CAREER CENTER ADMINISTRATION

To be completed by high school and career center administrators

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

Accountability

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Business Relationships

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Curriculum

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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.

- B.1** _____ A defined program organized around career clusters and career majors shall be provided by the high school and/or career center. (*Curriculum*)
- B.2** _____ Career and technology education (CATE) programs shall be structured so that students may complete an approved sequence of standards-based CATE courses as their career major prior to graduation. (*Curriculum*)
- B.3** _____ CATE teachers shall meet all requirements for licensure and shall hold appropriate credentials for the courses they are assigned to teach. (*Curriculum, Professional Development, and Recruitment*)
- B.4** _____ Appropriate administrative, guidance, and support staff shall be provided to ensure the effective management of CATE programs and funding. (*Leadership and Recruitment*)
- B.5** _____ Effective coordination shall exist within and among middle schools, high schools, and career centers to promote and facilitate student participation in secondary CATE programs. (*Curriculum and Recruitment*)
- B.6** _____ The high school/career center shall establish a process to evaluate CATE programs on a continuous basis. (*Accountability*)
- B.7** _____ CATE programs shall be provided with the financial support necessary for the accomplishment of program objectives. (*Accountability and Funding*)
- B.8** _____ CATE students shall be provided with opportunities for career-oriented work-based learning experiences. (*Accountability, Business Relationships, and Marketing*)
- B.9** _____ Career and technical student organizations (CTSOs) shall be an integral component of the CATE programs. (*Curriculum and Leadership*)

Part 2: Evidence Supporting Each Measure

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

B.1 Clusters of Study and Career Majors

- Career clusters and career majors are clearly identified for the high school/center.
- CATE programs are structured within the identified career clusters.
- Individual graduation plans (IGPs) for students reflect the career cluster and/or the career major in which the student is enrolled or plans to pursue.

B.2 CATE Programs as Career Majors

- Career majors identified by CIP code as state-recognized CATE programs offer students the sequence of approved CATE courses needed to complete the program.
- The structure, duration, and scheduling of CATE courses are established in order to teach students the identified CATE standards needed for a successful transition to postsecondary education or employment.
- State-recognized CATE programs are integrated with the academic course work required for high school graduation.

B.3 CATE Teacher Licensure and Credentials

- School/center administrators monitor the licensure and renewal status of all CATE teachers to ensure requirements are met within license validity periods.
- Academically certified CATE teachers have completed the applicable initial licensure requirements and/or professional license renewal requirements.
- Work-based certified CATE teachers have completed the applicable induction and preprofessional licensure requirements and/or professional license renewal requirements.
- Teachers of state-approved CATE courses (grades 7–12) hold the appropriate credentials listed for these courses in the South Carolina Department of Education's Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina's Public Schools.

B.4 Administrative, Guidance, and Support Staff

- School administrators and guidance and professional support staff are informed of the requirements for CATE programs within the CATE Local Plan.
- Clearly written job descriptions are available for administrative, guidance, and support staff.
- Time and effort records are maintained for school/center staff whose salaries are supported with funding under the CATE Local Plan.

B.5 Coordination for Secondary CATE Programs

- Middle school, high school, and career center administrators meet/communicate on a regular basis to plan and share information needed to implement effective CATE programs for secondary students.
- Middle school, high school, and career center guidance staff meet/communicate on a regular basis to plan and implement career development activities for students and to share information needed to facilitate CATE student enrollment and program completion.
- Middle school, high school, and career center teachers meet/communicate on a regular basis to plan and share information needed to implement effective CATE programs for secondary students.
- Guidance staff enroll students in CATE courses based on their individual graduation plans (IGPs).
- Student scheduling is effectively coordinated between the high school(s) and career center(s).
- Barriers to student participation in CATE courses/programs are addressed with a plan of action for improvement.

B.6 Evaluation of CATE Programs

- Procedures are in place for continuous and periodic evaluation of the CATE programs at the school/center.
- The applicable QRM instruments are used annually to evaluate CATE programs.
- The program evaluation includes the analysis of
 - recruitment and enrollment trends
 - program retention and completion rates
 - placement trends
 - national/industry certifications earned by students
 - teacher performance and industry certification/expertise
 - program relevancy/alignment with business/industry demands
 - program articulation/alignment with postsecondary programs
 - annual budget/uses of funds
 - standards-based instruction
 - academic integration
- Student performance as measured by the Perkins indicators is analyzed and used for program evaluation and improvement.

B.7 Financial Support

- Adequate financial support is provided for
 - personnel
 - instructional materials and supplies
 - equipment, hardware, and software
 - equipment maintenance
 - travel
 - career and technical student organizations

- work-based learning opportunities
- professional development for faculty/professional staff
- An instructional budget is provided to each CATE teacher at the beginning of the school year.
- Accurate financial records are on file.
- Federal and state CATE funds expended for programs/services/activities at the school/center are used in accordance with the approved CATE Local Plan for the school district/multi-district career and technology center.
- CATE equipment purchased with federal or state funds is used, managed, and inventoried in accordance with the OCTE Management Guidelines for CATE Equipment.

B.8 Work-Based Learning Experiences

- Career-oriented work-based learning experiences are available for CATE students:

<input type="checkbox"/> shadowing	<input type="checkbox"/> cooperative education
<input type="checkbox"/> mentoring	<input type="checkbox"/> youth apprenticeship
<input type="checkbox"/> service-learning	<input type="checkbox"/> registered apprenticeship
<input type="checkbox"/> school-based enterprise	<input type="checkbox"/> other: _____
<input type="checkbox"/> internship or clinicals	
- School/center administrators actively promote work-based learning experiences for students with local businesses and industries.
- Student qualifications and work-based learning requirements are distributed to career guidance staff, CATE teachers, parents, and students.
- School/center staff 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).
- Policies and procedures are in place to ensure the safety of participating students and members of the community who interact with these students.

B.9 Career and Technical Student Organizations (CTSOs)

- Students are given the opportunity to participate in the CTSO related to their CATE program/cluster area.
- Funding is provided for student participation in CTSO leadership activities, competitions, and conferences.

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

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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 IGPs.
- 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.

SECTION D

Quality Review Measures for Career and Technology Education

CURRICULUM AND INSTRUCTION

To be completed by career and technology education teachers

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Structural Change

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Technology

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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.

- D.1** _____ Career and technology education (CATE) course content and instruction shall be based on state curriculum standards. (*Accountability*)
- D.2** _____ Advisory committees shall be established for each career cluster or CATE program to provide needed business/industry involvement. (*Business Relationships*)
- D.3** _____ CATE course content and instruction shall be integrated with the core academic content and instruction students need to graduate. (*Curriculum*)
- D.4** _____ Instructional materials and supplies shall be available for each student. (*Curriculum and Funding*)
- D.5** _____ The equipment, hardware, or software on which CATE students are trained shall be comparable to that currently used in the workplace and shall be properly installed and fully operational. (*Curriculum, Funding, and Technology*)
- D.6** _____ The instructional classroom/laboratory shall provide a favorable climate for learning and shall resemble the relevant workplace environment. (*Business Relationships and Structural Change*)
- D.7** _____ Safety procedures and precautions for CATE students and programs shall be emphasized and reviewed annually. (*Accountability*)
- D.8** _____ Career and technical student organizations (CTSOs) shall be an integral component of the CATE programs. (*Curriculum and Leadership*)
- D.9** _____ Business and community partnerships shall be identified and used to enhance the quality of the instructional program. (*Curriculum and Business Relationships*)
- D.10** _____ Students shall be instructed in employability skills and competencies. (*Curriculum*)
- D.11** _____ CATE students shall be provided with opportunities for career-oriented work-based learning experiences. (*Business Relationships, Marketing and Recruitment*)
- D.12** _____ Placement opportunities shall be identified for CATE program completers. (*Accountability and Business Relationships*)

Part 2: Evidence Supporting Each Measure

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

D.1 Standards-Based Instruction

- CATE courses/programs are taught to state-approved curriculum standards.
- Course syllabi and lesson plans reflect competency-based instructional techniques.
- Student achievement is based on demonstrated competence of relevant job tasks.
- Student progress is evaluated through an appropriate ongoing process.
- Technology applications are infused into the curriculum.
- State-recognized CATE programs with assigned CIP codes offer students the sequence of approved CATE courses needed to complete the program.
- The structure, duration, and scheduling of CATE courses are conducive to teaching students the identified CATE standards needed for a successful transition to postsecondary education, employment, or the military.
- The CATE course/program offers students an industry-approved curriculum that may lead to industry certification or a national/industry recognized credential.

D.2 Local Advisory Committee

- Advisory committee members represent the local business community and are identified by name, address, position, and place of employment.
- The advisory committee meets with the CATE teacher(s) at least twice a year.
- Advisory committee meeting minutes are submitted to the principal/director for review and action.
- The advisory committee provides support for the curriculum and input for extended learning opportunities.
- The advisory committee provides input/recommendations regarding:
 - current job needs and workforce requirements
 - classroom-based equipment and technology
 - specific program improvements needed
 - placement and work-based learning opportunities
 - student performance indicators
 - other: _____

List improvements/changes that have occurred as a result of advisory committee input:

D.3 Integration of Instruction

- Common planning time is provided for academic and CATE teachers to integrate instruction.
- English language arts, literacy, mathematics, and science instruction have been incorporated into CATE courses/programs.
- Academic and CATE teachers collaborate to enhance the classroom experiences and instructional relevancy for students.
- Professional development opportunities provide teachers with methods, strategies, and best practices for integrating academic and CATE instruction.
- Teachers participate in field studies or internships to observe how the business/industry environment requires integrated academic and technical skills.

D.4 Instructional Materials and Supplies

- An instructional budget is provided to each CATE teacher grades 7–12 at the beginning of the school year.
- Instructional materials and supplies are provided in sufficient quantity to meet program objectives.
- The instructional materials and supplies purchased allow the teacher to differentiate learning for individual students.

D.5 Equipment, Hardware and Software

- The equipment, hardware, and/or software used in the CATE course/program are current and appropriate to teach the state-approved curriculum standards.
- The equipment, hardware, and/or software provided are properly installed and fully operational.
- The variety and quantity of equipment, hardware, and/or software is sufficient for each student to practice and demonstrate the manipulative and technological skills needed for employment and/or further training.
- A physical inventory is conducted for the CATE program at least once a year and the date of the annual inventory is documented.
- Property records include the following:
 - description of the property
 - serial number or other ID number
 - vendor (source of the property)
 - who holds title
 - acquisition date and cost
 - cost of the property
 - percentage of federal/state cost
 - location/use of the property
 - condition of the property
 - ultimate disposition data
- Property records are available at the district and middle/high school or career center.
- A control system is in place to adequately safeguard property.
- Maintenance procedures are in place to keep the property in good condition.
- Equipment disposition is implemented in accordance with OCTE guidelines and forms.

D.6 Classroom/Laboratory

- The classroom/laboratory space is adequate for the number of students enrolled.
- The classroom/laboratory duplicates, as nearly as possible, the workplace environment.
- The instructional areas, storage areas, and any assigned work areas for students are neat, clean, and well maintained.
- Adequate lighting, ventilation, heating, and cooling are provided in all areas.
- Aisles and passageways are clear.
- The instructional environment is favorable to both males and females and students who may require special accommodations.
- Each classroom/laboratory is used for the specific purpose for which it was intended.

D.7 Safety

- A safety review of the CATE program is conducted annually.
- Safety lessons are taught and evaluated prior to students' laboratory experiences.
- Safety standards/regulations are posted.
- Personal protective equipment/materials are provided, used, and stored properly.
- Safety measures/guards are provided to protect the operator.
- The laboratory has emergency disconnect switches or similar safety cut-offs.
- Approved and properly inspected fire extinguishers are accessible.
- Flammable or hazardous materials and liquids are properly stored.
- Power tools and other electrical equipment are properly grounded.
- Sufficient electrical outlets are available and used properly.
- Exterior exits are visibly marked and accessible.
- Spacing of equipment ensures safe and efficient instruction and use.
- Required consent forms and safety protocols/procedures are available.

D.8 Career and Technical Student Organizations (CTSOs)

- Students are given the opportunity to participate in the CTSO related to their CATE program/cluster area.
- Students receive materials about relevant CTSOs and requirements to join.
- Membership rosters and minutes of meetings are recorded and on file.
- Student organization activities are conducted under the direct supervision of a CATE teacher/advisor.
- Funding is provided for student participation in CTSO leadership activities, competitions, and conferences.

D.9 Business and Community Partnerships

- The teacher initiates and maintains a listing of business/industry and community partnerships.
- Community resources are used to enhance classroom instruction and provide relevance to workplace skill demands (e.g., speakers, materials, field studies).

D.10 Employability Skills

- The CATE teacher is well-informed about the skills and competencies students need to be successful in college and careers.
- Employability skills-related instructional materials are available to CATE teachers and students.
- Employability skills are integrated into the CATE curriculum and/or taught as separate lessons to prepare students for the workplace.

D.11 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: _____
- CATE students are informed about local businesses/industries that can provide them with a work-based learning experience related to their career goal.
- Student qualifications and work-based learning requirements are shared with students and their parents/guardians.
- Students are instructed about work site procedures and behavior prior to assignment.
- The teacher/work-based learning coordinator has a clearly defined role in developing, facilitating, and evaluating work-based learning experiences for students.
- CATE 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.

D.12 Placement

- The CATE teacher provides information to students about placement.
- Business and industry placement sources are identified and contacted.
- Postsecondary education opportunities are identified for students.
- Military opportunities are identified for students.
- Articulation agreements with postsecondary institutions are established.
- The CATE teacher is aware of the placement goals for program completers.