

## 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:

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### **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:

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**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.

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