

## 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**

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.

- 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 CTSSO related to their CATE program/cluster area.
- Funding is provided for student participation in CTSSO leadership activities, competitions, and conferences.