

## 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.