



# Career and Technical Education

# High Quality Measures

Office of Career Readiness

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*South Carolina Department of Education*

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## High Quality Measures: Evaluation Overview

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### Purpose of the Annual Review

The Career and Technical Education High Quality Measures (HQM) provides guidance and direction to school districts and multidistrict career centers in establishing, maintaining, and evaluating career and technical education (CTE) programs. The HQM provides a process designed to help identify where local programs may need improvements and where exceptional CTE programs and activities exist. The application of the HQM also helps to ensure accountability for the uses of state and federal funds to improve CTE programs and CTE student performance. A copy of the completed HQM evaluation and results will be requested during scheduled on-site visits conducted by the CTE.

### 

### Procedures for the Review

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

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

The HQM 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 CTE 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 CTE 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, to provide a basis for program improvement. The applicable CTE Vision theme topics are stated in parentheses after each measure.

# SECTION A

# SCHOOLDISTRICT ADMINISTRATION (SDA)

**To be completed by school district and multidistrict career center administrators**

## 

## Career and Technical Education (CTE): Eight Vision Themes

1. **Performance and Accountability**

Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

1. **Business/Industry and stakeholders**

Develop a network of relationships that promote career awareness and marketable skills, and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

1. **Programs of Study and Programs**

Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

1. **Career Guidance and Awareness**

Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions

1. **Equity and Access**

Enhance programs and support systems to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.

1. **Educator Recruitment, Development, and Retention**

Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

1. **CTE Leadership Development**

To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

1. **Quality**

To acquire the resources and networks essential to achieve the CTE vision, including providing opportunities for students to obtain industry certification, articulated credit, or apprenticeship and work-based learning.

## Part 1: School District Administrators (SDA) - Applicable Measures

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

* 1. **Comprehensive Local Needs Assessment (CLNA)** A process required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) where local educational entities evaluate their Career and Technical Education (CTE) programs to identify areas for improvement, align with labor market demands, and ensure equitable access for all students, using data to inform decision- making on how to allocate federal funding for CTE programs. A comprehensive needs assessment shall be conducted at least every two years to ensure that the career and technical education (CTE) programs are relevant and prepare students for college, careers, and/or the military.

(*Performance and Accountability, Business/Industry and Stakeholders, Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Quality*)

* 1. **District/MDCC Advisory Council** Business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

*(Performance and Accountability, Business/Industry and Stakeholders, Quality)*

* 1. **CTE Local Application** A document submitted by a local school district or education agency to access federal funding for Career and Technical Education (CTE) programs, outlining how they plan to use the funds based on their specific needs assessment and proposed programs of study, essentially detailing their strategy for implementing CTE initiatives within their district.

(*Performance and Accountability, Programs of Study and Programs, Career Guidance and Awareness, Quality)*

* 1. **CTE Equipment Management** Alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

(*Programs of Study and Programs, Equity and Access, Quality)*

* 1. **CTE Programs Offered as Career Majors** The structure, transition, and availability of programs beginning with middle school.

*(Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Educator Recruitment, Development and Retention)*

* 1. **Annual Review or Evaluation of CTE Programs** A systematic way to improve and account for CTE programs by involving procedures that are useful, feasible, ethical, and accurate.

*(Performance and Accountability, Business and Industry, Programs of Study and Programs, Equity and Access, Educator Recruitment, Development and Retention, Quality)*

* 1. **Professional Development Program** The qualifications and professional development of the program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel. *(Equity and Access, Educator Recruitment, Development, and Retention; CTE Leadership Development; Quality)*
  2. **Secondary to Postsecondary Articulation** The key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.

*(Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Quality)*

* 1. **Data Collection and Reporting** Collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

*(Performance and Accountability, Quality)*

* 1. **Perkins Indicators and CTE Program Improvement** The analysis of performance on the Perkins high quality indicators to identify significant performance gaps for any category of students and to target CTE program improvement when performance for any of the indicators falls below required levels.

*(Performance and Accountability, Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Quality)*

## Part 2: SDA - Evidence Supporting Each Measure

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

## Comprehensive Local Needs Assessment ([CLNA](https://ed.sc.gov/instruction/career-and-technical-education/cte-administration/comprehensive-local-needs-assessment-clna/))

* + - Comprehensive local needs assessment completed **every two years**
    - Review of progress in the interim.
    - Evaluation of current Labor Market Data
    - Description of the CTE programs offered (size, scope, quality and aligned to in- demand industry sectors)
    - Evaluation of the progress toward implementing CTE programs and programs of study
    - Description of recruitment, retention and training for CTE educators.
    - Description of progress toward implementing equal access to CTE for all students, including special populations.
    - 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.
    - CTE program modifications/improvements were implemented and documented.

## District/Multidistrict Career Center CTE Advisory Council ([Advisory Committee Handbook](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders as listed in Perkins V legislation.
    - Partners ensure that the program of study meets current and future workforce demand and skill needs by:
      * identifying, validating and reviewing curriculum
      * identifying appropriate assessments and recognized postsecondary credentials
      * evaluating facilities, equipment, technology and materials to ensure consistency with industry standards
    - Partners support students’ and teachers’ extended learning by:
      * identifying, providing and evaluating work-based learning experiences for students
      * participating in CTSO activities; for example, by serving as mentors and judges
      * offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
    - Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
    - Partners support the program of study sustainability by advocating for and promoting the program of study.
    - Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

## CTE Local Application ([Local Application](https://ed.sc.gov/instruction/career-and-technical-education/cte-administration/cte-local-application/))

* + - District/MDCC administrators, CTE coordinators, middle and high school principals, and career center directors provide input into the development of the CTE Local Application and are made aware of Local Application requirements and allowable uses of funds.
    - District/MDCC administrators consult with the District/MDCC CTE advisory council in the development and review of the CTE Local Application.
    - Federal and state funds are used as described in the approved Local Application 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 CTE Application.
    - District/MDCC administrators review all Local Plan assurances to ensure compliance.

## CTE Equipment Management ([Equipment Guidelines](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/ed.sc.gov/instruction/career-and-technical-education/cte-administration/local-educational-agency-lea-monitoring/cte-equipment-guidlines/))

* + - The CTE Management Guidelines for CTE 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 CTE 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:
* acquisition date and cost
* condition of the property
* cost of property
* description of property
* location/use of the property
* serial numbers or other ID numbers
* percentage of federal/state cost
* ultimate disposition data
* vendor (source of property)
* who holds the title
  + - 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 CTE guidelines and forms.

## CTE Programs Offered as Career Majors ([Student Reporting Procedures Guide](https://ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/))

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

## Annual Review or Evaluation of CTE Programs High Quality Measures ([HQM](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - An annual review is conducted using HQM to determine whether CTE 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 HQM.
    - Findings and recommendations produced by the annual review are used in determining the changes needed in CTE programs, course content, and support services.
    - Specific recommendations are implemented because of state and local evaluations.
    - Documentation of improvements/changes that have occurred because of the annual SC High Quality CTE Instrument review is available.
    - The program evaluation includes:
    - academic integration.
    - analysis of recruitment and enrollment trends, program retention and completion rates.
    - analysis of student performance is measured by the Perkins indicators and used for program evaluation and improvement.
    - annual budget/uses of funds.
    - national/industry certifications earned by students.
    - placement trends.
    - teacher performance and industry certification/expertise.
    - program articulation/alignment with postsecondary programs.
    - program relevancy/alignment with business/industry demands
    - standards-based instruction.
    - List improvements/changes that have occurred because of the annual

1.

2.

3.

4.

5.

6.

## Professional Development Program

* + - Professional development opportunities are offered in the following areas:
* academic and CTE
* contextual teaching methodology
* data collection and reporting
* differentiating instruction
* gender equity
* integration state standards
* standards based career guidance
* standards based instruction
* strategies for special populations
* structured work-based learning
* utilization of technology
* other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Secondary to Postsecondary Articulation ([Expanding Opportunities for Dual Credit for CTE Completer Status](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + 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 CTE programs to promote a seamless transition for students and outlines procedures for secondary CTE students to earn dual credit

and/or obtain advanced standing in a postsecondary program at a 2-year or 4-year college.

## Data Collection and Reporting ([DC&R](https://www.ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/))

* + - Procedures are in place to ensure that the required CTE 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 CTE Student Reporting Procedures Guide.
    - CTE 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 CTE.

## Perkins Indicators and CTE Program Improvement ([Perkins V Indicators](https://ed.sc.gov/instruction/career-and-technical-education/performance-accountability/perkins-v-accountability/))

* + - Performance on the Perkins indicators is analyzed to identify significant performance gaps for any category of students and to target CTE program improvement when performance for any of the indicators falls below required levels.
    - A local program improvement plan is developed, submitted to CTE, and implemented for any indicator where performance falls below the required level.
    - List any recent improvement strategies that have occurred because of implementing a local program improvement plan.

# SECTION B

# HIGH SCHOOL/CAREER CENTER ADMINISTRATION (HS/CCA)

**To be completed by high school and career center administrators**

**Career and Technical Education (CTE): Eight Vision Themes**

1. **Performance and Accountability**

Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

1. **Business/Industry and stakeholders**

Develop a network of relationships that promote career awareness and marketable skills, and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

1. **Programs of Study and Programs**

Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

1. **Career Guidance and Awareness**

Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions.

1. **Equity and Access**

Enhance programs and support systems to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.

1. **Educator Recruitment, Development, and Retention**

Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

1. **CTE Leadership Development**

To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

1. **Quality**

To acquire the resources and networks essential to achieve the CTE vision, including providing opportunities for students to obtain industry certification, articulated credit, or apprenticeship and work-based learning.

## Part 1: HS/CCA - Applicable Measures

Directions: Indicate whether a measure has been completed by writing C

(“completed”) or NC (“not completed”) in the blank.

* 1. **Clusters of Study and Career Majors** This element addresses the structure, transition, and availability of programs beginning with middle school.

(*Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Educator Recruitment, Development and Retention)*

* 1. **CTE Programs as Career Majors** Career and Technical Education (CTE) programs as Career Majors shall be structured so that students may complete an approved sequence of standards-based CTE courses as their career major prior to graduation.

(*Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Educator Recruitment, Development and Retention)*

* 1. **CTE Teacher Licensure and Credentials** This element addresses the qualifications of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.

*(Educator Recruitment, Development, and Retention; CTE Leadership Development, Quality)*

* 1. **Administrative, Guidance, and Support Staff** This element addresses the qualifications of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.

*(Educator Recruitment, Development, and Retention; CTE Leadership Development, Quality)*

* 1. **Coordination for Secondary CTE Programs** This element addresses the structure, transition, and availability of programs beginning with middle school.

*(Programs of Study and Programs, Career Guidance and Awareness, Equity and Access, Educator Recruitment, Development and Retention)*

* 1. **Annual Review or Evaluation of CTE Programs** This element determines whether CTE programs meet their stated objectives and the needs of the students, business/industry, and the community. *(Performance and Accountability, Business and Industry, Programs of Study and Programs, Equity and Access, Educator Recruitment, Development and Retention, Quality)*
  2. **Financial Support** This element addresses financial support for high quality CTE programs.

*(Accountability, Quality)*

* 1. **Work-Based Learning Experiences** This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in each career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

*(Programs of Study and Programs, Career Guidance and Awareness)*

* 1. **Career and Technical Student Organization (CTSO)** This element addresses CTSO’s that help to guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

(*Programs of Study and Programs, Equity and Access, Quality*)

## Part 2: HS/CCA - Evidence Supporting Each Measure

**Directions: Put a check (Check mark in the instructions) in the box if evidence is available to support the measure.**

## Clusters of Study and Career Majors ([Student Reporting Procedures Guide](https://www.ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/))

* + - Career clusters and career majors are clearly identified for the high school/center.
    - CTE 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.

## CTE Programs as Career Majors ([Student Reporting Procedures Guide](https://www.ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/))

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

## CTE Teacher Licensure and Credentials ([Office of Educator Services](https://ed.sc.gov/about/ccmr/office-of-educator-services/))

* + - School/center administrators monitor the licensure and renewal status of all CTE teachers to ensure requirements are met within license validity periods.
    - Academically certified CTE teachers have completed the applicable initial licensure requirements and/or professional license renewal requirements.
    - Work-based certified CTE teachers have completed the applicable induction and preprofessional licensure requirements and/or professional license renewal requirements.
    - Teachers of state-approved CTE 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.

## Administrative, Guidance, and Support Staff

* + - School administrators and guidance and professional support staff are informed of the requirements for CTE programs within the CTE 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 CTE Local Plan.

## Coordination for Secondary CTE Programs

* + - Middle school, high school, and career center administrators meet/communicate on a regular basis to plan and share information needed to implement effective CTE 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 CTE 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 CTE programs for secondary students.
    - Guidance staff enroll students in CTE 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 CTE courses/programs are addressed with a plan of action for improvement.

## Annual Review or Evaluation of CTE Programs ([High Quality Measures](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - Procedures are in place for continuous and periodic evaluation of the CTE programs at the school/center.
    - The applicable HQM instruments are used annually to evaluate CTE 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.

## Financial Support ([CTE Local Plan/Funding](https://ed.sc.gov/instruction/career-and-technical-education/cte-administration/cte-local-application/))

* + - 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 CTE teacher at the beginning of the school year.
    - Accurate financial records are on file.
    - Federal and state CTE funds expended for programs/services/activities at the school/center are used in accordance with the approved CTE Local Plan for the school district/multi-district career and technology center.
    - CTE equipment purchased with federal, or state funds is used, managed, and inventoried in accordance with the CTE Management Guidelines for CTE Equipment.

## Work-Based Learning Experiences ([Work-Based Learning](https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/))

* + - Career-oriented work-based learning experiences are available for CTE students:
      * cooperative education
      * internship or clinicals
      * mentoring
      * registered apprenticeship
      * school based enterprise
      * service learning
      * shadowing
      * youth apprenticeship
      * other:
    - 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, CTE teachers, parents, and students.
    - School/center staff have clearly assigned responsibilities for developing and facilitating work-based-learning experiences for CTE 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.

## Career and Technical Student Organizations ([CTSOs](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cte-student-organizations/))

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

# SECTION C STUDENT SERVICES (SS)

## Career and Technical Education (CTE): Eight Vision Themes

To be completed by school counselors, career development, and placement personnel.

1. **Performance and Accountability**

Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

1. **Business/Industry and stakeholders**

Develop a network of relationships that promote career awareness and marketable skills and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

1. **Programs of Study and Programs**

Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

1. **Career Guidance and Awareness**

Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions.

1. **Equity and Access**

Enhance programs and support systems to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.

1. **Educator Recruitment, Development, and Retention**

Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

1. **CTE Leadership Development**

To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

1. **Quality**

To acquire resources and networks essential to achieve the CTE vision, including providing opportunities for students to obtain industry certification, articulated credit, or apprenticeship and work-based learning.

## Part 1: SS - Applicable Measures

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

* 1. **Career Cluster System** The development of clusters of study based upon the national career clusters framework*.*

*(Programs of Study and Programs)*

* 1. **Career Guidance Program** Strategies that help students gain career knowledge and engage in education and career planning and decision- making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information.

*(Career Guidance and Awareness, Equity and Access, Quality)*

* 1. **Budget** A budget to support student empowerment to make a successful transition from school to the world of work, military, and postsecondary.

*(Quality*)

* 1. **Individual Graduation Plan (IGP)** Strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that help students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

*(Career Guidance and Awareness, Equity and Access, Quality)*

* 1. **Enrollment** Student enrollment and participation in CTE programs whereas barriers shall be identified and addressed with a plan of action for improvement.

*(Performance and Accountability, Quality)*

* 1. **Nontraditional CTE Programs** Career guidance and support that facilitates student enrollment in and completion of CTE programs identified as nontraditional based on gender.

*(Performance and Accountability, Quality, Equity and Access)*

* 1. **Services for Special Populations** The program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

*(Career Guidance and Awareness, Equity and Access)*

* 1. **Work-Based Learning Experiences** The delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in each career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships. *(Programs of Study and Programs, Career Guidance and Awareness, Quality)*
  2. **Placement Services** Strategies that help students gain career knowledge and engage in education and career planning and decision- making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services. *(Performance and Accountability, Career Guidance and Awareness, Quality)*
  3. **CTE Student Data and Reports** Collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

*(Performance and Accountability, Quality)*

## Part 2: SS - Evidence Supporting Each Measure

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

## Career Cluster System [SRPG](https://ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/)

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

## Career Guidance Program ([Career Guidance Model](https://ed.https:/ed.sc.gov/instruction/career-and-technical-education/education-and-economic-development-act-eeda/career-specialist-services/sc-comprehensive-counseling-and-guidance-model-revised-october-2018/))

* + - Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.
    - Career development activities are aligned with relevant national, state and/or local standards.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, in-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
    - Career development professionals have access to professional development and up to date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.
    - Career development activities for CTE students involve the participation of:
      * Middle school personnel
      * Postsecondary institutions
      * High school personnel
      * Representatives of the military
      * Business/industry representative
      * Regional career specialists
      * Parents/guardians
      * Community members/agencies
      * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Budget

* + A local school counselor’s budget supports the personnel, resources, and professional development needed to implement a career guidance program.
  + The school counselor’s 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.

## Individual Graduation Plan ([IGP](https://ed.sc.gov/instruction/career-and-technical-education/education-and-economic-development-act-eeda/career-specialist-services/))

* + - Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student’s interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.
    - 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 CTE program includes an approved sequence of CTE 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 counselor on an annual basis.

## Enrollment

* + - Longitudinal data concerning CTE 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 CTE programs.
    - Methods the school/district is using to improve student access to CTE courses/programs include:
      * alternative scheduling options
      * adding CTE courses or course sections
      * SCDE’s virtual education program courses
      * other virtual learning options
      * other:

## Nontraditional CTE Programs ([SRPG Appendix D: Nontraditional CTE Programs](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/ed.sc.gov/instruction/career-and-technical-education/performance-accountability/cte-data-collection-and-reporting/25-26-cte-student-reporting-procedures-guide/))

* + - CTE 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 CTE 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 CTE program.
    - Professional development related to gender equity in CTE programs; business/industry trends; and/or strategies for increasing participation, retention, and job placement of students in nontraditional careers is provided for school personnel.

## Services for Special Populations ([Special Populations](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/special-populations-and-nontraditional-programs/))

* + - School counselor personnel work with CTE 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
      * out-of-work individuals
      * homeless individuals
      * youth who are in, or have aged out of, the foster care system
      * youth with a parent who is a member of the armed forces and is on active duty
      * individuals with other barriers to educational achievement, including individuals with limited English proficiency
    - Students are actively recruited from populations that have been traditionally underrepresented, including gender, race and ethnicity, and/or special population status. Programs/services/activities are in place to ensure equal access to quality CTE programs for students included in special populations.
    - Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
    - Facilities, equipment, technology and materials are provided in a way that ensures all students can achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
    - The curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students can achieve success in the program of study, including through accommodations, as appropriate.
    - Supportive services, such as tutoring and transportation assistance, are provided to ensure all students can achieve success in the program of study, as appropriate.
    - Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations.

## Work-Based Learning Experiences ([Work-Based Learning](https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/))

* + - Career-oriented work-based learning experiences are available for CTE students:
      * cooperative education
      * internship or clinicals
      * mentoring
      * registered apprenticeship
      * school based enterprise
      * service learning
      * shadowing
      * youth apprenticeship
      * other:
    - A full continuum of work-based learning experience, progressing in intensity, is accessible to every student at some point during the program of study.
    - Work-based learning experiences are aligned with relevant national, state and/or local standards.
    - Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
    - Work-based learning experiences are intentionally aligned with each student’s education and career goals.
    - 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, CTE teachers, parents, and students.
    - Staff members have clearly assigned responsibilities for developing and facilitating work-based learning experiences for CTE 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.

## Placement Services

* + - Placement responsibilities are clearly identified for designated staff.
    - Administrators, school counseling personnel, and CTE teachers are active participants in the placement process for CTE program completers.
    - The placement rate for CTE 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.
    - CTE advisory council/committee representatives provide input/recommendations regarding placement and work-based learning opportunities.
    - Career development activities are aligned with relevant national, state and/or local standards.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.
    - Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.
    - Students in the program of study have access to job search information and placement services as they near completion of the program of study

## CTE Student Data and Reports

* + - Procedures are in place to collect and report accurate data for CTE participants, concentrators and completers.
    - Procedures are in place to collect and report accurate data for CTE students taking approved technical skill assessments.
    - Labor market information is used to inform program of study decision-making and support program improvement.
    - Privacy and security protections that adhere to all federal, state and local privacy laws are in place for data collection, storage, analysis and reporting.
    - There is a formal process in place for the systematic and continuous use of data, including student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.
    - Educators have access to relevant, valid and reliable aggregate data on all students participating in the program of study.
    - Educators have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
    - School counseling personnel who collect and enter data into the student information system (PowerSchool) are properly trained in the use of the CTE Student Reporting Procedures Guide.
    - Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
    - There is a formal process in place for the systematic and continuous use of data, including student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.
    - CTE completers are surveyed ten months after graduation to determine

placement regarding 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.
    - CTE 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

# CURRICULUM AND INSTRUCTION (C&I)

## Career and Technical Education (CTE): Eight Vision Themes

To be completed by career and technical education teachers

1. **Performance and Accountability**

Improve specific measures of student performance for the development, implementation, and improvement of CTE programs and services; and increase the accountability and performance of local recipients for core indicators.

1. **Business/Industry and stakeholders**

Develop a network of relationships that promote career awareness and marketable skills and link secondary and postsecondary education to the workforce through increased collaboration with stakeholder partners.

1. **Programs of Study and Programs**

Develop and implement a relative curriculum that integrates rigorous academic skills into career and technical education programs and programs of study that are sustainable and reinforce continuous connections between secondary education, postsecondary education, and the workforce.

1. **Career Guidance and Awareness**

Increase awareness and promote the value of career and technical education by preparing CTE students for high-skill, high-wage, or in-demand occupations verified through in-depth needs assessments in current and emerging professions.

1. **Equity and Access**

Enhance programs and support systems to serve each learner equitably, specifically special populations (as defined in Perkins V), and develop an innovative system of effective opportunities leading to success for all students.

1. **Educator Recruitment, Development, and Retention**

Increase efforts to improve the recruitment, preparation, retention, and training of CTE teachers, faculty, staff, and guidance counselors, including professional and curriculum development.

1. **CTE Leadership Development**

To provide a leadership program for career and technical education instructors, administrators, and staff with advancement opportunities.

1. **Quality**

To acquire the resources and networks essential to achieve the CTE vision, including providing opportunities for students to obtain industry certification, articulated credit, or apprenticeship and work-based learning.

## Part 1: C & I - Applicable Measures

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

* 1. **Standards-Based Instruction** The development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

*(Programs of Study and Programs, Quality)*

* 1. **Student Assessment** The types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.

*(Performance and Accountability, Programs of Study and Program, Quality)*

* 1. **Technical Advisory Committee** Business and community partner recruitment; partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs. *(Business/Industry and Stakeholders)*
  2. **Integration of Instruction** Instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

*(Programs of Study and Program)*

* 1. **Instructional Materials and Supplies** Instruction that

incorporates relevant equipment, technology and materials to support learning for every student.

*(Performance and Accountability, Quality)*

* 1. **Equipment, Hardware and Software** The equipment, hardware, or software on which CTE students are trained shall be comparable to that currently used in the workplace and shall be properly installed and fully operational.

*(Performance and Accountability, Quality)*

* 1. **Classroom/Laboratory** The instructional classroom/laboratory shall provide a favorable climate for learning and shall resemble the relevant workplace environment.

(*Performance and Accountability, Quality*)

* 1. **Safety** The alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

(*Performance and Accountability, Programs of Study and Programs, Quality)*

* 1. **Career and Technical Student Organizations (**[**CTSOs**](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cte-student-organizations/)**)** This measure addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development. (*Performance and Accountability, Business/Industry, Programs of Study and Programs, Quality)*
  2. **Employability Skills** The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communication, and workplace etiquette.

(*Performance and Accountability, Business/Industry, Programs of Study and Programs, Quality)*

* 1. **Work-Based Learning Experiences** The delivery of a continuum of work-based learning that involves sustained, meaningful interactions with industry or community professionals that foster in depth firsthand engagement with the tasks required in each career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships, and apprenticeships. *(Performance and Accountability, Business/Industry and Stakeholders, Programs of Study and Program, Career Guidance and Awareness, Quality)*
  2. **Placement** Access to job search information and placement services as they near completion of the program of study.

*(Performance and Accountability, Business/Industry and Stakeholders, Programs of Study and Program, Career Guidance and Awareness, Quality)*

## Part 2: D & I - Evidence Supporting Each Measure

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

## Standards-Based Instruction ([Standards](https://sc-satchel.commongoodlt.com/))

* + - The curriculum is based on industry-validated technical standards and competencies.
    - The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate CTE courses/programs are taught to state-approved curriculum standards.
    - The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
    - The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers Course syllabi and lesson plans reflect competency-based instructional techniques.
    - The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
    - Student progress is evaluated through an appropriate ongoing process.
    - Technology applications are infused into the curriculum.
    - State-recognized CTE programs with assigned CIP codes offer students the sequence of approved CTE courses needed to complete the program
    - The structure, duration, and scheduling of CTE courses are conducive to teaching students the identified CTE standards needed for a successful transition to postsecondary education, employment, or the military.
    - The program of study standards is publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.
    - The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.
    - The CTE course/program offers students an industry-approved curriculum that may lead to industry certification or a national/industry recognized credential.

## Student Assessment ([Technical Skills Assessments](https://ed.sc.gov/instruction/career-and-technical-education/performance-accountability/career-and-technical-education-technical-skill-assessments/))

* + - Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school- based and standardized, third- party assessments, as appropriate.
    - Assessments are aligned to program standards and curriculum and appropriate to students’ current level of knowledge and skill attainment.
    - Assessments are valid, reliable and developed or chosen in accordance with relevant quality standards.
    - The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
    - Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
    - Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
    - Assessments within the program of study provide objective information on student attainment of employability knowledge and skills.
    - The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.

## Local Advisory Committee ([Advisory Committee Handbook](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
    - Advisory committee members represent the local business/industry and community and are identified by name, address, position, and place of employment.
    - Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
    - Partners support the program of study sustainability by advocating for and promoting the program of study.
    - Partners support students’ and teachers’ extended learning by:
    - identifying, providing and evaluating work-based learning experiences for students
    - Partners ensure that the program of study meets current and future workforce demand and skill needs by:
      * identifying, validating and reviewing curriculum
      * identifying appropriate assessments and recognized postsecondary credentials
      * evaluating facilities, equipment, technology and materials to ensure consistency with industry standards participating in CTSO activities; for example, by serving as mentors and judges
      * offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
      * specific program improvements needed
      * placement and work-based learning opportunities
      * student performance indicators
    - Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.

## Integration of Instruction ([Integration Strategies](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - Program of study instruction is driven by relevant content area standards and learning objectives.
    - Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the program of study.
    - Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.
    - English language arts, literacy, mathematics, and science instruction have been incorporated into CTE courses/programs.
    - Academic and CTE 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 CTE instruction.
    - Teachers participate in field studies or internships to observe how the business/industry environment requires integrated academic and technical skills.
    - Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.
    - Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population.
    - Management of the educational environment builds a culture of learning and respect.
    - Teachers participate in field studies or internships to observe how the business/industry environment requires integrated academic and technical skills.
    - Professional development opportunities provide teachers with methods, strategies, and best practices for integrating academic and CTE instruction.

## Instructional Materials and Supplies ([Instructional Materials](https://ed.sc.gov/instruction/instructional-materials/current-approved-adoptions/supplemental-instructional-materials/))

* + - An instructional budget is provided to each CTE teacher grades 6–12 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.

## Equipment, Hardware and Software ([Equipment Guidelines](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/ed.sc.gov/instruction/career-and-technical-education/cte-administration/local-educational-agency-lea-monitoring/cte-equipment-guidlines/))

* + - The equipment, hardware, and/or software used in the CTE 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 CTE program at least once a year and the date of the annual inventory is documented.
    - Property records include the following:
* acquisition date and cost
* condition of the property
* cost of the property
* description of the property
* location/use of the property
* percentage of federal/state cost
* serial number or other ID number
* ultimate disposition data
* vendor (source of the property)
* who holds title
  + - 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 CTE guidelines and forms.

## Classroom/Laboratory ([Facilities](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - 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.

## Safety ([Safety](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.
    - Facilities and equipment are kept in safe and clean conditions.
    - Instruction is provided on the safe and appropriate use of equipment associated with the CTE program of study.
    - Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology and materials within the program of study.
      * A safety review of the CTE 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.

## Career and Technical Student Organizations ([CTSOs](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
    - The organization is aligned with relevant national, state and/or local standards.
    - Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
    - The organization provides opportunities for students to interact with business professionals.
    - The organization provides opportunities for students to participate in relevant competitive events.
    - The organization provides opportunities for students to participate in relevant community and school service activities.
    - The organization provides opportunities for students to participate in leadership development activities.
    - The organization is supervised by CTE staff with clearly defined roles.
    - Students are given the opportunity to participate in the CTSO related to their CTE 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 CTE teacher/advisor.
    - Funding is provided for student participation in CTSO leadership activities, competitions, and conferences.

## Employability Skills ([Employability Skills](https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/))

* + - The CTE 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 CTE teachers and students.
    - Employability skills are integrated into the CTE curriculum and/or taught as separate lessons to prepare students for the workplace.
    - The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
    - The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
    - Assessments within the program of study provide objective information on student attainment of employability knowledge and skills.
    - Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.

## Work-Based Learning Experiences ([Work-Based Learning](https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/))

* + - A full continuum of work-based learning experience, progressing in intensity, is accessible to every student at some point during the program of study.
    - Work-based learning experiences are aligned with relevant national, state and/or local standards.
    - Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
    - Work-based learning experiences are intentionally aligned with each student’s education and career goals.
    - Career-oriented work-based learning experiences are available for CTE students:
      * cooperative education
      * Internships or clinicals
      * mentoring shadowing
      * registered apprenticeship
      * school-based enterprise
      * youth apprenticeship
      * service learning
      * other:
    - CTE 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.
    - CTE 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.

## Placement

* + - The CTE 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 CTE teacher is aware of the placement goals for program completers.
    - Students in the program of study have access to job search information and placement services as they are near completion of the program of study.

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