I certify that the information in this report is true.

Signed: _Rick Maxey_____ Date: __March 7, 2016__
　　　　　Rick Maxey, Superintendent

Disposition of the Board:
　　_____ In compliance
　　_____ Not in compliance
　　_____ Compliance with exception

Signed: _____ Date: __March 7, 2016__
　　　　　Joe DeFeo, Board Chair

Comments: _____
_____
_____
_____

R-5 – Other Academic Majors - Career and Occupational Majors	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in Career and Occupational Majors.	✓			

Interpretation: I interpret this policy to mean that Horry County Schools will implement courses of study that are aligned with the South Carolina Department of Education Career and Technology Standards. These majors fall within the sixteen career clusters as outlined by the State Department of Education (SDE). The district will conduct interest inventories to determine program/major needs for the changing job market and will submit innovative course plans for courses, which are not currently part of the SDE approved programs.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering Career and Technology courses as part of the ongoing efforts to improve student learning and preparation for college and career readiness. Staff will also provide ongoing support by providing professional development opportunities, supplemental financing for needed equipment, facilitate development of curriculum and assessments, and implement new programs. The district will monitor Career and Technology programs performance on state proficiency standards. The district will monitor and support nationally recognized student organizations in order to afford students the opportunity to demonstrate skills learned through competitive and leadership activities on the local, state, and national level.

Indicators of Evidence and Compliance: We are in full compliance of this policy. Evidence is listed below:

1. Horry County Schools curriculum and course offerings are aligned with the SDE approved Career and Technology Education standards.

2. Horry County Schools Career and Technology programs met 90% state performance standards within six of the eight state performance indicators for the 2012-13 school year:
   - Indicator 1S1 - Academic Attainment-Reading/Language Arts– Met Standard (HCS Performance 59.95%)
   - Indicator 1S2 - Academic Attainment-Mathematics– Met Standard (HCS Performance 61.02%)
   - Indicator 2S1 - Technical Skill Attainment -Met Standard (HCS Performance 84.02%)
   - Indicator 3S1 - Secondary School Completion– Met Standard (HCS Performance 98.54%)
   - Indicator 4S1 - Student Graduation Rates– Met Standard (HCS Performance 97.39%)
   - Indicator 5S1 - Secondary Placement– Met Standard (HCS Performance 99.50%)

3. The indicators not met were:
   - 6S1 - Nontraditional Participation (females and males enrolling in nontraditional careers). The State Performance Goal was 12.96% and HCS was 9.93%.
   - 6S2 - Nontraditional Completion – (Non-traditional concentrators that continued to completed the non-traditional program). The State Performance Goal was 76.50% and HCS was 57.89%.

   As part of the improvement plan, we are conducting a summer CATE experience program ("Wheel of Future") to introduce rising ninth grade students both male and female to nontraditional career opportunities. The program was held at ATA with 60 students from throughout the district being exposed to the nontraditional career programs. A plan is also being established to publicize the non-traditional careers to students in the middle schools in order to familiarize students with employment and skill potential for non-traditional students within these areas.

4. We provide career and technology courses that are rigorous and challenging in order to equip students with necessary skills to be successful within the 21st Century job market.

5. The equipment needs for career and technology programs are reviewed annually by local and district advisory boards in order to insure our students are gaining exposure to equipment that is relevant to current industry utilization and needs. Allocations for schools are made through a formula incorporating total number of CATE students enrolled in courses at the school as well as the total number of program completers. This insures that each school receives an equitable share of funding for updating

equipment as outlined by the state department. All purchase requests are approved through the local advisory committee as well as the SCDE CATE associates.

6. Horry County Schools CATE Majors.

<u>Academy for the Arts, Science & Technology (AAST)</u>
Arts, AV and Communications
- Media Technology

Health Science
- Introduction to Pre-Medicine

Information Technology
- Web and Digital Communications
- Computer Science-Programming and Software Development

Science, Technology, Engineering and Mathematics
- Pre-Engineering

<u>ACADEMY FOR TECHNOLOGY AND ACADEMICS</u>
Architecture and Construction
- Building Construction Technology

Arts, AV and Communications
- Digital Arts and Design

Business, Management and Administration
- Administrative Services
- Business Law

Health Science
- Health Science Technology

Human Services
- Cosmetology
- Nail Technology
- Culinary Arts

Law, Public Safety, Corrections, and Security
- Emergency Management Fire Services

Science, Technology, Engineering and Mathematics
- Project Lead The Way with emphasis in aeronautics engineering.

Transportation, Distribution and Logistics
- Automotive Technology

<u>HORRY COUNTY SCHOOL High School CATE Offerings</u>
Agriculture, Food and Natural Resources
- Horticulture (CFH, CH, GSFH, LH, SH)
- Environmental & Natural Resources Management (AH)

Architecture and Construction
- Introductory Building Construction (SH)
- Carpentry (SJH)

Arts, AV and Communications
- Architectural and Mechanical Design (MBH, SJH)
- Industrial Technology (CH)

Business, Management and Administration
- Administrative Services (SJH)
- Business Information Management (AH, CFH, CH, GSFH, SH, SJH)

- General Management (CFH, CH, MBH)
- Operations Management (CFH, LH, SJH)

Finance
- Accounting (CH, MBH, SH)
- Business Finance (SJH)
- Banking Services (NMBH)

Health Science
- Sports Medicine (CH, LH, MBH, SH, SJH)
- Health Science (MBH, SJH)

Hospitality and Tourism
- Hospitality Management and Operations (MBH, SH)
- FCS-Culinary (NMBH)

Human Services
- FCS-Behavioral and Social Science Option 1 (AH, SJH)
- FCS-Design Option 2 (CH)

Information Technology
- Information Support and Services (LH)
- Networking Systems (SJH)
- Programming and Software Development (SJH)
- Option 1 Computer Programming (CFH)
- Web and Digital Communications (CH, SJH)

Marketing, Sales and Service
- Marketing Communications (AH, CFH, CH, LH)
- Marketing Management (SJH)

Science, Technology, Engineering and Mathematics
- Project Lead The Way with emphasis in civil engineering. (CH)

7. We have also incorporated many courses that do not fit into a major, but are taught at various schools in order to expose our students to a host of career potential areas such as:
   - Google Applications
   - Leadership Development
   - Gaming and Animations
   - Merchandising
   - Parenthood Education
   - Entrepreneurship
   - Business Law
   - Personal Finance
   - Exploring Computer Science

8. The district conducted curriculum development sessions during the summer for courses in Digital Literacy and Google Basics, which are being implemented into our middle school curriculums. As we move forward, these courses will be replacing the traditional courses of keyboarding and computer applications. We are planning sessions for the this summer to work with the middle school teachers on enhancing the curriculum and Google classroom materials for these courses.

9. CATE Vision for Horry County Schools is reviewed annually through CATE program advisory committees, students, school staff, and administration from school and district levels.

10. We continued implementation of innovative course programs and course content which were developed at the local level based upon current needs and are required to be reviewed by SCDE annually:
    * Business Law 2
    * Legal Systems Administration 1
    * Legal Systems Administration 2
    * Pre-engineering at AAST

11. The Academy for Technology and Academics (ATA) and The Academy for Arts, Science, and Technology (AAST) both received Excellent absolute rating and Good growth rating on the state report cards for career centers.

12. CATE Initiatives:

    * AAST has implemented a new major in Computer Programming and Software Design and will be fully implemented for the 2016-17 school year with the addition of Computer Programming 2.

    * Last year HCS implemented the use of WorkKeys testing for senior CATE completers at ATA and AAST. Which was a *South Carolina Work Ready Communities* two-year initiative. Students were enrolled in Career Ready 101 to prepare for WorkKeys testing (Locating Information, Applied Math, Reading for Information and Talent). We tested 350 students this year an increase from 282 students that were tested last year. Students' performance rating increased from 92.55% to 94.0% for 2014-15, there was an increase in students receiving Platinum rating (highest and most difficult rating) from 1 student to 3 students for 2014-15 school year.

      A decision is currently pending on the testing of our CATE completers for the 2015-16 school year. In discussions with the state department, we likely offer retesting to our completers who would like to improve their testing scores.

    * HCS has implemented a Technical Scholars program with HGTC where senior students are allowed to attend HGTC within technical skill training areas This will allow students interested in a technical field to begin advanced training in areas not currently offered by HCS. This program allows for the partnership to offer the program without duplication of services. For 2014-15 we

introduced a welding certification major in which we had 10 students participate. Of the 10 students, 8 will continue with classes through the summer session in order to complete certification training. Of these students, 1 student is employed with Envirosip as a pipe welder with a starting salary of $19/hr. Two of the students are employed by Combraco as welders at $16/hr. Two more of the other students are employed at $15/hr as welder and the final three are enrolled at HGTC. One in machine tool, one in HVAC, and one student enrolled in Forest Management.

- MBH and SJH have expand their CATE staff for 2015-16 due to overall increases in enrollment of students in the areas of business and health science. MBH has added on an additional health science teacher and SJH has added an additional health science and business staff members.

- CH is expanding their PLTW engineering program with the addition of the fourth level for the 2016-17 school year. An articulation agreement has also been worked out with HGTC where our students completing the four levels will advance to dual-enrollment course work with HGTC in their junior and/or senior year. CH is also adding PLTW Biomed as a new major with an instructor being trained and certified this summer to begin the program.

- CFH is in the process of joining PLTW curriculum and plans are underway to add PLTW Engineering and Biomed majors for the 2016-17 school year.

13. For school year 2014-15, HCS had 349 senior CATE students to receive National Certifications within the areas of Health Science, Cosmetology, Nail Technology, NCCER (Building Construction), Prostart, SafeServe, First Responder, and ASE (Automotive Technology).

14. For school year 2014-15, HCS CATE student Organizations had over 60 students to advance to national level of competition within their competitive events where they were able to utilize their classroom training with real world simulation. Several of our groups were recognized as outstanding chapters on the state and national level.

15. **Work-Based Learning (Middle and High School)**
Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. This is the second year that work-based learning experiences have been monitored for middle and high schools based upon number of students and the type of work-based learning experience/credit.

Middle School WBL as of February 21, 2016

- Job Shadowing Day – 8th Grade
    i. Aynor Middle – January 14, 2016
    ii. Ocean Bay Middle – Will be in this Spring
    iii. Virtual Job Shadowing – using Micro Career Burst with 8th grade students
- Boeing – Structured Field Study
    i. February 3 – Ocean Bay Middle and Whittemore Park Middle
    ii. February 4 – Forestbrook Middle
    iii. February 17 – North Myrtle Beach Middle
    iv. April 7 – Ocean Bay Middle
    v. April 26 – Aynor Middle

- Other Structured Field Study
    i. OBM – WBTW TV Station

High School WBL as of February 21, 2016

- Job Shadowing Experiences– 95 students – reported
- Internships (8-12 week) experience for CATE students– 187 students
- Virtual Job Shadowing – utilized with CATE students through the high school CATE programs
- Boeing – Structured Field Study
    o February 19 – Scholars Academy and Early College High School – did not pay for transportation
    ii. March 2 – AAST – 10th Grade STEM students
    iii. April 29 – St. James High
- Other – Structured Field Studies – WBL funds - transportation
    i. CFHS – Computer Science – City of Myrtle Beach – GIS
    ii. LHS, SHS, AHS, CFHS – Clemson CAFLS Day
    iii. AAST – Pre-Med – Kathi Johnson – MUSC
    iv. AAST – Digital Arts – Duplicates Ink
    v. AAST – Computer Science – City of Myrtle Beach – GIS
    vi. AAST – Computer Science/ Digital Marketing – Horry Telephone
    vii. AAST – Pre-Med – CCU and Friendship Medical
    viii. CHS – Marketing/Digital Arts – Horry Telephone Marketing Department
    ix. CHS – Marketing/Digital Arts – HGTC – Marketing, Sports Tourism, Graphic Design
    x. CHS – Marketing/Digital Arts – Turner's Hydrographic
    xi. CHS – Marketing/Digital Arts – CCU Marketing
    xii. ATA – Digital Arts – Atlantic Packaging – 2 trips – Junior/Seniors
    xiii. ATA – Nursing/Pre-Med – HGTC Speir Medical Building – 2 trips
    xiv. SHJS – Building Construction and CAD – Roof Expo/Career
    xv. LHS – Marketing – Horry Telephone – Marketing and Duplicates Ink
    xvi. MBHS – Pre-Med – McLeod Hospital
    xvii. MBHS – Pre-Med – HGTC Speir Medical Building

> xviii.   MBHS – Business – HGTC – Business Department
- HGTC Technical Scholars Welding Program-HVAC-Machine Tool – Structure Field Study
    - North Myrtle Beach High, Myrtle Beach High, Socastee High, Aynor High, Loris High, Green Sea Floyds High, and Conway High.

- Staff Development
    - i.   ACTE Conference
    - ii.   Financial Literacy Economics Education Conference
    - iii.   South Carolina Business Education Convention – Myrtle Beach, SC – February 4 – 7, 2016
    - iv.   Education Business Summit – EBS – Greenville, SC – June 26-29, 2016
    - v.   Career Technology Education Conference – Charleston, SC – March 9 – 11, 2016

16. Horry County Schools has developed articulation agreements with Horry Georgetown Technical College allowing students to earn college Technical Advanced Placement credit in thirty-three college level courses. TAP credits are offered to HCS Career and Technology students who successfully complete high school course work as outlined through the articulation agreements as they enter HGTC within that specific major. Specific contracts per high school course and college level TAP courses can be found at http://www.hgtc.edu/documents/academics/highschool/tap/Horryagreements.pdf.