

Student Definitions

Please provide the following:

- State definition of a Secondary CTE Participant
 - A secondary student who has enrolled in any career and technical education program.
- State definition of a Secondary CTE Concentrator
 - Students in grades 9-12 who have earned two (2) unit credits in a single CTE Cluster program area.
- State definition of a Postsecondary CTE Participant
 - A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
- State definition of a Postsecondary CTE Concentrator
 - A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Each State must address in the report all the items below, and to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year (July 1, 2010 - June 30, 2011).

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your State has chosen to undertake** during the program year.

a. Required Use of Funds:

- Conducting an assessment of the career and technical education programs funded under *Perkins IV*;

Leadership funds support upgrades to the Perkins Portal web-based accountability system and Perkins application system. By bringing the accountability system into full alignment with the 16 Career Clusters, we are better able to track our programs and curricula. As part of the Career Cluster Implementation Project, we can now quickly review the cluster enrollments as well as standards and measures data. We are also able to track the coursework being taught at the local level consistently and accurately. The system gives us the capacity to drill down from the cluster level

directly to the courses being taught. This information is then used by the Cluster Specialists to analyze the saturation level of individual cluster or pathway courses. When used in concert with our online career guidance software, we will be able to compare students' identified career interests (via the career interest assessment tool) directly to what coursework is being offered both at the macro and micro assessment levels. Additionally, the system provides the ability to analyze programs, schools, multi-districts and consortia. Multilevel data analysis is a key component of the improvements to the system.

- Developing, improving, or expanding the use of technology in career and technical education;

The professional development opportunities we make available to all CTE instructors focus strongly on increasing the use of technology in the curricula. The professional development opportunities at the SDACTE conference and elsewhere over the past year have given teachers and administrators a chance to develop Web 2.0 skills including podcasting and utilizing wikis. Additionally, through leadership funds, STAR Academy, a state institution, improves its approved programs. The Academy uses the funds to acquire new technology in their Information Technology, Manufacturing, and Architecture and Construction programs.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;

Professional development activities, including initial teacher preparation, were delivered by state universities that offer career and technical teacher preparation programs.

Additionally, we cooperated with the South Dakota Association for Career and Technical Education to provide a Career and Technical Education Conference. The purpose of this conference is to assist career and technical instructors, academic instructors and school counselors in integrating career education strategies and content in their classrooms. Topics covered include: career exploration and evaluation, integration of academic and career and technical education, career clusters, career guidance, employer and community partnerships, Teachers as Advisors, course syllabi development, assessment, employability skills, work-based learning, articulation, teacher externships, business partnerships, technology and capstone experiences (including Youth Internships and Senior Experiences). Conference attendees received a choice of either continuing education credits or transcribed university credit.

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

Over the previous year, South Dakota has provided professional development activities in the areas of literacy, writing, and mathematics. Writing integration activities were provided alongside curriculum revision efforts. Career and Technical Education teachers from around the state and representing most Career Cluster areas attended the trainings. Professional development in mathematics was also provided in the form of curriculum integration of math concepts into the Career and Technical Education core standards during the continued implementation process.

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations

State leadership funds were designated for nontraditional training and employment activities. Four postsecondary technical institutes received leadership funds to provide nontraditional recruitment and retention activities in collaboration with the state's four Tech Prep consortiums. The nontraditional contracts specify activities to encourage student participation in, and completion of, courses leading to high-skill, high-wage nontraditional training and employment. Other activities include career guidance and academic counseling for students to prepare them for nontraditional training and employment and development of work-based experiences in nontraditional careers. The research based programs also work with nontraditional students on retention issues such as budgeting, bullying, sexual harassment, and stereotyping that face students once enrolled in a nontraditional program.

OCCTE partners with the South Dakota Discovery Center, National Weather Service, and other businesses and industries and agencies across South Dakota to provide Women in Science and Technology nontraditional career awareness for female students in grades 7 through 12. Statewide partnerships provide for consistency across the state, pooling of funds and other resources. Conferences are held at locations across the state.

- Supporting partnerships among local education al agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study;

Partnerships with the South Dakota Experimental Program to Stimulate Competitive Research, and the National Alliance for Partnerships in Equity, alongside secondary and postsecondary institutions, allow us to promote a variety of efforts including

increased emphasis on diversity and equity in career and technical education as well as programs that promote entrepreneurship. Entrepreneurship is one four Capstones Experiences that is currently being piloted to encourage a rigorous and relevant junior and senior year for all students.

- Serving individuals in State institutions;

One percent of state leadership funds are allocated to the Custer Youth Corrections Facility's high school program, STAR Academy. STAR Academy offers three CTE programs: Information Technology, Manufacturing, and Architecture and Construction. OCCTE plans to continue to provide these leadership funds to Star Academy. Star Academy teachers attend all OCCTE professional development opportunities.

The youth that are served by the STAR Academy have all been placed in the custody of the Department of Corrections by the court system. Both delinquent children and Children in Need of Supervision may be placed at the STAR Academy at the direction of the Director of Classification. Children in Need of Supervision must also be reviewed by a state level review team comprised of representatives from the Department of Social Services, Department of Human Services, Department of Education, Unified Judicial System and the Department of Corrections.

Programs for male juveniles located on the campus are the Patrick Henry Brady Academy, two units of the Youth Challenge Center and the Intake & Holding Center. Two programs for girls, QUEST and EXCEL, are also part of the STAR Academy.

- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

Through activities of the STAR Academy, the Nontraditional Coordinators at the postsecondary technical institutes, and the Women in Science project we specifically target a variety of special populations including Native American students, students with disabilities, students with drug and alcohol addiction, and economically disadvantaged students.

- Offering technical assistance for eligible recipients.

The Office of Curriculum, Career & Technical Education views many of the previously mentioned efforts as strong evidence of providing direct technical assistance to local educational agencies. For instance, the high school design program is an intensive whole-school improvement effort. These and other efforts provide local administrators and teachers with useable, tailored information about how to increase student achievement. The Perkins Portal provides real-time tracking of student progress and achievement through a 24-hour system. The system is accessible from any internet connection. By OCCTE making the data accessible and offering assistance in data analysis, schools are better able to gauge progress toward improvement goals and identify areas that need attention.

b. Permissible Activities Include:

- Improving career guidance and academic counseling programs;

The nontraditional equity coordinators at the postsecondary institutes work specifically to improve the career guidance and focus strongly on students' academic achievements.

- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;
- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;

The nontraditional equity coordinators at the postsecondary institutes work specifically to improve the career guidance and postsecondary transition.

- Supporting career and technical student organizations;

State leadership funds were used to support seven career and technical student organizations. CTSO activities focused on developing students' skills through leadership, professional development, competition and community service. Leadership retreats involving over 1000 youth were held as well as state leadership events for over 2500 student participants in FBLA, PAS, FFA, FCCLA, DECA, and secondary and postsecondary SkillsUSA. Competitive events assessed the technical skill attainment of students in a variety of career areas. Executive Directors for career and technical student organizations were hired to plan all student activities.

- Supporting public charter schools operating career and technical education programs;
- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- Supporting family and consumer sciences programs;
- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;
- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;
- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;

- Providing activities to support entrepreneurship education and training;
- Providing career and technical education programs for adults and school dropouts to complete their secondary school education;
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;
- Developing valid and reliable assessments of technical skills;
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and
- Supporting occupational and employment information resources.

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each State is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a State may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each State to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the State had technical skill assessments; (2) the estimated percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments; and (3) the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. Please provide an update on your State's progress and plan for implementing technical skill assessments with respect to items one through three above.

Finalized cluster based standards are now available for the majority of CTE programs. These standards are forming the basis of a renewed effort to provide classroom teachers with better assessment tools. Efforts to create assessments have been hampered by incomplete or poorly written standards. Current efforts of OCCTE are focused on encouraging the implementation of core standards. The next logical step is the creation and pilot of end of course exams.

With efforts stalled at the national level to provide tools to help with assessment, the state is planning to develop end-of-course exams for CTE courses based on the core course standards, validated by secondary and postsecondary teachers, teacher education programs and business and industry partners. All clusters have completed the implementation phase of core CTE standards. Following the implementation of CTE core standards, OCCTE intends to explore departmental agreements with testing providers to generate end-of-course exams in several pilot clusters. Our initial efforts have indicated test development is very expensive. As a minimally funded state it's not likely we'll be able to roll out an expansive testing program quickly. Meetings have occurred with vendors over the last year with little progress toward finding a cost effective provider. The state is enthusiastic about national efforts to develop a common core for CTE to aid in development of realistic nation-wide assessment tools.

The development of technical skills assessments in South Dakota has revolved around the Career Clusters Implementation Project. Before new assessments can be developed, it was necessary to bring the old vocational technical areas in line with the 16 Career Clusters. We are nearing full implementation of all sixteen clusters. A full revision of curriculum standards was undertaken based both on the Career Cluster Knowledge and Skills Statements as well as recognized industry standards where applicable. At this time, our Technical Skill Assessment is based on approved (and industry reviewed) core standards. Because not all core standards are currently fully implemented, the state has not achieved full saturation of the cluster standards based assessments. Where updated cluster core standards are not available for assessment purposes, previous competencies or standards are used. Planning for the development of comprehensive end-of-course exams continues. No solid implementation date has been set for the exams. The Department's resources to develop assessments have been further reduced by state level budget measures. The State does not view end-of-course exams as the only valid technical skill assessment. Other options including project based learning, authentic assessment, industry-based certificates and certification and other third party assessments are a part of our exploratory planning process.

For postsecondary programs, OCCTE will continue to rely on GPA, the measure used in Perkins III, to measure outcomes for 1P1, Technical Skill Attainment. This will allow OCCTE to follow the historical achievement of technical skills by using the same measure. GPA is considered by many postsecondary institutions nationwide, including South Dakota's, to be a valid and reliable measure of skill attainment. GPA includes a variety of assessments, including paper/pencil tests, research, demonstrations, projects, and internship evaluations which include input from business and industry experts. It does not rely on a one-time technical skill assessment, even if that assessment is aligned with industry-recognized standards. Access to test data for students who take industry certification exams are difficult to obtain and privacy concerns have made this a very poor option for measuring technical skill attainment, especially given the resources available to the state. Conflicting federal reporting and privacy requirements make it difficult to obtain the cooperation of the various agencies necessary to collect a variety of data for Perkins reporting purposes.

In fact, employers might feel more assured of potential employees' skills if those skills were assessed using multiple means. All five postsecondary institutions receiving Perkins funds are accredited by the North Central Association's Higher Learning

Commission. Accreditation of postsecondary programs and institutions rests on their ability to demonstrate student learning. The Higher Learning Commission's Accreditation Manual emphasizes the importance of using multiple direct and indirect measures of student learning such as tests, research, demonstrations, projects, and internship evaluations, the same multiple criteria for determining GPA. The State will use the Higher Learning Commission's Criterion Three: Student Learning and Effective Teaching, as the rationale for GPA as the measure for 1P1. The State believes that the HLC's criteria for student learning provides a valid and reliable assessment.

The Advisory Committees provide industry-recognized standards for the state, even for regions within the state. The use of business and industry advisory committees to keep postsecondary CTE programs up-to-date is a basic assumption of these programs' value. All postsecondary programs in South Dakota have advisory committees made up of business and industry. These committees represent the skills needed by business and industry and in fact, determine the skills needed. Advisory committees also determine program curriculum. If programs are not meeting employers' needs, postsecondary institutions must quickly change their curricula to meet employers' requirements or face eliminating their programs.

Numerous nationwide surveys of employers' desired employee skills by newspapers, news magazines, and various government agencies have reached the same conclusions: employers prefer that their employees come to them with sound employability skills. They are more than willing to teach technical skills if employees are found lacking.

The director of OCCTE continues to work with the postsecondary vice-presidents to standardize the entire advisory committee process to ensure consistency from one committee to the next.

3. Implementation of State Program Improvement Plans

Sec. 123(a)(1) of *Perkins IV* requires each State, that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of *Perkins IV*, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of *Perkins IV*. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the State failed to meet its State adjusted levels of performance for any of the core indicators of performance.

Please review your State's accountability data in Part D of this report. If your State failed to meet at least 90 percent of a State-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a State program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your State failed to meet at the 90 percent threshold;

South Dakota failed to meet the 90 threshold for 1S1 Academic Attainment in Reading by 0.22% All other secondary measures were met.

South Dakota failed to meet the 90 threshold for two postsecondary accountability measures: 3P1 and 4P1. The failure to meet 3P1 is based on structural failures in the current postsecondary data collection model. South Dakota currently does not have a longitudinal data system. Additionally there are no data connections between the secondary and postsecondary systems or between the two year and four year postsecondary systems at this time. The failure in 4P1 is similarly related to structural data collection problems, specifically privacy concerns raised by FERPA regulations.

- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;

The achievement level of female students exceed males. American Indian student achievement was significantly lower than that of the majority White, Non-Hispanic student population. The very small populations of other race/ethnicities make it difficult to draw any reliable conclusion about those disparities in performance. Students with disabilities, economically disadvantaged, single parents, and students with Limited English Proficiency all scored below the average performance level. Again, some of those populations are so small it's difficult to draw relational conclusions.

Currently no system exists to share information between South Dakota's two year and four year postsecondary systems. As such, it is very difficult to collect accurate student transfer information. Failure to meet 3P1 by such a large margin is a product of a continued inability to access the information. Currently neither the SEA or LEAs have the ability to require the in- state four year institutions to provide enrollment information. Efforts are underway to create a data governance model for the state that would ultimately result in a longitudinal data system. Part of that system would include a data warehouse for P-16 statewide data. These efforts are proceeding, but implementation is still a long term effort.

Placement data is currently collected by survey instrument. Return rates are very high, but not high enough to allow the state to meet the measure. When performance is adjusted for return rate the placement statewide rate is 96%. The overall return rate is 89%. We are heartened to hear about efforts provide more clear guidance on FERPA as it related to UI wage and student identifying information. Without positive movement in that area it will be very difficult to collect objectively verifiable placement data.

- The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;

Improvement efforts will focus on training and professional development related to implementation of the Common Core for reading. Training has already occurred with Education Service Agency staff to provide training to CTE teachers as it relates Common Core implementation efforts. The primary focus of the training will be the additional standards available in the Common Core specifically target at the technical applications of the reading standards. Professional development will be delivered in a variety of ways at location across the state and utilizing technology where applicable. CTE performance data and analysis will be a part of the training strategy.

- The staff member(s) in the State who are responsible for each action step; and

Staff members responsible include the Director, Mark Wilson working with the curriculum and ELA staff within the Department of Education.

Responsibility for the postsecondary improvement is also Mark Wilson working with the postsecondary staff at the Department and the postsecondary institutions receiving funding.

- The timeline for completing each action step.

Professional development will occur through the 2011-2012 school year.

OCCTE will implement the following action items in an effort to improve reporting on the 3P1 measure:

- Encourage implement the use of National Student Clearinghouse data.
- Provide further training for postsecondary staff and increase the technical assistance they receive.
- Offer additional guidance to LEAs regarding collection procedures and system development.
- Continue accelerated timeline for data collection.

OCCTE will implement the following action items in an effort to improve student performance on the 4P1 placement measure:

- Encourage implement the use of National Student Clearinghouse data.
- Continue negotiations with labor market data officials at the state level.
- Continue to ask for further specific guidance about how FERPA regulations might be met in a way that still allows for the collection of employability data for all students.

4. Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of *Perkins IV* requires each State to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Please review the accountability data submitted by your State's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

South Dakota has 154 K-12 school districts and 12 BIA or tribally controlled schools. Ten of these eligible secondary recipients have Perkins allocations which exceed the \$15,000 minimum. A waiver was granted to one rural isolated consortium and three secondary eligible recipients because of rural isolation and sparse population. The remaining school districts are organized into 17 consortiums and four multi-districts. There are a total of 35 eligible secondary recipients.

The table below summarizes the number of LEAs failing to meet at least 90 percent of the agreed to levels of performance.

	1S1	1S2	2S1	3S1 & 4S1	5S1	6S1	6S2
Failed to Meet	16	7	1	0	3	2	3

Seven recipients failed to meet both 1S1 and 1S2, down from 11 last year. Two years the state shifted to a new reading and mathematics state test; as a result scores are expected to be lower in the first testing years. Ten LEAs will be entering into an

improvement plan. Several of those LEAs are already implementing a two year improvement plan which will be reviewed in light of performance data.

Economically disadvantaged and Native American students tended to perform more poorly than other students; however, the total number of students enrolled makes it difficult to determine if the disparities are statistically significant in a given consortium.

It is difficult to identify any clear trends across all the measures. There are mixtures of LEA sizes and populations. It appears a fair amount of the recipients failing to meet the measure had extremely low number of concentrators. Given that, it's easy to see how the performance of a very small number of students could push the results in one direction or the other. It is positive that very few schools are failing both measures; this is a positive indicator that there are not systemic performance issues across a large number of schools. When compared to the general student population, OCCTE remains concerned that CTE concentrator populations do not well enough reflect general student populations. Particularly concerning are several situations where school-wide performance in math and reading is good, but CTE performance lags significantly.

In 1S1 –Reading/Language Arts, at the state level, female performance outpaced male performance. Additionally, the performance of Native American and Hispanic students was behind that of whites and of other minorities. Students with disabilities, the economically disadvantaged, single parents, and LEP students also failed to meet the negotiated level, but the populations of several categories were so low as to cast doubt on the reliability of drawing conclusions from the statistics. Nontraditional enrollees actually performed better than the average. Drawing other conclusions is difficult as the LEAs in question vary greatly in geography, student population, and ethnic make-up. As expected there appears to be a correlation between a student's performance and economic status.

In 1S2 –Mathematics (state level data), female and male performance were almost identical. The performance of Native American, black and Hispanic students were behind that of whites students by a significant margin. Additionally, students with disabilities, the economically disadvantaged, LEP, and single parent students also failed to meet the negotiated level. Nontraditional enrollees out performed the average slightly. Drawing other conclusions is difficult as the LEAs affected vary greatly in geography, student population and ethnic make-up. Here again the apparent correlation between economic status and performance should be noted.

2S1—Technical Skill Attainment has traditionally been a measure easily met by all LEAs. However, as a result of efforts to increase the rigor and assessment of students we have seen an increase in the overall amount of LEAs failing to meet the measure in some years. We believe this reflects a more accurate assessment of student progress rather than a wholesale reduction in student performance. Statewide performance of all subgroups was high with the LEP students as the only group failing to meet at least 90% of the goal.

In 3S1 and 4S1 –Graduation, no significant trends are present. No LEAs failed to meet the measure. The performance of minority students across all measures is a serious concern and one the Office of Curriculum, Career & Technical Education is focusing on to find ways to enhance the career and technical education programs available to Native American students. Other subgroups performed below the state-wide average, but because the population sizes are small and spread widely it’s hard to pin point causation.

5S1—Of the three institutions failing to meet the measure, one was located in a Native American community with very high unemployment rates. The other two have easily met the measure in the past, so it raises doubts about the accuracy of their reporting system in reporting on the students after they leave high school. South Dakota does not have a SLDS, so 100% of the reporting burden falls on local districts. Other than those concerns overall performance was very good.

6S1 and 6S2—OCCTE believes performance data on these measures are anomalous. Only four LEAs fell below ; two are multi-districts working to rebrand themselves from a traditional trades orientation to a career cluster focus. The other single district has run very traditional programs in the past, but is beginning to implement more progressive nationally recognized programs. The final district failed by a very small percentage and appears to be a one year anomaly and not a trend.

South Dakota has four, public, two year postsecondary technical institutes and one, tribal, two year college that receive Perkins funds. The table below summarizes the number of LEAs failing to meet at least 90 percent of the agreed to levels of performance.

	1P1	2P1	3P1	4P1	5P1	5P2
Failed to Met	0	1	0	1	2	2

2P1—No significant trends. The failing LEA has structural data collection problems. These overall problems may have led to a failure in the ability to track.

4P1—The largest LEA failed to meet this measure. The collection issues related to placement can be traced to an inability to use verifiable UI wage data based on concerns about FERPA violations and the use of student Social Security numbers. These issues may be resulting in a lower than actual reporting situation. Program monitoring and oversight under state administrative rule is occurring.

5P1—Several of the failing LEAs offer a more traditional menu of options appealing primarily to males; attracting nontraditional females has been an historic challenge.

While student populations at all the LEAs has risen, efforts to attract nontraditional students haven't produce comparable results. Performance levels are edging very close to meeting the goal.

5P2—Nontraditional completion rates lag across the LEAs with no real trends and sample populations so small it is difficult to interpret or draw correlations.

5. Tech Prep Grant Award Information

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

The Tech Prep funding divided among the four Tech Prep consortia located at the four technical institutes in South Dakota.

The four consortium and their respective technical institutes are as follows:
Central Area Tech Prep Consortium-Mitchell Technical Institute; Mitchell, SD
Northeast Area Tech Prep Consortium-Lake Area Technical Institute; Watertown, SD
Southeast Tech Prep Consortium-Southeast Technical Institute; Sioux Falls, SD
Western Tech Prep Consortium-Western Dakota Technical Institute; Rapid City, SD

Tech Prep uses its respective allocations in three primary areas: advanced placement credit opportunities, career exploration opportunities, and supporting the initiatives of South Dakota's Office of Curriculum, Career and Technical Education.

By working with high schools and OCCTE, each Tech Prep consortium works to develop the most comprehensive list of courses that will articulate from the secondary to post-secondary level. In addition, each Tech Prep consortium also works with its technical institute to foster development of dual enrollment courses. Tech Prep also works to market this information to high schools, students, and parents.

Each Tech Prep consortium provides career exploration opportunities for students in its area and across the state. The opportunities include, but are not limited to, career expositions, one-day exploratory camps, outreach presentations, and other career exploration activities.

Tech Prep also works to support initiatives such as the States Career Cluster Initiative, Capstone Experiences, Teachers As Advisors, and the state's web-based career guidance software, SDMyLife.com.

Please review the accountability data submitted by your State's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

All secondary students are categorized as Tech Prep students and receive service from the four Tech Prep consortia. As such the performance of Tech Prep student mirrored that of the entire population of CTE students.