

Consolidated Annual Report, Program Year 2012 - 2013

South Dakota

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

The state's Perkins online system houses our program applications and our data collection/reporting system. Perkins funds are devoted to upgrading and updating the system annually. The interface supports state staff as well as school districts with approved CTE programs. As we move into the future, we'll also be investing Perkins funds into the state's longitudinal data systems so we have better ability to streamline data collections and reporting, from middle school through the workforce.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary CTE:

Assessment of approved secondary CTE programs took place in a variety of formative ways throughout 2012-13.

Program Improvement Process:

Each year, secondary CTE programs engage in a continuous improvement process. The process that's been in place involves a three-year cycle. In year one, programs identify at least three major goals for improving their program (after completing a self-assessment which assists them in identifying their implementation of quality indicators for CTE programs). Years two and three of the cycle have programs report on their performance data and provide narrative on their progress toward meeting their goals.

The 2012-13 school year was year 3 for most approved CTE programs (reporting data and progress on their program goals). For new programs in 2012-13, they started with year one activities (self-assessment and setting program goals).

When programs submit their progress reports, state staff review the information provided, programs' progress on their goals and provide comments to the districts. Best practices, technical assistance and professional development needs are identified through this review process.

Program Applications:

Each year, secondary CTE programs seeking approved program status submit an application that outlines their proposed sequence of courses (including virtual and dual credit courses), the teachers for each of their classes, information on their advisory committees, student organizations and industry certifications.

State staff review the applications in detail, provide comments back to the districts and approve, conditionally approve or decline approval for submitted applications. Technical assistance, teacher certification and professional development needs are identified through this process.

Perkins Data:

After the annual Perkins data is finalized each fall, we review statewide performance in aggregate and by gender, race/ethnicity and special population to determine our progress as a state and areas that are of concern. From this review, we identify needed technical assistance and elements which need to be woven into professional development or communications with schools. We also are able to identify ways in which we can celebrate CTE publically and tout the benefits CTE in South Dakota offers students, school districts and the workforce.

In addition to statewide data, we can analyze the progress of individual school districts and consortia.

Technical Assistance:

Apart from technical assistance connections already noted, state staff identify (through visits or other communications), specific needs programs or school districts have and work with the districts to address those needs, whether it involves resources of some kind, partnerships or training.

Reserve Grant Activities:

For those school districts that receive Perkins Reserve grants, their progress on their grant goals assists us in identifying best practices, supporting the development of innovative techniques and instructional practices and integrating cutting-edge technology and resources into school districts. The successes of these grant recipients allows us to better support all programs when we have tested and proven practices in place.

Perkins Budget Requests:

Staff are able to assess the degree of implementation of quality CTE program elements by the requests educators make for their Perkins flow-through funds. We quickly support the use of funds for technology integration, innovative practices, educator training, postsecondary planning, career exploration and others. When the requests don't assist programs in supporting their goals, implementing courses/standards in a quality way or assisting students in becoming college, career & life ready, staff work with the educators to revise their requests.

Postsecondary CTE:

Each year the technical institutes submit reports on several measures to the SD Board of Education, in addition to their Perkins data measure reports. This mass of data helps us understand the successes and areas needing improvement in our technical institute system. State staff works closely with the technical institute presidents, vice presidents, financial officers, dual credit specialists and data specialists to make changes

Apart from the postsecondary Perkins measures and other grant data, the technical institutes submit the following:

10-Day Enrollment, by Career Cluster and Program

Corporate education services

Dual credit

Full-time Equivalent (FTE) enrollments

Graduates, by program

Licensures, certifications and exit exams by third parties

Placement

Retention

Student/faculty ratio

Tuition and fees

Similar to secondary CTE programs, we are able to assess and help direct the use of Perkins funds for technology, training, instructional materials and staff at the postsecondary level. This ensures the technical institute programs are continually moving their programs forward and aligning themselves with industry expectations.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

One of the biggest ways in which the integration of technology is expanded in CTE programs is through the approval of budget requests for programs' flow-through dollars or through Perkins Reserve grant awards. A long-standing partnership with SD EPSCoR has also allowed for grants to support this cause in selected STEM, Agriculture, Health Science and Information Technology programs.

During trainings we make available to secondary programs, including the annual CTE conference, we ensure we model the use of educational technology and also make educators aware of tools, devices, software, hardware, applications and other equipment that can support their efforts in the classroom and lab. The trainings we offer reach teachers, school counselors, career development staff and school administrators.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

South Dakota offers a wide variety of training for educators involved different aspects of Career & Technical Education. Training is offered to pre-service educators, teachers seeking certification in CTE areas, in-service technical teachers, administrators, career development specialists, work-based learning coordinators and school counselors. Some of the professional development offerings are general in nature to assist programs in their program improvement. These types of trainings apply to a wide audience. Other professional development is geared toward specific audiences, involving deep understandings of and practice with content-specific topics.

The following list shares examples of trainings we made available in 2012-13:

CTE 101 Qualification

CTE Conference

CTE Standards Implementation

Common Core in the Technical Subjects – Literacy Integration

American Welding Society (AWS) Certification

Food Safety

ProStart

Health Information Systems

Career Development (SDMyLife)

Career Education

State CTSO Officer Leadership

In total, 1,104 educators attended career or technical training of some kind. We partner with the CTE teacher preparation faculty at South Dakota State University, the South Dakota Association for Career & Technical Education, South Dakota Education Service Agencies, business and industry and postsecondary educators to provide trainings.

4. During the reporting year, how did your state provide 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?

Perkins Leadership funds were designated for training and career development activities for non-traditional fields and occupations. The four postsecondary technical institutes received funds for non-traditional recruiting and retention. Their contracts specify activities to encourage student participation in, and completion of, courses and programs leading to high-skill, high-wage, non-traditional employment. Other non-traditional activities include career guidance and academic counseling for students to prepare them for further education and employment and to develop work experiences in non-traditional careers fields.

South Dakota has an online career and academic planning system called SDMyLife which is available to all 7th – 12th grade students at no cost. Through their SDMyLife activities, students explore careers, especially as they relate to students' interests, skills and knowledge. SD Labor Market projections and wage data are loaded into SDMyLife to provide students understanding of the career demand and earnings. In addition, SDMyLife assists students in identifying postsecondary programs and other training options that will assist them in navigating to their career(s) of highest interest. Business and industry in the state also connect with students through SDMyLife Network. The Network component allows students to explore businesses in the state, the careers they employ and the skills and knowledge the employers seek out. Students are even able to post career-specific questions to experts throughout the state.

We partner with the South Dakota Discovery Center, Sanford PROMISE and other businesses, organizations and agencies across the state to provide Women in Science and similar career awareness opportunities for female students in middle and high school. Statewide partnerships ensure consistency in programming and pooling of funds and other resources.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Through partnerships and CTE programs (identified in other responses for required use of funds), we target a variety of special populations including Native American students, students with disabilities, non-traditional genders, students with chemical dependencies and/or mental illness and economically disadvantaged students.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance is a large priority in all of our work. We take pride in anticipating educator needs, responding to inquiries and providing support to local educational agencies through our programming, resources and partnerships. Technical assistance is provided in-person, via phone, email, webinars and FaceTime/Skype. Our education specialists spend the majority of their time providing technical assistance to educators and building relationships with educators and partners.

One of our approaches in working with schools, multi-districts and consortia is to help them think about whole-school design (or a systems approach) with their implementation of approved CTE programs so that career education is a part of what the school does, focuses on and takes pride in, rather than something that becomes an “afterthought” in the school environment. We have re-structured our specialists’ responsibilities so that each of them serves as both a regional specialist (serving as a lead contact and providing support/assistance to school districts in a region of the state) and as a content specialist (providing expertise and assistance in career cluster curriculum, equipment, professional development, etc.).

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

42149

Number of students participating in Perkins CTE programs in state correctional institutions:

40

Describe the CTE services and activities carried out in state correctional institutions.

We work with the State Treatment and Rehabilitation Academy (STAR Academy), South Dakota’s juvenile corrections center, in Custer, SD. The youth 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.

STAR Academy has approved CTE programs in Architecture & Construction, Business Management & Administration and Manufacturing. The instructors and administration are committed to helping students earn employability skills and certifications (example: OSHA Safety – Construction) so that when they’re released and back in their former environments they have skills and knowledge to rely upon that help them successfully navigate. The instructors have many stories of former students entering the workforce making higher wages than the average beginning employee because of the skills and certifications they can earn while at STAR Academy.

Though we report that 40 students participated in approved CTE programs at STAR Academy, there were actually many more. The misrepresentation is due to the structure of our Perkins data system. Students at STAR Academy are typically not in their custody for a long period of time (a few weeks to a couple of months). Because of this, most students' CTE records are reported at their local school district, rather than at the STAR Academy. Only 40 students in 2012-13 were at the STAR Academy long enough to be reported in the Perkins data system as a STAR Academy student.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

South Dakota does not use Perkins to fund institutions serving individuals with disabilities. All funds for this category (serving individuals in state institutions) are directed to the STAR Academy, South Dakota's juvenile corrections facility.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

In 2012-13, SD had approved programs in Family and Consumer Science oriented Career Clusters:

Education & Training: 15 programs

Hospitality & Tourism: 34 programs

Human Services: 89 programs

Combined, these programs reached more than 12,000 students in middle and high schools across the state.

There are several Family and Consumer Science teachers who also teach Interior Design and Fashion Design courses within their district's Arts, A/V Technology & Communications programs as well.

As described above, we also devoted Leadership dollars to SD FCCLA for their Executive Director position.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Professional development is offered throughout the year on reading and math integration into all secondary CTE content areas. Connections to science content are also made, where applicable. With the implementation of the Common Core, we now offer training for CTE educators on Literacy in the Technical Subjects. For those trainings, in addition to the English teachers facilitating learning, CTE content experts serve work alongside the English specialists to provide relevant examples in each of the Career Clusters.

Perkins Leadership funds are used to develop classroom materials and student activities that integrate grade-level math and reading into CTE courses.

CTE programs can apply to have CTE courses count for core content credit (examples: Geometry in Construction or Genetics and Biotechnology). Once approved, the school can offer the course for up to 5 years.

<http://doe.sd.gov/octe/corecontentcredit.aspx> Perkins Leadership funds professional development for teachers offered this instructional model to ensure appropriate levels of content are mastered.

2. During the reporting year, how did your state support partnerships among local educational 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.

Our education specialists are charged with assisting secondary schools in making appropriate connections so that career and technical education is a systemic effort which students are able to easily navigate and best prepare for their career and academic futures. The connections our staff makes are typically between secondary CTE and our technical institutes, instructional materials, industry-standard equipment and technology resources. In addition, the following list details shares examples of partnerships formed and continued in 2012-13:

- SD EPSCoR: SD EPSCoR provides annual grant funds (competitive) to approved 7th-12th grade CTE programs for innovative programming in STEM, IT, Health Science and Agriculture, Food and Natural Resources clusters. The 2012-13 school year was the fourth grant cycle.
- Sanford PROMISE: Sanford PROMISE offers an array of activities to promote careers in STEM, IT, Health Science and Agriculture, Food and Natural Resources careers. Examples include science education, BioMedical Discovery Days, research shadowing, STEMWise conference, National Girls Collaborative Project and community lectures.
- SDSU Extension: The extension program in the state was overhauled two years ago and our office was asked to serve on their Youth Program Advisory Council. It has led to better understanding for both parties and collaboration on initiatives and programs.
- Big Idea SD: Big Idea SD is a business plan and marketing design competition that many CTE teachers and students have become involved with. With so many rural communities across the state, this partnership helps to instill the knowledge and skills students need in order to create their own viable careers close to home.
- South Dakota Virtual School: The South Dakota Virtual School offers a variety of credit-bearing high school and dual credit courses, including several dual credit options. The CTE and technical dual credit courses offered through the virtual school help approved CTE programs expand their programs of study so that students have access to more courses than a teacher can physically offer or in areas where the teachers may not feel confident with the content.

- SD-STARS (South Dakota's Longitudinal Data System): South Dakota's Longitudinal Data System continues to add features and data. The system will include fully functional CTE components sometime in 2014. Our office has been involved in the planning and development for over two years. We look forward to the types of information we'll have access to and be able to make decisions from as all of the components come together.
- Department of Labor and Regulation: Our partnership with the South Dakota Department of Labor and Regulation helps inform us of labor market needs and projections and allows us to connect our programming and education opportunities with their youth programs.
- Department of Health: The South Dakota Department of Health is the major sponsor of the SD Scrubs Camps. Through the day-long events held in 15 different locations each year, students explore careers in health occupations and learn about their education opportunities in the state.
- Governor's Office – South Dakota Wins (www.southdakotawins.com): The current administration is focused on creating jobs in the state, bringing business to South Dakota and making sure that South Dakotans are equipped with the knowledge and skills to fill the career in our state. As part of the overall workforce development plan, Career and Technical Education, including secondary career cluster programs, career development and dual credit options are important components.

The goal with all of our partnerships is to create high-quality programming for students, offer equal access to career and technical education for our students and to create an awareness of the vast career opportunities available through career and technical education.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

South Dakota has several strong career development programs in place. In most schools, they are components of the Career and Technical Education program. Where opportune or necessary, Perkins funds are used to enhance or grow career guidance efforts. Examples include SDMyLife (www.sdmylife.com – our 7th – 12th grade career and academic planning system which includes personal learning plans), a network with South Dakota businesses and professionals and connections to our postsecondary education programs, Teachers as Advisors and work-based learning (which includes the Entrepreneurship Experience, Senior Experience, Service Learning and Youth Internship capstones).

We provide training sessions focused on career guidance and academic counseling topics for all secondary CTE educators (administrators, teachers and school counselors).

The Postsecondary Career Coordinators at each of the technical institutes support career guidance and academic counseling efforts at the secondary level and provide relevant programming and connections for their postsecondary students.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Perkins funds have been used to establish state-wide dual credit and concurrent credit programs in technical courses at our technical institutes. We are continuing to explore how to feasibly offer more dual and concurrent credit courses on the SD Virtual School so more students have access to the opportunities.

We also work to support articulation agreements for technical institute programs into the Regental universities throughout the state.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

The Postsecondary Career Coordinators at each of the technical institutes provide career guidance and facilitate the postsecondary transitions within their organizations (both from secondary into their system and from their system to and from the technical institutes). The Postsecondary Career Coordinators partner with their institutions' student success staffs to provide supports and awareness of transition-related information.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Perkins Leadership funds support Executive Directors' time and equipment for six career and technical student organizations. The CTSOs are charged with developing students' leadership potential and professional growth, contributing meaningful service to their communities and testing their industry knowledge/skills in competitive environments.

State level activities involving all of the student organizations are held each year as well as organization-specific leadership retreats and state conferences. In 2013, 7,071 South Dakota CTE students were members of DECA, FBLA, FCCLA, FEA, FFA or SkillsUSA.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

In partnership with industry organizations (example: Associated General Contractors of South Dakota) and the SD Department of Health, we used Perkins funds to support the operations of career cluster camps that allowed students to understand career options within the state's workforce need industries. Hands on activities are a critical part of those camps so students have deeper understanding of what professionals in each of the industries is charged with.

SDMyLife Network connects students with South Dakota businesses including what the business does and the positions they hire. Students can ask questions of career coaches, seek out work-based learning opportunities and search for internships. Educators can also connect with the companies to secure guest speakers, judges, externships and other expertise.

At the secondary level, each of the career clusters is made up of course options that prepare students for high-need, high-skill, high-demand postsecondary programs. The courses within the career clusters offer a wide-range of knowledge and skill to expose students to different aspects of the industry in the state. Perkins Leadership dollars support professional development for educators so they're able to stay in touch with industry happenings and demands. Industry tours and professional development sessions are the primary means by which teachers stay up-to-date. The combination of supporting teachers and offering robust courses/standards ensures students can prepare for postsecondary programs and entry-level positions in the workforce.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Perkins funds were used to create new courses in Information Technology, Architecture & Construction and Manufacturing. Funds were also directed to DIAL, a SD Virtual School Provider for the development and support of additional online CTE courses. In addition, Mitchell Technical Institute (MTI) provide several dual credit courses through the SD Virtual School. MTI received funds to develop a model for statewide dissemination of dual credit courses for the technical institutes.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Throughout 2012-13, we devoted staff time, professional development opportunities and student organization resources to entrepreneurship education. Examples include serving on the advisory and planning committee for the SD Big Idea business plan competition, making entrepreneurship courses and supports available to school districts (Entrepreneurship, Agribusiness Entrepreneurship and Entrepreneurship Experience capstone) and supporting business and marketing plan competitions, salesmanship and related competitive events in our Career and Technical Student Organizations.

11. During the reporting year, did your state use Perkins funds to improve 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?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

Fall 2017 - Spring 2018:	Conduct public hearings and make revisions based on comments received
Summer 2018:	Seek approval from the SD Board of Education
2018-2019:	Offer professional development on the revised standards and developed assessments
2019-2020:	Approved CTE programs teach to revised standards and field test assessments
2021-2021:	Approved CTE programs teach to revised standards and fully implement assessments

Postsecondary CTE

The state does not have technical skills assessments for the postsecondary programs the technical institutes offer. Each of their programs must prepare students for workforce need areas and each includes relevant assessments of students' skills through assessments such as internships, industry certifications and end-of-program assessments. Each program's assessment elements are different due to the needs and demands of each program.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2.	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and dispalced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).			
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

Local Program Improvement Plans

The following list details both the number of secondary recipients who failed to meet at least 90 percent of the agreed upon local adjusted level of performance and the members of that group who are required to submit a local improvement plan. The list is sorted by measure.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data	Tiffany Sanderson	12-12-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will	Postsecondary Nonradiational Coordinators	06-01-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

1S1: five districts failed to meet 90 percent for 2012-2013, of which one district must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary	1. Work with the postsecondary institutions to provide	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of placement data, we are unable to identify specific categories of students with disparities or gaps.	Action step to be implemented	Staff member	Timeline
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16

Core Indicator	Disaggregated categories of Homemakers (lag of 10.63%).	Action step to be implemented	Staff member	Timeline
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their progrmas.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

1S2: four districts failed to meet 90 percent for 2012-2013, of which three must submit an improvement plan

5S1: five districts failed to meet 90 percent for 2012-2013, of which one district must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2.	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian	Tiffany Sanderson	11-14-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%). The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	students, individuals with disabilities and displaced homemakers). 3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nontraditional Coordinators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of (lag of 1.47%).	Action step to be implemented	Staff member	Timeline
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

6S1: one district failed to meet 90 percent for 2012-2013, and that district must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2.	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.		
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and dispalced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).			
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

6S2: five districts failed to meet 90 percent for 2012-2013, of which three districts must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical	Tiffany Sanderson	12-12-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordinators	06-01-15
5P1	The following categories of students lagged behind the total	2. Provide opportunities for postsecondary nontraditional	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.		
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

No districts failed to meet 90 percent for measures 2S1, 3S1, and 4S1.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total	1. The technical institutes have each identified a nontraditional	Postsecondary Nonradiational	06-01-15

Core Indicator	Disaggregated categories of population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	Action step to be implemented coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Staff member Coordinators	Timeline
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

The list below details the number of postsecondary institutions who failed to meet 90 percent for 2012-2013 and the number who must submit improvement plans.

Core Indicator	Disaggregated categories of students for which there were	Action step to be implemented	Staff member responsible for	Timeline for
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Core Indicator	Disaggregated categories of quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member each action step	Timeline completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of	3. Continue development of the	Marcus Bevier and	07-01-16

Core Indicator	Disaggregated categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	Action step to be implemented state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Staff member Sara Kock.	Timeline
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their progrmas.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.		

1P1: one institution failed to meet 90 percent for 2012-2013, and that institution must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	transfer data reported by the technical institutes. 2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of	1. Encourage technical institutes	Postsecondary	06-01-15

Core Indicator	Disaggregated categories of students lagged behind the total population of students in nontraditional completion:	Action step to be implemented	Staff member	Timeline
	1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Education Specialist	
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

2P1: one institution failed to meet 90 percent for 2012-2013, and that institution must submit an improvement plan

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to	3. Continue development of the state's longitudinal data systems for education, labor and higher	Marcus Bevier and Sara Kock	07-01-16

Core Indicator	Disaggregated categories of identify specific categories of students with disparities or gaps.	Action step to be implemented	Staff member	Timeline
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	2. Limited English Proficient students (lag of 5.34%).	to interface, share ideas and discuss issues.		
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

3P1: two institutions failed to meet 90 percent for 2012-2013

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal	Tiffany Sanderson	12-12-14

Core Indicator	Disaggregated categories of students with disparities or gaps.	Action step to be implemented	Staff member	Timeline
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make	Postsecondary Nonradiational Coordniators	06-01-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	2. Limited English Proficient students (lag of 5.34%).	potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.		
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their programs.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

4P1: one institution failed to meet 90 percent for 2012-2013

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each
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Core Indicator	Disaggregated categories of all students or any other category of students	Action step to be implemented	Staff member	Timeline action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sanderson	11-14-14
3P1	The following categories of students lagged behind the total population of students in	3. Continue development of the state's longitudinal data systems for education, labor and higher	Marcus Bevier and Sara Kock.	07-01-16

Core Indicator	Disaggregated categories of retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	Action step to be implemented	Staff member	Timeline
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordniators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	1. Encourage technical institutes to continue retention and student success activities/programs that are seeing success in keeping nontraditional students in their progrmas.	Postsecondary Education Specialist	06-01-15
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	Action step to be implemented staff from each technical institute to interface, share ideas and discuss issues.	Staff member	Timeline
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5P1: three institutions failed to meet 90 percent for 2012-2013; all must submit improvement plans

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	1. Work with the postsecondary institutions to provide disaggregated placement data for the 2014 CAR report.	Tiffany Sanderson	10-17-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	2. In partnership with the technical institutes, state agencies (ex. Department of Labor and Regulation), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the placement data reported by the technical institutes' placement survey.	Tiffany Sanderson	12-12-14
4P1	Since we have not received disaggregated postsecondary placement data, we are unable to identify specific categories of students with disparities or gaps.	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student placement.	Marcus Bevier and Sara Kock	07-01-16
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	1. In partnership with the technical institutes, state agencies (ex. Board of Regents), federal reporting sources (ex. FEDES) and the National Student Clearinghouse, identify and connect with additional data sources to further complete and validate the retention and transfer data reported by the technical institutes.	Tiffany Sanderson	10-17-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	2. Analyze the current data with the technical institute Vice Presidents to identify meaningful supports for students in the gap groups (American Indian students, individuals with disabilities and displaced homemakers).	Tiffany Sandereson	11-14-14
3P1	The following categories of students lagged behind the total population of students in retention & transfer: 1. American Indian (lag of 14.37%) 2. Individuals with Disabilities (lag of 15.14%) 3. Displaced Homemakers (lag of 10.63%).	3. Continue development of the state's longitudinal data systems for education, labor and higher education in order to best capture student retention and transfer.	Marcus Bevier and Sara Kock.	07-01-16
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	1. The technical institutes have each identified a nontraditional coordinator and additional staff/programs to support nontraditional students who are already enrolled or to make potential students aware of the career opportunities in nontraditional fields. This work will continue in the future and will be refined based on successes.	Postsecondary Nonradiational Coordinators	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15
5P1	The following categories of students lagged behind the total population of students in nontraditional participation: 1. Males in predominately female dominated fields (lag of 2.17%). 2. Limited English Proficient students (lag of 5.34%).	3. Showcase nontraditional instructors, students and career options in nontraditional fields in South Dakota.	Postsecondary Marketing Directors	06-30-15
5P2	The following categories of students lagged behind the total population of students in	1. Encourage technical institutes to continue retention and student success activities/programs that	Postsecondary Education Specialist	06-01-15

Core Indicator	Disaggregated categories of nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	Action step to be implemented	Staff member	Timeline
5P2	The following categories of students lagged behind the total population of students in nontraditional completion: 1. Males in traditionally female dominated fields (lag of 2.48%). 2. American Indian students (lag of 4.22%). 3. Hispanic students (lag of 1.47%).	2. Provide opportunities for postsecondary nontraditional coordinators, postsecondary career coordinators, success coaches and other applicable staff from each technical institute to interface, share ideas and discuss issues.	Postsecondary Education Specialist	06-01-15

5P2: three institutions failed to meet 90 percent for 2012-2013; all must submit improvement plans