

Consolidated Annual Report, Program Year 2014 - 2015

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

Perkins funds were used for annual updates to the secondary Perkins Accountability System for collecting data and CTE program applications. South Dakota also created reports that increased data accuracy (ex. removing duplicated student counts where necessary).

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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

The state assessed secondary CTE programs with a variety of formative assessments throughout the 2014-15 reporting year. These formative assessments included the state's program improvement process, program application review, Perkins budget request reviews, and technical assistance visits.

Program Improvement Process:

Each year, secondary CTE programs engage in a continuous improvement process. The current process asks districts to meet face-to-face with their district CTE team. The district CTE team includes CTE teachers, administrators, and school counselors. During this meeting, district CTE teams are asked to identify what is working well within their CTE programs, to review historical Perkins core indicator data, to discuss the components of high quality programs of study, and to write improvement goals and action plans that can be implemented over the following year.

CTE programs submit their goals to their regional CTE specialist who then reviews the information and tracks the school's progress on the goal. Best practices, technical assistance and professional development needs are also 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 technical courses and academic courses), the teachers for each of their classes and their qualifications, information on their advisory committees, student organizations and industry certifications.

Using a common rubric, the district's regional CTE specialist reviews the applications in detail, provides comments back to the districts and approves, conditionally approves or declines 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, state staff review statewide performance in aggregate and by gender, race/ethnicity and special population to determine progress as a state and to identify areas that are of concern. Regional CTE specialists also review district-wide data for each of the school districts they are responsible for supporting. The results of this data review aid state staff in identifying priorities for local technical assistance and professional development.

Technical Assistance:

The Division of Career and Technical Education utilizes a regional outreach model for secondary CTE implementation. The goal of this model is to promote a systems-approach to career and technical education. The regional model provides school districts access to consistent and efficient resources within the Division of Career and Technical Education through an assigned regional CTE specialist.

Regional specialists identify (through in-person visits or other communications), specific systemic needs school districts have and work with the districts to address those needs, whether it involves resources, partnerships, or training.

For needed technical assistance in specific content areas, each of the regional specialists assist schools and educators statewide.

Perkins Budget Requests:

State staff assess the degree of implementation of quality CTE program elements by the requests educators make for their Perkins flow-through funds. State staff approve the use of funds for technology integration, innovative practices, educator training, postsecondary planning, career exploration, and others that fall within the required or permissible uses of funds. When budget requests do not assist programs in supporting their goals, implementing courses/standards, or assisting students in becoming college, career, and life ready, state staff work with the educators to revise requests.

Postsecondary

Postsecondary technical institutes' progress is measured through three reporting mechanisms: enrollment information, retention reports, and placement results. Postsecondary staff review the data for these three reports to identify areas of concern and to make certain the appropriate support is given. For programs not meeting expected performance in these areas, the technical institutes are required to address the issues within the program to improve their offerings or determine whether the program is still needed for the state's workforce.

State staff work closely with the technical institute presidents, vice presidents, financial officers, dual credit specialists, and data specialists in gathering data and developing reports. 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 and diplomas awarded, by program
- Licensures, certifications and exit exams by third parties
- Placement of graduates, 6 months following graduation
- Retention
- Student/faculty ratio
- Tuition and fees
- Financial reports
- Credits enrolled, by semester and program
- Annual Maintenance and Repair investments

Budget Requests

Similar to the practice for secondary CTE programs, State postsecondary staff assess the degree of quality CTE program elements when technical institutes make budget requests for the Perkins funds. Staff approves the use of funds for technology integration, industry-grade equipment, innovative practices, secondary-postsecondary alignment, and in other areas that fall within required or permissible use of funds. Staff members work with technical institutes to revise budget requests if those requests do not meet Perkins-specified program goals.

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

Secondary

Perkins Budget Requests:

One of the most common 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. During the 2014-15 reporting year, these budget requests and grant awards have supported the purchase of multiple technologies, including 3-D printers, simulation lab equipment, online curriculum, and drones.

SD EPSCoR:

A long-standing partnership with SD EPSCoR has also allowed for competitive grants to support cutting-edge technology in selected STEM, Agriculture, Health Science, and Information Technology programs. These funds have supported the investment in items and activities such as teacher training, software, and robotics competitions.

Content-Specific Professional Development:

State staff coordinated content-specific professional development opportunities for teachers throughout the school year. These professional development sessions provided training on the latest technologies within their corresponding industries. Examples of trainings hosted for educators in 2014-15 include: AWS Welding Instructor training, an Agriculture Power Structure Technology course, a VEX Robotics training, and a ProStart Boot Camp.

CTE Conference:

The Division of Career and Technical Education partners with the South Dakota Association for Career and Technical Education (SDACTE) to host an annual CTE conference. During the conference, state staff ensure presenters model the use of educational technology during breakout sessions. Additionally, multiple sessions about new tools, devices, software, hardware, and other equipment are included as part of the conference programming. Attendees at this conference include teachers, school counselors, career development staff and school administrators.

Infographic Competition:

The Division of Career and Technical Education coordinated a state-wide CTE infographic contest for students in grades 7-12. As a part of this competition, teachers were provided with training on using infographic software, communicating data sets, and distributing information.

Postsecondary

Perkins Budget Requests:

At the postsecondary level, the integration of technology is expanded in CTE programs through the approval of budget requests for programs' flow-through dollars. During the 2014-15 reporting year, these budget requests and grant awards at the postsecondary level supported the purchase of high-performance machinery for manufacturing programs, routers and necessary equipment for expanding information technology programs, simulators for health science programs and software to update other programs.

Additional Grants:

Several grants were awarded and appropriations made to the four technical institutes throughout 2014-15 to upgrade equipment in the state's highest need areas. Through the Future Fund, the state's workforce development grant pool, the technical institutes received a combined total of \$4.85 million for equipment. 2014's HB 1142 provided \$250,000 for Maintenance and Repair efforts to ensure instructional facilities continued to meet industry expectations and another \$1.5 million for equipment purchases. Equipment and technology upgrades were large and varied, supporting programs from manufacturing and construction to diesel technology, satellite communications, and precision agriculture.

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?

Secondary

South Dakota offers a wide variety of training for educators involved in different aspects of Career and Technical Education. Training is offered to pre-service educators, teachers seeking certification in CTE disciplines, and to current career and technical education teachers, administrators, career development specialists, work-based learning coordinators and school counselors. Some of the professional development offerings are general in nature to assist school districts in evaluating and improving their programs. These trainings apply to a wide audience. Other professional development is geared toward specific audiences, allowing for hands-on experience with content-specific topics.

The following list shares examples of trainings made available in 2014-15:

- ACT Method Test Prep
- Agriculture, Food and Natural Resources Teacher Academies (food science, industry connections)
- American Welding Society (AWS) Certification
- Career Education Counselor Trainings
- Curriculum for Agricultural Science Education (CASE) Institute
- Current Topics in Business Education
- CTE 101 Qualification Training
- CTE Conference
- Dual Credit
- Labor Market Data
- MBA Research for Business Educators
- National Career Readiness Certificate
- Perkins Data
- Power Structure Technology Course
- Project Lead the Way Counselor Conference
- ProStart Boot Camp
- SDMyLife for College Admissions Representatives
- SDMyLife for School Librarians
- SDMyLife Network (industry connections)
- State CTSO Officer Leadership
- VEX Robotics
- Work-based Learning

State staff partnered with the CTE teacher preparation faculty at South Dakota State University, the South Dakota Association for Career and Technical Education, South Dakota Education Service Agencies, business and industry and postsecondary educators to provide trainings.

Postsecondary

Postsecondary technical institutes in South Dakota also have opportunities for professional development. Advisory committees for respective clusters/programs at each technical institute provide direction and updated information about changing industry standards. Training opportunities are available for CTE instructors in postsecondary settings at the annual South Dakota CTE Conference. Conference topics for postsecondary instructors included:

- Perkins budget request how-to's
- Industry tours
- Business, Entrepreneurship and Networking program overview for one of the technical institutes
- Design-thinking in the classroom

Postsecondary instructors also submit budget requests for appropriate professional development in their respective CTE Clusters. Finally, training is also provided at the regular meetings of the technical institute presidents and vice presidents. Topics covered in postsecondary President/Vice President meetings include:

- Perkins and postsecondary accountability measures
- Workforce Innovation and Opportunities Act and its impact on technical colleges in South Dakota
- Common Curriculum approaches for SD postsecondary technical colleges
- Perkins budget justifications and reporting
- Grant writing

Custom workshops are also available and offered to technical colleges in South Dakota by the SD Division of Career and Technical Education postsecondary staff. For example, technical Institute admissions counselor workshops on Appreciative Inquiry in Admissions Counseling were offered in Fall 2014.

In April 2015, South Dakota hosted the annual conference of the Western Interstate Conference for Higher Education/Western Alliance of Community College Academic Leaders. Representatives from all of South Dakota's technical institutes attended the conference.

Perkins

Meetings with Perkins Directors in eligible grant agencies provide updates in regards to Perkins at the local, state and national levels. These meetings also provide the opportunity to discuss needs the Perkins Directors have as well as the needs that the LEAs have in regards to managing Perkins grants, compliance, and training LEAs can provide their members to help with improving performance and data.

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?

Secondary

Statewide Partnerships:

During the 2014-15 reporting year, the State partnered with multiple entities to provide preparation for non-traditional fields and emerging professions. Partners included the South Dakota Discovery Center, Sanford PROMISE and other businesses, organizations and agencies across the state to provide Women in Science events and similar career awareness opportunities for female students in middle and high school. These partnerships help to ensure consistency in programming and pooling of funds and other resources.

Career Camps:

Career Camps are day-long events where middle school and high schools students hear from a variety of professionals who discuss what they do and how they entered into their professions. Students also participate in many hands-on activities throughout the day to get a feel for what it might be like to work in a particular profession.

During 2014-15, staff partnered with the four technical institutes in the state to promote a variety of career camps to students and CTE teachers. Career Camps throughout the year highlighted careers in Health Science, Construction, Ag and Natural Resources, Energy, Engineering, Information Technology, Manufacturing and Transportation. More information is available on <http://sdmylife.com/students/cluster-camps/>.

SDMyLife:

South Dakota's online career and academic planning system is called SDMyLife. <http://sdmylife.com/> It is available to all 7th – 12th grade students at no cost to them or their school districts. 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 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 positions they employ and the skills and knowledge the employers seek. Students are even able to post career-specific questions to experts in the field throughout the state.

Monthly CTE Newsletter:

The Division of Career and Technical Education publishes a monthly newsletter that is distributed to all CTE teachers, school counselors, and administrators in the state. Each month, the newsletter features a career cluster and its corresponding labor and wage projections within the state to keep educators abreast of labor market opportunities.

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised. The standards are now in the public hearing process with the South Dakota Board of Education.

<http://doe.sd.gov/contentstandards/>

The revision process included an in-depth review of statewide and regional occupational projections and wage data. This review informed the revision process to ensure all aspects of industry were represented within the standards and that corresponding programs of study led to high skill, high wage occupations. Content standards that did not correspond to high skill, high wage occupations were removed.

Postsecondary

Each of South Dakota's four technical institutes is involved with local chambers of commerce and workforce education committees. Through these partnerships, technical institutes can collaboratively provide programming that targets nontraditional students. As a specific example, the Rapid City, SD Chamber of Commerce offers a scholarship for special populations for postsecondary education in the Rapid City SD region. Most scholarship awardees use their award to attend Western Dakota Technical Institute.

In consideration of nontraditional populations, the technical institutes provide culturally-targeted programming. For example, Western Dakota Tech sponsors an Eagle Night, where Native American students from local school districts, as well as Native American adults, are invited to an Open House where information about high-demand, high-wage training is presented.

Technical institutes offer a growing number of online courses and evening programs that are better suited to the schedules of nontraditional, working students.

And, as noted above, the technical institutes partner with the State's school districts to provide career camps that target the high demand, high wage opportunities in health science, architecture and construction, agriculture, information technology and manufacturing.

Technical institutes also partner with local businesses that offer scholarship dollars to employees. In partnership, the technical institute can also provide financial assistance to these students, removing barriers to education because of tuition expenses.

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?

Secondary

The South Dakota Department of Education's aspiration is that all students graduate, prepared for college, careers, and life. The Division of Career and Technical Education (DCTE) plays a major role in supporting the Department's work toward this ambition at the middle and high school levels. The greatest opportunity for positive impacts in meeting the aspiration are by assisting special populations, specifically economically disadvantaged, Native American, special education, Black, Hispanic, and English Language Learners, in successfully navigating their educations and developing skills and knowledge that will propel them into their future endeavors.

Programs and efforts that provide direct support to special populations for career awareness, exploration, and readiness include SDMyLife, technical coursework, literacy integration, soft skill development, drop-out prevention, secondary to postsecondary transitions supports, career camps, and student organizations.

DCTE partnered with the Department of Education's Transitions Office which works with students with disabilities as they prepare to leave high school. Through this partnership, state staff have presented at several student and teacher events about SDMyLife, career exploration, dual credit, work-based learning, and other CTE offerings.

DCTE staff also serve on the Department of Education's Jobs for American Graduates (JAG) Advisory Board. This partnership ensures cross-coordination between programs when appropriate to ensure students in grades 7-12 who are at risk for dropping out receive support in career development activities.

DCTE staff have partnered with the Department of Labor and Regulation to target economically disadvantaged students who may be eligible for services through WIOA to help them further explore career options through SDMyLife and to engage in dual credit courses.

Community Workforce Development Grants

During the reporting year, the Governor's Office awarded approximately one million dollars to communities around the state to support workforce development projects in high demand occupations. A number of the projects aimed to increase access to career and technical education for students in grades 7-12 by providing transportation to courses for economically disadvantaged students and by expanding English as a Second Language opportunities to students in CTE programs.

Postsecondary

The Postsecondary Career Coordinators at each of the technical institutes both support career guidance and academic counseling efforts at the secondary level and provide relevant programming and connections for their postsecondary students, and particularly nontraditional and special populations. The Postsecondary Career Coordinators offer targeted programming aimed at assisting students with job searching and professionalism. These coordinators also sponsor Veteran's Job Fairs, in which attending employers are open and interested in hiring future employees from this student pool.

Student Success Centers at each of the technical institutes provide tutoring services, a place to study for students, and academic success workshops. The four postsecondary tech institutes also offer student organizations/events that support nontraditional and specifically targeted students, such as:

- Eagle Feather Society (Native American students)
- WINTER (Women in Nontraditional Employment Roles)
- Diversity events, such as Black History Month, Women's History Month, Hispanic and Native American History -Months
- Diversity Student Coordinator positions
- Nontraditional Student Success Center

A new, statewide scholarship program was created this past fiscal year to prepare workers in high demand, high wage fields. Called the Build Dakota Scholarship program, this private-public partnership has created a scholarship pool to train students in high need, technical fields in South Dakota. Special efforts are made by admissions staff at each of South Dakota's technical institutes to target underrepresented populations for this scholarship. The Division of Career and Technical Education also works in partnership with the SD Department of Labor and Regulation to offer additional financial support to both scholarship awardees and applicants items that are not covered under the scholarship (transportation, housing assistance, daycare support, etc.). With this partnership, the scholarship program is striving to remove key financial barriers that keep underrepresented populations from accessing postsecondary education.

Other programs:

Southeast Technical Institute (STI) has seen an increase in non-traditional students as well as displaced workers who return to school to upgrade their education and skills. To meet the needs of these students, STI has expanded support services including Jumpstart (freshman orientation), Student Success (a two credit class that focuses on providing students with the skills to be successful in college), expanded tutoring services and the expansion of the Learning Center.

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

Secondary

Regional Outreach:

The secondary education arm of the Division of Career and Technical Education (DCTE) operates in a regional outreach model. With this outreach model, regional specialists focus on specific regions of the state, in order to be a more accessible resource for all local CTE related efforts in the school district and business community. The goal of this model is to promote a “systems-approach” to career and technical education. The regional model provides school districts access to consistent and efficient resources within DCTE .

Technical assistance is a large priority in all of the regional specialist’s work. State staff take pride in anticipating educator needs, responding to inquiries and providing support to local educational agencies through programming, training, resources and partnerships. Technical assistance is provided in-person, via phone, email, webinars and FaceTime/Skype. Regional Career Development Specialists spend the majority of their time providing technical assistance to educators and building relationships with postsecondary partners and industry representatives.

Regional specialists identify (through visits and other communications), specific systemic needs school districts have and work with the districts to address those needs, whether it involves resources, partnerships or training. Specific examples of assistance provided by regional specialists include data reviews, program of study needs assessments, standards alignment, teacher certification, CTSOs, advisory committees, postsecondary education partnerships, dual credit offerings, and community partnerships.

Monthly CTE Newsletter:

The Division of Career and Technical Education publishes a monthly newsletter that is distributed to all CTE teachers, school counselors, and administrators in the state. Each month, the newsletter provides information on upcoming professional development opportunities, Perkins-related deadlines, career and technical student organizations, labor market information, and examples of instructional best practices.

Postsecondary

Like the secondary schools, South Dakota’s four postsecondary institutes are served by state staff who respond to inquiries and provide support to instructors, administrators and admissions staff members through programming, resources and partnerships. Technical assistance is provided in-person, via phone, email, webinars and FaceTime/Skype. Staff meet monthly with presidents and vice presidents of the four technical institutes. Through these meetings staff provide resources and training on such topics as data submission, preparing for state legislative budget hearings, and the state’s Labor Market Information Center.

Perkins

Technical assistance is a large part of the CTE Data and Grant Specialist position on DCTE’s team to help eligible agencies with administration, compliance, and reporting in order to meet the requirements of Perkins. Most often, technical assistance is provided via phone or email.

During the reporting year, an in-person Perkins Directors meeting was held and plans were discussed for future quarterly meetings. The Perkins Directors helped to identify professional development needs as well.

Annual data collection webinars and workshops are provided to assist LEAs with accurately reporting secondary Perkins data. In collaboration with postsecondary staff, the CTE Data and Grants Specialist also assists technical institute staff with Perkins data consistency and reporting.

The South Dakota Department of Education began implementation of a new online grants management system during the reporting year and Perkins applications and budgets were submitted for the 2015-16 school year. Training and technical assistance were offered frequently and thoroughly to assist LEAs in completing their Perkins Grant applications.

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:

45

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

STAR Academy:

The Division of Career and Technical Education works 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 are 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 appraised 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.

During the reporting year, STAR Academy had approved CTE programs in Architecture and Construction, Business Management and Administration, Information Technology, and Manufacturing. The instructors in these programs and the administration are committed to helping students earn employability skills and certifications so that when they are released they have skills and knowledge to rely upon that help them successfully navigate their environment.

Students at STAR Academy have access to a counselor that works with students in SDMyLife and helps students prepare for ASVAB, ACT and GED exams. Students also participate in a mandatory class called Skills for Independent Living where they focus on finding and maintaining employment, handling money, and living independently. Finally, STAR Academy has been working with Western Dakota Technical Institute to explore ways to offer dual credit opportunities to their students so they may continue in a training program upon release.

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 2014-15, SD had approved programs in Family and Consumer Science oriented Career Clusters:

Education and Training: 19 programs

Hospitality and Tourism: 46 programs

Human Services: 94 programs

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 and Communications programs.

The state used Perkins funds to provide content-specific professional development during the annual South Dakota CTE Conference. Perkins funds were also used to support a statewide FACS advisory committee. The advisory committee helped the state prioritize the use of Perkins funds for ProStart training and made recommendations for the revision of current Education and Training content standards. Finally, the state used Perkins Leadership dollars to fund the FCCLA state adviser 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?

Yes

Secondary

During the 14-15 reporting year, the state awarded nine competitive Perkins Reserve Grants. Grant recipients were required to demonstrate through an application process how their innovative project would be part of a modern, high-quality CTE program that was aligned to business and industry needs.

Notable projects funded during the reporting year included the purchase of welding simulation stations, industry-grade ultra-sound equipment for an agriculture, food and natural resources program, participation in Curriculum for Agriculture Science Education (CASE) training, and the development of an online mechatronics course.

Postsecondary

Postsecondary technical institutes received Perkins Reserve Grant monies, which are used to support nontraditional student success services.

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?

Secondary

National Career Readiness Certificate:

The state partners with the SD Department of Labor and Regulation to provide the National Career Readiness Certificate (NCRC) assessment to juniors and seniors at no charge. Department of Labor staff travel to public school districts and administer the assessment, which measures students skills in applied mathematics, reading for information, and locating information. During the reporting year, 2,624 students participated across 76 school districts. 92.8% of students who participated earned a certification.

CTE for Core Content:

CTE programs can apply to have CTE courses count for core content credit (example: Geometry in Construction). Once approved, the school can offer the course for up to 5 years. <http://doe.sd.gov/octe/corecontentcredit.aspx>. State staff provide technical assistance to school districts as they work through the approval process to ensure the CTE course meets the required academic content standards.

Industry Certifications:

Throughout the reporting year, the state provided presentations on industry certifications both at the South Dakota CTE Conference and through webinars. These presentations highlighted various industry certifications available in each of the career clusters and outlined the steps for teachers to begin implementing industry certifications in their classrooms.

Perkins Data:

Each year, secondary CTE programs engage in a continuous improvement process. The current process asks districts to meet face-to-face with their district CTE team. The district CTE team includes CTE teachers, administrators, and school counselors. During this meeting, district CTE teams are asked to review historical Perkins core indicator data, including reading and mathematics, to assess their district performance on these measures. If district CTE teams identify a trend of poor performance in these indicators, they write improvement goals and action plans that can be implemented over the following year to improve performance in those academic areas.

Postsecondary

Postsecondary Student Success Centers:

Student Success Centers at each of the technical institutes provide tutoring services, a place to study for students, academic success workshops, small faculty to student ratios, especially in technical courses, and, for diploma programs, offer academic courses designed specifically for the content area. The four postsecondary tech institutes also offer student organizations/events that support the professional development of students, including nontraditional and special populations. As noted earlier, Perkins Reserve Grant monies support services for nontraditional student success services.

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.

Partnerships for Overall Career and Technical Education

Career and technical education at both the secondary and postsecondary levels is viewed as a vital component of the state's workforce development strategy (<http://www.southdakotawins.com/>). This view has allowed for multiple partnerships to blossom since 2012 when efforts were organized for state-wide workforce development and state agency collaboration.

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 careers in our state. As part of the overall workforce development plan, the Division of Career and Technical Education, works closely with the Governor's Office on a variety of projects. During the reporting year, these projects included the following:

Community Workforce Development Grants: During the reporting year, the Governor's Office awarded approximately one million dollars to communities around the state to support workforce development projects in high demand occupations. A number of the projects aimed to increase access to career and technical education for students in grades 7-12 by providing transportation to courses for economically disadvantaged students and by expanding English as a Second Language opportunities to students in CTE programs. The Division of Career and Technical Education provided technical support to school districts as they implemented these projects.

Governors Grants for CTE: The Governor's Office awarded twelve CTE Grants, totaling approximately \$8.5 million to school districts in February 2014. Districts had approximately 18 months to complete their projects. During the reporting year, the Division of Career and Technical Education worked with grant recipients to ensure projects were implemented with fidelity.

During the reporting year, the Governor, in partnership with a private donor, established the Build Dakota Scholarship to provide full-scholarships to technical institute students in the state's highest need industry areas. In accepting a scholarship, Build Dakota Scholars are committing to completing their program and working in their field of study, in South Dakota, for three years following graduation. <https://www.builddakotascholarships.com/>

The state legislature has taken a keen interest to career and technical education as well and has approved appropriations to the technical institutes to ensure facilities and equipment are in-line with industry expectations and that students receive the highest quality technical education possible.

The Governor's Office of Economic Development (GOED) keeps DCTE apprised of business and economic developments that impact the division's work and make introductions with business leaders interested in engaging with educators and students. GOED also advises the Build Dakota Scholarship Administration Board regularly.

The Division of Career and Technical Education partners with the South Dakota Department of Labor and Regulation (DLR) on a number of projects, including:

- Labor Market Projections: DLR provides regular updates on labor market needs and projections to state staff who in turn share data with local CTE programs during technical assistance visits. The technical institutes and Build Dakota Scholarship program use labor market projections frequently in making program decisions.

- National Career Readiness Certificate (NCRC): DLR partners with state staff to administer the NCRC exam to juniors and seniors across the state.

- SDWINS: DLR coordinates quarterly meetings, which provide workforce development updates from a variety of state agencies. The Division of Career and Technical Education has three representatives involved in this work group.

- Advise the Build Dakota Scholarship Administration Board

- House the South Dakota Postsecondary Graduate Employment Outcomes system to publically report on the success of technical institute graduates in finding employment in South Dakota and their wage growth over time.

http://dlr.sd.gov/graduate_outcomes/ NOTE: The system does not reflect technical institute graduates who went on for continuing education, work in the federal government, or are self-employed.

- GED Support: DLR and its service providers assist clients prepare for and earn their high school equivalency.

- State staff serve on the Department of Labor and Regulation's State Workforce Development Council and Youth Council and have been part of the state's implementation strategies for WIOA legislation.

-Work in partnership to ensure individuals who may be eligible for training assistance are connected with the appropriate DLR staff and local office.

Secondary Partnerships

Regional Career Development Specialists assist school districts in making meaningful connections in their community, region, and state so that career and technical education is a systemic effort in which students are able to easily navigate career pathways and best prepare for their career and academic futures.

The goal with all of these partnerships is to create high-quality programming for students, offer equal access to career and technical education for students and to create an awareness of the vast career opportunities available through career and technical education. The following list details examples of partnerships formed and continued during the 14-15 reporting year:

Postsecondary Institutions:

State funds support a reduced-tuition dual credit program for students in grades 11 and 12. Through this program, students are able to take both technical and general education courses at a rate of \$40 per credit, plus the cost of course materials. The Division of Career and Technical Education partners with the South Dakota Board of Regents and all four technical institutes to develop policies for the program and to coordinate communications between secondary and postsecondary institutions.

Division of Educational Services and Support:

The Division of Career and Technical Education meets quarterly with the Transitions team within the Division of Educational Services and Support. Through these meetings, state staff find opportunities to partner with one another on various career development projects.

SD EPSCoR:

SD EPSCoR provides annual competitive grant funds to approved 7th-12th grade CTE programs for innovative programming in STEM, IT, Health Science and Agriculture, Food and Natural Resources clusters.

South Dakota State University:

South Dakota State University is the land grant and offers both the FACS Education and Agriculture Education degree programs. State staff partner with SDSU teacher preparation faculty to ensure programs and courses are in alignment with state needs. Additionally, state staff have worked with SDSU to implement a statewide World Food Prize competition and Curriculum for Agriculture Science Education (CASE) training.

SDMylife Network:

Business and industry in the state 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 also able to post career-specific questions to experts throughout the state. State staff work with regional workforce development coordinators throughout the state to bring awareness to the system and

South Dakota Association of Career and Technical Education Teachers (SDACTE):

The Division of Career and Technical Education partners with SDACTE to host an annual CTE Conference. State staff are responsible for planning and coordinating the conference programming. A state staff member also participates as an ex officio member on the SDACTE Board of Directors.

SD Virtual School:

The South Dakota Virtual School offers a variety of credit-bearing high school courses. The CTE 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.

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 17 different locations each year, students explore careers in health occupations and learn about their education opportunities in the state.

Statewide Cluster Advisories:

State staff facilitate statewide cluster advisory groups. Members of these advisory groups include business and industry representatives, postsecondary representatives, and secondary teachers. Advisory committees make recommendations on professional development opportunities, content standards revisions, and workforce needs.

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, Project Lead the Way training, and community lectures.

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 and frontier 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. DCTE's Business, Finance and Marketing content specialist serves on the planning committee.

Infographic Competition:

The Division of Career and Technical Education partnered with a marketing firm to offer a statewide infographic competition for students in grades 7-12. The marketing firm provided training to teachers interested in incorporating the competition into their classroom.

South Dakota Retailers Association (SDRA):

The Division of Career and Technical Education partnered with the South Dakota Retailers Association on two primary projects. The SDRA supports a statewide ProStart competition and state staff provide technical assistance to school districts as they implement ProStart programs. The SDRA also shares information related to content standards revision with its membership in order to solicit feedback which guides the standards revision process.

South Dakota Chamber of Commerce:

The South Dakota Chamber of Commerce shares information related to content standards revision with its membership in order to solicit feedback which guides the standards revision process.

Postsecondary Partnerships

SDACCC:

Each of the postsecondary technical institutes in South Dakota is a member of the South Dakota Association of College Career Centers. Member institutions collaborate together to sponsor career fairs and other job-searching events for students in their institutions.

Technical Institutes also partner with groups, such as the Workforce Development Committees that are part of the local Chambers of Commerce in their respective communities.

Advisory Committees:

Each accredited program the technical institutes offer is advised by the relevant public and/or private community in the region to develop and revise programs on a continual basis. These business and community leaders provide their expertise and experience to shape the curriculum, program design, and work-based learning offered at the postsecondary level. Technical institutes in South Dakota are highly responsive to industry and professional organization needs and take pride in ensuring students are well-equipped as employees when they graduate. The Department of Labor and Regulation's release of the South Dakota Postsecondary Graduate Employment Outcomes system this year supports this intensity. Graduates from the state's highest demand programs like Automotive Technician, Building Trades, Electrician, Licensed Practical Nursing, Diesel Mechanic, Welding, and Medical Lab Technician saw their salaries double in their first seven years of employment following their technical education.

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

Yes

Secondary

Perkins funds and staff time are devoted to all aspects of career development – from awareness and exploration to experience and planning. Training and awareness are targeted at educators and administrators each year and experiences are provided for students through classrooms, student organizations, and partnership activities with businesses and industry organizations.

SDMyLife:

Perkins funds are used to enhance SDMyLife and its connected activities such as career camps and the SDMyLife magazine (<http://sdmylife.com/students/my-life-magazines/>). SDMyLife is the state career and academic planning system which includes personal learning plans, the SDMyLife Network with South Dakota businesses and professionals, connections to postsecondary education programs, and work-based learning opportunities. The SDMyLife system is available to all students in grades 7-12 at no cost.

SDInvest Counselor Trainings:

Over the past four years, state funds have supported SDInvest Counselor trainings. These in-depth trainings are held on the campuses of the four technical institutes across the state and they provide middle school and high school counselors with detailed information on high-quality career and technical education programs, personal learning plans, dual credit, career planning, and labor market needs. For the first time, career development training for elementary school counselors was provided in the reporting year thanks to these funds. The comprehensive training is continuing for a final year in 2015-16.

Foundations of CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised.

The revised Foundations of CTE apply to all career clusters and provide students with the opportunity to explore careers and develop leadership and work readiness skills. Career counselors participated in the revision process to ensure the standards aligned with and supported strong career development programs. In addition to the foundational CTE courses, soft skills and employability skills were integrated into technical courses based on industry feedback.

<http://doe.sd.gov/contentstandards/cte.aspx#Fcte>

Postsecondary

Postsecondary technical institutes received Perkins Reserve Grant monies, which the institutions used to support nontraditional student success services that included career guidance and academic counseling.

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

Secondary

Perkins funds, through staff time, are invested in secondary to postsecondary program alignment and transition, facilitating concurrent credit agreements between high schools and postsecondary institutions, and promoting the state's reduced tuition dual credit program.

Dual Credit:

State funds support a reduced-tuition dual credit program for students in grades 11-12. Students are able to enroll in both technical and general education courses at a rate of \$40 per credit. State staff partner with both the Board of Regents and four technical institutes to develop policies for the program that support students' career goals. State staff have also worked with local school districts to incorporate appropriate dual credit courses into districts approved CTE programs.

Professional Development and Technical Assistance:

State staff have provided numerous presentations, both in-person and online, about accessing dual credit and implementing concurrent credit courses. State staff have also provided technical assistance to local districts interested in implementing concurrent credit by facilitating conversations with the appropriate technical institute.

Postsecondary

Dual and Concurrent Credit Agreements:

Each of South Dakota's technical institutes is working to expand dual credit opportunities for secondary learners. Each technical institute works with local high schools to offer concurrent and dual credit opportunities that both support secondary CTE programs and provide advanced course options for students in their programs of study.

Other programs:

Lake Area Technical Institute and Northeast Technical High School work closely together by aligning curriculum, partnering on career exploration opportunities, and sharing facility space.

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

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

Yes

State Advisers:

Perkins Leadership funds support salaries and benefits for five career and technical student organizations state advisers, including DECA, FBLA, FCCLA, FFA, and SkillsUSA. The CTSOs are charged with developing students' leadership potential and professional growth, contributing meaningful service to their communities, and testing their technical and employability knowledge and skills in competitive environments.

The state advisers for each CTSO coordinate state level activities as well as organization-specific leadership retreats and state conferences.

During the reporting year, 6,968 students participated in at least one CTSO (unduplicated count). 146 school districts supported 182 CTSO chapters.

State Officer Events:

The Division of Career and Technical Education annually supports two large events for state officers from each of the CTSOs. These events include a Legislative Shadow Day each February where students have the opportunity to directly connect with state lawmakers and a summer Leadership Retreat where students hone their professionalism, communication, and leadership skills at the start of their term in preparation for their upcoming year of service.

Perkins Funds:

Through the budget request review process, districts with approved CTE programs are able to use their local Perkins flow-through dollars to cover the registration and travel costs of local chapter advisers to state and national events.

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

Secondary

Career Cluster Camps:

In partnership with industry organizations (example: Associated General Contractors of South Dakota), postsecondary institutions, and the SD Department of Health, the Division of Career and Technical Education 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.

During the day-long camp, students hear from a variety of professionals who discuss what they do and how they entered into their professions. Students also have a chance to participate in many hands-on activities throughout the day to get a feel for what it might be like to work in a particular profession. More information is available at <http://sdmylife.com/students/cluster-camps/>.

SDMyLife Network:

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. <http://sdmylife.com/network/>

Approved CTE Programs:

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 skills to expose students to different aspects of the industry in the state. <http://doe.sd.gov/octe/careerclusters.aspx>

Professional Development:

Perkins Leadership dollars support professional development for educators so they are able to stay in touch with current industry needs. Industry tours and professional development sessions are the primary means by which teachers stay up-to-date.

Work-based Learning:

The Division of Career and Technical Education provides school districts with a framework for implementing a variety of credit-bearing work-based learning. In addition to the framework, state staff provide trainings and technical assistance. As such, a majority of approved CTE programs in the state include a work-based learning experience as a part of their approved sequence of courses. These work-based learning experiences include internships, entrepreneurship, job shadowing and service learning. <http://doe.sd.gov/octe/capstone.aspx>

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised.

The revision process included an in-depth review of statewide and regional occupational projections and wage data. This review informed to the revision process to ensure all aspects of industry were represented within the standards and that corresponding programs of study led to high-skill, high-wage occupations. Content standards that did not correspond to high skill, high wage occupations were removed. <http://doe.sd.gov/contentstandards/>

Postsecondary

Each of South Dakota technical colleges offers career camps on respective campuses to provide high school students and school counselors a look at particular career clusters. The technical institutes also provide exploration days for high schoolers to come to campus, see the programs available, talk with instructors and students, and try their hand at skills the program helps to develop.

At the postsecondary level, the process to start a new program is comprehensive. A great deal of data must support the South Dakota Board of Education in approving a new program's implementation. The application process includes a curriculum plan and industry support. Applying institutions must prove the new program will provide students adequate exploration and experience in the career area.

In addition to the ongoing review and revision by local advisory committees, the South Dakota Board of Education annually reviews technical institute programs to ensure they continue to be relevant and assist students in developing the knowledge and skills needed to secure good employment opportunities.

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?

Yes

Secondary

Cluster -Specific Professional Development:

State staff coordinated professional development opportunities which are facilitated by industry leaders or postsecondary faculty and provide attendees the opportunity to both learn new skills and interact with those in the field.

Professional development provided throughout the reporting period included the following:

- AFNR Teacher Academies
- Agriculture Power Structure Course
- AWS Certification
- CASE Institute
- Project Lead the Way Training
- Vex Robotics
- ProStart Teacher Academy

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised. The revision workgroups in each career cluster included industry representatives, postsecondary faculty, and secondary CTE teachers.

Postsecondary

All of the South Dakota technical institutes have programs that mandate internships, clinicals, or other cooperative education experiences for students. To highlight some examples:

At Mitchell Technical Institute, the following programs include internships: Accounting (optional); Business Management (optional); Ag Tech (optional); ADBC; ButlerEDGE; Culinary; Farm Power; HCT; Human Services (fieldwork); IST; MA (clinical externship); MLT (clinical practicum); MOP; Power Sports; Precision; Rad Therapy (clinical practicum); Rad Tech (clinical); SatCom; SLPA (clinical fieldwork); Telecom; Welding; Online Advanced Medical Imaging (optional); Online MOP; and Online SLPA (clinical fieldwork).

Southeast Technical Institute has purchased additional equipment that is being used to provide students with hand-on experiences and training that will prepare them for clinical and internship experiences, as well as prepare them for employment in industry.

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

Secondary

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised. Through this process a variety of new courses were added to the programs of study in a number of career clusters. These courses included:

-Career Exploration

-Advanced Cabinetry

-Law and Public Safety 1 and 2

-Bioprocess Engineering

Mechatronics:

As part of a competitive Perkins Reserve grant, an online mechatronics course was developed. The course was designed to introduce students to robotics systems and to develop skills in soldering, circuit design, programming, and safety.

Career Exploration End of Course Exam Blueprint:

As part of the Governor's Grants for CTE initiative, the Division of Career and Technical Education worked with CTE teachers to develop a Career Exploration End of Course Exam blueprint. This blueprint was used by grant recipients to develop end of course exams for middle school students, allowing the middle school students to earn high school credit for the career exploration course.

Postsecondary

When feasible, South Dakota technical institutes create distance learning opportunities in CTE programs, to make coursework more accessible for a larger audience. For example, Lake Area Technical Institute has an online precision machining program.

Several new programs were approved for implementation in the 2014-15 school year at the technical institutes. New programs are approved by the South Dakota Board of Education in response to industry needs and labor market demands. Often, the technical institutes devote Perkins flow-through funds to acquire new equipment or support new faculty when a new program is added to their offerings.

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

Yes

Secondary

South Dakota CTE Conference:

During the reporting year, state staff worked to coordinate breakout sessions related to entrepreneurship at the South Dakota CTE Conference. Entrepreneurship sessions are included each year as part of the conference programming.

Current Topics in Business Education Online Course:

State staff created an online set of self-paced modules for business education teachers related to current topics in business education. One of the modules included within the course specifically addressed entrepreneurship and detailed best practices for incorporating entrepreneurship into the classroom.

Competitive Events:

The Division of Career and Technical Education supports business plan development competitions that are included as part of CTSOs. Additionally, state staff lend support to the Big Idea SD competition by serving on the event advisory and planning committee. Big Idea SD is a business plan and marketing design competition that many CTE teachers and students have become involved with.

Technical Assistance:

State staff provide technical assistance to school districts who implement Entrepreneurship courses as part of their approved CTE program by making connections with related business professionals and community organizations.

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised. Through this process, the Foundations of CTE Entrepreneurship course was reviewed and revised.

Postsecondary

Two South Dakota technical institutes have entrepreneurship programs: Lake Area Technical Institute and Southeast Technical Institute. Both schools imbed experiential learning into their respective curricula. The structure of Lake Area Tech is closely tied with industry. Each program organizes active industry advisory boards that provide input on the curriculum to align education with industry requirements. The advisory board members support students through classroom presentations, internships, apprenticeships, job shadowing, mentoring, and employment opportunities. The Entrepreneurship program reaches out to provide educational opportunities to students in technical programs through LATI's MakerSpace and community organizations, such as Seek Watertown.

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?

Yes

Secondary

CTE Teacher Certification:

During the reporting year, state staff facilitated workgroups that guided the revision of the state's secondary CTE teacher certification administrative rules. This revision process overhauled the current administrative rules to provide more consistency in certification processes across career clusters and more flexibility in how CTE teachers can become certified. Additionally, the rule revisions provided additional support to alternatively certified teacher by requiring a mentored internship within the first year of employment. The South Dakota Board of Education adopted the rules and they will go into effect as early as July 2016. The options created through the rules revision are available at <http://doe.sd.gov/board/packets/documents/092115/Item6doc3.pdf>.

Alternative Certification:

State staff provide technical assistance to CTE teachers who are seeking alternative certification in South Dakota. This includes assisting the state certification office with transcript reviews, helping teachers find related coursework or industry certifications, working with related postsecondary institutions, and checking in with teachers on their progress towards the completion of their alternative certification.

SDInvests School Counselor Trainings:

Over the past four years, state funding has provided for in-depth school and career counselor training on workforce and career development. These trainings provide counselors with opportunities to network with experienced colleagues and business professionals as well as access to various resources to assist in developing more robust career development programs in their school districts.

Pre-service Teachers:

State staff work with teacher and counselor education faculty across the state to provide presentations about career development, approved CTE programs, Perkins, and SDMyLife. Pre-service teachers and counselors are also invited to attend state-sponsored professional development sessions such as the South Dakota CTE Conference and annual program improvement meetings.

Professional Development:

State staff coordinate numerous professional development opportunities that are available at no cost where teachers and administrators have the chance to network with experienced professionals, study pedagogy and career development, and learn the most recent trends within their field.

New Teacher Visits:

During the reporting period, state staff reached out to new CTE teachers through in-person visits at their local school. During these meetings, state staff shared information about the various resources available to CTE teachers.

CTE 101:

CTE 101 is a qualification training new CTE teachers are required to complete so they are qualified to offer their CTE courses for credits toward graduation. This six-hour session provides new teachers with information about labor market data, SDMyLife, high-quality CTE programs of study, and Perkins regulations. Since all of the participants are new to CTE, it also provides an opportunity for teachers to connect with others who are in similar situations as their own.

Postsecondary

South Dakota technical institutes use Perkins funding to support new faculty at their respective institutions. For example, at Mitchell Technical Institute, along with their traditional pre-service activities, developed a comprehensive mentor-mentee program for instructors. In addition, professional development is offered in a variety of areas during the school year and over the summer. Southeast Technical Institute (STI) provides five days of new teacher training, fall and spring in-service, two years of mentoring, and peer mentors. STI celebrates its learning coaches, and conducts academic instructional training each summer.

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

Yes

Secondary

SDMyLife and Network:

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.

SDMyLife Network allows students to explore businesses in the state, the positions they employ and the skills and knowledge the employers seek. Students are also able to post career-specific questions to industry experts throughout the state.

Professional Development:

State staff work with the Department of Labor and Regulation to provide updated labor market projections at multiple professional development sessions. Labor market projections are a key component of CTE 101, a six hour training sessions required of all new CTE teachers, and through the standards revision process and subsequent training. Additionally, state staff coordinate breakout sessions at the South Dakota CTE Conference which focus on labor market needs and projections.

Technical Assistance:

State staff provide technical assistance to school districts with approved CTE programs related to labor market needs. This includes helping school districts determine the appropriate courses to offer based on regional and state labor needs as well as assisting districts in finding business leaders to serve on advisory committees.

CTE Standards Revision:

During the reporting year, the Division of Career and Technical Education began a three-year process to revise content standards in all sixteen career clusters. During the first year, five career clusters and all Foundations of CTE courses were revised.

The revision process included an in-depth review of statewide and regional occupational projections and wage data. This review informed the revision process to ensure all aspects of the industry in South Dakota were represented within the standards, that courses offered aligned well to postsecondary offerings, and that corresponding programs of study led to high-skill, high-wage occupations. Content standards that did not correspond to these criteria were removed.

Postsecondary

Every technical institute has an advisory committee of industry representatives that meet regularly to review program outcomes, curriculum, and other factors and to make recommendations about ways each program can improve. In this way, regional employment data, through local employers, supports occupational information. These advisory committee members act as key employment resources for the technical institutes they serve. Technical institutes partner with business and industry throughout their service areas to ask for feedback on initiatives and for assistance in successfully completing projects. Many programs invite guest speakers into classrooms and give students the option of participating in an internship or clinical in the industry they are pursuing.

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South Dakota

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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South Dakota

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

1S1 - N/A

1S2 - N/A

2S1 - 1 LEA will have an improvement plan to improve technical skill attainment.

3S1 - 0

4S1 - 0

5S1 - 7 LEAs will have an improvement plan to improvement placement.

6S1 - 14 LEAs will work through improvement plans for non-traditional participation.

6S2 - 18 LEAs will have improvement plans for higher non-traditional completion.

1P1 - 0

2P1 - 1 LEA will have an improvement plan for improving credential, certificate, or degree attainment.

3P1 - 0

4P1 - 1 LEA will have an improvement plan for improving student placement.

5P1 - 1 LEA will have an improvement plan for non-traditional participation.

5P2 - 1 LEA will have an improvement plan for non-traditional participation.

The LEAs reflected in these numbers are for improvement plans based on sub-par performance. Additional school districts and postsecondary institutions are working on improvement plans to correct data collection and reporting issues.