SOUTH DAKOTA
Consolidated Annual Report, 2004-2005

I. State Administration [Section 121}

A. Sole State Agency and Governance Structure

The Office of Career and Technical Education (OCTE) administers all secondary and postsecondary technical education programs. This allows OCTE to maintain an overall perspective of career and technical education in South Dakota. OCTE also administers Tech Prep, career guidance, and High Schools That Work/Making Middle Grades Work. The Office of Career and Technical Education is one of six offices in the South Dakota Department of Education. OCTE has a Director and Assistant Director. The Director reports directly to the Secretary of Education who reports to the Governor. The South Dakota Board of Education is the supervisory agency for the South Dakota Department of Education and approves South Dakota's State Plan for Perkins. Postsecondary new and continuing programs must be approved by the state board. The organizational chart on the next page shows how the Department of Education is set up. The Secretary of Education and the South Dakota Board of Education work collaboratively to address K-12 and postsecondary education needs.

B. Organization of Vocational and Technical Education Programs

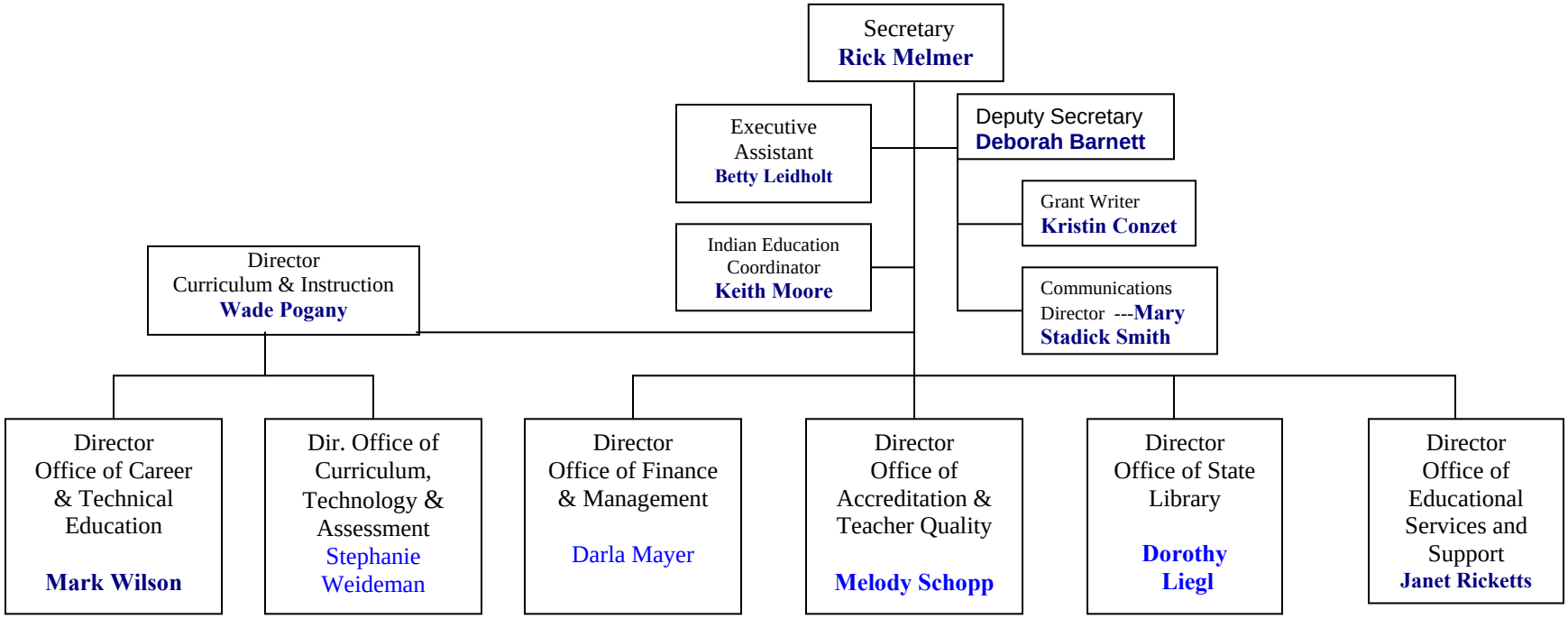
Secondary programs must meet five criteria to be approved for Perkins funding:

- Have a certified career and technical education teacher;
- Complete the Crosswalk of CTE program standards and state academic content standards in math, science, reading and communication arts.
- Have standards-based course syllabi for all courses in the program, including academic, technical, and workplace standards;
- Complete all required Perkins data, including enrollment, completion, and Core Indicators of Performance;
- Participate in the Program Improvement Process (PIP), develop specific program goals, and submit action plans and progress reports; and
- Have an active advisory committee.

Postsecondary programs must undergo a program review every three years to maintain program approval status. After programs are reviewed, OCTE staff prepare a report for the South Dakota Board of Education either recommending continued program approval or probation. The State Board must approve all continuing postsecondary programs. New postsecondary program requests must go before the State Board for approval as well, after they have received approval from the director of OCTE. Postsecondary programs may offer a diploma or an AAS degree.

Tech Prep schools use the six career clusters of *Choices* to register students for high school classes. A statewide template/model has been developed to assist with the process. Tech Prep has developed articulation agreements between secondary and postsecondary levels. Currently, there are over 260 articulation agreements in place. Statewide articulation guidelines have been developed to provide a consistent articulation framework. These agreements are updated annually at meetings held in each consortium where both secondary and postsecondary instructors discuss curriculum content and standards. Technical institutions are increasing the number of dual enrollment opportunities for secondary CTE students. Each of the state's four postsecondary technical institutes has articulation agreements with the South Dakota Board of Regents. Students may transfer course to course or program to program in some cases from two-year to four-year degrees. South Dakota students are able to track their career pathways through use of the SD Career and Life Portfolio. OCTE has begun the process of adopting the 16 Career Clusters as the model for the state. Implementation will begin in program year 2005-2006. Career and technical education programs begin in grades 7 and 8 and continue into grades 9-12. Implementation of High Schools That Work helps to provide a strong focus on career pathways and strong academics.

South Dakota Department of Education
December 12, 2005



- Agriculture
- Business & Marketing
- Family & Consumer Sciences
- Health & Human Services Occupation
- Technology Education
- Trade & Industry
- Data Collection
- Civil Rights
- Non-Traditional
- Tech Prep
- Career & Technical Education Resource Center
- Career Guidance & Assessment
- Professional Development

- Testing &Assessment
- Content Standards
- NAEP Coordination
- Reading, Math & Science Curriculum Specialist
- Technology Integration
- Professional Development
- Writing Project (6+1)
- Title II Part D Technology
- Title II Part B Math/Science
- Reading First

- Data Collection / Reporting
- Consolidated Accounting
- Grants Management
- Student Awards / Scholarships
- State Aid
- School Finance
- E-Rate

- NCLB
- Teacher Certification
- Sch. Accreditation
- Highly Qualified Teacher
- Prof. Development
- Administrative Improvement
- Accountability Process
- Approval of Teacher Education Program
- Teacher Honors / Awards
- *EveryTeacher*
- Prof. Practices
- School Transportation
- Title II Part A Improving Teacher

- Information Services
- Outreach, Development & Technology
- Administration
- Professional Development

- Title I A Basic
- Title III ELA
- Title I-C Migrant
- Title V Innovative Programs
- Special Education
- Birth to 3
- Title I F Comprehensive School Reform
- Professional Development
- Head Start/Even Start
- Title I Part D At Risk Youth
- Homeless
- Coordinated School Health
- Character Ed
- Child & Adult Nutrition
- 21st Century After-School

II. State Leadership Activities [Section 124]

OCTE uses state leadership funds for professional development for pre-service and in-service teachers; further implementation, refinement, and evaluation of the Crosswalk Project; nontraditional activities; summer career awareness activities; correctional programs; career and technical student organization support and curriculum alignment in reading, mathematics and science based on the requirements of No Child Left Behind.

A. Required Use of Funds

- Leadership funds were used to partially pay for the development of the Perkins Portal web-based accountability system and Perkins application portal.

- Professional development (including initial teacher preparation) activities funded with State Leadership dollars were delivered by three state universities that offer career and technical teacher education programs. Examples of activities funded were workshops, mentorship programs, and courses held via the Internet. State Leadership funds were also used to continue the Crosswalk project statewide which provides for integration of technical, academic, and workplace skills. Reading and math integration workshops were also conducted.

- $60,000 of state leadership funds were designated for nontraditional training and employment activities. Four postsecondary technical institutes received $14,000 each to provide nontraditional recruitment and retention activities in coordination with the state's four Tech Prep consortiums. The contracts specify the activities described below:
  - activities to encourage student participation in and completion of
  - courses leading to nontraditional training and employment, especially careers in computer science, technology and other emerging high-skill occupations;
  - activities that assist members of special populations to meet the four core indicators of performance of Perkins III;
  - activities which provide students with experience in all aspects of the industry, especially nontraditional training and employment;
  - activities which provide career and technical education programs for adults and school dropouts to complete their secondary school education, with emphasis on technology-based, high-skill, high-wage careers;
  - activities which provide career guidance and academic counseling for students to prepare them for nontraditional training and employment;
  - development of work-based experiences in nontraditional careers, especially technology-based careers, for special populations;
  - $4,000 are retained at the state level to purchase career and technical curricula and training materials for dissemination through the South Dakota Career and Technical Education Resource Center and to assist in conducting summer career academies in nontraditional programs.

- Perkins funds are used to provide supplemental instruction, supportive services and training in assistive technologies, such as voice activation software training.

- The Office of Career and Technical Education partners with South Dakota Discovery Center, National Weather Service, and other businesses and industries and agencies across the state of South Dakota to provide Women in Science and Technology nontraditional career

awareness for female students in grades 7 through 12. Statewide efforts provide for consistency across the state, sharing monies and resources while having local involvement in Women in Science and Technology Conferences. Nontraditional leadership funds are used to support this activity. Conferences are held at five locations across the state.

- Leadership funds were used to improve three secondary programs at the Custer Youth Correctional Center, known as Star Academy: Welding, Carpentry and Business/Computers. The programs served over 100 incarcerated youth. Star Academy is implementing a computer cabling program through use of Perkins leadership.

- OCTE conducts or sponsors various workshops for teachers, counselors, and administrators on creating equitable classroom and school environments. Topics include sexual harassment and bullying prevention, *Generating Expectations for Student Achievement (GESA*), and *Taking the Road Less Traveled* nontraditional curriculum.

B. Permissive Activities

State Leadership funds were used to support four career and technical student organizations. Major activities included:

- Leadership camps involving approximately 500 youth;
- State Leadership contests and career development events for over 2500 student participants in FBLA/PBL, FFA, FCCLA, DECA, and SkillsUSA.
- Hiring Executive Directors for career and technical student organizations; responsibilities included the management of financial funds and records.
- Developing, editing and duplicating statewide career and technical student organization newsletters;
- Distance Health Science I curriculum was developed to allow small, rural districts to offer a Health Science program to their students and encourage school districts to offer a Health Science program to expand opportunities for students in high demand, high wage careers;
- Career guidance activities such as career magazines are purchased.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

South Dakota has 168 K-12 school districts and 12 BIA or tribally controlled schools. Ten of these eligible secondary recipients have Perkins allocations which exceed the $15,000 minimum. Three secondary eligible recipients were granted a waiver because they are located in a rural, sparsely populated area. The remaining school districts organized into 18 consortiums and five multi-districts.

Each consortium has an identified fiscal agent and Perkins contact person. The consortium, multi-district, or vocational director is responsible for submitting the application. Each consortium application describes how the Perkins funds will be distributed among members of the consortium. Consortium members must address the required and permissible uses of local funds

as identified in the Act. At the secondary level, consortium directors are encouraged to allocate funds to member consortiums to have the greatest impact on career and technical programs. Amendments to Perkins applications must come through the consortium/multi-district/vocational director.

The four public postsecondary technical institutes' allocations all exceed the $50,000. One tribal college's allocation fell below the minimum $50,000 allocation; it is located on an Indian reservation and was granted a waiver because it is extremely isolated and has no access to technical education offerings.

Forty local applications from secondary and postsecondary institutions were approved using the criteria outlined in the State Plan and the OCTE program approval requirements. The local applications must describe how the use of Perkins III funds will help the district or postsecondary institution reach the goal(s) of the local four-year plan and the Perkins III Core Indicators of Performance. Budget requests must be tied to long-range plans, provide a clear, specific justification, and clearly impact student outcomes. Justifications may describe how a requested item helps the program meet the Perkins Core Indicators, the Program Improvement Process goals and/or program standards. Each request must provide an explanation of how the item will impact student outcomes in measurable terms. The secondary/postsecondary local application is attached at the end of this document.

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

OCTE staff continue to attend in-service on performance accountability, including Data Quality Institutes. Staff have participated in OVAE conference calls and regularly attend conferences such as National Association of Career Technical Education Information (NACTEI) and DQI to learn the most current information available on accountability. OCTE continually monitors its local evaluation forms to ensure that it can accurately collect the data needed to complete all required reports. OCTE provides technical assistance workshops for local programs and presents updates on accountability at annual career and technical education conferences, Perkins workshops, and PIP regional workshops. It conducts in-service over the state's distance learning system (DDN) to make it easy for local instructors, administrators, and data collection personnel to attend the sessions. Staff meet at least twice a year with postsecondary institute personnel responsible for data collection.

State Performance Summary

Core Indicator	Final Agreed-Upon Baseline Level	Final Agreed-Upon Performance Levels for 2004-2005	2004-2005 Actual Performance	Analysis of Performance Results and Improvement Strategies
1S1	60.28%	64.49%	66.92%	Although students continue to make gains in academic achievement, increased academic requirements appear to be negatively affecting program completion. Numbers also reflect a decline in technical education course taking. OCTE is implementing statewide frameworks for senior projects, Teachers as Advisors, 16 Career Clusters, and cluster- related student internships in an attempt to demonstrate to students the importance of both academic and technical skill attainment..
1S2	93.40%	93.40%	91.84%	This measure started high at 93.40%, and it is becoming increasingly difficult for teachers to emphasize the importance of obtaining the technical skills when so much pressure is put on them to increase and emphasize academic content. However, this is still a high level of attainment. OCTE staff provide technical assistance to LEAs to upgrade program standards. Leadership funds are used to provide professional development with emphasis on technical skill improvement for teachers. The state provides reduced fees for national certification testing for teachers in technology areas. The initiatives mentioned in 1S1 should also have a positive impact on technical skills attainment.
2S1	68.07%	76.30%	57.53%	When this measure was raised so significantly during negotiations last year, OCTE knew that it would be very difficult to attain the measure. The one year that spiked the numbers for 2S1 was evidently an anomaly. OCTE protested such a steep increase. This year's results bear out what we feared would happen. In addition, SD is beginning to see the impact on CTE of increased

				graduation requirements and less time for students to complete their CTE programs. Pressure to take coursework required for the state's opportunity scholarship also is having a negative impact. CTE courses are NOT included in the opportunity scholar course requirements. The state will continue to provide workshops to all CTE programs on ways to encourage students to complete their programs. OCTE is developing statewide internship Teachers as Advisors, and senior project frameworks to encourage students to complete programs. One semester to one year of a solid content area internship will provide credit towards program completion. OCTE is instituting the 16 Career Clusters framework to encourage students to explore wider areas within a concentration. OCTE has implemented High Schools That Work which stresses a career and/or academic concentration. Over 30 high schools now belong to the state's HSTW network. The state's graduation requirements now include CTE courses which will hopefully encourage students toward program completion. The CTE scholar program encourages students to complete their programs to achieve this recognition.
2S2	SD does not give proficiency credential.	SD does not give proficiency credential.	NA	NA
3S1	91.88%	91.88%	93.99%	Placement continues high and above the negotiated level of performance. Students by far are going to advanced education and training over employment/military.
4S1	9.50%	10.50%	10.14%	Again, increased graduation requirements, less time for elective courses, personal choice not to continue in the course, and generally low enrollments in nontraditional programs all contribute to not meeting this measure. South Dakota is a very conservative state and most students are not willing to "buck the system" and venture into new and different fields of study to avoid peer criticism. However, the state has made small gains toward meeting this

				measure. OCTE will continue to provide technical assistance to LEAs on recruiting students to nontraditional preparation. OCTE continues to collaborate with two Women's Educational Equity Act projects, Tech Prep coordinators, the State Tech Prep director, and the postsecondary nontraditional coordinators to organize and present a variety of activities to help local programs develop methods to recruit and retain students to nontraditional careers and courses/programs and to encourage girls to enroll in and complete mathematics, science, and technology programs. OCTE has a half-time nontraditional/equity specialist who coordinates nontrad activities.
4S2	5.80%	7.05%	8.47%	OCTE will continue to conduct workshops on NT participation and completion as described above.
1P1/1P2	90.93%	90.93%	89.56%	This measure was not met. As the academic and technical skills levels increase in postsecondary education, changes will be necessary in high school programs. Postsecondary personnel believe that increased entrance requirements will help ensure that students are ready for postsecondary education. OCTE is providing reading, writing, and math integration workshops to secondary program teachers to give them the tools to improve students' preparation for post-high school life. Personnel at the local institutions employ special populations' facilitators, tutors, lab aides, and other supports to assist students.
2P1	65.04%	61.50%	58.44%	A strong economy continues to affect the completion rate. Students are often hired by industry before they finish their programs. Increasing wages also entice students to leave before they complete their programs. Local institutions provide tutors, special accommodations, lab aides, facilitated study groups, all in an attempt to increase program completion.
3P1	83.52%	87.02%	94.51%	This measure remains strong. Postsecondary institutions have data collection systems to track this data. Placement is one of their key marketing strategies for the

				postsecondary institutions.
3P2	83.67%	86.67%	85.90%	Postsecondary institutions rely on Labor Market Information Center for their one-year retention information. Since the comparison is to all graduates, and not just to the found graduates, some programs did not meet this measure. They try to follow-up on students missing from LMIC's report. However, inherent in the LMI system are gaps in information, such as out-of-state placements. However, if one compares 3P1 and 3P2, it seems apparent that more programs probably meet the standard than what the level of performance might indicate. OCTE will continue to work with LMIC and the postsecondary institutions to refine the LMI system.
4P1	10.04%	11.29%	10.16%	OCTE collaborates with a variety of agencies to sponsor workshops to encourage students to enroll in and complete nontraditional programs. Projects include Women in Science and Technology statewide conferences; Discover IT, a collaborative effort with DOL, to provide week-long summer camps with a focus on information technology for girls. OCTE provides leadership and reserve funds to postsecondary institutions to partially fund nontraditional/equity coordinator positions. OCTE has a ½ time nontraditional/equity program specialist who works with secondary and postsecondary schools in nontraditional enrollment and completion.
4P2	5.90%	7.15%	8.22%	Nontraditional completion remains strong. Nontraditional coordinators at each postsecondary institution assist students in completing their programs by providing counseling, financial support, and academic assistance.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Core Indicator	Actual Level of Performance for Measure for Majority Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Analysis of Outcomes and Program Improvement Strategies
1S1	68.28%	Ranges from 33% to 41% for minority students and 14% to 65% for special populations	The numbers for racial/ethnic minorities and special populations' groups are relatively small in comparison to the total population. However, it is important to analyze the lower achievement levels of even such small populations. OCTE will share this data with LEAs and encourage them to allocate Perkins funds to address the needs of these students. Through the Program Improvement Process, OCTE will monitor Perkins budgets to see that LEAs are addressing this issue.
1S2	92.13%	Ranges from 85% to 100% attainment for minority students and 91% to 96% for special populations	It appears that for the most part racial/ethnic minority and special populations' students are attaining technical skills at a higher rate than majority students. OCTE will continue to monitor the measure.
2S1	57.53%	Ranges from 23% to 59% for minority students and 25% to 60% for special populations	Students with disabilities and economically disadvantaged students appear to be performing above the actual level of performance for all groups. However, racial/ethnic minorities are not faring so well. Native Americans, the state's largest minority population, is completing at 9% lower than white students. OCTE will work with the state's Indian Education director to develop strategies that work with Native American students. OCTE is beginning work on a pilot project with schools with high Native American populations to start meaningful career programs for these underserved students.
2S2	N/A	N/A	N/A

Core Indicator	Actual Level of Performance for Measure for Majority Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Analysis and Program Improvement Strategies
3S1	93.99%	Ranges from 61% to 100% for racial/ethnic minority students and 72% to 98% for special populations	The numbers of minority students are small, but it appears that Native American students are going on to further education/training, employment or military. The three largest groups in special populations - students with disabilities, economically disadvantaged, and other barriers – are completing programs and experiencing positive placement upon graduation, with economically disadvantaged at higher rates than the actual level of performance. Groups that are not meeting the measure will be monitored.
4S1	10.14%	Ranges from nearly 8% to over 11% for racial/ethnic minority students and from 6% to 11% for special populations	When combined, the data for Native American, Black, and Hispanic students is close to the actual performance level for this measure. Achievement of this measure for students with other educational barriers will need to be addressed. Other special populations' groups are attaining the measure at acceptable levels. OCTE's nontraditional/equity specialist will continue to address the issues of both nontraditional students and minority groups and other special populations within the measure.
4S2	8.47%	Ranges from 5% to 11% for special populations	Racial/ethnic minority student numbers are so small that they are not statistically significant. However, OCTE will continue to provide technical assistance to all populations to encourage nontraditional enrollment and completion, as well as professional development for guidance counselors, administrators, and classroom teachers.
1P1/1P2	89.56%	Ranges from 63% to 83% for racial/ethnic minorities and from 46% to 91% for special	For the most part, these subgroups are achieving at lower rates than the actual level of performance. Native American students receive special services at the postsecondary schools; one school has a Native American counselor. This population can benefit from increased levels of support, and OCTE will monitor to ensure that Perkins funds are being directed toward their

		populations	needs. As for special populations, the postsecondary schools all have special populations' coordinators to monitor the needs of students.
2P1	58.44%	Ranges from 20% to 40% for racial/ethnic minorities and 26% to 80% for special populations	Numbers for minority students are small; however, they are not achieving at acceptable levels. OCTE will work with postsecondary student services personnel to address student needs. Special populations' students receive services from veteran counselors at all institutions. Of particular concern are students with disabilities, single parents, displaced homemakers, and students with other barriers to success. Postsecondary personnel attend local, state, regional and national professional development to learn techniques for helping these groups.
3P1	94.51%	Ranges from 54% to 100% placement for racial/ethnic minorities and 80% to 100% placement for special populations	Each postsecondary institution has special populations' specialists on staff to attend to the needs of students. One school has a Native American coordinator because of high enrollment of Native students. Most institutes use some Perkins funds for tutors and lab aides.
3P2	85.90%	Ranges from 50% to 91% for racial/ethnic minorities and 76% to 92% for special populations	Each postsecondary institution has special populations' specialists on staff to attend to the needs of students. One school has a Native American coordinator because of high enrollment of Native students. Most institutes use some Perkins funds for tutors and lab aides.
4P1	10.16%	Ranges from 5% to 16% for racial/ethnic minorities and 10% to 50% for special populations	Special populations' students appear to be achieving at satisfactory rates. OCTE's nontraditional/equity program specialist is available to provide technical assistance and training. Collaborative efforts are in place to recruit nontraditional students through projects such as Women in Science and Technology and DiscoverIT. Tech Prep coordinators also present professional development on enrollment and completion of nontraditional students.

4P2	8.22%	Ranges from 0% to 14% for racial/ethnic minorities and 6% to 100% for special populations	See above.

C. Definitions

Vocational Concentrator: A student who earned two Carnegie units of credit within a program and is at least a junior in high school. (The definition has not changed.)

Tech Prep Student (Secondary): A student who has completed an identified career cluster or pathway consisting of a sequence of both academic and technical courses. This process begins in high school and continues with articulated postsecondary credits leading to an apprenticeship program, diploma, or associate or baccalaureate degree. A Tech Prep student has skills and competencies for entry-level employment and/or advanced educational programs. (The definition has not changed.)

Tech Prep Student (Postsecondary)

A Tech Prep student is a postsecondary student who uses an articulation agreement at the technical institute. (The definition has not changed.)

D. Measurement Approaches

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1S1	State Academic Assessment System	**Numerator**: Total number of vocational education completers who attained a complete battery percentile rank score of 50 or higher. **Denominator**: Total number of vocational education completers taking the Stanford Achievement Test.	The timeliness of the SAT is not good, since it is given in the 11th grade. Many completers do not complete their CTE programs until 12th grade. With implementation of NCLB, OCTE is researching the possibility of using NCLB reading and math scores as a measurement for academic attainment. The Perkins Accountability Portal provides a tracking system to help LEAs monitor students who might not be enrolled in the senior year but who have obtained the two Carnegie units to become a completer. This has been a problem in the past.
1S2	State/Local Assessment System	**Numerator**: Total number of vocational education concentrators and completers attaining at least 70% of vocational and technical skills. **Denominator**: Total number of concentrators and completers.	Measure is adequate for this indicator. SD cannot afford a pre-post-test alternative to determining vocational and technical skills attainment. The Perkins Accountability Portal provides a tracking system to help LEAs keep track of students who might not be enrolled in the senior year but who have obtained the two Carnegie units to become a completer.
2S1	State/Local Assessment System	**Numerator**: Number of senior students who earned two or more Carnegie units of credit in this program and will graduate. **Denominator**: Number of senior students enrolled in the program this reporting year.	Measurement is adequate. Most schools have data management systems which track the grade level status of students. The Perkins Accountability Portal provides a tracking system to help LEAs keep track of concentrators who might not be enrolled in the senior year but who are becoming completers.
2S2	N/A	N/A	N/A

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
3S1	State-developed, School-administered Surveys/Placement Records	**Numerator**: All secondary students who completed this vocational technical education program and are placed in further education, military services or employment. **Denominator**: Total secondary students who completed this vocational technical education program.	Measure for this core indicator is adequate. Most SD schools are small and student surveys work well. Larger schools have data collection systems that allow them to collect this information and report it to the State. OCTE is continuing to work with SD Department of Labor to develop a system to collect this information through the Labor Market Information Center.
3S2	SD does not give a proficiency credential.	N/A	N/A
4S1	State-developed, School-administered Surveys/Placement Records	**Numerator**: Number of non-traditional enrollees in this program preparing for non-traditional occupations. **Denominator:** Total number of traditional and non-traditional students enrolled in this program preparing for non-traditional occupations.	This measure is good. Programs that prepare for nontraditional careers are clearly identified to LEAs. With the Perkins Accountability Portal, nontraditional programs are identified within the system which will increase the accuracy of this measure.
4S2	State-developed, School-administered Surveys/Placement Records	**Numerator:** Number of non-traditional completers of this non-traditional program. **Denominator:** Number of all completers (traditional plus non-traditional) of this non-traditional program.	Same as 4S1.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1P1	Overall Grade Point Average	**Numerator**: Total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher. **Denominator**: Total number of threshold students (full-time) of state-approved technical programs leading to a diploma or AAS degree.	This is a good measure. Students must attain program competencies to attain the 2.0 grade point average.
1P2	Overall Grade Point Average	**Numerator**: Total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher. **Denominator**: Total number of threshold students (full-time) of state-approved technical programs leading to a diploma or AAS degree.	This is a good measure. Students must attain program competencies to attain the 2.0 grade point average.
2P1	State/Local Administrative Data	**Numerator**: Number of entering first-year, full-time students (cohort group) of state-approved technical education programs who earned a diploma or AAS degree. **Denominator**: Number of entering first-year, full-time students of state-approved technical education programs (cohort group).	This is a good measure. Postsecondary institutions have sophisticated data systems and trained personnel to work with the data.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
3P1	State-developed, School-administered Surveys/Placement Records	**Numerator**: Number of program completers employed, in the military, or going on for further education within six months following graduation. **Denominator**: Number of program completers.	This measure is adequate. A six-month follow-up is done through student surveys. Postsecondary personnel follow-up with students who do not complete the survey through phone surveys, mail, fax, and e-mail.
3P2	Administrative Record Exchange	**Numerator**: Graduates of state-approved technical institute programs and, according to UI wage records, are employed, in the military or attending advanced education one year following graduation. **Denominator**: Total graduates of state-approved technical institute programs leading to a diploma or AAS degree.	Postsecondary schools continue to have concerns about the accuracy of the LMI data. The director of OCTE will work with postsecondary presidents and vice-presidents to address these issues.
4P1	State-developed, School-administered Surveys/Placement Records	**Numerato**r: Number of non-traditional enrollees in programs preparing for non-traditional occupations. **Denominato**r: Total number of students enrolled in programs preparing for non-traditional occupations.	This is a good measure. Postsecondary institutions have nontraditional coordinators who provide support services to students enrolled in these programs. All programs preparing students for nontraditional careers are clearly identified in the Perkins Portal.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
4P2	Administrative Record Exchange	**Numerator**: Number of non-traditional completers of this non-traditional program. **Denominator**: Number of all completers (traditional plus non-traditional) of this non-traditional program.	Same as for 4P1.

E. Improvement Strategies

The Office of Career and Technical Education will continue to provide technical assistance to all local secondary and postsecondary programs to help them meet the expectations and requirements of Perkins III. OCTE will work with the vendor of the Perkins Accountability Portal to refine and enhance the system. The Perkins Student Information System (SIS) mines data from the SD Department of Education's data base for students and teachers. The majority of student information including gender, race, grade level, economically disadvantaged and LEP status, are drawn directly from the state system. This helps ensure that the data is more accurate than if LEAs entered the data manually. The OCTE staff works closely with the software developers to verify that reports are accurate. The Portal will increase the accuracy and reliability of data collection and reduce staff time presently needed to collect and coordinate all the data gathered. The Perkins Portal which collects all Perkins data and Perkins applications provides reports for all secondary and postsecondary programs in an easy-to-use web-based program. Each LEA can run reports for every program and also for statewide performance in all programs. Therefore, LEAs can compare their progress with statewide data, providing a benchmark for them to evaluate their performance. OCTE staff follow-up with every school by phone, fax, or e-mail to make sure that the data is as accurate as possible. OCTE staff attend the National Association for Career Technical Education Information (NACTEI) professional conference, OVAE Data Quality Institutes, and other workshops related to Perkins III. OCTE provides ongoing technical assistance to local career and technical programs and educators and administrators to help them understand and implement the requirements of Perkins III. Improvement strategies are also included in the tables above.

V. Monitoring Follow-up

No review conducted during this program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

South Dakota used WIA funds for a pilot project for secondary construction programs using the National Occupational Testing Institute (NOCTI) pre/post test and workplace readiness tests. The results were used to help construction teachers assess their curriculum and revise it to meet national standards. Several schools received incentive funds to become High Schools That Work sites. Reading workshops were held across the state to help CTE teachers integrate practical reading strategies into their courses. Additional funds were used for professional development for CTE teachers to continue the Crosswalk project. A career communications magazine designed for South Dakota students was purchased and delivered to all approved secondary CTE programs. Funds were used to develop distance health careers courses. To benefit special population students, voice activation training was provided to CTE teachers who have large numbers of LEP students. Funds were used for partial payment for developing the web-based data collection system that collects all required Perkins data as well as annual Perkins applications. The benefits of the WIA funds were shared at a national conference by OCTE staff.

ANNUAL PERKINS SECONDARY/POSTSECONDARY APPLICATION, 2004-2005

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

This Application is for Title I Part C state-allocated funds.

For school year 2004-2005, the Perkins Annual Application will be submitted to the Office of Career and Technical Education and approved ONLINE through the South Dakota Perkins Accountability Portal. You may use this work packet as a planning tool with career technical teachers and consortium members. NO paper applications should be submitted. Portal address is http://vistronix.state.sd.us/octeperkinsapp.

As in the past, however, hard copy of the **Consortium Allocation Transfer of Funds** form, the **General Assurances** page, and **Authorization** page with the original signature of the authorized official of the submitting agency plus 2 copies must be submitted to:

Department of Education
Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501-2291

The Office of Career and Technical Education (OCTE) reserves the right to reject any application if the application does not meet the criteria or there is a lack of available funds.

ONLINE APPLICATIONS ARE DUE AT THE OFFICE OF CAREER AND TECHNICAL EDUCATION (OCTE)
No later than May 1, 2005

Eligible recipients for Title I Part C state-allocated funds include:

CATEGORY 1: **School districts who were allocated amounts over $15,000 and are not a member of a consortium or multi-district.**
CATEGORY 2: **The five legally constituted career and technical education multi-districts meeting the $15,000 minimum allocation.**
CATEGORY 3: **Consortiums - two or more school districts that have joined together in order to meet the minimum $15,000 grant requirements.**
CATEGORY 4: **Postsecondary technical institutions that provide vocationally-approved programs meeting the minimum of $50,000 allocation.**
CATEGORY 5: **Schools districts or postsecondary institutes whose allocation falls below the minimum but have received an OCTE-approved waiver.**

Purposes of the Perkins Act:

- **further develop the academic, career and technical skills of career and technical students through high standards**
- **link secondary and postsecondary career and technical programs**
- **increase flexibility in the administration and use of federal funds**
- **disseminate national research about career and technical education**
- **provide professional development and technical assistance to career and technical educators**

DEFINITIONS

Articulation Agreement: The term means a written commitment to a program designed to provide students with a non-duplicated sequence of progressive achievement leading to a degree or certificate in a Tech Prep program.

Career and Technical Education: Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based, applied learning that contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupationally specific skills necessary for economic independence as a productive and contributing member of society.

Career / Technical Program: A planned sequence of instruction, courses, services or activities designed to meet an occupational objective.

Career and Technical Student Organizations (CTSOs): Secondary and postsecondary career and technical student organizations (CTSOs) offer educational opportunities tied directly to what is being taught in the classroom, including both academic and technical course content. By combining academic, technical, leadership, teamwork and communication skills, as well as a strong focus on citizenship and entrepreneurship, CTSOs are an integral part of the curriculum, not an "extra-curricular" activity.

Displaced Homemaker: An individual who –

- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason, has diminished marketable skills;
- (ii) has been dependent on the income of another family member but is no longer supported by that income; or
- (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically Disadvantaged Person: Identified as a "special population"; individuals who receive free or reduced lunch, receive TANF, receive benefits under the Food Stamp Act, receive services under Title I, Chapter I of the Education Act of 1965 or have other indicators of economic status that identify them as in need of economic assistance.

Eligible Agency: A State Board designated or created consistent with state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state. In South Dakota, this board is the South Dakota State Board of Education.

Eligible Institution:

- (A) An institution of higher education;
- (B) A local educational agency providing education at the postsecondary level;
- (C) An area career and technical education school providing education at the postsecondary level
- (D) A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934;
- (E) An educational service agency; or
- (F) A consortium of two or more of the entities described in subparagraphs (A) through (E).

Eligible Recipient:

- A) A local educational agency, an area career and technical education school, an educational service agency or a consortium eligible to receive assistance; or
- B) A postsecondary institute or consortium of postsecondary institutes eligible to receive assistance.

Individuals with a Disability:

- (A) A person with a physical or mental impairment that substantially limits one or more major life activities;
- (B) A person with a record of such a physical or mental impairment; or
- (C) A person who is regarded as having such an impairment.

In-Kind Contributions: Facilities, overhead, personnel and equipment fairly valued.

Instructional Materials: Instructional and related or supportive materials, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance material.

Limited English Proficiency: A secondary school student, an adult or an out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Local Educational Agency (LEA): A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.

Local Plan: Each eligible agency desiring assistance under this Title for any fiscal year shall prepare and submit to the Office of Career and Technical Education a Local Plan for a five-year period, together with such annual revisions as required by OCTE.

Nontraditional Training and Employment: Occupations or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise fewer than 25% of the individuals employed in each such occupation or field of work.

Prevocational Training Programs: Programs designed to provide attitudinal and motivational services to students prior to their entering career preparatory programs. Programs may also include basic skills development, assessment of student needs, abilities, aptitudes and interests in relation to career and technical education and jobs, as well as guidance and counseling services.

Program: The recipient's entire career system, whether funded with federal or non-federal funds.

Program Areas: Defined as the traditional secondary career and technical disciplines including Technology Education, Marketing, Agriculture, Business and Office, Health Occupations, Family and Consumer Sciences, New and Emerging (Information / Communications Technology), and Trade and Industrial and a wide variety of postsecondary programs, including Agriculture, Business, Health, Information / Computer Technology, and Trades and Industrial.

Sequential Course of Study: An integrated series of courses directly related to the educational and occupational skills' preparation of individuals for jobs or preparation for postsecondary education.

Single Parent: An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody.

Special Assistance: Specially designed instruction, teachers' aides to support classroom or laboratory instruction, taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments and other similar services and actions, as well as facility modifications.

Special Populations:

(A) Individual with disabilities;
(B) Individuals from economically disadvantaged families, including foster children;
(C) Individuals preparing for nontraditional training and employment;
(D) Single parents, including single pregnant women;
(E) Displaced homemakers; and
(F) Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

State Board: A board designated or created by state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state.

State Plan: Each eligible agency desiring assistance under this Title for any fiscal year shall prepare and submit to the US Office of Education a State Plan for a five-year period, together with such annual revisions as the eligible agency determines to be necessary.

Supplanting of Funds: Replacing state or local funds appropriated with federal funds. (In preparing their applications for federal funds, local educational agencies need to be certain that such funds would not replace (supplant) state or local funds appropriated for the same purposes.)

Supplementary / Support Services: Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Tech Prep Program: A program of study that –

(A) Combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;
(B) Strengthens the applied academic component of career and technical education through the integration of academic, and career and technical instruction;
(C) Provides technical preparation in an area such as engineering technology; applied science; a mechanical, industrial or practical art or trade; agriculture; a health occupation; business or applied economics;
(D) Builds student competence in mathematics, science and communications (including through applied academics) in a coherent sequence of courses; and
(E) Leads to an associate degree or a certificate in a specific career field and to high-skill, high-wage employment or further education.

LOCAL USES OF FUNDS

Each eligible recipient receiving funds under this Act **may use NOT more than 5% for administrative purposes.** The balance of the funds may be used as follows:

Required Uses of Local Funds:

1. Strengthen academic, career and technical skills of students through integration of academic, career and technical programs.
2. Provide programs that address all aspects of an industry.
3. Develop, improve and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.
4. Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.
5. Evaluate programs and assess how special populations are being served.
6. Develop and upgrade programs.
7. Provide services of sufficient size, scope and quality.
8. Link secondary and postsecondary education.

Permissible Uses of Local Funds:

1. Involve parents, business and labor organizations in planning, implementing and evaluating career and technical education programs.
2. Provide career guidance and academic counseling.
3. Provide work-related experiences.
4. Provide programs for special populations.
5. Support local business and education partnerships.
6. Assist Career and Technical Student Organizations.
7. Provide mentoring and support services.
8. Lease, purchase and upgrade equipment.
9. Provide initial teacher preparation, including that for teacher candidates from business and industry.
10. Develop and improve curriculum.
11. Support Family and Consumer Sciences Education.
12. Provide programs for adults and school dropouts to complete secondary education.
13. Provide services for placement in employment and further education.
14. Support nontraditional training and employment.
15. Other activities consistent with purposes of this Act.

New Definitions:

Equipment – tangible items that can depreciate, such as digital cameras, computer systems (monitor, keyboard, CPU), modules, welders, etc. Items will be inventoried in the State Inventory System.

Instructional materials – reference books, resource materials, software, other instructional aids, etc.

Standard Unallowable Costs

1. Capital expenditures
2. Equipment and supplies for building maintenance.
3. General storage files or cabinets not designed to store specific tools or equipment.
4. Standard classroom furniture not unique to the instructional program. (Except for new programs.)
5. Furniture, files and equipment utilized by the teacher or instructor. (Except for new programs.)
6. Vehicles such as automobiles, trucks, buses, airplanes, boats, golf carts, snow mobiles, motorcycles.
7. Leasing of vehicles, car rentals, etc.
8. Consumable supplies to be made into products to be sold or to be used personally by students, teachers or other persons (paper, pens, CO_2 cartridges, toner cartridges, batteries, etc.).
9. Instructional aids, uniforms, tools or other items to be retained by the students.
10. Maintenance contracts, equipment repair and excessive installation costs.
11. Meals, banquets, entertainment.
12. Contingency or "petty cash" funds.
13. Dues/memberships to professional organizations or societies.
14. Gifts, door prizes, etc.
15. Lodging, food, transportation, registration fees, dues for Career Technical Student Organizations
16. Supplanting - see definition, page 4.

ANNUAL APPLICATION (INSTRUCTIONS FOR COMPLETION)

The regular annual application will be submitted ONLINE through the South Dakota Perkins Accountability Portal.

Hard copy of the **General Assurances** page and **Authorization** page must be submitted bearing the original signatures of the authorized official of the submitting agency for each application category.

Step 1. Pages 9-10 – General Assurances. Read and complete only one General Assurances set for the school, multi-district or consortium.
Step 2. Page 11 - Complete only one Annual Application for Federal Funds - Authorization Page for the school.
Step 3. Page 12 - List each approved career and technical education program that will be operated during the 2004-2005 school year.

LINKING USE OF PERKINS FUNDS TO THE LOCAL FOUR-YEAR PLAN: To link the use of Perkins funds to the activities described in the Local Four-Year Plan, please complete the page following each budget category. This will allow ample room to identify how funds in each budget category address the activities described in the local plan. You may use specific numbers from the local plan as reference(s) (items 1 through 13 as outlined on pages 30-31).

Step 4. Page 13 - Use this page to list contracted salaries and benefits that will be used to pay for services/activities that will benefit ALL career and technical education programs.
Step 5. Page 14 - Use this page to list contracted salaries and benefits that will benefit a specific career and technical education program.
Step 6. Page 16 - Use this page to list supplemental/contractual services that will benefit ALL career and technical education programs.
Step 7. Page 17 - Use this page to list supplemental/contractual services that will benefit a specific career and technical education program.
Step 8. Page 19 - Use this page to itemize travel. Include **traveler's name, program name, and site number**.
Step 9. Page 21 - Itemize instructional material that will be purchased to benefit ALL career and technical education programs.
Step 10. Page 22 - Itemize instructional material that will be purchased to benefit a specific career and technical education program.
Step 11. Page 24 - Itemize equipment purchases that will benefit ALL career and technical education programs. Be sure to list equipment requests in order of priority and provide written justification, including how the equipment will be used to meet the needs of special population students.
Step 12. Page 25 - Itemize equipment purchases that will benefit a specific career and technical education program. Be sure to list equipment requests in order of priority and provide justification, including how the equipment will meet the needs of special population students.
Step 13. Page 27 - Budget Summary Sheet. Use this page to summarize ALL proposed expenditures of Perkins III funds. Bring the figures forward from the previous forms for this Sheet. THE TOTAL CANNOT EXCEED THE ALLOCATED AMOUNT.
FINAL NARRATIVE - Pages 28-29, due with the request for final payment and NO LATER THAN JUNE 30, 2005. Submitted online through Perkins Accountability Portal.

School _____

ANNUAL APPLICATION FOR APPROVAL OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

The attached descriptive and fiscal information is a firm request for assistance from funds available through the Carl D. Perkins Vocational and Technical Education Act. The application is consistent with the purposes of the Act and with the intent of the South Dakota State Plan for the Office of Career and Technical Education.

GENERAL ASSURANCES

This applicant certifies to the South Dakota Board of Education that:

1. All programs, services and activities covered by this application will be conducted in accordance with Titles I, II and III of the Act, Regulations and the State Plan.
2. Federal funds made available will be used to supplement and, to the extent practical, to increase the amount of local funds that would, in the absence of such federal funds, be made available, and in no case to supplant such local funds; supporting documents will be maintained for audit that specifically identify the purpose for which federal funds have been expended.
3. By accepting federal funds, the recipient hereby agrees to establish and maintain fiscal control and accounting procedures, as set forth in current federal regulations, in order to ensure proper disbursement of, and accounting for, federal funds for the intended purpose.
4. By accepting federal and/or state funds, the recipient hereby agrees to repay any funds that have been finally determined through the federal or state audit resolution process to have been misspent, misapplied or otherwise not properly accounted for.
5. Equipment purchased and curriculum developed with federal funds remain the property of the State of South Dakota.
6. The local application has been developed taking into consideration other educational and training resources available in the area including private and trade schools.
7. The applicant maintains documentation to verify the eligibility of students enrolled in programs supported by federal funds for education of students who are members of special populations.
8. The local applicant agrees to comply with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin and sex.
9. The local applicant agrees that if a curriculum grant is approved, two copies of the materials, booklets, etc. must be sent to Office of Career and Technical Education before final payment is made.
10. The state may terminate this grant within 30 days after approval for violation of this agreement or applicable regulations.
11. Funds expended under this Act will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
12. State and local funds will be used in the schools that are receiving federal funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools that are not receiving such federal funds.
13. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.
14. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education, special education and state vocational rehabilitation agencies.
15. The provision of career and technical education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
16. Career and technical education programs/support activities funded under Title I, Part C, in a consortium arrangement shall be available to <u>ALL</u> students of the participating LEAs in the consortium.
17. No funds made available under this Act shall be used to require any secondary student to choose or pursue a specific career path or major.
18. No funds made available under this Act shall be used to mandate that an individual participation in a career and technical education program, including a career and technical program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
19. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the

number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.

20. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act.
21. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (section 325(b)) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. (Sec 325(a))
22. Funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act (IDEA) and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. (Sec. 325(c))
23. All programs, services and activities covered by this application will be conducted in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the U. S. Office for Civil Rights' "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap."
24. Statistical data (Personnel and Program Data, Completer Data, Standards and Measures) and financial and descriptive reports required by Office of Career and Technical Education will be submitted on time.
25. **WHEN PLANNING EXPENDITURE OF PERKINS FUNDS, ELIGIBLE RECIPIENTS MUST LINK THOSE EXPENDITURES TO THE LOCAL FOUR-YEAR PLAN AS REVISED AND SUBMITTED TO OCTE APRIL, 2005.**

DESIGNATED OFFICIAL:

Signature: _____

Title: _____

Date: _____

For State Use Only
School No._____

Grant No._____

For State Use Only
Continuing _____
New Program _____

OFFICE OF CAREER AND TECHNICAL EDUCATION
ANNUAL APPLICATION FOR FEDERAL FUNDS
AUTHORIZATION PAGE, 2004-2005

_____
School/Consortium/Multi-district/Institution Name

_____
Address (zip code) **Phone (area code)**

PROJECT TITLE_____

PROGRAM (IF APPLICABLE) _____

PROJECT DURATION Beginning _____ **Ending** _____

PERSON INITIATING PROPOSAL _____

E-mail address _____

AUTHORIZED REPRESENTATIVE _____
Signature

_____

Title _____ **Date** _____

E-mail Address _____

><><><><><><><><><><><FOR STATE OFFICE USE ONLY<><><><><><><><><><><

APPROVED FUNDING CATEGORY:

Title I, Part B
- ☐ **State Program/Leadership**

Title II, Section 204
- ☐ **Tech Prep Education**

Title I, Part C

Program Improvement
- ☐ **Secondary Program**
- ☐ **Postsecondary Program**
- ☐ **Adult Program**

☐ **Vocational and technical Education funds approved for this application.**

$_____ **Total** **$**_____ **Federal** **$**_____ **Other**

☐ **This application has been disapproved for funding.**

_____ _____
Signature of State Director **Date**

ANNUAL APPLICATION

CAREER AND TECHNICAL EDUCATION PROGRAMS

List ALL approved career and technical education programs that will be operated for school year 2004-2005.

SCHOOL _____-_____

PROGRAM NAME	PROGRAM NAME

ANNUAL APPLICATION

FUNDING REQUEST FOR CONTRACTED SALARIES AND BENEFITS

Use this form to list services and activities that will benefit ALL career and technical education programs.

SCHOOL _____

NAME	JOB TITLE/ ACTIVITY	% OF TIME	SALARY Including benefits	STATE OFFICE USE ONLY Disapp.	App.
TOTAL					

*** Transfer the totals to the Salary and Benefit line on the Budget Summary Sheet, page 26.**

ANNUAL APPLICATION

FUNDING REQUEST FOR CONTRACTED SALARIES AND BENEFITS

Use this form to list services and activities that will benefit a specific career and technical education program.

SCHOOL_____ _____

NAME	JOB TITLE/ ACTIVITY	% OF TIME	SALARY including benefits	STATE OFFICE USE ONLY Disapp.	App.
TOTAL					

*** Transfer the totals to the Salary and Benefit line on the Budget Summary Sheet, page 26.**

LINKAGE TO THE LOCAL FOUR-YEAR PLAN FOR FUNDS REQUESTED UNDER CONTRACTED SALARIES AND BENEFITS

1. Describe how funds used for contracted services and benefits will help meet the activities described in the Revised Local Four-Year Plan and/or Perkins Core Indicators, Program Improvement Goals, Program Standards.

2. How will the requested position(s) improve or enhance student learning? How will you measure student outcomes?

ANNUAL APPLICATION

FUNDING REQUEST FOR SUPPLEMENTAL/CONTRACTUAL SERVICES

Use this form to list services and activities that will benefit ALL career and technical education programs.

SCHOOL_____ _____

Complete this section where Perkins III funds are going to be used to pay for services such as hiring a consultant for teacher in-services, vocational assessment services, curriculum development, tutors, aides, etc.

NAME	JOB TITLE/ ACTIVITY	RATE OF PAYMENT	TOTAL COST OF SUPP/CONT SRVC	STATE OFFICE USE ONLY Disapp.	App.
TOTAL					

*** Transfer the total of pages 16 and 17 to the Supplemental/Contractual Services line on the Budget Summary Sheet, page 27.**

ANNUAL APPLICATION

FUNDING REQUEST FOR SUPPLEMENTAL/CONTRACTUAL SERVICES

Use this form to list services and activities that will benefit a specific career and technical education program.

SCHOOL_____ _____

Complete this section where Perkins III funds are going to be used to pay for services such as hiring a consultant for teacher in-services, vocational assessment services, curriculum development, tutors, aides, etc.

NAME	JOB TITLE/ ACTIVITY	RATE OF PAYMENT	TOTAL COST OF SUPP/CONT SRVC	STATE OFFICE USE ONLY Disapp.	App.
TOTAL					

*** Transfer the totals to the Supplemental/Contractual Services line on the Budget Summary Sheet, page 26.**

LINKAGE TO THE LOCAL FOUR-YEAR PLAN FOR FUNDS REQUESTED UNDER SUPPLEMENTAL/CONTRACTUAL SERVICES

1. Describe how funds used for supplemental/contracted services and benefits will help meet the activities described in the Revised Local Four-Year Plan and/or Perkins Core Indicators, Program Improvement Goals, Program Standards.

2. How will the requested position(s) improve or enhance student learning? How will you measure student outcomes?

TRAVEL ITEMIZATION

SCHOOL/CONSORTIUM/MULTI-DISTRICT_____

For each PURPOSE OF TRAVEL entry, include Traveler's Name, Program Name, Site Number, and Destination.

PURPOSE OF TRAVEL	TRAVEL EXPENSES ITEMIZATION	STATE OFFICE USE ONLY Disapp.	App.
Name _____ Program _____ Site # _____ Destination/Conference _____	Transportation $ _____ Meals _____ Lodging _____ Registration _____		
Name _____ Program _____ Site # _____ Destination/Conference _____	Transportation $ _____ Meals _____ Lodging _____ Registration _____		
Name _____ Program _____ Site # _____ Destination/Conference _____	Transportation $ _____ Meals _____ Lodging _____ Registration _____		
Name _____ Program _____ Site # _____ Destination/Conference _____	Transportation $ _____ Meals _____ Lodging _____ Registration _____		
* TOTAL $ _____			

- **Transfer the total amount to Travel line on the Budget Summary Sheet, page 26.**

LINKAGE TO THE LOCAL FOUR-YEAR PLAN FOR FUNDS REQUESTED UNDER TRAVEL

1. Describe how funds used for supplemental/contracted services and benefits will help meet the activities described in the Revised Local Four-Year Plan and/or Perkins Core Indicators, Program Improvement Goals, Program Standards.

2. How will the requested position(s) improve or enhance student learning? How will you measure student outcomes?

ANNUAL APPLICATION

INSTRUCTIONAL MATERIAL ITEMIZATION

Use this form to list all instructional materials that will benefit ALL career and technical education programs.

SCHOOL_____ _____

List Instructional Material requests in order of priority.

QUANTITY	ITEM DESCRIPTION	UNIT COST	TOTAL COST	STATE USE ONLY Disapp.	App.
* TOTALS					

*** Transfer the totals to the Instructional Material line on the Budget Summary Sheet, page 26.**

ANNUAL APPLICATION

INSTRUCTIONAL MATERIAL ITEMIZATION

Use this form to list all instructional materials that will benefit a specific career and technical education program.

SCHOOL _____ _____

List Instructional Material requests in order of priority.

QUANTITY	ITEM DESCRIPTION	UNIT COST	TOTAL COST	STATE USE ONLY Disapp.	App.
* TOTALS					

*** Transfer the totals to the Instructional Material line on the Budget Summary Sheet, page 26.**

LINKAGE TO THE LOCAL FOUR-YEAR PLAN FOR FUNDS REQUESTED UNDER INSTRUCTIONAL MATERIAL

1. Describe how funds used for instructional materials will help meet the activities described in the Revised Local Four-Year Plan and/or Perkins Core Indicators, Program Improvement Goals, Program Standards.

2. How will the requested material improve or enhance student learning? How will you measure student outcomes?

ANNUAL APPLICATION

EQUIPMENT ITEMIZATION

Use this form to list all equipment materials that will benefit ALL career and technical education program.

SCHOOL _____

List Equipment requests in order of priority and provide written justification.

QUANTITY	ITEM DESCRIPTION (include make & model)	UNIT COST	TOTAL COST	STATE USE ONLY Disapp.	App.
* TOTALS					

*** Transfer the totals to the Budget Summary Sheet, page 26.**

EQUIPMENT ITEMIZATION

Use this form to list all equipment materials that will benefit a specific career and technical education program.

SCHOOL _____ _____

List Equipment requests in order of priority and provide written justification.

QUANTITY	ITEM DESCRIPTION (include make & model)	UNIT COST	TOTAL COST	STATE USE ONLY Disapp.	App.
* TOTALS					

*** Transfer the totals to the Equipment line on the Budget Summary Sheet, page 26.**

LINKAGE TO THE LOCAL FOUR-YEAR PLAN FOR FUNDS REQUESTED UNDER EQUIPMENT

1. Describe how funds used for equipment purchases will help meet the activities described in the Revised Local Four-Year Plan and/or Perkins Core Indicators, Program Improvement Goals, Program Standards.

2. How will the requested equipment improve or enhance student learning? How will you measure student outcomes?

ANNUAL APPLICATION

BUDGET SUMMARY SHEET

SCHOOL _____ _____

BUDGET	PERKINS III (FEDERAL) REQUESTED	STATE OFFICE USE ONLY – Do Not Write in This Space	
		TOTAL PERKINS FUNDS APPROVED	REALLOCATED FUNDS APPROVED
Salary & Benefits			
Supplemental/ Contractual Services			
Travel			
Instructional Materials			
Equipment			
Admin. Fee (maximum of 5% of total allocation)			
TOTAL	* $	$	$

*** THIS TOTAL CANNOT EXCEED PERKINS ALLOCATION. LIST TOTAL PERKINS ALLOCATION HERE $_____.**

FINAL NARRATIVE 2005
SUBMIT NARRATIVE ONLINE

SCHOOL _____

Project Title_____
(Information obtained from approved Authorization Page)

Program (if applicable)_____
(Information obtained from approved Authorization Page)

DUE ONLINE WHEN REQUEST FOR FINAL PAYMENT IS SUBMITTED

1. **Did all of the career and technical programs included in this application complete the Standards and Measure Local Evaluation Form? ___ YES ___ NO. If not, this will need to be accomplished before the final payment is authorized.**

2. **Describe the activities that were accomplished that improved the academic and technical skills of students. List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

3. **What methods were used so students were taught about all aspects of the industry in the program in which the students were enrolled? List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

4. **How were parents, students, business and industry, employee representatives and special populations, as well as the OCTE Program Improvement Process (PIP), involved in the evaluation of programs included in this application? List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

5. **Describe how discrimination against special population students was prevented and how the needs of special population students were met. List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

6. **Describe the activities that were accomplished to increase the enrollment of nontraditional students. List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

7. **Describe the professional development activities from the local four-year plan that were funded by Perkins III allocated dollars. List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

8. **Describe the activities that programs accomplished to link secondary and postsecondary technical education more closely. List specific number(s) (#1-13) from your local four-year plan that relate to this item.**

REVISED LOCAL FOUR-YEAR PLAN CONTENTS

1. Describe the role of teachers, administrators, and advisory committee members in the development of the local plan.

2. Describe how funds will be distributed. How will funds be allocated over the next four years to have the greatest impact on career and technical education programs?

3. Describe local programs/services eligible for funding under this Act.

4. Describe how the local programs included in the application will meet the state-adjusted levels of performance levels.

5. Describe how the programs will improve the academic and technical skills of students.

6. Describe how students will be taught about all aspects of the industry in the program in which the students are enrolled?

7. Describe how interested parties will be involved in the development, implementation and evaluation of career and technical programs (i.e., parents, students, teachers, business and industry, employee representatives, special populations).

8. Describe how you will ensure that programs are of such size, scope and quality as to improve career and technical education.

9. Describe how the Program Improvement Process (PIP) will be used to evaluate and promote improvement of programs.

10. Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state-adjusted levels of performance.

11. Describe how discrimination against special populations will be prevented.

12. Indicate how funds will be used to promote nontraditional training and employment.

13. Describe professional development activities that will be provided for career, technical and academic teachers, guidance counselors and administrative personnel.

LOCAL PLAN REVISIONS FOR 2004-2005

14. Strengthening Connections between Secondary and Postsecondary Education

Revise your local plan to reflect any new strategies or activities you have undertaken or will undertake over the next year to link secondary and postsecondary education. Please include changes you anticipate for Perkins Title I or Title II (Tech-Prep) to:

1. Align secondary and postsecondary academic and technical skills standards.
2. Reduce the need for remediation by career and technical education students who enter postsecondary education.
3. Develop and implement statewide articulation agreements between secondary and postsecondary institutions.
4. Expand opportunities for secondary career and technical education students to earn and use college-level credits.
5. Improve or expand opportunities for students enrolled in associate degree career and technical education programs to continue their education by transferring to baccalaureate degree programs.

15. Preparing Individuals for Occupations in Demand that Pay Family-Supporting Wages

Revise your local plan to reflect how career and technical education relates to current occupational opportunities.

1. What economic changes have occurred in the state, and within different regions of the state, since submission of the present four-year local plan?
2. Have there been any new economic or workforce development priorities or initiatives in the state?
3. What criteria do you use to identify "high skill, high wage jobs?"
4. What jobs do you consider to be "high skill, high wage jobs"?
5. Have you established any particular priorities among these occupations?
6. How do you use Perkins funds to promote, develop, or assist secondary and postsecondary programs that prepare individuals for these jobs?

16. <u>Investing in Effective, High-Quality Local Programs</u>

Describe how you determine the following:

1. Any special requirements to assure that services and activities are of sufficient size, scope, and quality to be effective.
2. The criteria you use to determine whether programs, services and activities are of sufficient size, scope, and quality to be effective.
3. The extent to which, and how, previous program performance is considered in evaluating program quality.