

# **SOUTH DAKOTA** **Consolidated Annual Report, 2005-2006**

## **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 career and technical education programs, which allows the office to have 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 South Dakota Department of Education has six offices: Office of Career and Technical Education; Office of Curriculum, Technology and Assessment; Office of Finance and Management; Office of Accreditation and Teacher Quality; Office of the State Library; and Office of Educational Services and Support. The Director of Curriculum and Instruction supervises OCTE and OCTA and serves as the liaison between the two offices. OCTE collaborates with the Office of Curriculum, Technology and Assessment on professional development opportunities. OCTE staff work with Office of Accreditation and Teacher Quality on teacher certification issues related to career and technical education. In addition, the High Schools That Work state director collaborates with OATQ on the statewide school accreditation system. The Director of OCTE works closely with the Office of Finance and Management to develop and manage the budget. The Assistant Director of OCTE works with the Grants Management office within OFM to monitor and manage Perkins local applications, amendments, and budgets. OCTE receives student data required for federal reports and Program Improvement from the Division of Data Collection in OFM. OCTE staff work with personnel in Data Collection and the Bureau of Information and Telecommunications to refine and revise required data bases to ensure the accuracy of data uploaded into OCTE's data collection system.

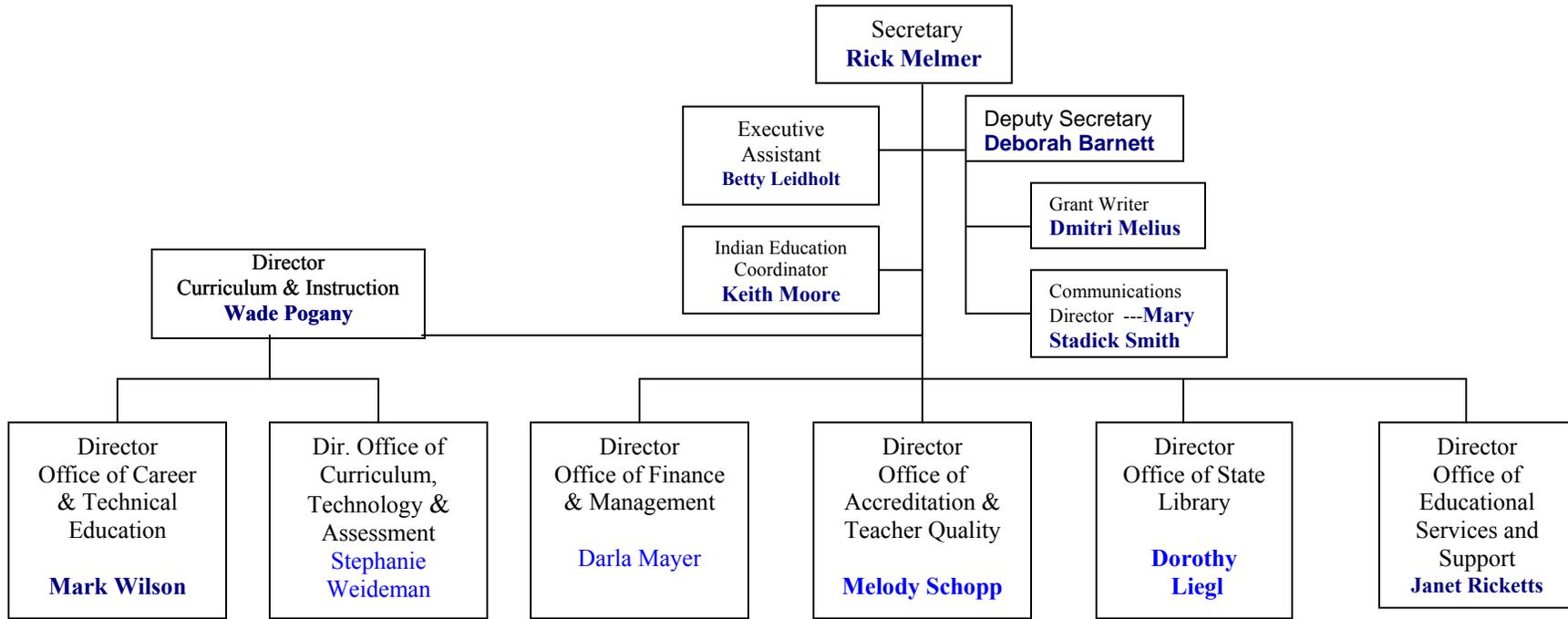
OCTE has a Director and an Assistant Director. The Director reports to the Director of Curriculum and Instruction and to the Secretary of Education who reports to the Governor. The South Dakota Board of Education is the supervisory agency for the South Dakota Department of Education and approves South Dakota's State Plan for Perkins. The South Dakota Board of Education is the eligible agency for Perkins. Postsecondary new and continuing programs must be approved by the state board. The Secretary of Education and the South Dakota Board of Education work collaboratively to address K-12 and postsecondary education needs. The chart on the next page details the organizational structure of the Department of Education.

### **B. Organization of Vocational and Technical Education Programs**

OCTE supervises both secondary and postsecondary career and technical education. South Dakota has middle school exploratory CTE courses (grades 7-8), high school CTE programs (grades 9-12), and postsecondary CTE programs (grades 13-14). The state has begun the process of organizing around the 16 career clusters and has adopted the career cluster framework. The state will focus on 9 clusters to start: Agriculture, Food & Natural Resources; Architecture & Construction; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Manufacturing; and Science, Technology Engineering & Mathematics. The remaining 7 clusters will be added later. Career Cluster Implementation Committees will begin meeting in FY 2007 to develop pathway programs of study which will serve as the state's model. Individual schools will use these models as templates to develop local programs of study. Core standards for each course within a cluster pathway will be developed and validated by business/industry, postsecondary and secondary committees. The programs of study include foundational CTE and/or cluster-related general education courses, including upper-level mathematics and science.

The Governor of South Dakota's 2010 Education Initiative calls for personal learning plans for all students. These learning plans will be based on the programs of study and will include a high school plan plus at least two years of postsecondary education, apprenticeship or employment. Students will include rigorous upper-level coursework in their personal learning plans.

**South Dakota Department of Education  
November 27, 2006**



- 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 Quality

- 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
- 21<sup>st</sup> 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 experiences; secondary 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 pay for upgrades to the Perkins Portal web-based accountability system and Perkins application portal. The Perkins application portal is used to manage the annual applications and amendments to the applications.
- 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. Funds were used to implement *Writing to Win*, a research-based writing across the curriculum program to increase student learning in all content areas.
- \$60,000 of state leadership funds were designated for nontraditional training and employment activities. Four postsecondary technical institutes received leadership funds to provide nontraditional recruitment and retention activities in coordination with the state's four Tech Prep consortiums. The nontraditional 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.
- The Office of Career and Technical Education partners with the South Dakota Discovery Center, National Weather Service, and other businesses and industries and agencies across South Dakota to provide Women in Science and Technology nontraditional career awareness for female students in grades 7 through 12. Statewide efforts provide for consistency across the state, pooling of funds and other 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 has implemented 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 five 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, and planning of student competitive and leadership events;
- ◆ Distance Health Science II and Medical Terminology curricula were developed to enable 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 this high demand, high wage health careers;
- ◆ Career guidance activities such as career magazines were 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 waivers because they are located in a rural, sparsely populated area. The remaining school districts are organized into 18 consortiums and five multi-districts.

Each consortium has an identified fiscal agent and Perkins contact person. The consortium, multi-district, or career/technical director is responsible for submitting the annual Perkins application online through the Perkins Portal. 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/career technical 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 other 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 Program Improvement Goals, 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, Next Step Work Group 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 data collection system and works with local recipients to ensure that data collected is accurate. 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. The assistant director of OCTE meets with postsecondary institute personnel responsible for data collection.

Data collection instructions and requirements are located at <http://doe.sd.gov/octe/pip/index.asp>.

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

Core Indicator	Final Agreed-Upon Performance Levels for 2005-2006	2005-2006 Actual Performance	Program Improvement Strategies
1S1	63.70%	70.51%	OCTE staff are 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. Over 35 school districts have implemented Writing to Win journal strategies. A research project conducted in the 2005-2006 school year shows the positive results of journal writing strategies on student outcomes, i. e., statistically significant improvements from pre-test in the fall to post-test in the spring. This may be influencing academic skills scores. The state as a whole is emphasizing to schools the importance of meeting NCLB reading and math performance requirements. The actual performance for this measure may reflect the increased emphasis on doing well on the Dakota STEP, the state's NCLB assessment.
1S2	93.56%	95.29%	OCTE staff provide technical assistance to LEAs to upgrade program standards. The career cluster implementation project that will start in the 2006-2007 school year will focus on improving curriculum design, with special emphasis on higher level technical and academic skill attainment. 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 and students in technology areas. The initiatives mentioned in 1S1 should also have a positive impact on technical skills attainment.
2S1	74.00%	81.99%	The state will continue to provide professional development to all CTE programs on ways to encourage students to complete their programs. OCTE is developing statewide youth internships with a state framework and set criteria. Teachers as Advisors and senior project frameworks will be completed as well. These additional opportunities will provide students with more ways to complete their CTE 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. The state's graduation requirements now include CTE courses. This may encourage students to complete their programs. The CTE scholar program encourages students to complete their programs to achieve this recognition.
2S2	SD does not give proficiency credential.	NA	NA

Core Indicator	Final Agreed-Upon Performance Levels for 2005-2006	2005-2006 Actual Performance	Program Improvement Strategies
3S1	94.47%	97.37%	Placement continues high and above the negotiated level of performance. By far, students are going to advanced education and training over employment/military. This could be a reflection of the state's emphasis on the importance of postsecondary education and training expressed in the Governor's 2010 Education Initiative.
4S1	8.27%	11.09%	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 students to enroll in and complete mathematics, science, and technology programs. OCTE has a half-time nontraditional/equity specialist who coordinates nontrad activities.
4S2	7.94%	9.21%	OCTE will continue to conduct workshops on NT participation and completion as described above. Teachers of nontraditional programs are beginning to realize the importance of recruiting and retaining students to their programs. Many of them participate in "equity day" activities at postsecondary institutions where students are able to participate in hands-on activities in programs nontraditional for their gender. Increases in 4S1 and 4S2 may reflect the influence of these activities.
1P1/1P2	91.29%	87.69%	This measure was not met. Personnel at the local postsecondary institutions employ special populations' facilitators, tutors, lab aides, and other supports to assist students. Retention plans have been initiated. These plans include Personal Improvement Plans. The state should soon be seeing more positive outcomes for this measure based on specific intervention strategies being implemented. OCTE discussions with the postsecondary institutions on improvement plans will continue.
2P1	62.00%	59.06%	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. Young students often cannot see the benefit of completing their programs when an employer offers them \$15 to \$20 an hour. Local institutions provide career counseling to demonstrate to students the long-term benefits of program completion. Alas, it is difficult to convince them that that new car or more expensive apartment could wait so they can finish their program. Institutions also offer professional and peer tutors, special accommodations, lab aides, facilitated study groups, all in an attempt to increase program completion.

Core Indicator	Final Agreed-Upon Performance Levels for 2005-2006	2005-2006 Actual Performance	Program Improvement Strategies
3P1	95.00%	97.67%	This measure remains strong. Postsecondary institutions have data collection systems to track this data and are very intentional about follow-up surveys. Placement is one of the key marketing strategies for the postsecondary institutions.
3P2	87.93%	93.60%	Postsecondary institutions rely on the Labor Market Information Center for their one-year retention information. They also follow-up on students missing from LMIC's report. This aids in the high percentage for this measure.
4P1	10.72%	8.84%	OCTE collaborates with a variety of agencies to sponsor workshops to encourage students to enroll in and complete nontraditional programs. 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	10.00%	7.45%	Postsecondary nontraditional coordinators will intensify their assistance to nontraditional students by providing more personal and academic counseling, financial support, financial aid advice, tutoring, and other supports. The state equity/nontraditional specialist will work with the postsecondary coordinators and Tech Prep on strategies to impact the outcome for this measure. It is difficult to ascertain the reasons for the decrease in performance for 4P1 and 4P2; however, OCTE will work with the postsecondary institutions to determine the reasons and then develop plans for increasing performance for both measures. The average of the actual performance for 4P1 since 2002-2003 is 10.42% and for 4P2 is 9.38%. These averages compared to this year's actual performance for both measures show that the results would have been closer to the averages than to this year's negotiated level of performance. This downward trend in performance is troublesome and will be investigated.

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

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
1S1	63.70%	70.51%	Am. Indian 55.03% Asian 62.50% Black 38.89% Hispanic 66.67%  Disabled 16.39% Econ. Dis. 65.03% Sg. Parents 58.82% Other 29.22% LEP 28.57% NT 86.11%	The numbers for racial/ethnic minorities and special populations' groups are small. A few students can affect the performance level dramatically. Even so, it is important to analyze the lower achievement levels of even these small populations. OCTE prepared data reports for all programs and shared with teachers during the Program Improvement Process. Staff monitor Perkins budget requests to see if LEAs are designating Perkins funds to address needs of minority and special populations' students. During workshops with consortium and technical education directors, they are encouraged to allocate funds to address the needs of these populations for all core indicators.
1S2	93.56%	95.29%	Am. Indian 94.12% Asian 96.15% Black 100.00% Hispanic 96.88%  Disabled 95.71% Econ. Dis. 94.49% Sg. Parents 95.45% Other 94.67% LEP 94.12% NT 97.06%	Racial/ethnic minority and special populations' students are attaining technical skills at a higher rate than the adjusted level of performance. OCTE has worked with local recipients on budgeting funds to address the needs of these students. LEAs are requesting Perkins funds for special populations. The high achievement levels may be a result of investing extra funds in them. Examples include "Dragon Naturally Speaking" software to help LEP students, classroom aides and lab tutors.

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
2S1	74.00%	81.99%	Am. Indian 96.92% Asian 48.48% Black 56.25% Hispanic 50.00%  Disabled 95.56% Econ. Dis. 98.82% Sg. Parents 56.67% Other 56.20% LEP 37.84% NT 29.17%	Students with disabilities, economically disadvantaged and Native American students are performing above the adjusted level of performance. However, Asian, Black and Hispanics are not performing well. The numbers of these students are very small, however, and the percentages can be affected by small increases or decreases in the numbers. Students with other barriers, LEP, single parents and nontraditional students are much below actual and negotiated levels. State tech prep coordinator will work with regional Tech Prep and guidance counselors in schools where these populations are not meeting the required performance level.
2S2		N/A	N/A	N/A
3S1	94.47%	97.37%	Am. Ind. 96.83% Asian 100.00% Black 88.89% Hispanic 95.24%  Disabled 98.36% Econ. Dis. 98.20% Sg. Parents 100.00% Other 96.75% LEP 100.00% NT 100.00%	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	8.27%	11.09%	Am. Ind. 9.64% Asian 16.67% Black 11.76% Hispanic 4.00%  Disabled 2.63% Econ. Dis. 13.78% Sg. Parents 25.00% Other 9.44% LEP 18.18%	When all minority/ethnic students are combined, they exceed the negotiated level of performance. OCTE's nontraditional/equity specialist continues to address the issues of both nontraditional students and minority groups and other special populations within the measure. Nontraditional coordinators within each Tech Prep consortium provide activities at the consortium schools to encourage students to enroll in nontraditional programs. Students spend a day on the campuses of postsecondary technical institutes experiencing nontraditional careers through hands-on activities.

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
4S2	7.94%	9.21%	Am. Ind. 15.29% Asian 0% Black 33.33% Hispanic 0%  Disabled 9.68% Econ. Dis. 10.63% Sg. Parents 0% Other 9.8% LEP 0%	Racial/ethnic minority student numbers are so small that they are probably 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. Increased efforts by tech prep and nontraditional coordinators seem to be paying off in increased performance for 4S1 and 4S2. In addition, the data collection system automatically tallies the nontraditional numbers so there is little room for error by local data entry personnel.
1P1/1P2	91.29%	87.69%	Am. Ind. 76.98% Asian 73.91% Black 75.00% Hispanic 75.86% Unknown 82.72%  Disabled 72.92% Econ. Dis. 88.61% Sg. Parents 84.96% Displ. Hmkr. 87.88% Other 71.32% LEP 60.00% NT 84.65%	For the most part, subgroups are achieving at or lower than the actual level of performance. Native American students, the largest minority group, receive special services at the postsecondary schools; one school has a Native American counselor. Other minority groups are very small in number. These populations can benefit from increased levels of support, and OCTE will monitor to ensure that Perkins funds are being directed toward their needs. The postsecondary schools all have special populations' coordinators to monitor the needs of students.

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
2P1	62.00%	59.06%	Am. Ind. 36.99% Asian 90.91% Black 60.00% Hispanic 70.00% Unknown 48.98%  Disabled 50.96% Econ. Dis. 58.90% Sg. Parents 49.06% Other 44.42% LEP 87.50% NT 54.98%	<p>Numbers for minority students are small, with Asian, Black and Hispanic totals less than 10. However, Native Americans, the largest group, are not achieving at acceptable levels. OCTE will work with postsecondary student services personnel to address student needs. Native American coordinators will continue to provide the supports needed for students. Native Americans deal with cultural difference, separation from families and their reservations, plus insufficient academic preparation. 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.</p>
3P1	95.00%	97.96%	Am. Ind. 100.00% Asian 100.00% Black 100.00% Hispanic 100.00% Unknown 100.00%  Disabled 94.05% Econ. Dis. 93.86% Sg. Parents 87.50% Other 96.80% LEP 0 NT 99.58%	<p>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.</p>

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
3P2	87.93%	93.60%	Am. Ind. 90.63% Asian 60.00% Black 100.00% Hispanic 85.71% Unknown 90.68%  Disabled 89.87% Econ. Dis. 93.09% Sg. Parents 96.77% Other 95.13% LEP 100.00% NT 94.86%	Asian, Black and Hispanic numbers are below 10. Native American students exceed the negotiated level of performance. Each postsecondary institution has special populations' specialists on staff to assist these 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. All special populations groups exceeded the negotiated level of performance.
4P1	10.72%	8.84%	Am. Ind. 9.38% Asian 20.00% Black 0% Hispanic 6.45% Other 10.19%  Disabled 11.11% Econ. Dis. 10.47% Sg. Parents 11.85% Other 11.07% LEP 0%	Again minority numbers are very small. Native American students are below the negotiated level but above the actual level of performance. Special populations' students are achieving at or above the negotiated level of performance, except for economically disadvantaged. OCTE's nontraditional/equity program specialist is available to provide technical assistance and training. Tech Prep coordinators present professional development on enrollment and completion of nontraditional students.
4P2	10.00%	7.45%	Am. Ind. 17.65% Asian 20.00% Black 0% Hispanic 9% Other 6.15% Disabled 8.33% Econ. Dis. 9.17% Sg. Parents 9.70% Other 9.52% LEP 0	Minority students, except blacks, are near or above the negotiated and actual levels of performance. Special populations are not at the negotiated level but are above the actual level. These numbers may reflect the special assistance they receive from special populations coordinators.

## C. Definitions

Vocational Participant: A student enrolled in at least one vocational technical education course

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.)

Vocational Completer: A student who earned two Carnegie units of credit or more in a program and has graduated. This includes 12<sup>th</sup> graders graduating who earned at least two Carnegie credits in a prior year but were not enrolled in the program for 2005-2006.

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 (revisions in red font)

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1S1	State Academic Assessment System	<p><b>Numerator:</b> Total number of vocational education completers who attained a complete battery percentile rank score of 50 or higher <u>on the Stanford Achievement Test 10.</u></p> <p><b>Denominator:</b> Total number of vocational education completers taking the Stanford Achievement Test.</p>	SD has the same issue as many other states with its ability to measure academic attainment for secondary CTE students. The SAT 10 test is given in the 11 <sup>th</sup> grade. Many completers do not complete or even begin their CTE programs until 12 <sup>th</sup> grade. The Perkins Accountability Portal does provide 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. At least the Portal improves the accuracy of the students counted in this measure. SD cannot afford end-of-course exams or other tests that would be given only to CTE students to ascertain the academic impact of CTE.
1S2	State/Local Assessment System	<p><b>Numerator:</b> Total number of vocational education concentrators and completers attaining at least 70% of vocational and technical skills.</p> <p><b>Denominator:</b> Total number of concentrators and completers.</p>	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. These students are at least then counted in the measure.
2S1	State/Local Assessment System	<p><b>Numerator:</b> Number of senior students who earned two or more Carnegie units of credit in this program and will graduate.</p> <p><b>Denominator:</b> Number of senior students enrolled in the program this reporting year.</p>	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	<p><b>Numerator:</b> All secondary students who completed this vocational technical education program and are placed in further education, military services or employment.</p> <p><b>Denominator:</b> Total secondary students who completed this vocational technical education program.</p>	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. However, FERPA regulations are currently standing in the way.
3S2	SD does not give a proficiency credential.	N/A	N/A
4S1	<p><u>State/Local Administrative Data</u>  <u>This is a change from the measurement approach only on the Final-Agreed Upon Performance Levels 2005. This approach more accurately reflects how the data are collected. There has been NO change in how data for this measure are collected. The approach was misnamed in the past.</u></p>	<p><b>Numerator:</b> Number of nontraditional enrollees in this program preparing for nontraditional occupations.</p> <p><b>Denominator:</b> Total number of traditional and nontraditional students enrolled in this program preparing for non-traditional occupations.</p>	This measure is satisfactory. 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.

Core Indicator or	Measurement Approach	Measurement Definition	Assessment of Quality
4S2	<p><u>State/Local Administrative Data This is a change from the measurement approach only on the Final-Agreed Upon Performance Levels 2005. This approach more accurately reflects how the data are collected. There has been NO change in how data for this measure are collected. The approach was misnamed in the past.</u></p>	<p><b>Numerator:</b> Number of nontraditional completers of this non-traditional program.  <b>Denominator:</b> Number of all completers (traditional plus nontraditional) of this nontraditional program.</p>	Same as 4S1.
Core Indicator or (P)	Measurement Approach	Measurement Definition	Assessment of Quality
1P1	Overall Grade Point Average	<p><b>Numerator:</b> Total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.  <b>Denominator:</b> Total number of threshold students (full-time) of state-approved technical programs leading to a diploma or AAS degree.</p>	This is a good measure. Students must attain program competencies to attain the 2.0 grade point average. Local institutes feel confident that grade point average is an accurate measure of academic and technical skill attainment.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1P2	Overall Grade Point Average	<p><b>Numerator:</b> Total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.</p> <p><b>Denominator:</b> Total number of threshold students (full-time) of state-approved technical programs leading to a diploma or AAS degree.</p>	This is a good measure. Students must attain program competencies to attain the 2.0 grade point average. Local institutes feel confident that grade point average is an accurate measure of academic and technical skill attainment.
2P1	State/Local Administrative Data	<p><b>Numerator:</b> Number of entering first-year, full-time students (cohort group) of state-approved technical education programs who earned a diploma or AAS degree.</p> <p><b>Denominator:</b> Number of entering first-year, full-time students of state-approved technical education programs (cohort group).</p>	This is a good measure. Postsecondary institutions have sophisticated data systems and trained personnel to work with the data.
3P1	State-developed, School-administered Surveys/Placement Records	<p><b>Numerator:</b> Number of program completers employed, in the military, or going on for further education within six months following graduation.</p> <p><b>Denominator:</b> Number of program completers.</p>	This measure is satisfactory. 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.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
3P2	Administrative Record Exchange	<p><b>Numerator:</b> 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.</p> <p><b>Denominator:</b> Total graduates of state-approved technical institute programs leading to a diploma or AAS degree.</p>	Accuracy in this data has improved over the past years.
4P1	<p><u>State/Local Administrative Data</u>  <u>This is a change from the measurement approach only on the Final-Agreed Upon Performance Levels 2005. This approach more accurately reflects how the data are collected. There has been NO change in how data for this measure are collected. The approach was misnamed in the past.</u></p>	<p><b>Numerator:</b> Number of non-traditional enrollees in programs preparing for non-traditional occupations.</p> <p><b>Denominator:</b> Total number of students enrolled in programs preparing for non-traditional occupations.</p>	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	<u>State/Local Administrative Data</u> <u>This is a change from the measurement approach only on the Final-Agreed Upon Performance Levels 2005. This approach more accurately reflects how the data are collected. There has been NO change in how data for this measure are collected. The approach was misnamed in the past.</u>	<b>Numerator:</b> Number of nontraditional completers of this non-traditional program. <b>Denominator:</b> Number of all completers (traditional plus nontraditional) of this nontraditional 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.

The OCTE web site contains links to important data collection, accountability and program improvement documents at <http://doe.sd.gov/octe/pip/index.asp>.

## **V. Monitoring Follow-up**

No review conducted during this program year.

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

Twelve school districts received incentive funds for High Schools That Work and Making Middle Grades Work sites. Incentive funds were used to develop distance health careers courses to be delivered via the web and the state's Digital Dakota Network two-way interactive videoconferencing system: Health Careers II and Medical Terminology. A commercial arts program was started at a regional technical center. A graphic arts program was established in a sparsely populated regional center that provides programming through the use of mobile laboratories. A culinary arts curriculum was implemented in several schools. Fiber optics curriculum was purchased for a computer cabling program. New and upgraded technology education modules were purchased for a school. A new agriculture education was started. A health careers summer academy for high school juniors and seniors was held. Heart and lung sounds units were purchased for health science programs. Funds were also used for professional development, reading and mathematics in career and technical education.

## **Section F. Other Requirements**

### **Grant Award Conditions**

- F1. The state was required to submit a program improvement plan for program years 2005-2006 and 2006-2007. The direct link to the plan is located at <http://doe.sd.gov/octe/docs/South%20Dakota%20Perkins%20Improvement%20Plan.pdf>.

Otherwise, go to <http://doe.sd.gov/octe/> and click on [South Dakota Perkins Improvement Plan](#). The plan was submitted on August 4, 2006.

- F2. The state was NOT required to submit information regarding monitoring findings.
- F3. Audit Resolution. The state was required to submit information in response to a program determination letter (PDL). The letter and requested information were submitted January 2, 2007. An e-mail of January 11, 2007 stated: "After reviewing your letter, it appears to me that you have implemented an appropriate corrective action, as required by the PDL. Therefore, the above cited finding is now resolved and closed, and no further action is required. "

**State Plan Amendments:**

Changes have been made to the South Dakota State Plan for Perkins III. The funding split is now 55% postsecondary and 45% secondary. Other changes required by the PDL have been made as well and were submitted with the response letter. OCTE has implemented a change in the way it uses its secondary reserve funds. Through an RFP process, funds are distributed to LEAs to form Career Cluster Implementation Committees. These committees are charged with the duty of developing career pathway programs of study for 9 of the 16 Career Clusters. The remaining 7 clusters will be addressed in upcoming years. The entire state plan is at <http://doe.sd.gov/octe/>. Click on Perkins State Plan. Changes to the state plan are designated by different colored fonts.

# ANNUAL PERKINS SECONDARY/POSTSECONDARY APPLICATION 2005-2006

## CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

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

**For school year 2005-2006, 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 IN THE OFFICE OF CAREER AND TECHNICAL EDUCATION (OCTE) May 1, 2006***

**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.

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.

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 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.

### **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<sub>2</sub> 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.

### **ANNUAL APPLICATION (INSTRUCTIONS FOR COMPLETION)**

**The regular annual application will be submitted ONLINE through the South Dakota Perkins Accountability Portal, <http://vistronix.state.sd.us/octeperkinsapp>.**

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. General Assurances. Read and complete only one General Assurances set for the school, multi-district or consortium.

Step 2. Complete only one Annual Application for Federal Funds - Authorization Page for the school.

Step 3. Select each approved career and technical education program that will be operated during the 2005-2006 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 write the justification in the appropriate text box in the Perkins application portal. Justifications must address at least one of the following three: 1) How the requested funds help the program meet the Perkins Core Indicators of Performance; 2) How the requested funds help the program meet Program

Improvement Goals; and 3) How the requested funds help the program meet program standards. All requests must address the following: How will the requested item(s) improve or enhance student learning? How will you measure student outcomes?

Step 4. List contracted salaries and benefits that will be used to pay for services/activities that will benefit either ALL career and technical education programs or specific programs.

Step 5. List supplemental/contractual services that will benefit ALL or specific career and technical education programs.

Step 6. Itemize travel. Include **traveler's name and program name** with appropriate justifications.

Step 7. Itemize instructional material that will be purchased to benefit ALL or specific career and technical education programs.

Step 8. Itemize equipment purchases that will benefit ALL or specific 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 9. Budget Summary Page. Review requested use of Perkins III funds.

FINAL NARRATIVE - due with the request for final payment and NO LATER THAN JUNE 30, 2006. Submitted online through Perkins Accountability Portal.

**LOCAL ANNUAL PERKINS APPLICATION**

**CONSORTIUM ALLOCATION TRANSFER OF FUNDS**

I certify that the \_\_\_\_\_ has formed a  
Multi-District/Consortium Name

consortium for the purpose of receiving federal vocational funds under Title I -  
Part C of the Carl D. Perkins Vocational and Technical Education Act of 1998.

The following federal vocational and technical education funds allocated to

\_\_\_\_\_ are to be released to  
Local Educational Agency

\_\_\_\_\_, for the school  
Multi-District/Consortium Fiscal Agent

year 20\_\_\_\_ - 20\_\_\_\_\_.

Title I - Part C, Basic Grant – Vocational and Technical Programs \$ \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Local Education Agency Superintendent

Send ONE SIGNED FORM PER CONSORTIUM MEMBER (if applicable) to the Office of Career and Technical Education.

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

This Perkins application 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 ALL students of the participating LEAs in the consortium.

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.

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.

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 (Student Enrollment, 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 DESCRIBE HOW THE REQUESTS ARE RELATED TO PERKINS STANDARDS AND MEASURES OUTCOMES, PROGRAM IMPROVEMENT PROCESS (PIP) GOALS, PROGRAM STANDARDS/COMPETENCIES, AND MEASURABLE STUDENT OUTCOMES.

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

## 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs

(a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check  if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the

collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order

(EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above assurances and certifications.

NAME OF APPLICANT	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE



**FINAL NARRATIVE 2006  
SUBMIT NARRATIVE ONLINE**

SCHOOL \_\_\_\_\_

Project Title \_\_\_\_\_  
(Information obtained from approved Authorization Page)

Program (if applicable) \_\_\_\_\_  
(Information obtained from approved Authorization Page)

<b>DUE ONLINE WHEN REQUEST FOR FINAL PAYMENT IS SUBMITTED</b>
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1. **Did all of the career and technical programs included in this application complete the Standards and Measure via the Perkins Accountability Portal? \_\_\_ 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.**