

1. Implementation of State Leadership Activities

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

a. Required Use of Funds:

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

Leadership funds support upgrades to the Perkins Portal web-based accountability system and Perkins application system. By bringing the system into full alignment with the 16 Career Clusters we are better able to track our program and curricula. As part of the Career Cluster Implementation project, we can now review quickly the cluster enrollments as well as standards and measure data. We are also able to track consistently and accurately the course work being taught at the local level. The system gives us the capacity to drill down from the cluster level directly to the courses being taught. This information is then used by the Cluster Specialists to analyze the saturation level of individual cluster or pathway courses. When used in concert with the new online career guidance software we will be able to compare student identified interest (via the career interest assessment tool) directly to what coursework is being offered both at the macro and micro assessment levels.

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

Through leadership funds STAR Academy improves its approved programs. STAR Academy, a state institution, uses the funds to acquire new technology in their information technology, manufacturing, and architecture and construction programs. Additionally the professional development opportunities we provide focus strongly on increase the use of technology and education technology in the curricula. The professional develop opportunities at our conference and elsewhere over the past year have given teachers and administrators a chance to develop Web 2.0 skills including podcasting and teaching through wikis.

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

Professional development (including initial teacher preparation) activities were delivered by state universities that offer career and technical teacher preparation programs. Examples of activities funded were workshops, mentorship programs, and courses held via the Internet. We supported those efforts.

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

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

Over the previous year, South Dakota has provided professional development activities in the areas of writing, mathematics and literacy. Writing integration activities were provided with the program Writing to Win. Career and Technical Education teachers from around the state attended the trainings. The Writing to Win model is organized into three phases Journal Writing, Process Writing, and Sentence Building.

Mathematics was provided in the form of a workshop integrating math into the Career and Technical Education programs. This workshop benefited math teachers and teachers from Career and Technical Education fields with a heavy mathematics base, including automotive, construction trades, pre-engineering, manufacturing trades, agriculture, health and medical sciences, business and marketing studies, etc. Teachers were to attend as a team; minimum team requirements include one mathematics teacher, one career/technical teacher and one building or district level administrator. The workshop provided an opportunity to discuss how math is used in a variety of career areas and design an extended project to simulate how math is used in the workplace. Participants were to learn an eight-step process for integrating math into Career and Technical Education studies through authentic, integrated units.

Additionally, during a two day workshop, participants learn strategies to integrate literacy into any content area to enhance student engagement and

learning. Participants are provided with overviews of various strategies with sample activities to discuss how each strategy can be incorporated into classroom instruction.

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;

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

OCTE partners with the South Dakota Discovery Center, National Weather Service, and other businesses and industries and agencies across South Dakota to provide Women in Science and Technology nontraditional career awareness for female students in grades 7 through 12. Statewide partnerships provide for consistency across the state, pooling of funds and other resources. Conferences are held at five locations across the state. One of the conferences this year focused special attention on Native American students. Native American populations in South Dakota face difficult economic challenges among other serious barriers to nontraditional career participation. Students from the Crow Creek, Rosebud, Cheyenne River, and Standing Rock Reservations were in attendance.

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

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

career and technical education as well as programs that promote entrepreneurship. Entrepreneurship is one four Senior Capstones we're developing to encourage a rigorous and relevant junior and senior year for all students. Additionally, leadership funds help sponsor High Schools That Work membership. Through the South Dakota HSTW program we work directly with schools and other partners to increase the achievement of member schools.

- Serving individuals in state institutions;

One percent of state leadership funds are allocated to the Custer Youth Corrections facility's high school program, STAR Academy. STAR Academy offers three CTE programs information technology, manufacturing, and architecture and construction. OCTE plans to continue to provide these leadership funds to Star Academy. Star Academy teachers attend all OCTE professional development opportunities.

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

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

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

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

- Offering technical assistance for eligible recipients.

The office of career and technical education views many of the previously mentioned efforts as strong evidence of providing direct technical assistance to local educational agencies. For instance the High Schools That Work program is an intensive whole school improvement effort that involves in depth Technical Assistance Visits. These and other efforts provide local

administrators and teachers with useable tailor information about how to work toward increasing student achievement. The Perkins Portal provides real time ability to track student progress and achievement through a 24 hour system accessible from any internet connection. By making the data accessible and offering assistance in data analysis schools are better able to gauge progress toward improvement goals and areas that still need improvement.

b. Permissible Activities Include:

- Improving career guidance and academic counseling programs;

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

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

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

- Supporting career and technical student organizations;

State Leadership funds were used to support five career and technical student organizations. Leadership retreats involving over 1000 youth were held as well as state leadership events for over 2500 student participants in FBLA/PBL, FFA, FCCLA, DECA, and SkillsUSA. Competitive events assessed the technical skill attainment of students in a variety of career areas. Additionally, the hiring Executive Directors for career and technical student organizations was facilitated through leadership funds whose responsibilities included planning of student leadership events and all other activities.

- Supporting public charter schools operating career and technical education programs;
- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- Supporting family and consumer sciences programs;
- Supporting partnerships between education and business, or business intermediaries, including cooperative education and

adjunct faculty arrangements at the secondary and postsecondary levels;

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;
- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;
- Providing activities to support entrepreneurship education and training;
- Providing career and technical education programs for adults and school dropouts to complete their secondary school education;
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;
- Developing valid and reliable assessments of technical skills;
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and
- Supporting occupational and employment information resources.

2. Progress in Developing and Implementing Technical Skill Assessments

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

career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

OCTE is still awaiting recommendations from the Next Steps Work Group and subcommittee to see if any ideas will be financially possible for South Dakota. The development of the test bank of technical skills measures remains interesting, but feasibility is concern. The State does plan to develop end-of-course exams for CTE courses based on the core course standards validated by secondary and postsecondary teachers, teacher education programs, and business and industry partners on the work done by the Career Cluster Implementation Committees.

The development of technical skills assessments in South Dakota has revolved around the Career Clusters Implementation project. Before new assessments could be developed it was necessary to bring the old vocational technical areas in line with the 16 Career Clusters. We are nearing full implementation of all sixteen clusters. A full revision of curriculum standards was undertaken based both on the Career Cluster Knowledge and Skills Statements as well as recognized industry standards where applicable. That revision process is nearing completion and the initial stages of implementation has begun. At this time our Technical Skill Assessment is based on approved and industry reviewed core standards. Because not all core standards are currently in the implementation stage the state hasn't achieved full saturation of the cluster standards based assessments. Where cluster core standards based assessments are not possible previous competencies or standards are used. Planning for the development of comprehensive end-of-course exams continues. No solid implementation date has been set. The State does not view end-of-course exams as the only valid technical skill assessment other options including industry based certificates and certification as well as other third party assessments are a part of the exploratory planning process.

OCTE continues to investigate the possibility of working with state education service agencies to develop end-of-course exams using the Achievement Series to develop test questions and rubrics to evaluate projects, demonstrations, and other demonstrations of student knowledge and skills. The Achievement Series is a web-based assessment platform that will assist OCTE to do the following:

- Develop and administer tests, capture results, and produce standards-based reports based on the core course standards
- Collaborate on item and test development
- Use our own questions, test items from other vendors or a combination
- Have a variety of online reports
- Disaggregate data for reporting requirements.

For postsecondary programs, OCTE will continue to rely on GPA, the measure used in Perkins III, to measure outcomes for 1P1, Technical Skill Attainment. This will allow OCTE to follow the historical achievement of technical skills using the same measure. GPA is considered by many postsecondary institutions

nationwide, including South Dakota's, to be a valid and reliable measure of skill attainment. GPA

includes a variety of assessments, including paper/pencil tests, research, demonstrations, projects, and internship evaluations which include input from business and industry experts. It does not rely on a one-time technical skill assessment, even if that assessment is aligned with industry-recognized standards.

In fact, employers might feel more assured of potential employees' skills if those skills were assessed using multiple means. All five postsecondary institutions receiving Perkins funds are accredited by the North Central Association's Higher Learning Commission. Accreditation of postsecondary programs and institutions rests on their ability to demonstrate student learning. The Higher Learning Commission's Accreditation Manual emphasizes the importance of using multiple direct and indirect measures of student learning such as tests, research, demonstrations, projects, and internship evaluations, the same multiple criteria for determining GPA. The State will use the Higher Learning Commission's Criterion Three: Student Learning and Effective Teaching, as the rationale for GPA as the measure for 1P1. The State believes that the HLC's criteria for student learning provide a valid and reliable assessment.

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

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

The director of OCTE continues to work with the postsecondary vice-presidents to standardize the entire advisory committee process to ensure consistency from one committee to the next. There will be a checklist to delineate all items to be covered in the committee process and a rubric to evaluate success in meeting the process checklist.

This work will begin spring 2008. The Vice-presidents' Cabinet will begin to develop a follow-up survey to determine employers' satisfaction; the survey will be given every two years by all postsecondary institutions. The survey will also include questions on what industry-recognized certifications are available in an area and how important those certifications are to employers. The Cabinet is in the process of working with OCTE to create a clearinghouse of information about

what credential and certification are currently in use and which ones are planned for implementation.

3. Implementation of State Program Improvement Plans

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

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

- . The core indicator(s) that your state failed to meet at the 90 percent threshold;
 - a. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
 - b. The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
 - c. The staff member(s) in the state who are responsible for each action step; and
 - d. The timeline for completing each action step.

4. Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of *Perkins IV* requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core

indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

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

South Dakota has 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. A waiver was granted to one rurally isolated consortium and three secondary eligible recipients because of rural isolation and sparse population. The remaining school districts are organized into 17 consortiums and four multi-districts. There are a total of 35 eligible secondary recipients.

A total of 12 recipients failed to meet at least 90 percent of the local adjusted level of performance for core indicator 1S1 –Reading/Language Arts. A total of 6 recipients failed to meet at least 90 percent of the local adjusted level of performance for core indicator 1S2 – Mathematics. A total of 6 recipients failed to meet at least 90 percent of the local adjusted level of performance for core indicator 1S2 – Mathematics. A total of only two recipients failed to meet at least 90 percent of the local adjusted level of performance for core indicator 4S1 – Graduation. One is a tribal school and the other is a public school on a reservation. Both have very low numbers of concentrators, a total of nine students between both schools.

Three recipients failed to meet both 1S1 and 1S2. One is a combination BIA/public school with a very large Native American population low number of completers. The other is a single district public school with no large disparities among individual populations. While economically disadvantaged and Native

American students tended to perform more poorly than other students, the total number of students enrolled makes it difficult to determine if the disparities are statistically significant. Males did tend to outperform female students. The final consortium failing to meet the attainment level seems to be a statistical anomaly. With only 24 total completers and averaging around 5 completers per program, one or two students can easily skew the statistics. While this recipient is clearly one to be concerned about it will be important to look at longitudinal data to determine if the failure is systemic or simply a function of low enrollment. In all cases a very low number of completers seems to be a trend.

It is difficult to identify any clear trends across all the measures. There is a mix of sizes, and populations. It appears a fair amount of the recipients failing to meet the measure had extremely low number of completers. Given that it's easy to see how the performance of a very small number of students could push the results in one direction or the other. It is positive that very few schools are failing both measures, this is a positive indicator that there aren't systemic performance issues across a large number of schools.

In 1S1 –Reading/Language Arts at the state level female performance outpaced male performance. Additionally the performance of black non Hispanic students and Native American students was well behind that of whites and other minorities. Additionally students with disabilities, economically disadvantaged, and LEP students also failed to meet the negotiated level. Nontraditional enrollees were within one percentage point of meeting the 90% performance level. Drawing other conclusions is difficult as the LEAs effected vary greatly in geography, student population, and ethnic make-up.

In 1S2 –Mathematics at the state level female performance matched male performance. The performance of black, Hispanic, and Native American students was behind that of whites students. Additionally students with disabilities, economically disadvantaged, and single parent students also failed to meet the negotiated level. Nontraditional enrollees did meet the 90% performance level. Drawing other conclusions is difficult as the LEAs effected vary greatly in geography, student population, and ethnic make-up.

In 4S1 –Graduation not significant trends are present. Only two schools failed to meet the measure and both had very low numbers of concentrators. However it is troubling that both schools have a very high number of Native American students. The performance of Native American students across all measures is a serious concern and one the Office of Career & Technical Education is focusing on to find ways to enhance the career and technical education programs available to Native American students.

Tech Prep Grant Award Information

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

The Tech Prep funding of \$307,940 is equally divided among the four Tech Prep consortia located at the four technical institutes in South Dakota. Each consortium receives \$76,985 in Perkins allocations.

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

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

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

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

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

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

indicators that were most commonly missed, and number of years the consortia omitted the indicators).

South Dakota has begun a reorganization of the Tech Prep system in the state. Under the new system all secondary students are categorized as Tech Prep students and receive service from the four Tech Prep consortia. As a result of this reorganization policy the indicators for 2007-2008 are not accessible at this time. Part of the reorganization process is the development of policy and procedures to collect accurate data. Further the four technical institutes are committed to restructuring their data collection systems to track students from the secondary to the postsecondary system to better determine who is a Tech Prep student by the agreed upon definitions.