

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 accountability system into full alignment with the 16 Career Clusters, we are better able to track our programs and curricula. As part of the Career Cluster Implementation Project, we can now quickly review the cluster enrollments as well as standards and measures data. We are also able to track the coursework being taught at the local level consistently and accurately. 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 our online career guidance software, we will be able to compare students' identified career interests (via the career interest assessment tool) directly to what coursework is being offered both at the macro and micro assessment levels. Additionally, the system provides the ability to analyze programs, schools, multidistricts and consortia. Multilevel data analysis is a key component of the improvements to the system.

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

The professional development opportunities we make available to all CTE instructors focus strongly on increasing the use of technology in the curricula. The professional development opportunities at the SDACTE conference and elsewhere over the past year have given teachers and administrators a chance to develop Web 2.0 skills including podcasting and utilizing wikis. Additionally, through leadership funds, STAR Academy, a state institution, improves its approved programs. The Academy uses the funds to acquire new technology in their Information Technology, Manufacturing, and Architecture and Construction programs.

- 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 activities, including initial teacher preparation, were delivered by state universities that offer career and technical teacher preparation programs. Examples of activities funded were workshops, mentorship programs and online courses. 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 and 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 and capstone experiences (including Youth Internships and Senior Experiences). 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 literacy, writing, and mathematics. Writing integration activities were provided alongside curriculum revision efforts. Career and Technical Education teachers from around the state and representing most Career Cluster areas attended the trainings. Professional development in mathematics was also provided in the form of curriculum integration of math concepts into the Career and Technical Education core standards during the continued implementation process.

- 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.

OCCTE 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 focuses 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 educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, 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 Capstones Experiences that is currently being piloted to encourage a rigorous and relevant junior and senior year for all students.

Leadership funds also help sponsor High School 2025 key practices. High School 2025 is a statewide high school design effort being administered by the Office of Curriculum, Career & Technical Education. Through High School 2025, we work directly with schools and other industry partners to increase the achievement of member schools. High School 2025 has its roots in many practices associated with High Schools That Work and the research done by Daggett.

- 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. OCCTE plans to continue to provide these leadership funds to Star Academy. Star Academy teachers attend all OCCTE 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, the Nontraditional Coordinators at the postsecondary technical institutes, and 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 Curriculum, Career & 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 School 2025 program is an intensive whole-school improvement effort. These and other efforts provide local administrators and teachers with useable, tailored information about how to increase student achievement. The Perkins Portal provides real-time tracking of student progress and achievement through a 24-hour system. The system is accessible from any internet connection. By OCCTE making the data accessible and offering assistance in data analysis, schools are better able to gauge progress toward improvement goals and identify areas that need attention.

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 on students' academic achievements.

- 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 seven career and technical student organizations. CTSO activities focused on developing students' skills through leadership, professional development, competition and community service. Leadership retreats involving over 1000 youth were held as well as state leadership events for over 2500 student participants in FBLA, PAS, FFA, FCCLA, DECA, and secondary and postsecondary SkillsUSA. Competitive events assessed the technical skill attainment of students in a variety of career areas. Executive Directors for career and technical student organizations were hired to plan all student 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.

OCCTE is continuing to explore effective technical assessment models that will be financially feasible for a state of our size. The development of a test bank that includes technical skills measures remains interesting, but its feasibility is a concern. The State is planning 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. The majority of the clusters are in the implementation phase of core CTE standards. The remaining clusters will be implementing in through 2013. Following the implementation of CTE core standards, OCCTE intends to use existing departmental agreements with testing providers to generate end-of-course exams in several pilot clusters.

The development of technical skills assessments in South Dakota has revolved around the Career Clusters Implementation Project. Before new assessments can 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. At this time, our Technical Skill Assessment is based on approved (and industry reviewed) core standards. Because not all core standards are currently fully implemented, the state has not achieved full saturation of the cluster standards based assessments. Where updated cluster core standards are not available for assessment purposes, previous competencies or standards are used. Planning for the development of comprehensive end-of-course exams continues. No solid implementation date has been set for the exams, but given the draft implementation schedule below, it is feasible preliminary

work could begin in the 2010-2011 school year with tests available the following year. The State does not view end-of-course exams as the only valid technical skill assessment. Other options including project based learning, authentic assessment, industry-based certificates and certification and other third party assessments are a part of our exploratory planning process.

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

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

For postsecondary programs, OCCTE will continue to rely on GPA, the measure used in Perkins III, to measure outcomes for 1P1, Technical Skill Attainment. This will allow OCCTE to follow the historical achievement of technical skills by 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. Access to test data for students who take industry certification exams are difficult to obtain and privacy concerns have made this a very poor option for measuring technical skill attainment, especially given the resources available to the state. Conflicting federal reporting and privacy requirements make it difficult to obtain the cooperation of the various agencies necessary to collect a variety of data for Perkins reporting purposes.

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 provides a valid and reliable assessment.

The Advisory Committees provide industry-recognized standards for the state, even for regions within the 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 their programs.

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

The director of OCCTE 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 their success.

The Vice-presidents' Cabinet will develop a follow-up survey to determine employers' satisfaction with their graduates; 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 and how critical those certifications are to employers. The Cabinet is in the process of working with OCCTE to create a clearinghouse of information about what credentials and certifications are currently in use and which ones are planned for implementation.

South Dakota Secondary Standards Revision Cycle

Standards Development Process begins two years prior to approval.	New Standards Approved	Awareness of New standards	PD & Teach To New Standards	Dakota STEP Test to Standards
Agriculture, Food and Natural Resources Architecture and Construction Education and Training Health Science Human Services Information Technology Manufacturing	Summer 2009	Fall of 2009	2009-2010 2010-2011	Not aligned to Dakota STEP
Arts, Audio-Video Technology and Communication Business, Management and Administration and Finance Hospitality and Tourism Marketing, Sales and Services STEM Transportation Distribution & Logistics	Summer 2010	Fall 2010	2010 - 2011 2011 - 2012	
Health Education * World Language *	Spring 2010	Fall 2010	2010 - 2011 2011 - 2012	
Fine Arts * Personal Finance *	Spring 2011	Fall 2011	2011 - 2012 2012 - 2013	
Physical Education *	Spring 2012	Fall 2012	2012 - 2013 2013 - 2014	
Government & Public Administration Law, Public Safety, Corrections & Security	Summer 2011	Fall 2011	2011 - 2012 2012 - 2013	
Mathematics *	Spring 2012	2012 - 2013	2013 - 2014 2014 - 2015	
Education and Training Health Science Information Technology STEM Architecture and Construction	Spring 2013	Fall 2013	2013 - 2014 2014 - 2015	Not aligned to Dakota STEP
Science *	Spring 2014	2014 - 2015	2015 - 2016 2016 - 2017	Spring 2017
Agriculture, Food and Natural Resources Arts, Audio-Video Technology and Communication Human Services Manufacturing Business, Management and Administration and Finance	Spring 2015	Fall 2015	2015 - 2016 2016 - 2017	Not aligned to Dakota STEP
Language Arts *	Spring 2016	2016 - 2017	2017-2018 2018 - 2019	Spring 2019
Hospitality and Tourism Law, Public Safety, Corrections & Security	Spring 2017	Fall 2017	2017 - 2018 2018 - 2019	Not aligned to Dakota

Government & Public Administration Marketing, Sales and Services Transportation Distribution & Logistics Health Education * Physical Education *				STEP
Social Studies	Spring 2018	2018 - 2019	2019 - 2020 2020 - 2021	Not aligned to Dakota STEP
Fine Arts * Personal Finance * World Language *	Spring 2018	Fall 2018	2018 - 2019 2019 - 2020	Not aligned to Dakota STEP
Mathematics *	Spring 2019	2019 - 2020	2020 - 2021 2021- 2022	Spring 2022
Education and Training Health Science Information Technology STEM Architecture and Construction	Spring 2020	Fall 2020	2020 - 2021 2021 - 2022	Not aligned to Dakota STEP
Science *	Spring 2021	2021 - 2022	2022 - 2023 2023- 2024	Spring 2024
Agriculture, Food and Natural Resources Arts, Audio-Video Technology and Communication Human Services Manufacturing Business, Management and Administration and Finance	Spring 2022	Fall 2022	2022 - 2023 2023 - 2024	Not aligned to Dakota STEP
Language Arts *	Spring 2023	2023 - 2024	2024 - 2025 2025 - 2026	Spring 2026
Hospitality and Tourism Law, Public Safety, Corrections & Security Government & Public Administration Marketing, Sales and Services Transportation Distribution & Logistics Health Education * Physical Education *	Spring 2024	Fall 2024	2024 - 2025 2025 - 2026	Not aligned to Dakota STEP
Social Studies *	Spring 2025	2025 - 2026	2026 - 2027 2027 - 2028	Not aligned to Dakota STEP
Fine Arts * Personal Finance *	Spring 2026	Fall 2026	2026 - 2027 2027 - 2028	Not aligned to Dakota STEP

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;

South Dakota failed to meet the 90 threshold for one secondary accountability measure: 1S1, by 0.31%. While this disparity is small, it is a troubling statistic. OCCTE believes that a variety of structural issues have prevented a group of student representative of the entire student population from enrolling in CTE courses. OCCTE is hopeful that several recent changes, including modified graduation requirements and an increased focus on high school design will help to ameliorate the environmental factors leading to the relatively poorer performance of CTE students in core academic areas. In addition, we continue to incorporate teaching strategies for Language Arts into our professional development sessions targeted toward teachers so they are equipped with examples of activities and methodology they can implement in their own classrooms.

South Dakota failed to meet the 90 threshold for two postsecondary accountability measures: 3P1 and 5P2. The failure to meet 3P1 is based on structural failures in the current postsecondary data collection model. South Dakota currently does not have a longitudinal data system. Additionally there are no data connections between the secondary and postsecondary systems or between the two year and four year postsecondary systems at this time.

- 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;

There were some disparities in the disaggregated student data. Females outperformed males by 11.04 percentage points. White students performed, best

followed very closely by Hispanic and black students. Asian/Pacific Islander and American Indian/Alaskan Native students performed, relatively, the poorest. The largest disparity was American Indian population who scored 13.88 points below the average. The disparities noted in Perkins data for gender and ethnicities generally mirror statewide performance.

The same is true of disabled and economically disadvantaged students who score lower than the average; however economically disadvantages CTE concentrators only missed the average by 6.94%. Populations of LEP (10), migrant (1), and single parents (24) were so low it would be difficult to draw conclusions from their performance levels. Certainly the very low performance of students with disabilities and the relatively low performance of American Indian students are areas of concern. Disparities in the CTE data are in many cases reflective of statewide general student population performance concerns.

Currently no system exists to share information between South Dakota's two year and four year postsecondary systems. As such, it is very difficult to collect accurate student transfer information. Failure to meet 3P1 by such a large margin is a product of a continued inability to access the information. Currently neither the SEA or LEAs have the ability to require the in- state four year institutions to provide enrollment information.

No significant disparities existed within the 5P2 student categories. Nontraditional females performed better than nontraditional males, but the sample size was also less than 100 nontraditional completers total, so it is difficult to draw any solid correlation.

- 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.

OCCTE will implement the following action items in an effort to increase the academic achievement of secondary CTE concentrators:

- CTE Conference Presentations: Host a breakout session with the State Library outlining available resources and how to access ability-appropriate, scholarly reading materials at no cost. All Staff—August 2010
- CTE Cluster Specialists develop content-specific written plans detailing how they will incorporate activities in their programs to highlight the importance of appropriate level reading. All Staff—August 2010
- Create a working group with the curriculum specialist in charge of reading/language arts to assist in providing training to CTE teachers and help

- in developing statewide strategies. Perkins Team Leader, State Director, Reading Specialist, Staff—Spring 2010
- Develop a set of cluster specific goals (developed by each cluster specialist) with specific strategies to increase the performance by cluster. All Staff—Spring 2010
 - Increase the attention given to including appropriate level reading as examples in core standards and in the development of UbD units. All Staff—Spring 2010
 - Educate administrators and instructors on the new graduation requirements which will allow a more representative cross-section of students to enroll in CTE courses. HS 2025 Team Leader, Perkins Team Leader, Director—Spring/Fall 2010
 - Continue the focus on developing more rigorous programs of study in each career cluster that lead to industry certifications and are based on 21st century skills. HS 2025 Team Leader, Director, CTE Team Leader—Spring/Fall 2010
 - Increase the awareness of how Perkins funds can be used to support increased integration of appropriate level reading standards. All staff—Spring 2010

It is also important to also note South Dakota's math performance was not stellar, though we did manage to achieve the measure. Efforts will be made to increase professional development opportunities in the area of math integration as well.

OCCTE will implement the following action items in an effort to improve reporting on the 3P1 measure:

- Implement the use of National Student Clearinghouse data.
- Provide further training for postsecondary staff and increase the technical assistance they receive.
- Offer additional guidance to LEAs regarding collection procedures and system development.
- Institute an accelerated timeline for data collection.

OCCTE will implement the following action items in an effort to improve student performance on the 5P2 nontraditional completion measure:

- Analyze data with failing LEAs to determine any structural or system limitations to nontraditional student success.
- Continue to work with the nontraditional coordinator staff at LEAs.
- Work with Tech Prep to provide service to students interested in nontraditional careers.

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 rural 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.

The table below summarizes the number of LEAs failing to meet at least 90 percent of the agreed to levels of performance.

	1S1	1S2	2S1	3S1 & 4S1	5S1	6S1	6S2
Failed to Meet	18	8	1	1	4	2	3

Seven recipients failed to meet both 1S1 and 1S2, up from three last year. This year represents a shift to a new reading and mathematics state test; as a result scores are expected to be lower in the current testing year.

Economically disadvantaged and Native American students tended to perform more poorly than other students; however, the total number of students enrolled makes it difficult to determine if the disparities are statistically significant in a given consortium.

It is difficult to identify any clear trends across all the measures. There is mixtures of LEA sizes and populations. It appears a fair amount of the recipients failing to meet the measure had extremely low number of concentrators. 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 are not systemic performance issues across a large number of schools. When compared to the general student population, OCCTE remains concerned that CTE concentrator populations do not well enough reflect general student populations.

In 1S1 –Reading/Language Arts, at the state level, female performance outpaced male performance. Additionally, the performance of Native American students was well behind that of whites and of other minorities. Students with disabilities, the economically disadvantaged, and LEP students also failed to meet the negotiated level, but the populations of several categories were so low as to case doubt on the reliability of drawing conclusions from the statistics. Nontraditional enrollees actually performed better than the average. Drawing other conclusions is difficult as the LEAs in question vary greatly in geography, student population, and ethnic make-up.

In 1S2 –Mathematics (state level data), female performance also exceeded male performance. The performance of American Indian, Asian/Pacific Islander, black and Hispanic students were behind that of whites students by a significant margin. Additionally, students with disabilities, the economically disadvantaged, and single parent students also failed to meet the negotiated level. Nontraditional enrollees performed only 1.70 percentage points behind the average. Drawing other conclusions is difficult as the LEAs affected vary greatly in geography, student population and ethnic make-up.

2S1—Technical Skill Attainment seems to be an anomaly with only one multidistrict provider failing to meet the measure. The institution has a track record of poor data management and record keeping as well. They are currently receiving OCCTE technical assistance in an effort to increase the rigor of the programs and the quality of the administration of their CTE programs.

In 4S1 –Graduation, no significant trends are present. Only one school failed to meet the measure and had a very low numbers of concentrators. However, it is troubling that the school has 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 Curriculum, Career & Technical Education is focusing on to find ways to enhance the career and technical education programs available to Native American students.

5S1—Of the four institutions failing to meet the measure, three were multidistricts. Systemic data collection challenges have faced collecting student placement data for these LEAs. OCCTE believes that continued good faith efforts by those groups will help bridge the data collection gap. The other institution is a stand-alone school with a waiver for sparsity, a very small concentrator population, and a very high Native American student population.

6S1 and 6S2—OCCTE believes performance data on these measures are anomalous. Only four institutions totals are involved; two have extremely low concentrator levels, one is an aforementioned multidistrict already receiving technical assistance, and the final institution failed to meet 6S1 by 0.19% and did meet 6S2.

South Dakota has four, public, two year postsecondary technical institutes and one, tribal, two year college that receive Perkins funds. The table below summarizes the number of LEAs failing to meet at least 90 percent of the agreed to levels of performance.

	1P1	2P1	3P1	4P1	5P1	5P2
Failed to Met	0	2	4	1	2	4

2P1—No significant trends. The two failing LEAs have structural collection problems. One of them is the largest postsecondary LEA and serves the most diverse student population.

3P1—All but the smallest LEA failed to meet the measure primarily because of a lack of information about transfer students.

4P1—The smallest of the LEAs, the tribal college, has continuing placement challenges related to structural poverty and employment opportunities in the surrounding reservation community. The school serves a heterogeneous minority population.

5P1—One of the failing LEAs offers a more traditional menu of options appealing primarily to males; attracting nontraditional females has been an historic challenge. The other LEA is the small tribal college whose entire enrollment is 90 students. With such a small population, one or two students can skew data dramatically.

5P2—Nontraditional completion rates lag across the LEAs with no real trends and sample populations so small it is difficult to interpret or draw correlations.

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

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

By working with high schools and OCCTE, 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 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, SD MyLife.com.

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. During the reporting year, Tech Prep failed to meet 1S1. The expanded scope of Tech Prep and related programs of study

has provided a new set of challenges to better connecting secondary and postsecondary students.

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. OCCTE is hopeful that 2008-2009 will help set a new baseline of more accurate data that will allow us to better evaluate the Tech Prep programs in South Dakota.