

Introduction

The Perkins Career and Technical Education Act of 2006 offers the South Dakota Board of Education, the Department of Education, and the Office of Career and Technical Education many opportunities to further its efforts to develop and enhance secondary and postsecondary career and technical education programs and participate in the state's high school reform efforts. The concepts put forth in Perkins IV align closely with the Department's vision for career and technical education:

- implementation of career clusters and programs of study in all approved secondary and postsecondary CTE programs;
- programs of study to meet the state's economic development needs;
- program improvement, especially improvement based on the Perkins accountability requirements;
- professional development tied to accountability measures and results;
- a unified system for career and technical education in the state based on rigorous and relevant coursework;
- alternative delivery methods to make CTE more accessible to students;
- increased dual credit, articulation, and advanced placement opportunities for CTE students;
- creation of a new system for CTE with built-in supports and resources.

South Dakota is a member state of the Partnership for 21st Century Skills. The state's strategies for the 21st Century Skills project support the Five-Year State Plan in the following six ways:

1. developing a consensus among stakeholders on the 21st Century Skills needed by South Dakota students;
2. aligning K-12, workforce development and economic development strategies;
3. creating a teacher professional development strategy for 21st century skills;
4. using a full range of assessments, including high-stakes and classroom assessments, to measure 21st century skills;
5. focusing on reforming high schools and refining rigor to include 21st century skills;
6. collaborating with youth development and after-school programs on a community strategy to pursue 21st century skills.

Career and technical education is a partner in the development of the South Dakota 21st Century High Schools Framework called *High School 2025*. The *High School 2025* framework is built on the following desired characteristics: the new four R's – relationships, relevance, rigor, and results – plus leadership and professional development. These five elements are foundational concepts in the Five-year State Plan.

Over the past few years, secondary and postsecondary career and technical education have moved onto the "radar screen" of state legislators and the public in South Dakota. The Office of Career and Technical Education has made great strides in becoming a fully integrated partner in the work of the Department of Education. The Office of Career and Technical Education and the Department of Education are leading the Governor's 2010

Education Initiative (2010 E) to strengthen and transform education from pre-kindergarten through postgraduate levels. 2010 E's goals and objectives contain many of OCTE's reform efforts. To illustrate, Goal Two, of 2010 E's *Finishing Strong*, focuses on high school and states that "by 2010, South Dakota will be first in the nation for the percentage of students going on to college, technical schools or advanced training." The objectives of Goal Two parallel several concepts within Perkins IV: increasing the graduation rate of high school students, enrolling more students in higher level academics, and increasing 21st century skills using advanced technology to increase learning. These objectives are being met by:

- implementing personal learning plans for students;
- requiring students to stay in high school until age 18;
- exploring options for alternative education;
- implementing Teachers as Advisors
- expanding access to advanced placement, dual credit, and accelerated learning courses;
- creating end-of-course benchmark examinations;
- implementing senior experiences and youth internship program models;
- creating a state scholars program that connects schools to businesses; and
- creating a statewide virtual high school whose curriculum will contain many CTE courses.

At the postsecondary level, the Governor's vision begins with Goal Three of *Finishing Strong*: "by 2010, the postsecondary education system will fully meet the needs of the state's changing economy and its citizens."

As in the secondary education plan, many of the 2010 E postsecondary objectives parallel the expectations of Perkins IV. 2010 E calls for offering general education courses at all technical institute sites, and establishing up to 250 program-specific transfers for technical institute graduates to Board of Regents' institutions; expanding the number of citizens with postsecondary education and training; supporting postsecondary education programs designed to enhance the state's long-term economy; recruiting and retaining quality faculty and staff; and doubling the number of students receiving the South Dakota Opportunity Scholarship. To meet these objectives, 2010 E proposes several actions to advance postsecondary reform:

- increasing the number of articulation agreements between technical schools and the Board of Regents' institutions;
- recruiting students 25 and older by extending access to higher education programs;
- increasing retention rates at all postsecondary institutions;
- increasing the postsecondary technical institute market penetration; and
- implementing faculty/staff development plans for technical institutes.

Again, the concepts of 2010 E, *High School 2025*, and Perkins IV are aligned.

Goal Four of 2010 E reflects Perkins IV's emphasis on recruiting teachers: "by 2010, South Dakota will build its educator base through targeted recruitment, retention, and training." Several 2010 E objectives relating to teacher recruitment and retention are aligned with Perkins IV: increasing and retaining the number of certified teachers and increasing the number of teachers with advanced degrees or certifications. Specific action steps address these objectives:

- promoting alternative routes to certification;
- promoting teaching through high school internships;
- promoting more Native American teachers teaching in Native American schools through alternative certification programs;
- creating mentoring models for first- and second-year teachers and administrators; and
- creating an academy for teachers completing the first year of teaching.

Goal Five of 2010 E addresses the needs of Native Americans, the state's largest minority population: "by 2010, South Dakota will increase educational outcomes for Native American students." Objectives to meet this goal include implementing the Native American Education Act to address critical education issues related to South Dakota students, staff, and schools and improving graduation rates for Native American students. Specific action steps are focused on meeting these objectives:

- establishing the Native American Education Act (passed by the 2007 South Dakota Legislature and signed into law by the Governor);
- providing summer school academies for Native American high school students; and
- providing access to Native American language and culture through distance learning and other delivery methods.

This 2010 E goal ties specifically to Perkins IV sections focusing on the needs of minorities and special populations, especially economically disadvantaged students. Two of the poorest counties in the United States are on South Dakota Indian Reservations. In addition to economic disadvantage, these students also suffer from higher drop out rates and lower test scores than their white counterparts.

The Office of Career and Technical Education has already begun to establish strong partnerships with the SD DOE's Office of Indian Education. Future plans include increasing the number of approved and relevant career and technical education programs in secondary and postsecondary tribal and Bureau of Indian Affairs schools, based on economic development needs and student interests. The effort has already begun; the number of approved programs at one tribal college has increased from two to six in the past year alone. The Governor's Office of Economic Development provided a \$100,000 grant to support a new construction program at this college. OCTE plans to work with the state's two other tribal colleges to help their programs become approved and eligible for Perkins funding. OCTE and the Office of Indian Education are collaborating to encourage BIA and tribal schools and public schools with high Native American populations to initiate new CTE programs and expand, improve, and modernize current ones.

The Office of Career and Technical Education's goals and vision for career and technical education in South Dakota support the overall goal and mission of the South Dakota Department of Education, "Learning, Leadership, and Service." These three goals guide the work of all the offices within the Department.

Finally, the Governor's 2010 E vision; the SD DOE's overall commitment to learning, leadership and service; and the Office of Career and Technical Education's focused plans for strengthening secondary and postsecondary career and technical education provide a golden opportunity to align forces for transforming secondary and postsecondary career and technical education in South Dakota. This alignment will make possible the development of a systemic framework, based on rigorous and relevant course work to meet the needs of students, business and industry, and economic development.

The South Dakota Five-Year State Plan that follows provides a comprehensive explanation and description of the state plans to meet all requirements of the Perkins Career and Technical Education Act of 2006 and to address the state's own education initiatives.

South Dakota Five-Year State Plan

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Public Hearings [Section 122(a)(3)]

Notice of public hearings was posted in the following South Dakota newspapers in December 2007: *Sioux Falls Argus Leader*, the *Rapid City Journal*, and the *Aberdeen American News*. An example of an affidavit and posting is located on the next page.

A public hearing was held on January 24th, 2008, via the Digital Dakota Network (DDN) from the following sites: Rapid City, Western Dakota Technical Institute and Stevens High School; Sioux Falls, Axtell Park Middle School; Mitchell, Mitchell Technical Institute; Watertown, Lake Area Technical Institute and Lake Area Multi-district; Aberdeen, Northern State University; Spearfish, Black Hills State University; Northwest Multi-district, Isabel; and Pierre, State Capitol Studio.

A first reading of the Five-Year State Plan was held January 15th, 2008, before the South Dakota Board of Education, Pierre, SD. A second and final hearing was held before the Board of Education on March 17, 2008.

E-mail concerning the Five-Year State Plan was sent to all approved CTE programs, CTE administrators, SDACTE Division members; secondary and postsecondary Perkins Points of Contact, and Presidents/Vice-Presidents of postsecondary institutions.

Notification of public hearing was posted in the SD Department of Education's electronic newsletter, EdOnline, in February 2008 and published on the OCTE web site at <http://doe.sd.gov/octe>.

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Order Number 138477

Argus Leader
AFFIDAVIT OF PUBLICATION

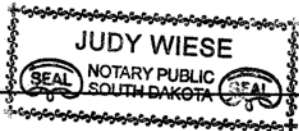
STATE OF SOUTH DAKOTA
COUNTY OF MINNEHAHA } ss

Brenda Forseth being duly sworn, says: That The Argus Leader is, and during all the times hereinafter mentioned was, a daily legal newspaper as defined by SDCL 17-2-21, as amended published at Sioux Falls, Minnehaha County, South Dakota; that affiant is and during all of said times, was an employee of the publisher of such newspaper and has personal knowledge of the facts stated in this affidavit; that the notice, order or advertisement, a printed copy of which is hereto attached, was published in said newspaper upon

Friday the 14 day of December 2007 ,
_____ the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,
_____, the _____ day of _____ 2007 ,

and that \$612.36 was charged for publishing the same

Brenda Forseth
Subscribed and sworn to before me 12/19/2007



Judy Wiese
Notary Public, South Dakota

My Commission expires November 3, 2012

Department of Education Notice of Public Hearing

A public hearing will be held on the Digital Dakota Network (DDN) on Thursday, January 24th, 2008, 3:30-4:30 p.m. CST to consider the adoption of the Perkins Five-Year State Plan. DDN sites are posted at <http://doe.sd.gov/octe>.

The effect of the Perkins Five-Year State Plan is to address the requirements of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq).

The reason for the Perkins Five-Year State Plan is to describe how the State of South Dakota will comply with federal regulations and S.D. Board of Education requirements.

Persons interested in presenting data, opinions, and arguments for or against the proposed Perkins Five-Year State Plan may do so by appearing in person at the hearing or by sending them to the South Dakota Department of Education, 700 Governors Drive, Pierre, South Dakota 57501. Material sent by mail must reach the Department of Education by February 15th, 2008, to be considered.

Notice is further given to individuals with disabilities that this hearing is being held in a physically accessible place. Please notify the Department of Education at least 48 hours before the public hearing if you have special needs for which special arrangements must be made. The telephone number for making special arrangements is (605) 773-3426.

Copies of the proposed Perkins Five-Year State Plan may be viewed on the web at <http://doe.sd.gov/octe> or obtained without charge from:

DEPARTMENT OF EDUCATION
SOUTH DAKOTA BOARD OF EDUCATION
700 Governors Drive
Pierre, SD 57501-2291

0000138477

2. Summary of Recommendations and State's Responses to Recommendations [122(a)(3)]

Daniel Robbins, agriculture education teacher, expressed concerns about accessibility for the public hearing.

Response: OCTE has made its intentions for the State Plan evident to constituents in a number of ways: the regional Program Improvement workshops last fall of 2007;

publication of public hearing dates in the *Argus Leader*, *Rapid City Journal*, and *Aberdeen American News* on December 14th, 2007; presentation to the Workforce Development Council meeting January 4th, 2008; two Perkins administrator workshops January 15th and 17th, 2008; DDN sessions on January 24, 2008 to 9 sites; written comments sent to OCTE by e-mail, fax, or regular mail by February 15th, 2008; posting updated versions of the draft plan on the OCTE website along with all requirements for state and local plans; articles in the EdOnline publication of the state Department of Education; availability to our constituents via e-mail, fax, or phone five days a week. The DDN sessions were scheduled at 3:30 to allow more teachers to have access to the sites. Local schools could have requested to be included as DDN sites as well. In addition, OCTE cluster/program specialists also frequently contact their teachers about Perkins issues. Thank you for suggesting use of web casts, etc. We will certainly consider that medium in the future.

Mr. Robbins continued. "I've got to page 15, my question is/first major impression is how much time are we to spend on instruction? For all it is indicating and the type of students we traditionally have -- there are some major shifts to take place in our views of CTE and the public's view of where kids need to be in their education, also how is it going to be funded when we are behind already..."

Response: Time spent on instruction is a local decision. We do not dictate that. OCTE expects that a teacher's primary job is to teach. However, whenever schools accept federal and state funds, there are expectations for how the outcomes will be measured. In Perkins IV, there are six core indicators of performance for secondary and postsecondary. You will note that three of these indicators are required to be performance scores on the state's No Child Left Behind assessment, the Dakota STEP. These indicators are reading/language arts, mathematics scores, and graduation rate. Perkins IV reflects significant influence of NCLB in that it requires higher academic expectations, integration of academics and career and technical skills for all students.

Mr. Robbins: "If we are to meet expectations we will turn away kids that struggle w/ traditional academics, not a problem I'd love higher achieving kids, but a major change in expectations of kids and we need to impress that our electives will be more challenging even than the standard academics, instructors will have to risk numbers enrolling in programs during the change. Then do what with kids that don't score / perform well?"

Response: Perkins IV states clearly that it is for **all** students. Yes, I agree, there is a change in expectations to make CTE more rigorous and relevant to students. As in NCLB, not all students will meet the proficient and advanced categories, and the bar has been set high for students. I believe the thought of Congress in reauthorizing Perkins was that CTE students need to perform as well as other students. There is research that indicates that they do, and often they outperform all students, as indicated by research in states such as Arizona. CTE has always had to balance academic and technical skills. Also, the Perkins law asks states to ensure that CTE students are taught to the same academic standards as all students. It is clear that today's employers expect both high academics and high technical skills, thus we in CTE are responsible to see that it happens. The State Plan is our guide.

Mr. Robbins continued: Career education/awareness has to take place earlier, asking current 9th graders to look at career goals? how aware are they, a lot of that takes place in 9/10grades in my view

Response: Agreed. The earlier the better. Perkins funds may be used for grade 7 and above. However, schools will need to begin career awareness in elementary grades. That doesn't mean students will have to choose a career then, but they do need to become aware of the many career possibilities out there for them. The state has arranged for Guidance Central to be available to all middle and high schools in the state. This is a valuable tool to introduce students to a wide array of possible careers. Guidance Central will be based on the 16 Career Clusters, making it very relevant to students as they develop their personal learning plans.

Mr. Robbins expressed concerns about talk of 2010 and postsecondary education direction. He thinks people know higher education numbers in the future will be lower and more competitive to attract kids so seems like there may be a conflicting motive.

Response: As you know 2010 E is the Governor and the Department of Education's goals for education in the long view. OCTE is instrumental in achieving the goals of 2010 E for high schools and postsecondary education. Perkins and 2010 E have many of the same goals, e.g. career planning, work-based experience to name a couple. 2010 E and Perkins framework guide the work of OCTE, so it seemed appropriate for both to be included in the introduction to the State Plan. There is an equitable emphasis on secondary and postsecondary, perhaps even more so on secondary in this plan. Yes, the number of traditional age students is declining; however, postsecondary education is setting its sights on the nontraditional age student. I don't see that there is a conflict here; postsecondary institutions will always compete for students whether traditional age or nontraditional age.

Mr Robbins: "Teachers as Advisors, and basically all of the big picture of what page 6 is addressing looks like CTE is trying to catch up to the AgEd model!!!.. Again, I just question how they plan to support all of it and do they estimate the time demand of the instructors? time for instruction?"

Response: The main OCTE initiatives are 1) senior experiences, 2) youth internships, 3) Teachers as Advisors 4) career clusters and 5) academic and CTE integration. We are not asking nor do we expect every school to implement every OCTE initiative. They are merely suggestions that local schools choose from. Or they may choose not to use any of them. But if OCTE is going to move CTE forward, we have to have a way to do it. OCTE believes that these initiatives will provide the vehicle to improve the rigor and relevance of CTE programs. Most of the initiatives may be integrated within a curriculum and not be something added on top of the curriculum, for example, offering students a different form of study or giving teachers a different way of teaching.

Mr. Robbins: It is somewhat even sad to see that to give students the opportunity to have experience with current business tools and resources they need to have the internship program (which is fine) but what happened to properly funding our CTE programs so we reflected current tools and resources? Also our SAE efforts in many case blow away an internship in my opinion.

Response: OCTE has vigorously pursued state funding to help CTE programs. We have been very successful in convincing state legislators. The SAE is considered an internship. We do have work to do to make sure that senior experiences and youth internships are high quality.

Just a final comment on the purpose of the State Plan. It is OCTE's road map for the next five years. You have heard the old saying, "if you don't know where you're going, you may end up somewhere else." We hope that the State Plan will outline for the U. S. Office of Career and Technical Education what South Dakota plans to do to meet the Perkins requirements. Think of it as a local school's "improvement plan." We set goals and then put into place activities and plans to meet those goals. There are 20 elements that must be addressed in the State Plan. They are on the web at [http://doe.sd.gov/octe/perkins/docs/Perkins_State_Plan_Requirements\(1408\).pdf](http://doe.sd.gov/octe/perkins/docs/Perkins_State_Plan_Requirements(1408).pdf).

Kurt Ronning, Rapid City Stevens High School, Technology Education teacher, asked about major change or changes from last year.

Response: One change is in the area of professional development. Professional development must be more in-depth, and it must be sustainable. We need to collaborate more with other educational agencies to ensure it gets out to all the schools and teachers. Currently, *Writing to Win* and Math Integration are the main focus of professional development. *Writing to Win* gives teachers writing strategies for students to write about a specific content area. Math Integration workshops help CTE teachers integrate math concepts and encourage using the same language for math concepts, shared definitions and terminology, and mutually beneficial plans to work on the same things at the same times.

Mr. Ronning asked if under the 20 Required State elements, was item #19 regarding correctional facilities a new element?

Response: It has been there in the past; STAR Academy in Custer receives Perkins leadership funds.

Debra Hunking, Vice President, Southeast Technical Institute, Sioux Falls, asked if these are the same 20 required elements as had been already reviewed for the Technical Institutes.

Response: Yes. It is recommended that local education agencies use their local transition plans as the basis for writing their five-year plans.

3. State Plan Consultation [122((b)(1))A)-(B)]

All constituents are encouraged to contribute ideas for the State Plan development and for changes in future years. The Office of Career and Technical Education staff held 10 regional meetings across the state with secondary career and technical education teachers during the fall of 2007. The Perkins State Plan was discussed with them. The director of OCTE meets bi-monthly with postsecondary administrators; Perkins IV and State Plan requirements are included in the agendas. The director and assistant

director of OCTE presented information to the South Dakota Workforce Development Council on January 4, 2008, and answered questions about the plan content. The WDC is the WIA-board for South Dakota. OCTE conducted two workshops for secondary Perkins administrators January 15th and 17th, 2008. One of the group activities was to brainstorm ideas for each of the 20 State Plan requirements that can be included in the plan. State staff facilitated the group sessions; ideas generated during these discussions are included in this plan.

4. Activities and Procedures to Allow Participation in State and Local Decisions Related to State Plan Development [Section 122(b)(2)]

In addition to the many activities described above and elsewhere in the plan, the State has made the draft of the Perkins State Plan available constantly on the state's web site to encourage all constituents to give input into the plan. The State OCTE director has consulted with the State Board of Education at various times concerning Perkins IV and the State Plan. OCTE staff has discussed the plan with constituents via e-mail and telephone. Regional workshops for CTE teachers have given them opportunities for input into the State Plan. Workshops for Perkins administrators have been conducted to encourage participation and input. Specific group activities on all aspects of the State Plan have been conducted and the resulting information has been integrated into the plan.

5. Responses to the State Plan's Description on Use of Funds Proposed to be Reserved for Adult Career and Technical Education, Postsecondary Career and Technical Education, Tech Prep Education, and Secondary Career and Technical Education [Section 122(e)(3)]

Funds reserved for secondary CTE will be used each year to further the work of the Career Cluster Implementation Committees. Work on 14 of the 16 clusters is well underway. Committees will begin working on the last two clusters, Government & Public Administration and Law, Public Safety, Corrections & Security, beginning no later than the 2011 school year. Agriculture, Food & Natural Resources; Architecture & Construction; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Manufacturing; and Science, Technology, Engineering & Mathematics are well underway. Piloting the programs of study is planned for fall 2008 and spring 2009. In 2007-2008 work began on Arts, A/V Technology & Communication; Business Management & Administration; Finance; Marketing, Sales & Service; and Transportation, Distribution & Logistics. The work of the committees is to develop programs of study, core course standards, and units of instruction integrating academics and technology. Seventy-five percent of the 10% available for the reserve use will be allocated to secondary for this work.

Funds reserved for postsecondary CTE will be used to support nontraditional coordinators at the postsecondary institutions. The persons in these positions are responsible for working with the State Tech Prep coordinator and regional Tech Prep coordinators to conduct nontraditional/equity activities for the secondary CTE programs in their area. Twenty-five percent of the 10% available for reserve use will be allocated to postsecondary.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements – [Sec. 122(c)(1)(A)-(L)]

2. Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

State and local level activities are in place or are being developed to assist eligible recipients to meet or exceed State adjusted levels of performance for all secondary and postsecondary core indicators. These activities include the following:

- ◆ Involving advisory committees, business and industry, secondary and postsecondary teachers in developing, revising and validating core technical skills in all programs of study (in progress, will be completed in 2010)
- ◆ Providing technical assistance to secondary and postsecondary teachers in curriculum development and revision, course syllabi development/revision, instructional unit design, and articulation agreements (ongoing)
- ◆ Developing training to enhance teachers' knowledge and skills to teach academics, technical skills, and workplace competencies (ongoing annually and at the annual Pathways to Success summer conference)
- ◆ Developing instruction for secondary and postsecondary teachers on integration of academics and CTE curricula (for example, *Writing to Win* and Math Integration, Marvelous Meaningful Monthly Math activities – math-related problems developed by cluster are sent to participating schools; students who win the contest receive t-shirts, pens, etc. as prizes. Ongoing by OCTE, Tech Prep and ESAs)
- ◆ Providing training to secondary and postsecondary teachers on teaching strategies to meet the needs of all students, including integrating technology as a learning and teaching tool (Ongoing through annual summer conference and ESA training)
- ◆ Assisting in aligning secondary and postsecondary programs through development of programs of study to strengthen articulation and dual credit/dual enrollment opportunities (begin September 2006 and continuing through 2010, ongoing with OCTE and Tech Prep coordinators)
- ◆ Providing data collection and analysis workshops to help teachers and administrations analyze the results of the core indicators and develop improvement plans (annual workshops conducted by OCTE, CTE directors, and CTE teachers)
- ◆ Conducting regional workshops with CTE teachers, administrators and guidance counselors (Annually in the fall given by OCTE staff) Requesting Perkins funds for sustainable, long-term professional development that improves classroom instruction, training in use of technology in teaching or new technology related to program enhancement (ongoing, provided by OCTE, Tech Prep, ESAs, Technology in Education (TIE) and other providers)
- ◆ Implementing Teachers as Advisors programs in secondary and postsecondary institutions (ongoing through High Schools That Work, Tech Prep, and postsecondary institutions)
- ◆ Providing professional development for secondary and postsecondary teachers in strategies to meet the needs of **all** students (Ongoing by OCTE, Tech Prep, ESAs, TIE)

- ◆ Providing alternative methods of instruction, including distance learning, and a variety of ways to demonstrate learning and meet course requirements including projects, demonstrations, and products (Ongoing with various partners to provide Virtual High School, senior experiences, youth internships, HSTW, Tech Prep, ESAs)
- ◆ Providing annual “*Pathways to Success*” summer conferences featuring best practices in youth internships, senior experiences, career guidance, integrating academics, career clusters, programs of study, Teachers as Advisors (annually through a partnership of OCTE, SD Association for Career & Technical Education and HSTW)
- ◆ Encouraging eligible recipients and institutions to request Perkins funds for classroom aides, tutors, before- and after-school programs, assistive services, including software and other technology-based resources (Ongoing through regular Perkins workshops, meetings with secondary CTE directors, and postsecondary presidents and vice-presidents)
- ◆ Providing instruction to teachers, career guidance personnel, school counselors, administrators, parents and students on the importance of career guidance and development of Personal Learning Plans (PLPs) (Ongoing by OCTE, Tech Prep, ESAs)

The State supports continuous improvement in academic and technical skills through its membership in the High Schools That Work/Making Middle Grades Work network. A motivating factor for joining both networks is to increase students’ technical, academic, and workplace skills. HSTW is one of the most highly recognized, research-based school reform efforts in the nation and has research data to show increases in student academic achievement. Increased academic and technical achievement is at the heart of the key practices and the reason the state has chosen to join HSTW/MMGW.

HSTW’s 10 key practices provide part of the overall framework for OCTE’s work, including the Program Improvement Process. In turn, OCTE’s initiatives reflect the 10 key practices. The 10 Key Practices also reflect the expectations of Perkins IV.

1. Setting higher expectations for all students
2. Increasing access to challenging career technical studies that emphasize reading, mathematics and science skills and prepare students for meeting employers’ expectations
3. Increasing access to rigorous and relevant academic studies
4. Having students complete a challenging program of study with an upgraded academic core and a career major
5. Giving students a work-based learning experience that spans high school and postsecondary education
6. Providing time for teachers to work and plan together to deliver integrated instruction aimed at teaching higher-level academics and technical content
7. Having every student engaged in rigorous and challenging learning
8. Involving each student and his/her parents or guardians in a guidance and advising system that ensures completion of an accelerated program of study

9. Providing a structured system of extra help and extra time to students who need it to complete the rigorous program of study
10. Using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction

OCTE is focusing on professional development activities aimed at improving reading, writing, and math skills. Based on input from local secondary CTE directors at the January 2008 meeting, OCTE will add the professional development calendar of the state's 7 Education Service Agencies to this State Plan. Each ESA employs education specialists whose expertise covers many academic areas, including the following:

- 6 + 1 Writing Instruction
- Differentiated Instruction
- Instructional Coaching
- Best Instructional Practices
- Step Up to Writing
- Brain-based Classroom
- eMetric
- On Target: Strategies to Build Student Vocabularies
- Webquest
- Podcasting for Teachers
- iMovie Basics
- Integrating Technology in Teaching and
- Tablet PCs.

Writing to Win and integrating mathematics and CTE programs are two major professional development opportunities offered by OCTE. *Writing to Win* is a research-based writing system that uses non-fiction writing as an assessment tool. *WtW* strategies help students learn content area knowledge and skills to a much higher level by encouraging critical thinking and active engagement with content knowledge. A research study conducted in South Dakota classrooms in the 2005-2006 school year produced statistically significant gains for students in the *WtW* classrooms compared to students in classrooms not using the *WtW* strategies. Students engaged in *WtW* classrooms exhibit both better writing and reading skills in all content areas. *Writing to Win* features continuous technical assistance to teachers implementing the system. Teaching teams within local schools receive e-mails and phone calls from the trainers and participate in several two-way videoconferencing events and other forms of support throughout the school year. *Writing to Win* is offered at least once annually either through ESA personnel or *Writing to Win* trainers. *WtW* training is ongoing.

Integrating math in the CTE classroom is the second focus of professional development. The math integration training is patterned on the research conducted by the National Dissemination Center for Career and Technical Education. A math specialist from the Southern Region Education Board/High Schools That Work works with teachers who have successfully integrated math and CTE programs to train CTE and math teachers to work together to reinforce the math naturally taught in CTE classrooms. To date, two workshops have been offered. The plan is to continue to have at least one workshop each year.

OCTE is developing and piloting Teachers as Advisors, a classroom guidance delivery system in which middle school and high school students are divided into small groups, each facilitated by a teacher. Students remain with their group throughout their high school education and receive support from their advisor regularly on academic, personal/social, and career development topics. A scope and sequence of lesson plans is being developed based on the three key concepts of the National Career Development guidelines: academic development, career development, and personal and social development. Training of schools to implement Teachers as Advisors is ongoing. The academic scope and sequence for Teachers as Advisors focuses on the following:

- educating parents on high school and postsecondary requirements and preparing students to choose challenging course work that will prepare them for education and the workplace after graduation
- developing a five-year plan to include the first year of postsecondary education
- advising students on coursework necessary for admission to their chosen postsecondary institution and/or career
- monitoring students' progress and communicating with parents
- evaluating students' progress
- providing extra help to students with special needs or those not progressing satisfactorily in their education plans
- encouraging students to continue pursuit of challenging courses and planning a senior year that prepares them for entry into postsecondary programs
- evaluating students' transcripts and advising them on their progress;
- assisting and advising students on college entrance and financial aid requirements; and
- implementing *My Life* activities and development of Personal Learning Plans.

Teachers as Advisors will have a direct impact on students' academic and technical skill improvement. Comprehensive training sessions on the Teachers as Advisors system are already being conducted throughout the state by the HSTW State Coordinator and Tech Prep Regional Coordinators. Information on Teachers as Advisors is available at <http://doe.sd.gov/octe>. TAA is being piloted in 40 schools in 2007-2008. Full implementation is expected by 2012.

OCTE has developed models for youth internships and senior experiences to enhance students' programs of study. These opportunities enhance the rigor and relevance of their classroom studies and give them experiences where they can apply technical, academic and workplace skills in a real-life setting. Youth internships are currently in place in some schools; implementation is ongoing. Through youth internships, students have the opportunity to work on the most up-to-date equipment being used in the workplace. The youth internship gives students experience in all aspects of an industry and the opportunity to interact with one or more employees at a business, non-profit organization or government agency. The goal of the youth internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The youth internship experience is based on the student's chosen career cluster or pathway. Students must apply

and be approved to participate in the internship. Upon successful completion, they will receive one-half Carnegie unit of credit which will help them toward completing their program of study. An additional benefit to students is working under the guidance of an adult mentor who might even become a future employer. One of the most important outcomes for students is that they may discover that their life's dream job is not for them. This is as important as discovering that they have chosen the career that best suits them.

Youth internships also benefit teachers and employers. Teachers have an opportunity to make the curriculum relevant and valuable to students. They can talk with employers about changes needed to make the curriculum more up-to-date; they can receive information on the actual proficiencies and skills required by employers. Employers gain access to an expanded pool of qualified employees and can invest early in recruiting for positions in their firms. They can see future employees in action before hiring them and introduce students to their businesses and the careers available within a company or an agency. Businesses can influence the curricula taught in schools and communicate required job-specific proficiencies to teachers and administrators. All in all, youth internships are a win-win for everyone involved.

The senior experience offers students a high school capstone experience that requires them to demonstrate not only what they know, but what they can do. The senior experience includes four components:

- a portfolio,
- a paper,
- a product and
- a presentation.

The portfolio includes documentation of time spent on the project, resources used, and a reflective journal. The paper is an 8- to-10 page research assignment with a bibliography. The product is an item or experience that is a natural extension of the chosen topic. The final presentation is given before a panel of judges and requires use of technology. Students are required to choose a topic related to a cluster or pathway within their program of study. The senior experience gives them the opportunity to showcase their high school learning in a meaningful and relevant project that reflects their own interests. They also gain experience in decision-making, researching, meeting timelines, perfecting writing skills, and making presentations – all skills needed for future success in postsecondary education and the workplace. Senior experiences have been successfully implemented in a number of school districts beginning in 2006. It is anticipated that more schools will implement senior experiences in upcoming years.

The South Dakota Career and Technical Education Scholar Program encourages CTE students to maintain high grades in CTE courses and academics. It recognizes students who have completed a minimum of two credits in a program of study plus one credit in a supporting area including academic courses, technology, and internships, at the junior or senior level. The technical coursework is eligible for articulated credit to the postsecondary technical institutions. Students must maintain a minimum of an A- in the CTE coursework and over a 3.5 grade point average on a

4.0 scale. CTE scholars was implemented four years ago, and OCTE plans to continue the program.

(a) Include a description of the career and technical programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

i. Incorporate secondary education and postsecondary education elements.

Curriculum revision and development of rigorous CTE programs of study are central to connecting secondary and postsecondary education. To begin the program of study development, the Office of Career and Technical Education invited secondary teachers; postsecondary teachers representing two- and four-year institutions; business and industry representatives; and Tech Prep regional coordinators to participate in the Career Cluster Implementation Committees (CCIC). State cluster specialists are leading the committees in the development of the programs of study. The committees are charged with the responsibility of developing a state model for programs of study. These state models clearly illustrate the secondary to postsecondary connection and provide a planning tool for secondary and postsecondary teachers to work together. The programs of study will also provide a vehicle for developing more accurate and consistent articulation agreements based on a planning model rather than focusing on what is currently being taught at both levels.

The committees are also aligning current program and course standards with the Career Cluster knowledge and skills statements. This process is especially important because it helps point out gaps in the scope and sequence of courses within a program of study. Committees will determine if new courses need to be developed to ensure the progression of courses necessary for aligning secondary and postsecondary programs.

The programs of study will also provide a framework for the development of Personal Learning Plans. Students will be able to see the progression from high school to postsecondary education. Programs of study will also assist with the alignment of secondary and postsecondary curricula and provide a sounder basis for articulation.

Overall, career clusters provide the base upon which to build a scope and sequence of courses that will increase the quality of CTE programs at the secondary and postsecondary levels. Career clusters supply the foundation for a seamless transition between all levels of education and a career guidance tool to assist students and parents in determining appropriate learning plans. Finally, pathway programs of study will help students understand the connection between secondary and postsecondary programs.

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical education content in a coordinated, non-duplicative progression of courses that align

secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Career clusters are integral to the development of South Dakota's State Plan. OCTE has begun the implementation of career clusters through the development of programs of study. This initiative will take several years to put into effect; however, clusters and pathways will help CTE programs offer more rigorous course work, directly impacting technical skills attainment, academic skill enhancement, program completion, and postsecondary articulation.

Increasing the rigor of CTE courses is especially critical; the High Schools That Work 2006 State Assessment Student Survey report showed that the majority of secondary CTE students surveyed did not feel their CTE courses were rigorous enough. To meet students' needs, it is important to develop programs of study with rigorous, supportive academic coursework; opportunities for foundational career and technical education courses; and a coherent sequence of CTE courses developed around core technical and academic standards. In 2006, OCTE began to develop an overview of the career cluster system and the process leading to programs of study to be implemented at the local level in South Dakota. The major goals of the process are based on the following outcomes:

1. A sequence of standards-based CTE courses;
2. Core course standards;
3. Standards-based course syllabi for all courses within a cluster pathway;
4. Instructional units developed using the *Understanding by Design* instructional model (beginning with the end in mind); and
5. Piloting the sequence of courses in the programs of study.

The process for developing the program of study includes the following components:

1. Training career cluster implementation committees on the career cluster concept
2. Crosswalking pathway knowledge and skills to technical standards in all current CTE programs
3. Evaluating current course offerings and course syllabi based on the crosswalks and identifying core technical standards for each course
4. Updating current courses to meet pathway knowledge and skills
5. Creating new standards-based courses to meet pathway knowledge and skills
6. Generating a scope and sequence of courses to include:
 - a. Foundational CTE courses
 - b. Cluster specific CTE courses
 - c. Pathway specific CTE courses
 - d. Academic courses related to the career cluster or pathway
7. Developing a standards-based course syllabus for each course within the pathway
 - a. Each course will have a common course title, common course number, common assignment code, and common core standards.

- b. Each course will have a course description, technical standards, pathway skills and knowledge, academic standards, and major course projects.
8. Developing a list of resources for each course
9. Developing instructional units for each course using *Understanding by Design*
10. Crosswalking technical standards to academic standards
11. Developing end-of-course exams which can be used to measure technical skill attainment for measure 2S1
12. Developing alternative delivery methods, including online courses, courses delivered via the state's Digital Dakota Network (DDN) two-way video-conferencing system, more courses focused on students' career interests, such as senior experiences and youth internships, and dual enrollment opportunities.

One step in developing a program of study is to have the implementation committees develop "core course requirements." These requirements will include the rationale statement and a course description . Each course must have "core technical standards" that will provide consistency for this course statewide. It is recommended that 6-8 "core technical standards" be developed for each course; they will be validated by secondary and postsecondary teachers, state cluster specialists, and business and industry partners. Committee members will also develop indicators to identify how each core technical standard will be met. Completion and validation of these "core course technical standards" will provide the foundation for development of end-of-course exams. Validation of core course standards has begun in four cluster areas and will continue until core standards are validated in all 16 clusters. Anticipated full implementation date is fall 2012.

The programs of study will also provide a framework for the development of Personal Learning Plans. Students will have a plan that defines the course work needed in high school to prepare them for postsecondary education or employment. Programs of study will assist with the alignment of secondary and postsecondary curricula, provide a consistent base for articulation, and increase the number of dual enrollment possibilities.

Standards and examples of Core Technical Standards will be written based on the knowledge taxonomy (Bloom's). Below are several examples of core technical standards and activities for achieving them from *Personal Finance*:

Core Technical Standards & Examples

Indicator #1: Identify various forms of income and analyze factors that affect income.	
Bloom's Taxonomy Level	Standard and Examples
Analysis	<p>P1.1 Analyze how career choices, education, skills, and economic conditions affect income.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identify various ways people earn a living. • Analyze how career choices can be affected by economic conditions. • Research, using availability of jobs, salary, cost of living expenses, and standard of living, similar occupations in different locations and how this affects personal decision making.
Analysis	<p>P1.2 Explain how taxes, government transfer payments, and employee benefits impact disposable income.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calculate gross earnings including benefit packages. • Calculate net earnings. • Prepare a federal income tax return and other tax forms.

Development of common core technical standards will help ensure consistency in course offerings across the state and aid articulation from secondary to postsecondary by providing a more consistent base for developing agreements. OCTE is also beginning work on a common course numbering system and common course titles and definitions which will ensure more consistency in data collection.

The Program of Study located on page 21 will provide a template for local programs to use to develop a sequence of courses based on local offerings as well as deciding what new courses need to be developed. Development of common core technical standards will help ensure consistency in course offerings across the state and aid articulation from secondary to postsecondary. The Personal Learning Plan (PLP) located on page 22 lays out a path for students to follow as they prepare for life after high school graduation. The PLP contains the South Dakota advanced pathway graduation requirements, other supporting academic courses and the CTE program of study. The PLP contains the same rigorous academic requirements required of all students, including courses from the state's advanced pathway to high school graduation.



Program of Study 'Specific Pathway'

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

	English	Math	Science	Social Studies/ Science	S.D. Required Electives	Foundational CTE &/or Cluster related General Ed.	Career and Technical Education Cluster Specific
➤ Interest Inventory Administered and Plan of Study Initiated for all Students							
9	English I	Algebra I or Geometry	Physical Science	World History & Geography	PE/Health		
10	English II	Geometry or Algebra II	Biology I or Chemistry		Fine Arts Elective.		
➤ Academic/Career Advisement Provided – College Placement Assessments							
11	American Lit & Speech	Math elective	Anatomy & Physiology or Physics	American History	CTE Elective		
12	English IV	Pre-Calculus, Trigonometry or Calculus OR College Credit Math	AP Biology, AP Chemistry	U.S. Government & Psychology	Personal Finance or Economics		
➤ Transition to Postsecondary and/or training							
	English	Math	Science	Social Science	Major Coursework		
Post Secondary	13	Written Communication	College Algebra				
	14						

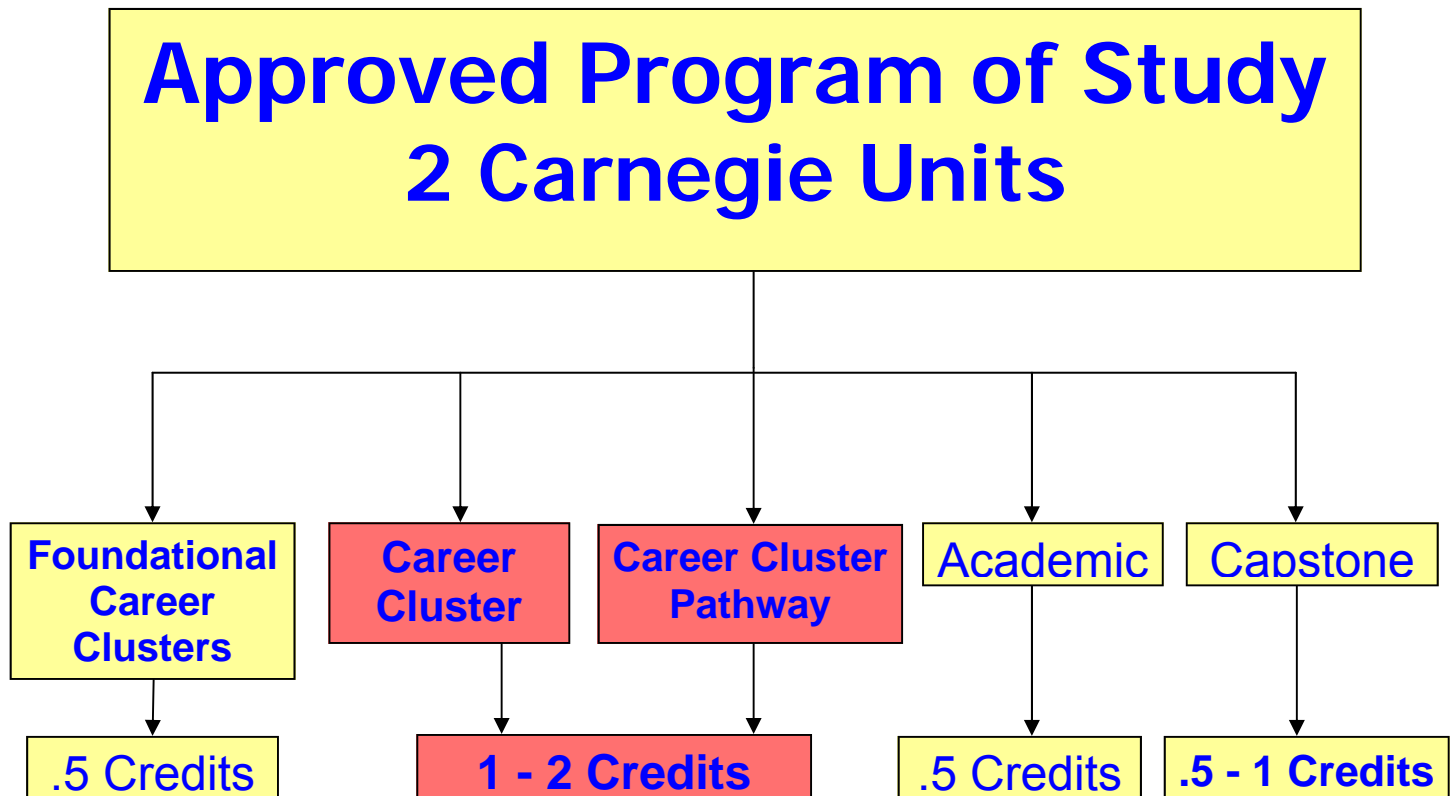
Personal Learning Plan

Name: _____ Career Cluster: _____
 Graduation Date: _____ Date Revised: _____

	English	Math	Science	Social Studies Science	S.D. Required Electives	Electives	Career & Technical Education	Career Options	
➤ <i>Interest Inventory Administered and Plan of Study Initiated for all Students</i>									
9	English I	Algebra I	Physical Science	World History Geography	PE/Health				
10	English II	Geometry	Biology I		Fine Arts Elective Computer Technology				
➤ <i>Academic/Career Advisement Provided – College Placement Assessments</i>									
11	American Lit & Speech	Algebra II	Chemistry	American History					
12	English IV	Math Elective		U.S. Government & Psychology	Personal Finance or Economics				
➤ <i>Transition to Postsecondary and/or training</i>									
	English	Math	Science	Social Science	Major Coursework				
Post Secondary	13	Written Communication	College Algebra						
	14								

Draft

The Program of Study is designed to give local flexibility to meet the two Carnegie units required by the State. It also gives options to include supporting high-level academic courses and cluster and pathway-specific courses to ensure that programs have size, scope, and quality. Capstone courses such as senior experiences and youth internships provide students with opportunities to pursue a topic related to their career interest. The following schematic shows the various ways the local school and the students may design a program of study and a personal learning plan, respectively, to meet individual needs:



Definitions:

Foundational Career Clusters Course: A course that could apply across all 16 career clusters. For example, an employability or workplace skills course would be applicable in all 16 career clusters and all occupations within all career clusters.

Career Cluster Course: A course that could fit all the pathways within a career cluster. The skills taught in such a course would be applicable in all pathways.

Career Cluster Pathway Course: A course that is particular to a specific pathway within a career cluster.

Academic Course: A course that supports either a career cluster course and/or a career cluster pathway course.

Capstone Course: These courses can be the culminating course within a program of study. Examples are Youth Internship and/or Pre-Apprenticeship, Senior Project and/or Entrepreneurship, these provide students the experiences found in a capstone course.

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

Currently, postsecondary institutions are beginning to offer dual or concurrent enrollment programs. They already offer a significant number of online programs for their postsecondary students. Making these courses available to secondary students for dual credit and/or concurrent enrollment is being explored. OCTE is also pursuing the development of online and distance education opportunities for secondary students through use of state funds specifically designated for this purpose. OCTE is working with secondary and postsecondary teachers and administrators as these courses are developed to identify areas that can be offered for dual/concurrent credit and/or advanced placement. Plans are underway to offer sessions on developing and implementing dual/concurrent enrollment opportunities at the annual summer conference.

One of the avenues for exploring these opportunities is the Postsecondary Vice-President's Cabinet and the Secondary CTE Director's Cabinet. These two cabinets were implemented by OCTE during the 2006-2007 school year and offer a forum to discuss new and innovative ideas for collaboration between secondary and postsecondary education. Discussions are beginning on developing online dual credit and advanced placement technical courses (APT). The programs of study will greatly aid this process because they contain the core technical standards that will be taught in the secondary programs. This knowledge will increase opportunities for secondary to postsecondary articulation, dual credit, concurrent enrollment and advanced placement programs. The programs of study also identify supporting academic courses that are part of the program. This integration of academic and technical standards will assist the process of developing new opportunities for students.

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Many programs at the postsecondary level in South Dakota currently lead to industry-recognized credentials and/or certificates, or an Associate of Applied Science (AAS) degree. Many of the programs such as health, information technology, automotive technology, and welding already have industry-credentials or certificates. Postsecondary administrators and teachers are working with advisory committees to emphasize to students the importance of these transportable credentials or certificates. Student services and advisors will encourage students to complete applications for certification/credential tests and then follow-up with them.

Many pathways in the health field require passing state or national certification tests for students to be able to work in their field. However, it is difficult to track students if they do not take the tests while enrolled and many of the licensure examinations occur after graduation. OCTE will discuss with the Postsecondary Cabinet vice-presidents a plan for developing local postsecondary data systems that will track students after graduation to determine the number who pursue credentials or certificates. This data will then be used to measure technical skill attainment (1P1) and credential and/or certificate/credential attainment (1P2). The director of OCTE will discuss integrating licensure and technical skills assessments into the curriculum to make it more possible to meet this measure. The state's postsecondary institute system has developed

articulation agreements with the state's universities for many programs. This will provide students with a more seamless transition to four-year programs.

(b) Describe how you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above. The Career Cluster Implementation Committees (CCIC) began meeting in September 2006 to develop programs of study for nine initial clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Education and Training;
- Health Science;
- Hospitality and Tourism;
- Human Services;
- Information Technology;
- Manufacturing; and
- Science, Technology, Engineering and Mathematics.

OCTE began developing the programs of study for Arts, A/V Technology and Communications; Business, Management and Administration; Finance; Marketing, Sales and Service; and Transportation, Distribution and Logistics during the 2007-2008 school year. Development of programs of study for Government and Public Administration; and Law, Public Safety and Security will begin in 2009. Committees will continue to meet until the goals outlined in 2(a)(ii) above have been completed.

Beginning in the fall of 2008, completed programs of study will be piloted in selected schools across the state. The pilot sites will receive Perkins Reserve funds to develop implementation plans and put the programs of study into practice. As additional programs of study are completed, they will be piloted as well.

OCTE is scheduling meetings with all consortiums, multi-districts, comprehensive high schools, and postsecondary institutions to discuss the provisions of Perkins IV addressing career and technical programs of study. The first meeting with consortium, multi-district and school district directors was held on April 4, 2007. OCTE provided information to the participants on the programs of study. The next step is to continue to train eligible recipients in the foundations of the career cluster concept and the importance of the programs of study for teachers and students. OCTE program staff and regional Tech Prep coordinators are being assigned to work with small groups of eligible recipients, providing them with technical assistance as the programs of study are piloted throughout the state in selected clusters matched to the needs of the state's economy, including the rapidly growing sectors of health and information technology.

The director of OCTE began meeting with the postsecondary Vice-Presidents' Cabinet in the fall of 2005 to discuss implementation of programs of study. Discussion has continued throughout the subsequent years. The secondary CTE Cabinet meets bi-monthly to discuss implementing the programs of study and career cluster concepts at the secondary level. There has been excellent buy-in from administrators and one commented: "This is for all kids, not just CTE kids. Every school needs to be doing this."

OCTE staff will meet with all secondary consortium, multi-district, and independent school CTE administrators and postsecondary administrators throughout 2007 and 2008 to discuss local levels of performance, local Perkins plans, accountability, and other issues related to local administration of Perkins IV requirements.

(c) Explain how you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Tech Prep hosts annual regional meetings between secondary CTE instructors and postsecondary instructors from corresponding programs. The purpose is to discuss curriculum content, areas of possible partnerships, suggested changes in the curriculum and also to use these conversations to revise course syllabi and contents and then to develop articulation agreements. Ultimately, high school courses and requirements should align with postsecondary entrance requirements. The programs of studies' academic and technical courses will support eligible recipients as they seek to develop and implement articulation agreements.

With the development of courses, core course standards, and course syllabi for the career clusters, the State is considering writing articulation agreements for approved programs rather than individual postsecondary institutions. This plan would provide more opportunities for students who would be able to articulate high school credit regardless of where they go.

Workshops are held throughout the year for secondary instructors to receive training on the new and innovative content, equipment, and technologies to assist them with keeping pace with what students are learning at the postsecondary institutes.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

OCTE staff will be working closely with all eligible secondary and postsecondary recipients by using a technical assistance model that will include state staff, regional Tech Prep coordinators, and the High Schools That Work state coordinator. OCTE cluster specialists will be assigned to a small group of eligible recipients and will train them in the career cluster and programs of study concepts. OCTE's state director meets regularly with secondary and postsecondary cabinet members to discuss programs of study.

The state's Tech Prep coordinator, regional coordinators and state HSTW coordinator will also play an important role in the programs of study development and rollout. Each regional Tech Prep coordinator serves a specific area of the state and works closely with the consortiums, multi-districts, schools and postsecondary institutions within that region. Because the tech prep consortiums have been in place since Perkins II, they are very knowledgeable about the needs of their local member schools.

The most efficient method for secondary programs to learn about programs of study offered by eligible recipients is by using the Tech Prep system already in place. The 2007-2008 Tech Prep annual application requires each regional coordinator to address five areas:

1. articulation/dual enrollment;
2. career clusters/pathway programs of study;
3. career guidance/personal learning plans;
4. activities for special populations including nontraditional; and

5. OCTE initiatives.

Using this model, Tech Prep will assist OCTE greatly in making program of study information available to eligible recipients.

Eligible recipients will also provide information on the programs of study through the *My Life* publication which contains information for students, parents, counselors, administrators, teachers and business and industry about how to use career clusters and programs of study as career planning tools. Flyers, fact sheets, brochures, and other marketing materials are also being developed by OCTE. These resources will be available for distribution to all eligible recipients. Programs of study and coherent sequences of courses, core course technical standards, course syllabi and instructional units developed using *Understanding by Design* will be posted on the OCTE web site at <http://doe.sd.gov/octe>. All marketing materials will be available through the website as well. All of these materials will assist eligible recipients in making the CTE programs of study available.

The OCTE annual summer conference, *Pathways to Success*, will feature the rollout of the programs of study to each cluster area. The sessions will cover the program of study, core technical standards, creating units of instruction using *Understanding by Design*, course syllabi development, and assessment. The program of study rollout will begin in selected pilot schools in the fall of 2008.

Other means for making available information about CTE programs of study includes local registration handbooks, state and local web pages and special meetings with parents.

(e) Include the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Secondary CTE programs include agriculture education; business education; family and consumer sciences; health occupations; information technology; marketing; technology education; and trades and industry education. Programs at the postsecondary level are too numerous to mention but fall within the broad categories of agriculture education; business & finance; health; human services; information technology; marketing; and trades and industry education. Because the State is moving to the career cluster system, these CTE "program" areas will instead become career clusters and pathways. This change will begin in 2007-2008.

Following are some of the activities that the State and local recipients will develop to improve and expand access to appropriate technology in career and technical education programs:

- Professional development will include a focus on technology as requested by CTE teachers on their Annual Program Approval Application. OCTE will ensure that teachers are trained on all new technology implemented in their programs.
- OCTE is encouraging local recipients to use Perkins, State and local funds to develop distance learning opportunities for students to include online courses and course delivered via the state's Digital Dakota Network (DDN) two-way video-conferencing system.

- OCTE will encourage local schools to become part of the Governor's "laptop initiative" called "Classroom Connections." It is designed to help schools purchase laptops for all students in grades 9-12.
- OCTE will support State and local projects that integrate technology into the daily classroom experience to ensure that students are prepared to prosper in today's digital workforce and world.
- OCTE will partner with the Governor's 2010 E Initiative and the Department of Education's *High School 2025* to increase 21st century skills using advanced technology and advanced learning.
- OCTE is an active participant in the development of the state's virtual high school. The OCTE director sits on the Advisory Board.
- Technology is one of the required uses of Perkins funds. Eligible recipients must either use funds to improve technology in their programs or explain how they use local or State funds.
- OCTE collaborates with the Office of Curriculum, Technology, and Assessment in the SD DOE on local technology plans.
- \$1,500,000 State funding for secondary CTE was approved in March 2008. The RFP addresses the upgrading and implementation of new technology and creation of math, science, and technology-based CTE programs such as Project Lead The Way. \$1,500,000 will be available for the 2008-2009 school year as well.
- OCTE is beginning a partnership with TIE, Technology and Innovation in Education, a group of educational consultants with expertise in teaching with technology. OCTE and TIE plan professional development that brings together content standards and technology standards to energize classroom instruction and engage students.

(f) Include the criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

i. Promote continuous improvement in academic achievement and

ii. Promote continuous improvement of technical skill attainment.

The South Dakota Annual Program Approval Application outlines the required criteria for programs to become approved and thus eligible for Perkins funds.

- ✓ Teachers must identify the career cluster associated with the program, the courses offered in the CTE program of study, and the type of course (foundational CTE, cluster specific, pathway specific or supporting academic course).
- ✓ Teachers must be CTE certified or on a professional development plan to become certified.
- ✓ Teachers identify the type of professional development they plan to attend. All choices are related to integrating academic and technical education, training related to the academic accountability measures (reading and mathematics), curriculum development, teaching strategies designed to improve classroom instruction, and/or training in use of technology in teaching or new technology related to program enhancement. All professional development is long-term, sustainable and directly related to improving teachers' classroom skills and to

enhancing student learning. In addition, follow-up to professional development will be provided by Tech Prep, High Schools That Work, and state cluster specialists.

- ✓ Teachers must submit Program Improvement Process (PIP) Annual Progress Reports, updated program goals, and PIP Action Plans. In their reports, goals and plans, they identify how they are addressing improving students' academic and technical skills.
- ✓ All required Perkins accountability data must be submitted. OCTE provides technical assistance to help local programs analyze their Perkins data and develop plans for improvement based on the results of each accountability measure. ESAs are beginning to develop data analysis workshops at the consortium level. The application is online at <http://doe.sd.gov/octe/perkins/applications/index.asp>

State cluster specialists and the Perkins administrator review applications using a standardized checklist to ensure that program applications meet or exceed standards set by the State office. This checklist includes the following:

- completion of the Career Cluster table, program of study courses, identification of course type, number of credits;
- completion of teacher certification section;
- requests for professional development;
- advisory committee;
- completion of PIP instrument, progress reports, and revision of goals and actions plans;
- verification that all Perkins accountability data have been entered;
- administrator's and teacher's signatures.

Cluster specialists follow up with teachers whose program applications do not meet standards and provide technical assistance via phone, e-mail, or visits.

Local applications will be evaluated by OCTE cluster specialists and Perkins administrators on the degree to which they address the following required uses of funds and provide an acceptable justification for requests:

- Strengthening the academic and career and technical skills of students participating in career and technical education programs;
- Linking career and technical education at the secondary and postsecondary levels;
- Providing students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences;
- Developing, improving, or expanding the use of technology;
- Providing professional development programs;
- Developing and implementing evaluations of CTE programs;
- Initiating, improving, expanding, and modernizing quality CTE programs, including relevant technology;
- Providing services and activities that are of sufficient size, scope, and quality to be effective;

- Providing activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high skill, high wage, or high demand occupations leading to self-sufficiency.

iii. Identify and address current or emerging occupational opportunities.

The South Dakota Department of Labor provides ongoing research into current and emerging occupations in the state and region. According to the Labor Market Information Center, the fastest growing occupations in South Dakota are:

- network systems and data communications analysts
- personal and home care aides
- computer software engineers, applications
- computer software engineers, systems software
- diagnostic medical sonographers
- physician assistants
- medical assistants
- dental hygienists
- fitness trainers and aerobics instructors
- registered nurses
- network and computer systems administrators
- substance abuse and behavioral disorder counselors

The outlook for occupations for which employers prefer an associate's degree mirrors the fastest growing occupations. The job outlook for the following occupations is very favorable:

- medical and clinical laboratory technicians;
- medical records and health information technicians;
- network and computer systems administrators;
- paralegals and legal assistants;
- physical therapy assistants;
- radiologic technologists;
- registered nurses; and
- veterinary technologists.

Occupations with a favorable job outlook are

- automotive service technicians;
- mechanics and diesel engine specialists;
- cardiovascular technologists;
- computer support specialists;
- dental hygienists;
- desktop publishers;
- diagnostic medical sonographers;
- environmental engineering technicians;
- occupational therapist assistants; radiation therapists;
- surgical technologists; and
- surveyors.

Source: South Dakota Labor Market Information Center, Fastest Growing Occupations 2004-2014

These growing occupational opportunities are reflected particularly in two of the career clusters chosen for initial development of the programs of study: health sciences and information technology.

(g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

OCTE has several programs in place to assist high schools in helping students meet the goal of high school graduation. The first is High Schools That Work, a national model that addresses preparing CTE students for graduation. HSTW's 10 Key Practices form the framework for providing the necessary supports for **all** students to graduate from high school. Even though HSTW sets higher expectations for students, it also provides a structured system of extra help and extra time for students to succeed and meet rigorous standards. The HSTW model is being used throughout the state, not only in HSTW sites. Best practices from HSTW will be featured at upcoming OCTE conferences.

Second, South Dakota is a State Scholars Initiative state. The state framework includes career majors as well as the required high-level academics of the state scholars' initiative. Students identify a program of study that includes academic and career preparation. Career guidance and personal learning plans are also key initiatives within the state scholars' framework.

Third, South Dakota is a 21st Century Skills state. 21st Century Skills provide the framework for the state's high school reform model called *High School 2025*. This framework includes the new four R's: relationships, rigor, relevance, and results. Professional development, in addition to the four R's, forms the framework of the SD Department of Education's high school reform model. The emphasis on rigor and relevance, high-level academics, and a career major will help ensure that all CTE students graduate from high school in South Dakota. This framework becomes especially important because the state legislature recently passed a law requiring students to stay in school until they are 18. It will be critical that the state be able to offer schools a plan for meeting the needs of all students, especially those who become disengaged from school.

The *High School 2025* Framework includes the following:

RELATIONSHIPS	<ol style="list-style-type: none"> 1. Career Guidance 2. Parental Involvement 3. Service Learning
RELEVANCE	<ol style="list-style-type: none"> 4. Personal Learning Plans 5. Senior experiences / Entrepreneurship Projects / Project-based Instruction 6. Youth Internships / Pre-Apprenticeships 7. Virtual Courses 8. Technology Integration 9. Global Awareness

RIGOR	<ul style="list-style-type: none"> 10. AP / Dual Credit Courses 11. Graduation Pathways 12. Literacy Requirements 13. Industry Certified CTE programs / Project Lead the Way 14. Rigorous Senior Year / Inverted Curriculum
RESULTS	<ul style="list-style-type: none"> 15. High School Assessment / Data Analysis 16. ACT Exams 17. End-of-course Exams
LEADERSHIP AND PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> 18. Individual Professional Development Plan 19. Advanced Degrees 20. Leadership Training 21. Technology Training

Fourth, work-based learning experiences also give students the opportunity to explore career areas that interest them. Youth internships link students to business in a real-world experience. Through youth internships, they can experience the day-to-day routine of a career in which they are interested. Some of the best learning can take place in internships; students may find that they love their career choice or they hate it. Either way, they have learned something valuable. And they have been able to focus on something that interests them, keeping them in school.

Fifth, OCTE’s *Strategies to Meet Perkins Core Indicators* contains practical ideas that teachers can use for each indicator, ranging from math, reading/language arts, and technical skills attainment to program completion, graduation, credential/certificate and degree attainment, placement to nontraditional participation and completion. See <http://doe.sd.gov/octe/pip/index.asp> for a compendium of ideas and suggestions.

Sixth, teachers, parents, career guidance personnel and students participate in developing the students’ Personal Learning Plan (PLP). The PLP provides a road map for students to follow throughout high school and into postsecondary education and employment. Students who know where they are going are more likely to graduate from high school than those who have either no plan or a foggy one. *My Life* will provide them with specific information regarding the state’s clusters, programs of study, personal career planning, labor market information, and postsecondary options.

Finally, the Teachers as Advisors model provides the extra one-on-one assistance students need. Teachers serve as mentors, role models, and the “go-to” person that students need when life’s minor or major crises happen. Teachers as Advisors is especially helpful for meeting the needs of special population students who will have more access to adults with special training. Now, it is not just the school counselor who can help them, but another trusted adult trained to meet their needs.

(h) Describe how such programs will prepare career and technical education students, including special populations, academically and technically for

opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

Tech Prep and HSTW are two models that prepare CTE students academically and technically for entry into postsecondary education or employment. They are also both excellent means for making students aware of the opportunities in postsecondary education and employment in high-skill, high-wage, or high-demand occupations.

The *My Life* publication is available to all students, parents, career guidance counselors, teachers, and others. *My Life* provides an overview of career clusters, programs of study, and labor market information to help students understand the broad range of choices available to them. The South Dakota Labor Market Information web site contains a vast amount of career information, including the fastest growing occupations (<http://www.state.sd.us/dol/lmic/index.htm>).

The OCTE State Plan for CTE includes senior experiences and youth internships, which can give students first-hand work experience. Many local schools plan visits to postsecondary programs. Postsecondary institutions provide hands-on experiences to high school students through junior/senior visit days, equity days and similar events. Tech Prep conducts a variety of summer camps including manufacturing, construction and information technology. Through partnership with other state agencies including health and labor, DOE conducts Scrubs Camps. These one-day health career exploration days for SD high school students give students an opportunity to visit with health professionals to find out what it is really like to be – a nurse, a medical laboratory technician, a radiologist, or some other health field worker. The experience at Scrubs Camp day makes students eligible to apply for a Field Experience in the summer in their area of healthcare interest. These extended experiences will offer students a chance to experience the rigorous, challenging aspects of healthcare. The Scrubs Camp model will be used to develop camps for students interested in other cluster areas.

(i) How funds will be used to improve or develop new career and technical education courses:

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended.**

The Local Application requires eligible recipients to explain how they will use Perkins, State or local funds to address the academic needs of their students. OCTE, SD DOE's Office of Curriculum, Technology, and Assessment, HSTW, and the seven ESAs provide professional development for CTE teachers to integrate reading, writing and math into the CTE curriculum. OCTE career cluster specialists provide technical assistance to teachers developing new programs and courses.

OCTE plans to reserve 10% of the funds available under Section 112(c) of Perkins to develop programs of study. The programs of study identify academic courses that students will need to support their CTE courses. Programs of study are described in detail on pages 16-21. The RFP is located in Appendix D.

ii. Improving or developing new career and technical education courses at the postsecondary level that are relevant and challenging.

At the postsecondary level, new program development is based on business and industry needs. Applications for new or expanded programs are assessed on the following:

- A description of the program
- Objectives and purpose of the program
- Methods of attaining the objectives
- A description of labor market demands of the United States, the state of South Dakota, student needs, and industry support
- The populations to be served by the program
- A projected three-year budget
- Program competencies and entry and exit points of sub occupations
- Statement of nonduplication
- Curriculum design and research
- Wage factor

Application for a new or expanded program must be submitted to the director of the Office of Career and Technical Education by April 1 before the year of proposed implementation. Institutions submitting proposals must present a rationale. The director of OCTE reviews the rationale and makes a recommendation to the South Dakota Board of Education for approval or disapproval. South Dakota Administrative Rules cover the entire process for new or expanded programs in the postsecondary institutions.

iii. Improving or developing new career and technical education courses that lead to employment in high-skill, high-wage, or high-demand occupations.

Programs of study are the main vehicle for improving and developing new CTE courses at the secondary level. The Career Cluster Implementation Committees developing the programs of study are revising program standards, determining core technical standards for all current courses, and developing new courses to increase the size, scope, and quality of the programs. Alignment with the cluster knowledge and skills statements ensures that revised or new courses contain the content called for by business and industry.

At the postsecondary level, administrators and teachers survey state, regional, and national labor market demands through the Occupational Outlook Handbook, state labor market projections, and various web-based systems. New programs are always based on high-demand occupations. Postsecondary programs live and die based on industry needs. New program proposals are required by administrative rule to research wages and include the range of wages possible in any new programs. New postsecondary programs added in the past few years include Fire Science, Field Engineering Technology, Radiation Technology, all based on either regional or statewide needs. Two new programs to begin in fall of 2008 are Animation Technology and Outdoor Power and Recreational Vehicle Technology. Both represent high-skill, high-wage, and high-demand careers based on the increase in the state's high tech fields and the tourism industry.

- (j) Describe how you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

South Dakota is a large state geographically, but small in population. State staff and Tech Prep Coordinators know each other on a first-name basis and meet regularly. They are accustomed to collaborating on projects and implementing statewide initiatives and programs that become best practices. To illustrate, the planning committee for the OCTE Annual Summer Conference includes the State Tech Prep Coordinator and Regional Tech Prep Coordinators, the state HSTW coordinator, the South Dakota Association for Career and Technical Education board of directors, and OCTE staff. The conference features best practices sessions on programs including youth internships, senior experiences, Teachers as Advisors, and career guidance. Tech Prep and High Schools That Work best practices are led by practitioners, either teachers, counselors, or administrators. Summer Conference resources will be posted on the OCTE website. Upcoming summer conferences will continue to focus on programs of study, course development, core technical standards development, course syllabus development and instructional units designed using the *Understanding by Design* model. Tech Prep best practices are also disseminated through the HSTW network. OCTE is also planning to develop a one-page flyer on each best practice to be distributed to all schools and published on the OCTE web site. Program quality and student achievement are central to all the work done by Tech Prep, HSTW and OCTE.

- (k) Describe how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

The State has already begun developing a framework to link academic and CTE programs at the secondary and postsecondary level. This framework consists of Tech Prep, High Schools That Work, and secondary and postsecondary CTE programs. OCTE has determined the main goals, and then all activities are coordinated to make the best use of limited funds. Basic grant funds, Tech Prep funds, and State funds are considered a combined pool of resources, rather than separate funds in their own silos. Steering committees meet regularly and assess progress towards reaching the goals.

Career clusters provide a strong foundation for integrating academic and CTE programs. The framework of career clusters is based on strong academics and strong CTE curriculum. OCTE is using Perkins reserve funds to fund the committees; Tech Prep coordinators serve on cluster committees. State CTE funds focus on developing new programs based on integrated coursework and revision of current programs to include more rigorous academics and CTE courses. In upcoming years, math, science, and language arts teachers will be added to the career cluster committees. Units of instruction will integrate technology, math, science, language arts, and CTE skills and align activities and projects with common elements.

- (l) Describe how you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(l)(A)-(L)]**

Writing to Win provides a good model for reporting integration of academic standards in CTE. In 2005-2006 HSTW and OCTE conducted a research study in classrooms using an experimental/control model. Schools were matched for size and socio-economic status. Writing scores of schools that had been trained in *WtW* strategies were compared to schools without *WtW* training. A pre- and post-test were given to 9th grade students in both sets of schools. Results showed that the *WtW* schools' writing scores on the Stanford Writing Test given to all South Dakota 9th graders produced statistically significant gains for students in the *WtW* classrooms compared to students in classrooms not using the *WtW* strategies. Students engaged in *WtW* classrooms exhibited both better writing and reading skills in all content areas. This action-research model can be adapted to other content areas. OCTE is considering a similar model to evaluate the outcomes of the math integration training.

The South Dakota Career and Technical Education Scholar Program also provides a way to evaluate the extent of academic/CTE integration. The CTE Scholar Program recognizes students who have completed a minimum of two credits in a program of study plus one credit in a supporting course including academics, technology, and internships, at the junior or senior level. The technical coursework is eligible for articulated credit to the postsecondary technical institutions. To become a CTE Scholar, students must maintain a minimum of an A- in the CTE course work and over a 3.5 grade point average on a 4.0 scale. Programs of study and Personal Learning Plans also contain supporting academic courses.

The High Schools That Work State Report provides key findings that may assess the degree of integration as well. The HSTW Assessment, a four-part assessment package completed by senior students, consists of a NAEP-based instrument, a student survey, a teacher survey, and a student transcript analysis. The most recent HSTW Student Survey reported that only 41% of students reported having worked hard to meet high standards on all assessments; 11% reported they were encouraged to take more challenging courses. This report indicates a need to increase the rigor of academics and CTE courses if the state is going to meet the higher academic and career expectations for all students.

- 3. Describe how comprehensive professional development will be provided that ---**
- (a) Promotes integration of coherent and rigorous academic content standards and career and technical education curricula;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations;**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

Professional Development	Description	5 Year Plan requirement
Alternative Teacher Certification	The Office of Accreditation and Teacher Quality and the Office of Career and Technical Education are working together to provide alternative teacher certification training to instructors who do not have a bachelor's degree in education. The National Board for Professional Teaching Standards will be used as a guideline for professional development. Instructors will learn about and gather evidence demonstrating their knowledge of how to create a productive learning environment, advance student learning, help students transition to work and adult roles, and improve education through professional development outreach.	3b, 3f
Career Clusters: ----- Core Standards ----- Understanding by Design ----- Integration of Technology ----- 21st Century Skills	The 16 Career Clusters implementation is broken down into the following professional development opportunities: Core Standards development and training, Units of Instruction development using <i>Understanding by Design</i> framework, integration of technology and 21 st Century Skills. Cluster committees are developing core standards for each course that are crosswalked to the national career cluster knowledge and skill statements. For each course the committees will develop sample units of instruction using <i>Understanding by Design</i> framework. The standards-based units will integrate academic standards, incorporate technology, and infuse 21 st century skills. The Office of Career and Technical and TIE, Technology and Innovation in Education, are teaming up to provide educators with professional development training on integrating technology into the classroom. This will occur during summer conferences and throughout the school year.	3a, 3b, 3c, 3d, 3e, 3f
Data Retreats	Regional data retreats will be held annually with local teachers and administrators to enter data and evaluate Perkins data results. Joint data retreats with ESAs, Perkins consortiums, multi-districts, independent schools, postsecondary institutions and OCTE will be held for administrators to evaluate NCLB and Perkins data results and assist schools in developing a plan for improvement.	3a, 3b, 3c, 3d, 3e
Joint Summer Conference	The Joint Summer Conference offers CTE teachers, administrators, career guidance and academic counselors, and academic teachers opportunities for content specific training, cross-curricular training, career guidance, program improvement training, Perkins updates, and researched-based training. The conference is held each summer and planned in coordination with state Career and Technical Office, SDACTE division presidents, and state High Schools that Work representatives. All parties work closely with business and industry to bring in training or new information related to state and national employment and economic development needs.	3a, 3b, 3c, 3d, 3e, 3f

Professional Development	Description	5 Year Plan requirement
Math Integration	<p>The Math-in-CTE research project conducted by the National Research Center for Career and Technical Education showed that high school students who participate in a math-enhanced CTE curriculum develop a better understanding of mathematical concepts than do their counterparts who participate in the traditional CTE curriculum. Moreover, they improve their math skills without losing important technical skills. CTE and math teachers can work together so their students get the most out of their education in both classrooms. Workshops are scheduled annually and encourage schools to bring teams of academic and CTE teachers to work together to build relevant math-related opportunities for students. Best practices are presented at the annual summer conference.</p>	3a, 3c, 3d,
New Teacher Academy	<p>The Governor's New Teacher Academy is designed for South Dakota classroom teachers who are new to the teaching profession and completing their first or second contract year. During the New Teacher Academy, teachers will have opportunities to celebrate the accomplishments of their initial years of teaching; reflect on their progress as a teacher and the resulting influence on student achievement; develop professional relationships to achieve common educational goals; and participate in activities that demonstrate commitment to the teaching profession. The New Teacher Academy is planned and implemented jointly by the Office of Curriculum Technology and Assessment, the Office of Teacher Quality and Certification and OCTE.</p>	3f
Senior Experience	<p>The senior experience is a high school capstone course that requires students to demonstrate not only what they know, but what they can do. Students become "experts" in their chosen topic and showcase the skills and abilities they have gathered through their high school experience. Senior experiences include four components: paper, product, portfolio, and presentation. Senior experience professional development provides school districts, instructors, and/or coordinators a rigorous framework to follow. The framework includes: overview of Senior experience, documents and forms, roles and responsibilities, topic selection guidelines, and guidelines for each component. Training for schools that wish to implement senior experiences is conducted annually by HSTW and Tech Prep.</p>	3c, 3d
Teachers As Advisors	<p>The Teachers as Advisors program is a classroom guidance delivery system by which middle school and high school students are divided into small groups, each facilitated by a local educator, to receive support services including personal/social development, academic development and career development. Professional development is provided annually through Tech Prep and HSTW to help schools implement a successful program.</p>	3a, 3c, 3d,

<p><i>Writing to Win</i></p>	<p>Research shows that students do 30% better on tests of knowledge in courses that implement a student self-check routine. <i>Writing to Win</i>® Phase I presents the tools needed for energizing instruction in short writing across the curriculum. The objective is writing fluency. When students completed two short writing assignments a week in every class, their pass rate in a middle school on a state writing test increased from 66% to 91% in a single year! The pass rate at a high school moved up from 74% to 98% in three years. <i>Writing to Win</i>® Phase II (process writing) presents the tools needed for giving students the power to make good choices about writing at each step of the writing process. <i>Writing to Win</i> II trains teachers to use tools such as advance organizers and rubrics in their writing. Research shows that clearly defined teacher expectations for each step of the process assures authentic and articulate writing from students. <i>Writing to Win</i> workshops are conducted annually by ESA curriculum specialists and <i>Writing to Win</i> trainers. The real strength of this writing system is its follow-up feature. <i>Writing to Win</i> specialists contact teachers several times a year through phone calls, e-mails, and DDN sessions to see how <i>WtW</i> implementation is going. If teachers are having problems, there is an expert at hand to get them going again.</p>	<p>3a, 3c, 3d,</p>
<p>Youth Internship</p>	<p>Youth Internships gives students the opportunity to consolidate and apply the learning from their high school coursework into a meaningful and relevant on-the-job experience. The youth internship is based on the student's chosen career cluster/pathway. Youth Internship professional development provides school districts instructors/coordinators a rigorous framework to follow. The framework includes: goals, roles and responsibilities, program enrollment, student information, worksite information, instructor/coordinator information, program evaluation, legal and policy issues, and linking youth internships with other programs.</p>	<p>3c, 3d</p>
<p>Work with ESAs</p>	<p>Career and Technical Education will team up with SD Educational Service Agencies (ESAs) to provide professional development for a variety of needs, such as special populations, providing training using The International Center for Leadership in Education's resource "Strategies for High School Students with Disabilities."</p>	<p>3e</p>
<p>Core Standards Professional Development</p>	<p>Professional development training based on career cluster "core standards" will be provided to teachers from all clusters across the state. The training will provide teachers with creative and innovative teaching strategies based on the "core standards."</p>	

Cluster Specific Professional Development	Description	5 Year Plan requirement
Annual CTE Summer Conference	<i>Pathways to Success</i> includes business and industry-driven content and provides connections to clusters. Specific content work results in relevant curriculum development and revision. It includes important techniques and tools from research-based high school reform and teaching strategies.	3a, 3c, 3e
ProStart (Hospitality & Tourism)	The ProStart program, administered by the National Restaurant Association Educational Foundation (NRAEF), is a nationwide system of high school restaurant and foodservice courses linked with mentored worksite experiences. The ProStart program is comprised of state-driven industry and educational partnerships throughout the country, and it exists as the national umbrella organization for restaurant and foodservice career education.	3a, 3b, 3c, 3d,
AFNR	Yearly agriculture, food, and natural resource cluster specific in-services are held for secondary educators. Topics are selected based on need and designed to broaden teaching abilities into emerging and new technical areas of the food and fiber system. Each multi-day session includes business and industry components as well as relevant postsecondary connections. The lasting outcome is relevant curriculum revision to increase rigor while maintaining agriculture system relevance.	3a, 3b, 3c, 3d,
Project Lead the Way	A pilot project was started with state funds in the 2007-2008 school year. Project Lead the Way is a response to the state's unmet needs in technical and engineering fields. There is a lack of technicians for the state's rapidly developing bio-fuels industry, the new Deep Underground Science and Engineering Laboratory (DUSEL) at the former Homestake Mine, and the expanding bio-technology industry. Teachers interested in starting PLTW will receive the required training to become PLTW teachers.	3a, 3c, 3f

4. Describe efforts that the agency and eligible recipients will make to improve ---

- (a) recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

The Education and Training Career Cluster Implementation Committee is developing a sequence of courses that promotes teaching as a career option to secondary students. The sequence of courses starts with "Introduction to Education and Training" and ends with a work-based experience in education. Students will explore the teaching profession, gain knowledge of child and adolescent development, and explore principles of effective teaching practices. The course will be offered in the 2009 school year.

OCTE currently offers reduced registration to student teachers to attend career and technical education conferences and specifically plans to develop a track for new and future teachers. Another plan is to work with CTE teacher organizations to develop and support new teacher mentorship programs.

CTE cluster specialists work with universities, technical institutes, and business and industry partners such as the SD Association of General Contractors to promote the teaching profession. Family and Consumer Sciences and Agriculture, Food, and Natural Resources work with teacher education programs to provide relevant research and experience to teachers-in-training and those seeking advanced degrees.

The Office of Accreditation and Teacher Quality and OCTE work together to provide alternative teacher certification training to instructors who do not have a bachelor's degree in education. The National Board for Professional Teaching Standards will be used as a guideline for professional development. Instructors will learn about and gather evidence demonstrating their knowledge of how to create a productive learning environment, advance student learning, help students transition to work and adult roles, and improve education through professional development outreach.

OCTE is collaborating with OCTA to develop a Master Teacher Academy. The objectives are to:

- Develop a cadre of 21st Century Skills master teachers;
- Assist master teachers to apply real-world applications to their classrooms using 21st century tools;
- Design curriculum and instructional practices that support 21st century learning;
- Prepare master teachers to facilitate professional development focused on 21st century learning.

The proposed timeline for developing the academy is:

1. attend a one-week training session during the summer 2008.
2. attend two face-to-face meetings throughout the 2008-2009 school year.
3. develop five to eight unit plans incorporating 21st century skills to be posted on a state website.
4. provide a model classroom with the potential for videos of instruction, visits by other school personnel, and sharing data.
5. attend a one-week follow-up training during the summer of 2009.
6. serve as a Master Teacher/Leader for the one-week Teacher Institute held during the summer of 2009.

5. Describe efforts that the agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

The OCTE director meets bimonthly with the presidents and vice-presidents of the postsecondary institutions to discuss transition plans to baccalaureate degree programs. Currently, articulation agreements exist between the state's postsecondary technical institutions and the state's university system for some general education and career-related courses. Articulation is not yet one-for-one for all courses. The OCTE director also meets with the SD Board of Regents to discuss articulation processes. Beginning in

2008, the state Tech Prep Coordinator, on behalf of Tech Prep, will begin discussions with the SD Board of Regents to develop a plan for articulating secondary courses to baccalaureate programs.

6. **Describe how, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business, and labor organizations will be involved in the planning, development, implementation, and evaluation of career and technical education programs in the State. [Sec. 122(c)(5)]**

Consultation on the State Plan is also included on pages 7-10 and other locations within the State Plan. Secondary CTE directors offered several suggestions: involve parents and advisory committees, have parents serve on advisory committees, additional Perkins workshops, the Program Improvement Process, use of Guidance Central, and the summer CTE conference.

7. **Describe efforts that the agency and eligible recipients will make to ---**
 - (a) **Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in (i) the core academic subjects and (ii) career and technical education subjects.**

Professional development plans are targeted at improving academic skills through math integration, reading strategies, writing strategies (*Writing to Win*) workshops. Other improvement strategies are described in detail on pages 11-16.

- (b) **Provide students with strong experience in, and understanding of, all aspects of an industry.**

OCTE has developed a state framework for youth internships and senior experience. The OCTE director is partnering with the state's apprentice program director to develop pre-apprenticeships for high school students. Other examples are explained in various sections of this plan.

- (c) **Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

The secondary accountability indicators based on No Child Left Behind measures (1S1, 1S2, and 4S1) are one way to check that CTE students are taught the same challenging academics. These measures will provide the State with accurate measurements to compare the outcomes for CTE students compared to all other students. Also, the programs of study emphasize the academics that relate to a particular area. Related academics can be part of the program of study and can count towards a CTE student becoming a concentrator. Programs of study are described in-depth in other sections of this plan.

OCTE's professional development opportunities are also focused on providing training to CTE teachers to incorporate academics and use CTE as an opportunity for students to use academic concepts in concrete, hands-on applications. Examples of academic integration are the math integration workshops that teach teams of academic and CTE teachers how to complement each other's work and give students real-world application. *Writing to Win* trains students to use writing as a tool for learning the concepts of their course work. The Pathways to Success summer conference features literacy training such as integrating reading strategies and infusing numeric literacy. Senior experience includes a paper and presentation through which students must demonstrate competency in writing and speaking skills. Youth internships and the agriculture SAE's (supervised agricultural experiences) have writing, math, and reading components as well. These programs support skill and competency development, career success and application of specific agricultural and academic skills a student has learned through classroom instruction in agriculture education. The SAE provides actual, hands-on application of concepts and principles learned in the classroom.

8. Describe how you will provide local educational agencies, area career and technical education schools and eligible institutions in the State with technical assistance. [Sec. 122)(c)(15)]

Technical assistance is at the heart of OCTE's mission and vision. Three main areas serve as the overarching umbrella for OCTE's plan of work:

- A. Career Cluster/Program of Study Development
- B. Program Improvement and Accountability
- C. Professional Development

Below are descriptions of how OCTE will provide technical assistance to eligible agencies and institutions.

A. Career Cluster/Program of Study Development

OCTE has developed the program of study framework described on pages 16-21. To ensure that the program of study development stays on course, the director of OCTE has designated one OCTE cluster specialist as the leader of the Career Cluster Implementation Committee (CCIC) project. Each cluster specialist guides the work of the CCIC for a specific cluster area and the programs of study within that area.

B. Program Improvement and Accountability

The OCTE Director, the OCTE Perkins administrator, and cluster specialists have been assigned to small groups of eligible recipients/institutions to provide technical assistance throughout the year, via on-site visits, DDN Interactive Videoconferencing, conference calls, and e-mail. Following is the list of responsibilities for each team and the eligible recipients to whom they are assigned. Team assignments will be implemented in the fall of 2008.

Perkins Accountability - Team Assignments

Responsibilities:

- ◆ Check and read Final Narratives – do the reports say that all measures were met? If not, is there an improvement plan? Is the Final Narrative a reasonable account of how Perkins funds were spent?

- ◆ Program Improvement is the aim of Perkins. Make sure that it is the guiding principle for all Perkins activities.
- ◆ Check data collection results – for consortiums, multi-districts, schools with multiple sites, or postsecondary institutions - did all sites make all measures for all programs?
- ◆ Conduct data analysis workshops with CTE directors and teachers.
- ◆ If any indicators (measures) were not met, is there a Local Improvement Plan in place?
- ◆ Provide *technical assistance* to eligible recipients within your assignment on the importance of accountability and submission of accurate data into the Perkins Accountability Portal. Always keep in mind that *technical assistance* to the eligible recipients is first and foremost; monitoring is secondary.
- ◆ Provide *technical assistance* on data collection and entry to teachers within your assigned area.
- ◆ Assist in Regional PIP meetings and on-site visits.
- ◆ Work with consortium and multi-district directors to involve them more in Perkins accountability.
- ◆ Record contacts with eligible recipients of Perkins funds.

Team Assignments:

State Director, Perkins administrator and cluster specialists

LATI, MTI, OLC, STI, WDT

Perkins administrator and cluster specialists

Badlands Consortium, Black Hills CTE Consortium, Douglas, Meade (Brown HS, Sturgis), Rapid City, Star Academy (Custer Correctional Facility – Secondary), North Star Consortium, Northwest Area Multi-District, Chamberlain, Cheyenne-Eagle Butte Consortium, Crow Creek Lower Brule, Mid-Central Consortium, Pierre/Stanley County Consortium, Three Rivers Consortium, Todd County

Perkins administrator and cluster specialists

Hub Area Multi-District, Huron, North Central Consortium, Northern Hi-Tech Consortium, Dew-AI Consortium, Lake Area Multi-district, Northeast Consortium, Sisseton, Tiospa Zina, Corn Belt Consortium, Dakota Valley/Vermillion (DVV) Consortium, East Central Multi-District, East Dakota Consortium, Ethan/Parkston/Winner Consortium, Mitchell, Prairie Lakes Consortium, Sioux Falls, South Central Consortium, Southeast Consortium, Yankton

A significant number of schools have joined the High Schools That Work/Making Middle Grades Work network in the state. HSTW/MMGW provides a technical assistance model for the state. All sites have a technical assistance visit (TAV) or a technical review visit

(TRV). The purpose of both reviews is to help school leaders and teachers take stock of where they are and where they want to go in school improvement. A technical assistance visit is not evaluative; instead, it represents efforts by the visiting team and the school to improve student learning. It focuses and refocuses the sites on their goals. The TAV/TRV teams help sites improve the quality of learning for all students by working with teachers, counselors and administrators to:

- ◆ raise expectations for student performance;
- ◆ revise what students are taught;
- ◆ change how students are taught;
- ◆ change how the school relates to students;
- ◆ change how teachers relate to each other;
- ◆ change how the school relates to parents, middle schools, employers and postsecondary schools; and
- ◆ collect and use data for continued school improvement.

At the beginning of the TAV/TRV, site representatives present the school's outstanding practices, the next steps planned by the site, and the challenges faced by the site in implementing the HSTW Key Practices and raising student achievement. This report helps the technical assistance team focus on the school's accomplishments and needs.

Technical assistance visits and reports are critical components of the services provided to HSTW sites after the visit. The reports guide school improvement by helping school leaders change how they lead and by helping teachers change what and how they teach. The reports describe outstanding practices at the school, identify the school's major challenges, and recommend actions that administrators and teachers can take to raise student achievement. The most important aspect of a technical assistance report is what the school does with it. Leaders and teachers at successful schools use their reports as vital resource documents in writing, implementing, evaluating and revising three-year school improvement plans. Schools that use the technical assistance report as an essential tool for improvement will get the most from HSTW and will be most likely to make progress in raising student achievement. A HSTW Technical Assistance Visit is one accepted way for schools to achieve state accreditation.

C. Professional Development

Through a partnership with Tech Prep, HSTW, ESAs, and OCTE, professional development is being planned based on the teachers' needs reported in the Annual Program Approval Application. Teachers must select a minimum of two professional development opportunities. Choices include *Writing to Win* and math integration. Both are research-based. Other choices include Career Clusters/Program of Study Development, *Understanding by Design* (a curriculum development model based on the principle of "beginning with the end in mind").

Math integration training follows the principles developed by Dr. James Stone at the National Center for Career and Technical Education Research. The training is planned and carried out by a math specialist from the Southern Region Education Board (SREB). A South Dakota CTE administrator, a math teacher and a CTE teacher are on the committee to develop the training. The two-day training focuses on beginning with the CTE curriculum, not the math curriculum, teaching math where it normally occurs and maximizing math in the CTE curriculum. Teachers learn how to help students understand math as an essential workplace skill. They also learn that they are teachers

of math in a CTE course or program and not the math teacher. Collaboration between CTE and math teachers is at the heart of the training.

9. Describe how career and technical education in the State relates to the State's and region's occupational opportunities. [Sec. 122(c)(16)]

DOE works with the Department of Labor and the Labor Market Information Center on various projects including labor market projections. Postsecondary programs are entirely based on regional and state labor market needs. These programs do not exist without a need for workers in specific job areas. The postsecondary technical institutes and secondary programs all have advisory groups with members from business and industry who review curricula at least annually and suggest changes and additions to current offerings. Programs of study change based on regional and state needs. New postsecondary programs are added every year and are always based on industry needs. There is an increased emphasis on entrepreneurship which is especially needed in a rural state like South Dakota. Small businesses are the heart of the state's occupational opportunities. Successful businesses can be run from homes and small communities because of the state's strong technology infrastructure.

In South Dakota, workforce development is a joint partnership that involves government, education, and business. Government organizations provide the vision and communication/collaboration and create an attractive education and business environment. Educational institutions provide the pathway to knowledge and skills and create and encourage a challenging and innovative environment. Businesses provide for investment opportunity. This collaboration is known as Workforce 2025, an initiative of the Governor. The combined efforts of this partnership focus on ensuring a qualified and highly capable workforce to allow for economic growth and expansion. It sustains the state's youth by establishing meaningful, fulfilling, and interesting career opportunities with high-paying, high-growth jobs. An efficient labor market exchange that will effectively match worker skills to employer needs is a key component for economic growth. The Workforce 2025 partnership will be a catalyst for an efficient labor market exchange and continued economic growth. The SD Department of Education's *High School 2025* is the education complement to Workforce 2025.

10. Describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs [Sec. 122(c)(17)].

OCTE works closely with the Department of Education's Indian Education Office to plan programs specifically for Native American students. Through a partnership with Oceti Sakowin Education Consortium, the SD GEAR UP partnership seeks to make changes through curricular enhancements, faculty and staff training, informing parents and students about higher education preparation, and increasing schools' capacity to offer college preparatory courses. The ultimate goal of this project is to increase the graduation rate of Native American students and to prepare them for higher education. Currently, only about 65% of Native American students who enter school graduate four years later. Relevant secondary and postsecondary CTE programs will be started and current ones will be revised to meet the needs of the state's Native American population. The timeline for this project is to revise and begin at least one CTE program for secondary schools with high Native American populations each year during the course of

Perkins IV. OCTE will work with the state's BIA and tribal colleges to revise and add new programs and to help current programs become eligible for Perkins funding.

The Office of Curriculum, Technology and Assessment and OCTE are partnering on the 21st Century Skills project. Title II D funds and Perkins funds will be used to develop Master Teacher academies. Curricula and units of instruction that focus on integrating 21st Century Skills will be developed by teams of academic and CTE teachers. Throughout the upcoming years, a cadre of trained Master Teachers will provide in-service training to both CTE and academic teachers on integrating 21st Century Skills. It is anticipated that CTE teachers will provide excellent leadership because they already incorporate many of these skills in their classrooms. OCTE and OCTA are also collaborating on a two-year media project with South Dakota Public Broadcasting that will focus on career clusters (career exploration and creating personal learning plans); parental involvement (career guidance at home, parent meetings); and community involvement (business, industry and education partnerships, labor market needs and the role of education).

The director of OCTE is a member of the Workforce Development Council, the designated WIA council for the state. He attends these meetings regularly and is familiar with the state's economic development trends. This knowledge will help OCTE work with secondary and postsecondary schools to add the right programs that will support the state's economic development needs.

11. Describe the procedures that will be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The Office of Career and Technical Education works with the SD Department of Labor on projects that affect postsecondary students, school dropouts, and potential school dropouts. The OCTE director sits on the Workforce Development Council and participates in joint initiatives. He is aware of projects that might be duplicative of work done in DOL and DOE. Projects and services are also coordinated with the Bureau of Apprenticeship and Training. An example of a joint venture of the Department of Education, Department of Health and Department of Labor is the South Dakota Health Workforce Initiative. The three departments have teamed to bring together leaders in the healthcare industry, government and private agencies, education, workforce development and other interested groups to develop sound plans for addressing the acute shortage of healthcare workers in the state and the projected shortage in the upcoming years. One project to address the need is the "Scrubs Camps," a one-day healthcare career exploration day for SD high school students. During Scrubs Camp, students visit with representatives from various health careers, discuss the required education, and talk about why they chose their career. Students get to do hands-on experiences such as learning to read blood pressure on a mannequin, play with a Hazmat suit, saw a bone, and intubate a mannequin. After attending the camp, students are then eligible to apply for a Field Experience in the summer. CTE conducts various other camps to interest students. These camps give students real-life experiences and help engage them in areas that interest them. Engaged students are less likely to drop out of school.

B. Other Department Requirements

1. **Submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The Local Application is located in Appendix A.

2. **Provide a description of your State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

Organization charts for the South Dakota Board of Education and the South Dakota Department of Education are located in Appendix B. Secondary and postsecondary career and technical education are governed by the South Dakota Board of Education. The day-to-day work of secondary and postsecondary CTE is conducted by the SD Department of Education/Office of Career and Technical Education. This structure provides the advantage of having the "big view" of CTE and how secondary and postsecondary CTE work together.

Currently, there are 17 secondary consortiums, 4 secondary multi-districts, and 13 independent secondary schools that either meet the \$15,000 requirement or have a waiver because of rural isolation. There are 5 postsecondary institutions.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. **You must describe your program strategies for special populations listed in Section 3 (29) of the Act, including a description of how individuals who are members of the special populations ---**

(a) Will be provided with equal access to activities assisted under the Act.

First, all eligible recipients must describe in the Local Application how they are going to use Perkins funds to help meet the needs of special populations. State staff assigned to eligible recipients and institutions will share successful strategies for serving special populations. OCTE has developed a best practices' manual with a section on activities for ensuring that special populations are served (<http://doe.sd.gov/octe/pip/index.asp>). Tech Prep regional consortia are also required to provide strategies to address the needs of special populations. The state has assigned a cluster specialist who is responsible for nontraditional and other special populations' services. Eligible recipients sign assurances that special populations will not be discriminated against. OCTE and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.

Accessibility for special populations students is provided in other ways. For example, the State Department of Education has purchased Guidance Central career planning software for all schools. It is an online, on-demand system available to all students and their parents 24 hours a day for career planning activities and creation of Personal Learning Plans. The software will provide career information via career clusters and has an interest and aptitude assessment to help students determine

career interests and choices. It will afford special population students extra time and adult help as they plan their futures.

Teachers as Advisors has been implemented in pilot schools to help all students in career and educational planning activities. The one-on-one nature of this advising system will help meet the needs of special populations' students. Special populations will have more access to adults with special training to help them meet their needs. OCTE, HSTW, Tech Prep and ESAs will plan to help more schools implement Teachers as Advisors with a goal of 50% of schools having Teachers as Advisors by 2012. Several postsecondary institutions also have an advising system with teacher mentors.

Instructional methodologies are adapted to meet special population students' needs. Perkins funds are used to purchase adaptive equipment, sign language interpreters, English Language Learner tutors, classroom and laboratory aides, talking books, computer-speaking software, and other services and items necessary to increase learning opportunities and outcomes for special population students.

In the eligible recipients' Local Five -Year Plan, they must describe how they will assist special populations to meet the levels of performance. They must also complete an Annual Final Narrative describing how they have met the needs of special population students. Data retreats conducted by ESAs, Perkins consortiums, multi-districts, stand alone schools and postsecondary institutions will analyze accountability results by all sub-populations to determine performance on all measures.

Pre- and post-testing at the postsecondary level help determine academic skills needed by students to succeed in programs and ensure that students have the requisite academic skills to enter a program and succeed. Teacher/mentor advising systems are also being implemented in postsecondary institutions.

(b) Will not be discriminated against on the basis of their status as members of special populations.

Eligible recipients ensure nondiscrimination in several ways. They must sign General Assurances stating that they will not discriminate against special populations. Each program that receives Perkins funding must complete a section of the Program Improvement Process ensuring that CTE teachers are involved in IEPs. The eligible recipients' annual Perkins budget requests must contain proof of how they are spending their funds on special populations to further the students' learning for high-skill, high-wage, or high-demand occupations.

The Core Indicators of Performance data will be disaggregated by special populations groups (see (a) above). Based on this data, OCTE will monitor the progress of special populations in meeting the levels of performance and provide technical assistance to those not meeting the levels. Eligible recipients and institutions will also monitor special population students' progress.

The eligible recipients will review program resources to ensure that gender bias, stereotyping pictures, and language do not exist in curricula, publications, web sites,

and any printed or audio/visual materials. Postsecondary institutions employ nontraditional/equity coordinators who work with Tech Prep to provide services to special populations.

(c) Will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(9)(A)-(C)]

OCTE partners with a variety of agencies to provide programs for special populations' students including nontraditional:

- Women in Science (WIS) conferences are held across the state annually to encourage young women to consider science, math, engineering and technology careers. These conferences assist schools by providing information on how to encourage students to enroll in nontraditional programs and complete them. The WIS conferences are the result of a partnership among many agencies including the Departments of Education, Labor, and Health; universities and postsecondary institutions; the South Dakota Discovery Center; the U. S. Weather Service; the South Dakota Mammoth Site; and many more. WIS directly addresses the nontraditional participation and completion accountability measure.
- Secondary summer health academies are conducted for students to explore the healthcare field. Other summer academies are conducted in nontraditional areas such as architecture and construction and manufacturing. These academies are designed to help special populations students meet all core indicators, but especially reading, mathematics, program completion and graduation rate and nontraditional participation/completion.
- The Scrubs Camps are a one-day healthcare career exploration day for SD high school students. The Health Science Career Cluster is represented by healthcare workers, who describe why they chose their career and the education required to work in that career. As a result of attending the Scrubs Camp, students are eligible to apply for a Field Experience in the summer in their area of healthcare interest, and from those students applying, a certain number are selected. Field experience sites are currently being organized for the students in collaboration with various healthcare facilities across the state. This model will be used to develop camps for students interested in other cluster areas.

Nontraditional coordinator positions are funded at the postsecondary level. They are required to work with regional Tech Prep coordinators to conduct activities for special populations, some of which are to:

- Conduct activities to encourage student participation in and completion of courses leading to nontraditional training and employment, especially careers in computer science, technology, and other high-skill occupations.
- Develop and implement activities that assist members of special populations to meet the core indicators of performance in Perkins IV. These activities may include providing students with experience in all aspects of the industry, especially

nontraditional training and employment through youth internships and senior experiences.

- Develop activities that 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.
- Conduct activities that will provide career guidance and academic counseling for students to prepare them for nontraditional training and employment.
- Provide services that enable students enrolled in programs preparing for nontraditional occupations to be retained and complete the program.
- Develop work-based experiences in nontraditional careers, especially those that are technology-based.
- Develop partnerships with businesses, industry, parents, and community agencies to encourage student participation in nontraditional training and employment and employment for all special population groups.
- Develop a cadre of role models and mentors for special populations students, including nontraditional students.

2. Describe how the eligible agency will adequately address the needs of students in alternative education programs, if there are such programs. [Sec. 122(c)(14)]

Alternative education programs are conducted by the SD Department of Labor. OCTE consults with them on joint professional development for teachers and on the career cluster project. Most alternative education programs in SD offer academic courses only. Students in alternative programs may enroll in CTE programs at their local schools. Currently, OCTE is working with Joe Foss Alternative in Sioux Falls to obtain program approval for current CTE programs and to add additional programs as needed.

3. Describe how funds will be used to promote preparation for high-skill, high-wage, for high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Nontraditional leadership funds support nontraditional/equity coordinators at the postsecondary institutions. They work with postsecondary students to plan careers suited to their interests and aptitudes and encourage students to consider these occupations that in many cases are anxiously seeking well-trained employees. In addition, the nontraditional coordinators work with secondary schools in their regions to promote in-demand careers. OCTE offers a variety of “camps” in cluster areas to give students hands-on experience with a particular career. For example, several health “scrubs” camps are held across the state to expose students to the many occupations available in the health science cluster.

OCTE has developed a career cluster magazine entitled *My Life*. It opens with “Seven Steps to Success” to help students begin to prepare for their future. *My Life* then features a two-page spread on each cluster, which includes:

- A description of the career cluster
- The pathways in the cluster
- The five in-demand careers in the cluster
- A list of 10 careers with the education required and average wage per hour and
- A student profile of a South Dakota student studying or employed in the cluster.

The magazine also includes a list of schools in the state where students can pursue a particular cluster area, pathway, and career. Lesson plans and activities have been developed to help teachers and career guidance personnel integrate the information from *My Life* into their curriculum. Training on using the publication is being conducted over the state's DDN system by Tech Prep and HSTW.

Tech Prep works with the State's DOL Labor Market Information office to receive the most current information on emerging labor markets in the state.

4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

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.

5. Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

The General Assurances document includes statements that require eligible recipients and institutions to ensure that all protected classes receive equitable access to all programs and benefits. The General Assurances also include provisions such as the following:

Verification of eligibility of students enrolled in programs supported by federal funds for education of special populations students

Compliance with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin, and gender

Equal access to recruitment, enrollment, and placement activities to the full range of career and technical education programs

Coordination of career and technical education planning for special populations students with representatives of vocational rehabilitation, special education, and other agencies

Monitoring career and technical education programs to ensure that special populations students have equal access to CTE programs in the most integrated setting.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

Measurement definitions and approaches and levels of performance were discussed at the secondary annual Perkins workshops in April 2007 and January 2008. The OCTE director also discusses them at the secondary and postsecondary cabinet meetings. The FAUPL document was e-mailed to secondary and postsecondary administrators requesting their input. A conference call with postsecondary presidents, vice-presidents and data collection personnel was held in February to discuss the measurement approaches, especially the ones that are new to Perkins IV.

- 2. Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Levels of performance were discussed at the secondary Perkins meeting in January 2008. Secondary and postsecondary cabinet members are also discussing the levels of performance. The FAUPL document has been e-mailed to eligible recipients and institutions. OCTE is awaiting comment at this time. OCTE plans to use the average of the two latest years of data from Perkins III to establish the baseline for similar core indicators in Perkins IV. Measurement for the remainder of core indicators will be developed in the spring 2008. Increases in levels of performance are noted in the FAUPL tables for secondary and postsecondary core indicators. Negotiations with individual eligible recipients and institutions will take place in 2008.

- 3. Identify the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)] (See FAUPLs on pages 56-62)**

For the transition year 2007-2008 and subsequent years, OCTE will use the measurement definitions and approaches provided by OVAE where possible. However, for the secondary Technical Skill Attainment, OCTE will not be able to use the recommended measure for 2S1. The State does not have such an assessment in place at this time. It will take considerable time to develop end-of-course exams or some other means to measure TSA.

In the meanwhile, OCTE proposes using the GPA for 2S1 as it did in Perkins III and raise the percent of attainment in a CTE class from 70% (used in Perkins III) to 72% for 2007-2008 and 74% for 2008-2009. For the performance level, OCTE proposes raising the indicator of performance by .25% for the two years beginning in 2007. The following table demonstrates the plan.

Indicator	Measurement Definition	Measurement Approach	Baseline	Year 1 2007-2008	Year 2 2008-2009
2S1 Technical Skill Attainment	Numerator: The number of CTE concentrators attaining 72% in 2007-2008 and 74% in 2008-2009 Denominator: The number of CTE concentrators in the program.	State and Local Record Exchange	B: 94.22% (Average of 8 years of measures for Perkins III) (Increase by .10% in subsequent years)	L: 94.32%	L: 94.42%

OCTE is awaiting recommendations from the Next Steps Work Group subcommittee to see if any ideas will be financially possible for South Dakota. The development of the test bank of technical skills measures may be helpful as well. 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. In the meantime, OCTE is investigating the possibility of working with ESA 3 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.

The following section is taken from the Higher Learning Commission's Accreditation Manual (2007 version) with examples for effective assessments of student learning highlighted in red font.

The Higher Learning Commission, Handbook of Accreditation. Version 2007

http://www.ncahigherlearningcommission.org/index.php?option=com_content&task=view&id=37&Itemid=116

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

"The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component A. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence:

- Assessment of student learning provides evidence at multiple levels: course, program, and institutional.
- Assessment of student learning includes multiple direct and indirect measures of student learning.
- The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.
- Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.

Core Component C. The organization creates effective learning environments.

Examples of Evidence:

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
- Advising systems focus on student learning, including the mastery of skills required for academic success.

- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning."

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 will 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.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/2005 – 6/30/2006)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year.	<i>State and Local Administrative Records</i>	B: 66.00%	L: 67.00% A:	L: 72.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year.	<i>State and Local Administrative Records</i>	54.00%	L: 55.00% A:	L: 63.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/2005 – 6/30/2006)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: The number of CTE concentrators attaining 72% in 2007-2008 and 74% in 2008-2009 Denominator: The number of CTE concentrators in the program.	*State and Local Administrative Record See explanation below.	B: 94.22% (Average of 8 years of measures for Perkins III) (Increase by .10% in subsequent years)	L: 94.32% A:	L: 94.42% A:

3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma. Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.	State and Local Administrative Records	B: 80.00% (OCTE anticipates that this measure will be same measure as 4S1.)	L: 81.00% A:	L: 81.00% A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook. Denominator: Number of concentrators who have left secondary education in the reporting year.	State and Local Administrative Records	B: 80.00%	L: 81.00% A:	L: 81.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/2005 – 6/30/2006)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: The number of concentrators placed in postsecondary education, employment or the military. Denominator: The number of concentrators completing the program.	State/Local Administrative Data	B:92.19% (average of 2005-2007 results) (Add .10% annually for Years One and Two)	L:92.29% A:	L:92.39% A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender. Denominator: The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender.	State/Local Administrative Data	B:10.94% (average of 2005-2007 results) (Add .10% annually for Years One & Two)	L:11.04 A:	L:11.14% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: The number of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender. Denominator: The total number of concentrators (nontraditional + traditional) completing programs preparing them for careers considered nontraditional for their gender.	State/Local Administrative Data	B:7.93% (average of 2005-2007 results) (Add .10% annually for Years One & Two)	L: 8.03% A:	L: 8.13% A:

*At this time, the state does not have a valid, reliable secondary technical skill attainment assessment. OCTE's plan is to use the percent average of courses in a CTE program for 2007-2009. The State plans to develop end-of-course exams

based on course “core standards” and phase them in over the next three to four years. The State believes that raising the percent attainment for Technical Skill attainment by 4% from 2007-2009 and increasing the performance level .10% each year indicates a good faith effort to measure TSA.

**II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
B. POSTSECONDARY/ADULT LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Average of 2005-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>*State-recommended Numerator: The number of CTE concentrators who attain a cumulative GPA of 2.0 or higher during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments, if available and appropriate, during the reporting year.</p> <p>State-recommended Denominator: The number of CTE concentrators who were enrolled during the reporting year.</p>	<i>State/Local Administrative Data</i>	<p>B: 89.42%</p> <p><i>(Measure based on state-recommended measure of GPA)</i></p> <p><i>(recommend .10% increase for Year One and Year Two. See pages 54-56 for rationale.)</i></p>	<p>L: 89.52%</p> <p>A:</p>	<p>L: 89.62%</p> <p>A:</p>

* See pages 54-56 for justification for using this measure. OCTE is gathering data from postsecondary institutions on how many programs currently have technical skill assessments aligned with industry-recognized standards and how many could potentially have these assessments. The State will develop a plan and timeframe for increasing the coverage of programs and students reported for this indicator to cover all CTE concentrators and all program areas. The Plan will be included in amendments to the State Plan in upcoming years.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Average of 2005-2007 with exception noted below*)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, certificate, or a degree during the reporting year. Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	State/Local Administrative Data	B: 58.36% (.10% increase for Year One & Year Two)	L:58.46% A:	L:58.56% A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	State/Local Administrative Data	B:74.58% (*Average of postsecondary institution retention rate for 2006-2007) (.10% increase for Years One and Two)	L:74.68% A:	L:74.78% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Average of 2005-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State/Local Record Exchange	B: 98.14% <i>(Increase .10% for Year One and Year Two) (At some point the performance level will not be able to increase)</i>	L: 98.24% A:	L: 98.34% A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>nontraditional CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> (nontraditional + traditional) who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Data	B: 9.70% <i>(Increase .10% for Year One and Year Two)</i>	L: 9.80% A:	L: 9.90% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Average of 2005-2007 performance)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>nontraditional CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> (nontraditional + traditional) who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Data	<p>B: 8.39%</p> <p>(Increase .10% for Year One and Year Two)</p>	<p>L: 8.49%</p> <p>A:</p>	<p>L: 8.59%</p> <p>A:</p>

- 4. Describe how, in the course of developing core indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(f)]**

OCTE staff are working with the SD DOE's Office of Curriculum, Technology and Assessment, Office of Finance and Management, and Bureau of Information and Technology to collect the NCLB data for career and technical education students. The three offices and BIT programmers will identify the CTE student reading, math, and graduation rate data within the Dakota STEP results reported to the US DOE for No Child Left Behind; extract the CTE completers from the State's Perkins Portal; and match the records to determine the CTE students who reached the proficient and advanced levels.

OCTE staff have participated in the Data Quality Institutes conducted by OVAE since their inception. During these institutes, staff discussed many different options for each of the core indicators of performance and feel confident that they have developed a good understanding of the intent of the Perkins IV core indicators.

- 5. Performance levels for each of the core indicators of performance required in the five-year plan. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

See FAUPL on prior pages, 57-64.

- 6. Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(a)(i); sec. 122(c)(10)(B)]**

During the April 2007 and January 2008, secondary Perkins Administration workshop, OCTE notified eligible recipients that they needed to run the Perkins accountability data reports to determine their local adjusted levels of performance. OCTE prepared an Excel spread sheet for them to enter their numerator and denominator numbers for programs within their consortium, multi-district, or school district; the spread sheet calculates for them the average performance for the eligible recipient. OCTE is advising recipients to use two years of data, 2005-2006, and 2006-2007. Recipients are currently running the 2005-2007 reports to determine the local level of performance for measures that are the same as in Perkins III. They will have two years of data to determine if they will use the local level of performance or the state level.

At the secondary January 2008 Perkins meetings, OCTE staff again went over the data collection process and reports needed to determine the local levels of

performance in preparation for negotiating final levels of performance with the State. In the future, reports will be available online on the Perkins Portal.

During a February 2008 conference call, the OCTE Perkins administrator, postsecondary presidents, vice-presidents and data collection personnel discussed all core indicators and levels of performance. The process to assist the postsecondary institutions in determining local levels of performance will begin in mid-May 2008.

7. Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

OCTE will allow eligible recipients to use the last two years of data to determine levels of performance. This will give them a better level than using just one year's performance by helping to eliminate the influence of a low or high past performance. In the event of unanticipated circumstances, OCTE will compare the local and state levels. If the state levels would serve the eligible recipient better during such a time, OCTE would allow the recipient to change. Also, OCTE staff work with eligible recipients on strategies to achieve the local adjusted levels of performance. OCTE will continue to provide technical assistance through on-site meetings, DDN sessions, conference calls, and statewide meetings to help recipients meet the levels. If recipients need to revise the local adjusted levels of performance, OCTE will negotiate with them individually to determine an acceptable level of performance. The OCTE Perkins data collection system will have reports in 2008-2009 that will make it easy for eligible recipients to see the results for all programs of their member schools together and for individual programs to help determine where they need help. OCTE staff are assigned to cluster areas to work with individual programs to achieve or exceed adjusted levels of performance. In the event that a recipient misses the level of performance for any measure, they will write a program improvement plan. OCTE staff will provide assistance.

8. Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

OCTE is working closely with the Bureau of Information and Telecommunications (BIT) to develop and refine the Perkins Portal to ensure that valid and reliable data are collected. Having an in-house software development team provides OCTE immediate assistance to make changes to the system and to fix any problems that might develop during the actual data collection process. The programmers developing this system are one minute away on second floor of the Kneip Building. BIT is also developing a postsecondary data collection system.

Two OCTE staff specialists are specifically assigned to accountability and all program staff participate in collecting and validating the data. OCTE conducts regional data collection workshops, which are scheduled in the spring a few weeks before the data will be submitted to help ensure that the Perkins Points of Contact (POC's) at each school have been trained to understand all the requirements of entering the data. OCTE develops a comprehensive, step-by-step data entry guide to assist POC's as they enter the data. OCTE staff provide technical assistance as needed by phone, e-mail, web site, and on-site visits to assist POC staff during data entry.

While the LEAs are entering data, OCTE staff provide technical assistance through phone, e-mail, and visits. After data are entered, the two OCTE accountability specialists check the data for accuracy and follow-up with all schools that have omitted data or entered it incorrectly. LEAs are required to submit a Data Validation Form and Assurances that all data submitted are valid and reliable. Additionally, during the on-site PIP visits, program specialists conduct desk audits to review the data.

BIT programmers understand the Perkins requirements and run practice reports before the site goes live; in case of errors, they reprogram the system to make sure it is pulling the correct data to the reports. BIT staff also do many checks during the development phase to make sure the data are accurate and that all reports are pulling the correct data.

The new Perkins Portal is designed to ensure that there is little room for error by LEAs when they enter their data. Most of the required data is collected from the SD DOE's Student Information System (SIMS) and includes gender; race/ethnicity; NCLB reading, math and graduation scores; student grade level; economic disadvantage; Limited English Proficiency status; graduation date; SSN; and SIMS ID#. The only local data entry required are technical skills attainment, placement, single parent, and any changes to disabled status. The Perkins Portal reports will provide local CTE directors with results for each accountability measure; therefore, they will be able to monitor progress for each measure from year to year. They will also be able to track the data for special population students, gender, and race and ethnicity, and Tech Prep students. In addition, OCTE staff will be able to monitor the data as it is submitted by LEAs and assist them in making corrections if needed.

9. Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

OCTE provided information on levels of performance to consortiums during the April 2007 Perkins workshop and again in January 2008. Since then, the state Perkins administrator has discussed minimum levels of performance via phone and e-mail. OCTE staff will hold meetings during the spring 2008 to negotiate levels of performance. The minimum level of performance will be the average of the 2006 and 2007 levels of performance where applicable. OCTE will determine the baseline for the Perkins IV measures and the adjusted levels of performance in subsequent years. OCTE has an assurance statement for eligible recipients attesting to the

accuracy of their data; they must sign and submit the statement to the State office. OCTE is also developing a section in the policy manual on how the State will agree with each consortium. The assurance statement and validation forms will become part of the Perkins IV Policy Manual currently under development.

10. Describe how you will annually evaluate the effectiveness of career and technical education programs and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The state's Program Improvement Process (PIP) provides career and technical education programs in South Dakota with a self evaluation to determine where the programs are and where they would like to be. As part of the process, teachers and advisory committees determine three to five goals to guide them in the improvement process. The PIP assists programs in meeting state and federal requirements and is required for career and technical education programs to achieve "Approved Program" status which makes them eligible for federal funding.

The Program Improvement Process (PIP) is South Dakota's model for all secondary and postsecondary career and technical education programs. This model identifies criteria found in quality programs and is based on the HSTW 10 Key Practices. Specific indicators suggest ways that a career and technical education program can meet the criteria expected in quality programs. The instrument is designed to help programs identify plans to meet the criteria and improve program quality. The instrument is online at <http://doe.sd.gov/octe/pip/index.asp>.

An on-site visit will be conducted for programs considered "at high risk." This will include new programs, new teachers, and programs that have not attained measures for one year. Using the results of the self-evaluation, teachers and advisory committees develop an Action Plan that sets timelines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local teachers, administrators, business/industry and community resources, and/or state staff. Programs submit a progress report in subsequent years and may have visits from OCTE cluster specialists. Programs revisit their goals, add/delete goals or change them. Teachers may also revise the Action Plan. During the entire process, OCTE staff provide technical assistance through phone, e-mail, and on-site visits.

During regional secondary workshops each fall, OCTE staff explain the PIP process, discuss Perkins accountability and the state levels of performance, review the PIP instruments, discuss PIP goals and action plans, and update teachers on the Perkins law. In the spring, OCTE staff conduct Perkins Accountability and Data Collection Workshops for secondary programs. During these workshops, staff demonstrate the Perkins Portal web-based software and provide technical assistance to the people entering the data. OCTE also provides technical assistance for data collection through phone, e-mail, and on-site visitations.

OCTE conducts annual Perkins administrator workshops for secondary and postsecondary CTE directors. The OCTE staff discusses Perkins accountability, Perkins requirements and regulations, Program Improvement, and program eligibility

requirements with secondary and postsecondary Perkins administrators. The OCTE staff explain the most relevant sections of the Perkins law, discuss the Annual Perkins Application, Perkins Accountability and the alignment of budget requests, core indicators, program improvement, and Perkins budget request application.

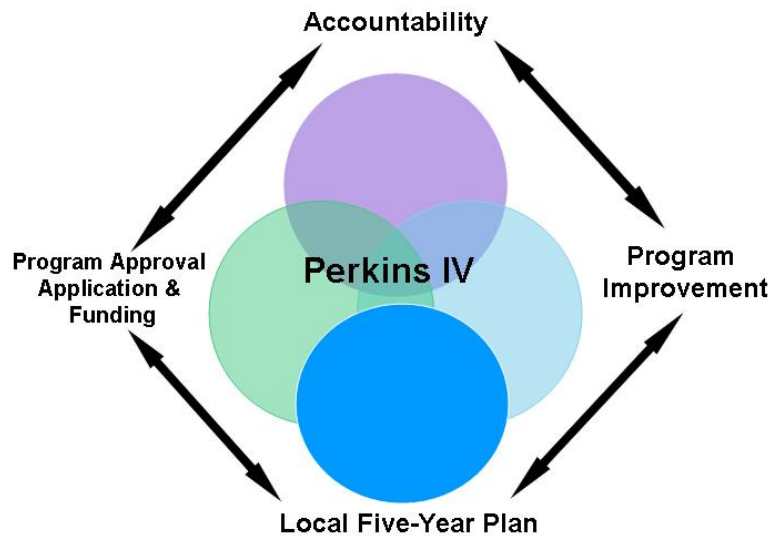
The program evaluation process for postsecondary programs is being revisited at this time. Programs that have some kind of external accreditation may use that to satisfy Perkins evaluation requirements. Programs that do not have external accreditation will receive visits from OCTE staff based on the “high risk” criteria. This may include low number of program concentrators, missing measures for at least one year, and other criteria to be determined by the OCTE director and postsecondary cabinet. The following program improvement plan is under consideration for the postsecondary program evaluation:

- Internal periodic program reviews are essential for maintaining viable postsecondary programs. They are especially important in times of significant growth or retrenchment of student enrollment. Programs must meet regional needs within the context of the institutional mission.
- Educational programs will be reviewed every three years and, as appropriate, will coincide with any required review process directed by the State. The following criteria will be addressed in the evaluation of each program:
 1. Enrollment Trends – Administrative reports
 - a. Current year student enrollment numbers
 - b. Five year trend
 2. Current Technology – Program reports
 - a. Verification that the program is teaching the knowledge and skills for using current technology in the field.
 3. Industry Trends/Needs – Program reports
 - a. What are the current trends and needs of the industry? Is it growing or declining in the region?
 4. Employment Trends – Program and Development reports
 - a. Is the industry’s demand for diploma or AAS prepared technicians increasing or decreasing?
 5. Student Satisfaction – Administrative reports
 - a. Are the students expressing satisfaction or dissatisfaction with the program as indicated by the SSI and instructor evaluations?
 6. Graduate Performance – Placement report
 - a. Are employers satisfied with the knowledge and skills of the program graduates as expressed in advisory committees and on employer surveys?
 7. Occupational accreditation requirements – Program reports
 - a. Does the program meet accreditation requirements for national and state recognized occupational organizations? Include the report from the last accreditation visit?

The initial data will be reviewed by the postsecondary Vice-Presidents. If one or more of the criteria are significantly below the level set by the state, the director of OCTE, in conjunction with the postsecondary Vice-Presidents will recommend a committee review

to the postsecondary Cabinet. The review committee will consist of a representative of Student Services, a faculty member of the department, faculty of another department, graduate, advisory committee member, administration and OCTE staff. The committee will make recommendations to the President for program improvement, reduction, or elimination. New programs must address criteria outlined in the state administrative rules; new programs are approved by the SD Board of Education.

State staff use the following graphic to explain the relationship among the requirements of the law, accountability, funding, and program improvement.



B. Other Department Requirements

11. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Section 113(c)(1)-(2), including:

(a) The student definitions that you will use for “participants” and “concentrators” for the secondary core indicators of performance;

Student Definitions

A. Secondary Level

Participant – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrator– A secondary student who has earned two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipient.

- (b) The student definition that you will use for “participants” and “concentrators” for the postsecondary/adult core indicators of performance;

B. Postsecondary/Adult Level

Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
Concentrator – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and culminates in the award of an industry-recognized credential, a certificate, or a degree.

- (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year.

See FAUPL on pages 57-64

- (d) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-2008 and 2008-2009 program years and send the forms for you to finish completing.

See FAUPL on pages 57-64.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(I)]

Tech prep grant awards will be awarded on a formula, 25% of the basic tech prep grant to each of the four tech prep consortia. Each tech prep consortium will be required to have a \$50,000 match. Plans are also in place to include a tech-prep line item in the state postsecondary technical education budget for 2008-2009.

The following rubric has been developed to determine the quality of Tech Prep applications.

Tech Prep Scoring Rubric

The applicant must describe and/explain how the Tech Prep program will address each of the items in the rubric below. The degree to which the application addresses each item will determine whether the application is accepted. The overall score for the applicant must be at least 140 points. If the

application does not attain the minimum, it must be revised until it meets the standards set by OCTE.

Excellent -The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly or completely.

Below Average - The application alludes to the item, but is vague and non-definitive.

Absent - The application does not address the item.

Evaluation Criteria	Absent	Below Average	Average	Above Average	Excellent	
State Accountability	0	1-10	11-15	16-20	21-25	
Articulation/Dual Enrollment Opportunities	0	1-10	11-15	16-20	21-25	
Career Clusters/ Pathways	0	1-10	11-15	16-20	21-25	
Youth Internships	0	1-10	11-15	16-20	21-25	
Activities for Special Populations, including Nontrad.	0	1-10	11-15	16-20	21-25	
Teachers as Advisors	0	1-10	11-15	16-20	21-25	
Career Guidance/ Personal Learning Plans	0	1-10	11-15	16-20	21-25	
HSTW/MMGW	0	1-10	11-15	16-20	21-25	
200 possible points SCORE					TOTAL	

2. Describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

(d)(1) provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs.

The state’s four tech prep coordinators work closely with admissions, placement, and retention offices at their postsecondary institutions. The state’s two-year technical institutes have developed Flex Factor, a web-based program that makes it easy for students to figure out how many technical institution credits will transfer to one of the state’s four-year public universities. The software offers four options: “flex your factor, flex your mind, flex your questions, and flex your info.” When a student selects one of the institutes, the programs associated with that institute are populated. The student may then choose a program and click on it which then

transfers him/her to the four-year state universities that offer a related degree, plus the total number of credits that will transfer. FlexFactor is located at <http://www.flexfactor.info/factor.aspx>.

At the secondary level, tech prep assists with developing career guidance activities, provides professional development for teachers and counselors, and provides opportunities for students to experience hands-on activities such as Scrubs Camp. Career guidance is based on students' interests and aptitudes which then are transferred to students' Personal Learning Plans. The PLP guides the student towards a career or further education related to their interests. The PLP helps students choose the most appropriate courses to help them achieve their goals after high school graduation.

(d)(2) are developed in consultation with business, industry, institutions of higher education, and labor organizations.

Tech prep advisory/steering committees guide the work of tech prep in South Dakota. These committees are composed of educators, business and industries from the region, and higher education representatives. SD has very few labor organizations. In addition to the tech prep steering committees, each program at the institutes have advisory committees composed mainly of business and industry members. These committees provide invaluable assistance to the programs to keep them current in curricula, equipment needs, and employer expectations. Likewise, the Career Cluster Implementation Committees have members from business, industry, and higher education.

(d)(3) address effectively the issues of school dropout prevention and reentry, and the needs of special populations.

The South Dakota legislature recently passed a law making school attendance mandatory until age 18. School districts are looking for help to address the potential problems arising from this law. OCTE and Tech Prep have some very specific plans in place at the secondary level including Teachers as Advisors, youth internships, pre-apprenticeships, and senior experience. Other secondary plans are related to making education relevant to students. These plans include work-based experiences such as academies and camps, such as Scrubs and Cyber Camps and manufacturing and construction academies. Tech Prep is also involved in career expos to give middle and high school students hands-on, career-related experiences. Tech Prep does training on developing Personal Learning Plans to help teachers and students see the importance and relevance of having good plans in place for post-high life, whether it be work, military or further education. At the postsecondary level, advisor/advisee and recruitment and retention committees provide special supports for students. Tech Prep works with placement and admissions counselors. Postsecondary institutions conduct nontraditional/equity days. Special needs coordinators work with students and encourage them to get extra help from tutors and peer aides.

(d) (4) provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage.

Based on the state's labor market information system, health and information technology careers are much in-demand in the next 5-10 years. Tech Prep conducts health, information technology, communications academies and Cyber camps. They also coordinate Teachers in Industry professional development that places teachers in area businesses and industry so they gain a better understanding of employers' expectations of new workers. This kind of professional development also improves communication between schools and employers.

Tech Prep also helps arrange career expos and does training on use of health kits for Health Occupations for Today and Tomorrow sessions for students. Each HOTT activity has been reviewed by a classroom teacher and aligned to South Dakota Educational Standards. Local health care professionals are invited into the classroom to assist with the lesson and talk about their specific job. Lessons are designed to be incorporated into existing curriculum - not as 'additional' lessons. Plus all lessons address a wide variety of educational standards.

(d) (5) demonstrate how tech prep programs will help students meet high academic and employability competencies.

Career clusters are one of the main ways to help students see the relevance of learning academic skills. The programs of study and Personal Learning Plans that evolve from them show students a clear pathway to help them achieve their educational goals. The *My Life* publication provides students with a colorful map of the sixteen clusters, 7 steps to career success, job possibilities and range of salaries, as well as postsecondary institutions that prepare students for careers in a particular cluster. Tech Prep coordinators produce aids such as Mitchell Technical Institute's "MTI in a Box" which features recommended secondary courses, advanced courses and postsecondary courses to give students a realistic view of the preparation necessary to become a successful postsecondary student.

OCTE professional development focuses on reading/language arts and math literacy and includes *Writing to Win* and math integration. Tech Prep's Marvelous Meaningful Monthly Math contests give secondary students a chance to win by successfully doing a math problem related to career clusters. Students who correctly solve the math problem are eligible for a drawing in which they can win prizes from the postsecondary institutions. The HOTT lesson plans described above are also aligned with the State's academic standards.

(d) (6) demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title I.

Tech Prep coordinators participate in the development of programs of study, core course standards, and units of instruction, along with secondary and postsecondary instructors, administrators, higher education faculty, and business and industry partners. The Tech Prep state coordinator, regional Tech Prep coordinators, OCTE, HSTW State Coordinator, and career guidance counselors all collaborate on CTE initiatives such as senior experience, youth internship, capstone courses, Guidance Central training, *My Life* classroom integration activities, Teachers as Advisors, professional development, and conference planning.

OCTE and Tech Prep plan to develop state-level articulation based on state-approved CTE programs, programs of study, core course standards, course syllabi, and assessments. By this process, if a school has a state-approved CTE program, the students will be eligible to articulate courses to the postsecondary level at any postsecondary two-year program. Students would not have to face the lack of an articulation agreement with a particular institution which could prevent them from articulating a course. This plan would aid the students' transition from secondary to postsecondary education. OCTE, Tech Prep, and postsecondary instructors will also discuss this type of articulation.

3. Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

All secondary schools, regardless of student population, are invited to join a Tech Prep project as a consortium member. They are given equal opportunity to participate in project activities. Two of the four consortia are in rural areas. As a whole, SD is a rural state with only Sioux Falls and Rapid City being considered rural. The schools that are members of the Sioux Falls- and Rapid City-based consortia are all rural with many of them being very small, under 100 students. Funds are distributed based on need, not size of district. All four coordinators work as a team to develop programming.

4. Describe how the agency will ensure that each funded tech prep program ---

(a) is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

The State's definition of a secondary tech prep student is as follows:

- A CTE concentrator
- A high school graduate
- In a cluster program with an articulation agreement.

A postsecondary tech prep student is as follows:

- A secondary tech prep student
- In the same cluster at the postsecondary level as the secondary level
- Using a state-level articulation agreement.

In South Dakota, an articulation agreement means a written commitment agreed upon at the State level. Articulation agreements will be negotiated between the Office of Career and Technical Education and individual Tech Prep consortiums and postsecondary institutions.

The State is recommending the following Articulation Guidelines:

1. To receive articulated credit, the student must have completed the high school course within the last three years.
2. A minimum of a "B" in the course(s) to be articulated is required.
3. Tuition is not charged for the articulated credit(s).

4. Articulated courses will be honored by all post-secondary institutes for those course(s) that have common course names and numbers.
5. If the curriculum of the technical institute course changes, the terms of the agreement may also change.
6. State-level articulation based on approved CTE programs and programs of study will prevail and be the basis for articulation.

(b) consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

The Career Cluster committees are developing programs of study that meet the requirements of this section. See sample Program of Study on page 21. A draft of the Personal Learning plan which may be developed from the Program of Study is found on page 22.

(c) includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

All programs of study may include a semester-long, standards-based academic course. The state's academic standards are approved by the State Board of Education for all academic areas. The standards are reviewed by teams of content teachers, administrators, postsecondary instructors, and OCTE staff to ensure that they remain current.

Programs of study include youth internships, senior experiences, entrepreneurship and other work-based experiences. Up to one credit of these capstone courses may be included in the program of study if the experiences are closely related to the students' chosen career cluster. See page 23 for a graphic display of possibilities for students to complete their CTE programs.

Core course standards are being developed in all cluster areas; these state-approved standards will ensure that the standards are the same regardless of where the course is taught. This fact will aid in articulation because postsecondary instructors will know that the standards are consistent regardless of where they are taught.

(d) includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act;

A coordinated system of professional development is offered at the state, regional and local levels by Tech Prep, OCTE, and HSTW. In 2008-2009 OCTE plans to work more with the state's 7 ESAs to develop and deliver professional development for CTE teachers. This professional development will include training for implementing senior experiences, youth internships, Teachers as Advisors, career guidance, math integration, *Writing to Win*, reading integration and other topics as designated by teachers on the Program Approval Application. These trainings are long-term and have the necessary follow-up to make them effective.

(e) includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Training for counselors is an integral part of the professional development provided by Tech Prep. Tech Prep is presenting the majority of training for counselors on the State's web-based career interest and aptitude software. Tech Prep participates in the annual fall guidance workshops; coordinators belong to the South Dakota Counselors' Association and participate in their annual spring conference. The State Tech Prep coordinator is also the career guidance contact person. He coordinates the work of developing the career guidance framework; the development of the career guidance software; and trains career guidance counselors on the use of the software.

(f) provides equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Tech Prep programs are available to all students, regardless of special population status. The State Nontraditional/Equity coordinator will provide training materials on gender equity and nontraditional issues. Each postsecondary institution has a nontraditional coordinator who works with the consortium's Tech Prep coordinator to plan projects and carry out nontraditional activities such as Equity Days and career fairs. Needs of special populations are addressed in other sections of this Plan.

(g) provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

Beginning fall 2008, the regional Tech Prep coordinators, in partnership with career guidance counselors and CTE teachers, will begin working in consortium schools to advise students of the advantages of articulation and dual enrollment. They will make classroom visits and schedule meetings with individual students to present the value of articulation and dual enrollment. They will also help plan and participate in "Senior Days/Junior Days," "Equity Days" and other on-site events and postsecondary institutions to "show and tell" students about postsecondary programs.

(h) coordinates with activities under Title I. [Sec. 203(c)(8)]

The Tech Prep application defines a South Dakota Tech Prep program as: "a program of study that contains a coherent and non-duplicative sequence of both academic and technical courses within a career cluster or pathway. This cluster or pathway leads to employment and/or further education and training. Tech Prep programs must lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field, must use CTE programs of study to the extent practicable, and must coordinate with activities conducted with Basic State Grant funds." Each consortium that receives a Tech Prep grant must establish and report on the required Tech Prep indicators of performance, and enter into agreement with the state to meet a minimum level of performance on each of these indicators as well as the indicators under the Basic State Grant.

The Tech Prep application asks applicants to list planned activities that will coordinate with the following basic grant activities:

- youth internships,
- career clusters,
- articulation/dual enrollment,
- activities for special populations,
- Teachers as Advisors,
- Personal Learning Plans,
- *High School 2025* high school reform initiative, and
- HSTW/MMGW.

5. Describe how your state plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Since some of the Tech Prep core indicators of performance are new, during Year One, 2007-2008, OCTE will gather baseline data for the following secondary indicators of performance. Baseline data will then be used for Year Two, 2008-2009, measure of performance:

- Enroll in postsecondary education and
- Enroll in postsecondary education in same field or major as in high school.

Plan for developing baseline data for Year 3, 2009-2010, for the two following measures:

- Complete a state or industry-recognized certification or licensure;
- Complete postsecondary courses during high school (dual credit); and
- Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.

During Year One, 2007-2008, OCTE will gather baseline data for the following postsecondary indicators of performance. Baseline data will then be used for Year Two 2008-2009 and Year Three 2009-2010, as appropriate:

- Placement in related employment no later than 12 months after graduation and
- Completion of a two-year degree or certification program.

Plan for developing baseline data for Year Two, 2008-2009:

- Complete state or industry-recognized certification or licensure.

Plan for beginning discussion to gather the university-related four-year data (complete a baccalaureate degree program) will include the State Tech Prep coordinator, postsecondary vice-presidents, OCTE director, and Board of Regents. Discussion will begin in fall 2008. The plan will be to have baseline data collected by 2012.

The State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators by using the following plan:

- OCTE director and State Tech Prep Coordinator meet with postsecondary vice-presidents summer of 2008
- State Tech Prep Coordinator and regional coordinators begin to gather baseline data for
 - secondary enrollment;
 - secondary enrollment in same field as in high school;
 - postsecondary placement in related employment no later than 12 months after graduation; and
 - postsecondary completion of two-year degree or certification program during the fall of 2008 and spring of 2009.
- Committee of vice-presidents, Tech Prep coordinators, and OCTE staff set performance levels where possible, fall 2009.
- Individual consortiums negotiate level of performance with OCTE, based on local data or agreed-upon baseline data, fall 2009.

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia.**

See application in Appendix C.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. Describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocations. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Title II will not be consolidated with Title I. The secondary/postsecondary split for 2008-2009 will be 50% secondary and 50% postsecondary. The rationale for this split is based on declining enrollments at the secondary level. An increase in Perkins funds for secondary will help them maintain the base of funding for programs and increase the ability of local programs to implement curriculum changes including programs of study, upgrade program equipment and instructional materials, and provide professional development. The number of secondary students is approximately 80,000 compared to approximately 5,000 at the postsecondary level. The formula for allocating Tech Prep funds is 25% to each of the four consortiums.

- 3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

Secondary Reserve = \$275,354
Formula Allocation for Secondary = \$1,652,119

The allocations are based on the formula in Section 131(a)(1)(2) for secondary allocations: 30% on the population of 5-17 year olds residing in the district and 70% on the population of 5-17 year olds in families below the poverty line. The preliminary allocation table is located in Appendix F.

- 4. Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Not applicable.

- 4. Describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

No school district boundaries were changed since the population and/or enrollment data were collected. When consolidation does occur, each consolidating district will be requested to send a letter to its respective consortium informing of the consolidation. A copy of that letter is sent to OCTE and filed.

- 5. Provide a description of any proposed alternative allocation formula(s).**

Not applicable. No alternative allocation formulas are being used.

B. Other Department Requirements

- 1. Submit a detailed project budget.**

See Appendix E.

- 2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

See allocation table in Appendix F for preliminary allocations.

- 3. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Secondary: The allocations are based on the formula in Section 131(a)(1)(2) for secondary allocations - 30% on the population of 5-17 year olds residing in the

district and 70% on the population of 5-17 year olds in families below the poverty line.

Postsecondary: The allocations are based on Section 132(a)(2) - the number of Federal Pell Grant recipients plus the number of recipients receiving assistance from the Bureau of Indian Affairs. Students are counted only once if they receive Pell Grants and Bureau of Indian Affairs grants.

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

OCTE will award reserve funds via a Request for Proposal to establish statewide advisory Career Cluster Implementation Committees to research, develop and pilot career clusters/programs of study in the 16 career cluster. The RFP is located in Appendix D.

Postsecondary reserve funds are awarded on a formula based on 25% of the available funds to each of four postsecondary institutions for a nontraditional coordinator position. The RFP is located in Appendix D.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

For secondary, see Reserve Fund Application in Appendix D for scoring rubric. For postsecondary, available funds are divided equally among four postsecondary technical institutes. A scoring rubric is included.

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(2) or 132(a)(4) of the Act.

The entire state is considered rural except for Sioux Falls and Rapid City. In the extremely sparsely populated areas, waivers are granted to eligible recipients in the event that they cannot join with another consortium or area multi-district because of distance and isolation.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

See Appendix F.

APPENDIX A

**LOCAL PERKINS APPLICATION
FORM**

**ANNUAL PERKINS SECONDARY/POSTSECONDARY APPLICATION
2008-2009**

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Instructions and Requirements

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

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.

APPLICATIONS ARE DUE IN THE OFFICE OF CAREER AND TECHNICAL EDUCATION (OCTE)

May 9th, 2008

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 four legally constituted career and technical education multi-districts meeting the \$15,000 minimum allocation.
- CATEGORY 3:** Consortia – two or more school districts that have joined together to meet the minimum \$15,000 allocation requirements.
- CATEGORY 4:** Postsecondary institutions that provide career and technical approved programs meeting the minimum of \$50,000 allocation.
- CATEGORY 5:** Schools districts or postsecondary institutions whose allocation falls below the minimum but have received an OCTE-approved waiver.

Purpose of the Perkins Act (Section 2):

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by –

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- (5) providing technical assistance that –
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools; postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Eligible recipients and eligible institutions may use no more than five (5) percent of grant funds for administrative costs. The amount must not exceed the eligible recipients' and eligible institutions' indirect cost rate established by the South Dakota Department of Education.

LOCAL USES OF FUNDS

Required Use of Funds [Section 135(b)(1-9)]	Permissive Use of Funds [Section 135(c)1-20]
<ol style="list-style-type: none"> 1. Strengthen the academic and career and technical skills of students participating in career and technical education programs 2. Link career and technical education at the secondary level and career and technical education at the postsecondary level 3. Provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences 4. Develop, improve, or expand the use of technology in career and technical education 5. Provide professional development programs 6. Develop and implement evaluations of the career and technical education programs carried out with funds 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology 8. Provide services and activities that are of sufficient size, scope, and quality to be effective 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency 	<ol style="list-style-type: none"> 1. To involve parents, businesses, and labor organizations , in the design, implementation, and evaluation of career and technical education programs 2. To provide career guidance and academic counseling 3. For local education and business (including small business) partnerships, including for- Work-related experiences for students, such as internships, entrepreneurship, and job shadowing related to career and technical education programs Industry experience for teachers and faculty 4. To provide programs for special populations 5. To assist career and technical student organizations 6. For mentoring and support services 7. For leasing, purchasing, upgrading pr adapting equipment 8. For teacher preparation programs that address the integration of academic and career and technical education 9. To develop and expand postsecondary program offerings through the use of distance education 10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs including Articulation agreements Postsecondary dual and concurrent enrollment programs 11. To provide activities to support entrepreneurship education and training 12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study 13. To develop and support small, personalized career-themed learning communities 14. To provide support for family and consumer sciences programs 15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts 16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job 17. To support training and activities (such as mentoring and outreach) in non-traditional fields 18. To provide support for training programs in automotive technologies 19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives 20. To support other career and technical education activities that are consistent with the purpose of this Act

The Perkins Budget Request form is an Excel Spreadsheet with the nine required uses of funds on the tabs. The 10th tab is for any permissible use of funds requests. Requests must be accompanied by a justification for each requested item. The justification must include how the requested items will help meet the required or permissible use of funds and program standards. The requests are aggregated to an allocations table which contains the eligible recipient’s Perkins allocation plus total amounts requested for each

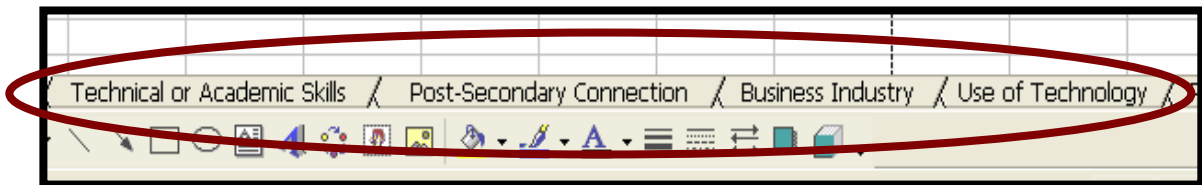
use of funds and each accounting category. The final tab contains a place for the eligible recipient/agencies to describe how they have used state, local, or other funds for required uses of funds for which Perkins funds have not been requested.

The next pages contain portions of the budget request form. The entire form is available on the OCTE web site at <http://doe.sd.gov/octe/index.asp> under the Perkins IV heading.

BUDGET REQUEST FORMS & INSTRUCTIONS

Please discuss requests with state program specialists to make sure the requests will be approved.

1. **Select the appropriate tab/worksheet at the bottom of the Excel spreadsheet for the specific request.**



2. **Enter the appropriate information in each column.**

Date: Enter the date that the application will be submitted. Enter a new date when amendments are made.

School: Specify which school is making the request.

Cluster/Program: Specify the name of the cluster making the request (e.g. Architecture & Construction, Human Services).

Request Description: Include specific details of the request that will be helpful in determining approval for the request. Include number of items and cost per unit if applicable.

Salary & Benefits: If the school district or consortium takes out taxes before giving funds to the individual, the request belongs in this category.

Purchased Services: An example may be curriculum development funds to someone conducting the training, if a stipend is given without taking out taxes.

Instructional Materials: An example may include curriculum.

Equipment:

Examples may include: computer, blood pressure machine, smart board, digital camera.

Registration: If attending a conference or professional development, enter registration costs.

Mileage/Meals/Room: Combine all other travel expenses into this column.

3. **Justification: In column 'N' (scroll to the right) explain why you are requesting the item. Is the request tied to improving the program, program standards, or program goals?**

Academic & Technical Skills: Explain how the request will strengthen academic or technical skills.

Post-secondary Connections:	Explain how the request will link CTE at the secondary level to the post-secondary level.
Business & Industry:	Explain how the request will provide students with a strong experience in and understanding of all aspects of industry, which may include youth internships.
Use of Technology:	Explain how the technology requested will develop, improve, or expand the program.
Professional Development:	Explain how the professional development will enhance integration of CTE and academics, enhance effective teaching skills based on research, improve or enhance parental and/or community involvement, stay current with all aspects of industry, or train teachers in the effective use and application of technology.
Program Evaluation:	Explain how the request will be used to evaluate the program.
Improve or Expand Programs:	Explain how the request will improve or expand and modernize the program.
Size, Scope, Quality:	Explain how the request will provide services of sufficient size, scope, and quality to be effective.
Special Populations:	Explain how the request will prepare special populations, including non-traditional and single parents, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
Permissive Uses:	Explain how the request will fulfill a permissive use of funds. See instructions for the list of specific permissive use of funds.

4. **E-mail the completed application to Gloria Smith-Rockhold, gloria.smith-rockhold@state.sd.us.**
5. **State staff will review the request and enter the approved amount in column 'L'. If the item was not approved, the request will be changed to '0' and column 'M' will state how much was originally requested and the reason for not approving.**
6. **The Excel document will be e-mailed back to the consortium, multi-district or stand-alone CTE director. The director will need to inform the members which items were approved or not approved.**
7. **Amendments can be made to the application.**
 1. **First get pre-approval by state program specialist for the change.**
 2. **Make the changes to the Excel document.**
 3. **E-mail the application to gloria.smith-rockhold@state.sd.us.**
8. **Permissive Use of Perkins Funds**
 1. **To involve parents, businesses, and labor organizations, in the design, implementation, and evaluation of career and technical education programs.**
 2. **To provide career guidance and academic counseling.**

3. For local education and business (including small business) partnerships, including for-Work-related experiences for students, such as internships, entrepreneurship, and job shadowing related to career and technical education programs. Industry experience for teachers and faculty.
4. To provide programs for special populations.
5. To assist career and technical student organizations.
6. For mentoring and support services.
7. For leasing, purchasing, upgrading or adapting equipment.
8. For teacher preparation programs that address the integration of academic and career and technical education.
9. To develop and expand postsecondary program offerings through the use of distance education.
10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs including, Articulation agreements, Postsecondary dual and concurrent enrollment programs.
11. To provide activities to support entrepreneurship education and training.
12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study.
13. To develop and support small, personalized career-themed learning communities.
14. To provide support for family and consumer sciences programs.
15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts.
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. To support training and activities (such as mentoring & outreach) in non-traditional fields.
18. To provide support for training programs in automotive technologies.
19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives.
20. To support other career and technical education activities consistent with the purpose of this Act.

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Reply with Changes... End Review...

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	A	B	C	D	E	F	G	H	I	J	K	L	M	
	Date Requested (ex: 8/1/08)	School	Cluster - Program	Request Description -- Include specific details for example: description of equipment, name of individual traveling, or name of company offering training or pd	Salary & Benefits	Purchased Services	Instructional	Equipment	Registration	Mileage - Meals - Room	Total Cost	Approved	State Comments	Justification: Explain how the request will stre
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Page 1

Directions Technical or Academic Skills Post-Secondary Connection Business Industry Use of Technology Professional Dev

Draw AutoShapes

Ready NUM

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Perkins Budget Request Allocations Page

	Salary & Benefits	Purchased Services	Instructional Materials	Equipment	Travel	Indirect Costs	Total Costs
Approved	0.00	0.00	0.00	0.00	0.00		0.00
Technical or Academic Skills	0.00	0.00	0.00	0.00	0.00		0.00
Post-Secondary Connection	0.00	0.00	0.00	0.00	0.00		0.00
Business Industry	0.00	0.00	0.00	0.00	0.00		0.00
Use of Technology	0.00	0.00	0.00	0.00	0.00		0.00
Professional Development	0.00	0.00	0.00	0.00	0.00		0.00
Program Evaluation	0.00	0.00	0.00	0.00	0.00		0.00
Improve & Expand Programs	0.00	0.00	0.00	0.00	0.00		0.00
Size, Scope, and Quality of Program	0.00	0.00	0.00	0.00	0.00		0.00
Special Populations	0.00	0.00	0.00	0.00	0.00		0.00
Permissive Uses	0.00	0.00	0.00	0.00	0.00		0.00

Category	Request	Approved
Technical or Academic Skills	0.00	0.00
Post-Secondary Connection	0.00	0.00
Business Industry	0.00	0.00
Use of Technology	0.00	0.00
Professional Development	0.00	0.00
Program Evaluation	0.00	0.00
Improve & Expand Programs	0.00	0.00
Size, Scope, and Quality of Program	0.00	0.00
Special Populations	0.00	0.00
Permissive Uses	0.00	0.00
Total		

Consortium Allocation	
\$00000.00	Initial Allocation
0.00	Approved Requests
	Maximum Indirect Cost - if taken
\$00000.00	Remaining Allocation

Indirect Costs: Use the indirect cost rate for your school district or consortium established by the State Dept. of Ed. The Perkins law states indirect costs cannot exceed 5% of total allocation. If you take indirect costs, when completing a request for payment, claim only the indirect costs based on the **approved request, not total allocation.**



Perkins IV requires eligible recipients to expend funds in the following nine required categories.

Directions: If no Perkins funds are budgeted for a required use, explain in the column to the right how local or state funds are being used to meet the requirement.

Category	Explanation
1. Strengthen the academic and career and technical skills of students participating in career and technical education programs.	
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level.	
3. Provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in career and technical education.	
5. Provide professional development programs.	
6. Develop and implement evaluations of the career and technical education programs carried out with funds.	
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.	
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	

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, CO₂ 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, including dues to the Association for Career and Technical Education (ACTE), South Dakota Association for Career and Technical Education (SDACTE) and other similar organizations.
14. Gifts, door prizes, etc.
15. Lodging, food, transportation, registration fees, dues for Career Technical Student Organizations.
16. Career and technical education programs for students below the 7th grade.
17. No Perkins funds may be used to induce out-of-state relocation of businesses.
18. Supplanting, i.e., replacing appropriated state or local funds, with federal funds.

ANNUAL APPLICATION – INSTRUCTIONS FOR COMPLETION

Hard copy of the **General Assurances** page and **Authorization** page (located at the end of this application) must be submitted bearing the original signatures of the authorized official of the submitting eligible recipient/eligible institution for each application category.

Step 1. General Assurances. Read and complete only one General Assurances set for the school, multi-district, consortium or postsecondary institution.

Step 2. Complete only one Annual Application for Federal Funds **Authorization Page** for the school, consortium, multi-district or postsecondary institution.

Consortiums and multi-districts ONLY: Submit the **Transfer of Allocation** forms with the original signature for each member school.

Step 3. Complete the Perkins Request for Funding Excel Document using the directions included in the spreadsheet.

The justification questions for each category are:

- **Academic & Technical Skills:** Explain how the request will strengthen academic or technical skills.
- **Secondary and Post-Secondary Connections:** Explain how the request will link CTE at the secondary level and the post-secondary level
- **Business & Industry:** Explain how the request will provide students with a strong experience in and understanding of all aspects of industry, which may include youth internships.
- **Technology:** Explain how the request will develop, improve, or expand the use of technology.
- **Professional Development:** Explain how the professional development will enhance integration of CTE and academics, enhance effective teaching skills based on research, improve or enhance parental and/or community involvement, stay current with all aspects of industry, or train teacher in the effective use and application of technology
- **Program Evaluation:** Explain how the request will be used to evaluate the CTE program
- **Program Improvement/Expansion:** Explain how the request will improve or expand and modernize the program
- **Special Populations:** Explain how the request will prepare special populations, including non-traditional and single parents, for high, skill, high-wage, or high-demand occupations that will lead to self-sufficiency
- **Permissible Uses:** Explain how the request will fulfill a permissible use of funds. See instructions for the list of specific permissible use of funds.

Step 4: E-mail the completed Application to Gloria Smith-Rockhold, gloria.smith-rockhold@state.sd.us.

Step 5: State Staff review requests and enter the approved amount in column N then; Gloria Smith-Rockhold e-mails back the application to CTE, Consortium Directors, multi-district and postsecondary directors.

Step 6: Review the approved and non-approved requests

Step 7: Inform individual schools/programs of approved and non-approved requests

Step 8: Amendments: If amendments need to be made:

- First: Pre-approve requests with state staff by e-mail.
- Enter in amended requests on the application in the appropriate tab/worksheet.
- E-mail the amended application to Gloria Smith-Rockhold @ gloria.smith-rockhold@state.sd.us.

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 with federal funds remains 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. The eligible recipient or the eligible institution agrees to maintain inventory of items purchased with Perkins funds. All equipment purchased with Perkins funds must be so designated in the eligible recipient's or eligible institution's accounting system.

Items must be tagged with an identifying label. The eligible recipient will provide a list of all equipment purchased with Perkins funds to the Office of Career and Technical Education at the end of each fiscal year (by June 30th).

13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection 324(a-b) and 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. Section 324(a-b)
23. 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. 324(c))

24. 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."
25. Statistical data (Student Enrollment and Perkins Core Indicators (Accountability Requirements), and financial and final narrative reports required by Office of Career and Technical Education and Office of Finance and Management/Grants Management, will be submitted on time.
26. WHEN PLANNING THE EXPENDITURE OF PERKINS FUNDS, ELIGIBLE RECIPIENTS AND ELIGIBLE INSTITUTIONS MUST DESCRIBE HOW THE REQUESTED FUNDS ARE RELATED TO THE PERKINS REQUIRED USES OF FUNDS, AND PERMISSIBLE USE OF FUNDS, IF APPLICABLE, AND PERKINS ACCOUNTABILITY REQUIREMENTS.

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 judgment 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;

- (e) 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;

- (f) 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)

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.

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.

Assurances and Certification Statement: The applicant assures the South Dakota Department of Education that this project will be administered in compliance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the Statement of Assurances on pages 1-10 in Appendix B of this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete, and that the board of the above named applicant has authorized me as its representative to file this application.

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

**SECONDARY CONSORTIUM ALLOCATION TRANSFER OF FUNDS
LOCAL ANNUAL PERKINS APPLICATION
PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006**

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

consortium for the purpose of receiving federal career and technical education funds under Title I – Part C of the Carl D. Perkins Career and Technical Education Act of 2006.

The following federal career 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 – Career and Technical Programs \$ _____

Date **Signature of Local Education Agency Superintendent/CEO**

Send ONE SIGNED FORM PER CONSORTIUM OR MULTI-DISTRICT MEMBER SCHOOL to the Office of Career and Technical Education. Maintain a copy of this signed form at the consortium or multi-district level.

Secondary Final Narrative 2008 Perkins Program Improvement

DUE: JUNE 30th, 2008 WHEN REQUEST FOR FINAL PAYMENT IS SUBMITTED

School/Consortium/Multi-District/ _____

Section A: School/Consortium/Multi-district and Cluster/Program Accountability

Log onto the portal and print the Consortium Accountability reports. Using the accountability report determine if the consortium has met each measure. If the Consortium did not meet a measure, indicate how the consortium plans to meet the measure in the future.

Met Measure (Yes/No)	Measure	Goals to meet the measure in the future.
	1S1 Academic Attainment – Reading Language Arts	
	1S2 Academic Attainment - Math	
	2S1 Technical Skill Attainment	
	3S1 Completion	
	4S1 Graduation Rate	
	5S1 Placement	
	6S1 Non-Trad. Enrollment	
	6S2 Non-Trad. Completion	

Section B: Description of Activities carried out with Perkins funds.

Directions: Check if Perkins or local funds were used. Describe the activities that were carried out for each of the categories below.

Perkins	Local	Categories
<input type="checkbox"/>	<input type="checkbox"/>	1. Describe activities carried out to strengthen academic and technical skills of CTE students.
<input type="checkbox"/>	<input type="checkbox"/>	2. Describe activities carried out to link secondary CTE and post-secondary education.
<input type="checkbox"/>	<input type="checkbox"/>	3. Describe activities carried out that provided students a strong understanding of all aspects of an industry.
<input type="checkbox"/>	<input type="checkbox"/>	4. Describe activities carried out that developed, improved, or expanded the use of technology in CTE.
<input type="checkbox"/>	<input type="checkbox"/>	5. Describe professional development activities carried out.

Perkins	Local	Categories
		<p>6. Describe activities carried out to meet the need of evaluating CTE programs of study.</p>
		<p>7. Describe activities carried out that initiated, expanded, or modernized quality CTE programs of study.</p>
		<p>8. Describe activities carried out that provided services of sufficient size, scope, and quality to be effective</p>
		<p>9. Describe activities carried out to prepare special populations including non-traditional students for high skill, high wage, or high demand occupations.</p>
		<p>10. Describe how activities related to career guidance and academic counseling for CTE students were carried out.</p>
		<p>11. Describe how the recruitment and retention of CTE teachers were carried out.</p>

Postsecondary Final Narrative 2008 Perkins Program Improvement

DUE: JUNE 30th, 2008 WHEN REQUEST FOR FINAL PAYMENT IS SUBMITTED

Institution Name _____

Section A: Postsecondary Institution and Cluster/Program Accountability

Log onto the portal and print the Consortium Accountability reports. Using the accountability report determine if the consortium has met each measure. If the Consortium did not meet a measure, indicate how the consortium plans to meet the measure in the future.

Met Measure (Yes/No)	Measure	Goals to meet the measure in the future.
	1P1 – Technical Skill Attainment	
	2P1 – Credential, Certificate, Degree	
	3P1 – Student Retention and/or Transfer	
	4P1 – Student Placement	
	5P1 – Nontrad. Participation	
	5P2 – Nontrad. Completion	

Section B: Description of Activities carried out with Perkins funds.

Directions: Check if Perkins or local/state funds were used. Describe the activities that were carried out for each of the categories below.

Perkins	Local	Categories
<input type="checkbox"/>	<input type="checkbox"/>	1. Describe activities carried out to strengthen academic and technical skills of CTE students.
<input type="checkbox"/>	<input type="checkbox"/>	2. Describe activities carried out to link secondary CTE and postsecondary education.
<input type="checkbox"/>	<input type="checkbox"/>	3. Describe activities carried out that provided students a strong understanding of all aspects of an industry.
<input type="checkbox"/>	<input type="checkbox"/>	4. Describe activities carried out that developed, improved, or expanded the use of technology in CTE.
<input type="checkbox"/>	<input type="checkbox"/>	5. Describe professional development activities carried out.

Perkins	Local	Categories
		<p>6. Describe activities carried out to meet the need of evaluating CTE programs of study.</p>
		<p>7. Describe activities carried out that initiated, expanded, or modernized quality CTE programs of study.</p>
		<p>8. Describe activities carried out that provided services of sufficient size, scope, and quality to be effective</p>
		<p>9. Describe activities carried out to prepare special populations including non-traditional students for high skill, high wage, or high demand occupations.</p>
		<p>10. Describe how activities related to career guidance and academic counseling for CTE students were carried out.</p>
		<p>11. Describe how the recruitment and retention of CTE teachers were carried out.</p>

DEFINITIONS

Academic Course: A course that supports either a pathway specific course, a cluster course, or both. Academic courses are non-CTE courses that teach the knowledge and skills necessary for application in CTE courses. Academic courses that provide direct support to a CTE course, and Advanced Placement (AP) and dual enrollment courses may be part of a program of study. For example, geometry is an excellent support course for the *Architecture and Construction* cluster and its pathways. Anatomy and physiology supports the *Health Science* cluster. Advanced Biology supports the Animal Systems pathway in the *Agriculture, Food, and Natural Resources* cluster.

Administration: The term 'administration', when used with respect to an eligible agency, eligible recipient, or eligible institution, means activities necessary for the proper and efficient performance of the eligible agency, recipient, or institution's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

All Aspects of an Industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.

Articulation Agreement: The term means a written commitment (A) that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution; or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution; and (B) to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the 2 institutions described above.

Career and Technical Education: Organized educational programs offering a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses that meet the requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Career and Technical Education Students:

Secondary participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Secondary Concentrator: A secondary student who has earned two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipient.

Postsecondary Participant: Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Postsecondary Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Career and Technical Student Organizations (CTSOs): An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Cluster: A way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels.

Career Guidance and Academic Counseling: Guidance and counseling that provide access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

Cluster Course: A course that could fit more than one pathway within a cluster. The skills taught in such a course would be applicable in all pathways within the cluster. For example, in the *Education and Training* cluster, Human Development and Interpersonal Relationships would be cluster courses. In the *Human Services* cluster, Human Development, Parenting, and Interpersonal Relationships would fit. The *Manufacturing* cluster has six pathways: the Introduction to Manufacturing course could apply to several pathways within this cluster.

Displaced Homemaker: An individual who –

- (A) has worked primarily without remuneration to care for a home and family, and for that reason, has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or 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 2 years after the date on which the parent applies for assistance under this title; and 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. Inventory must be maintained by the eligible recipient. Small items such as cameras are sometimes referred to as “pilferable” items. All equipment purchased with Perkins funds must be so designated in the eligible recipient’s or eligible institution’s accounting system. The eligible recipient will provide a list of all equipment purchased with Perkins funds to the Office of Career and Technical Education at the end of each fiscal year (by June 30th).

Foundational CTE Course: A course that could apply across all 16 clusters. For example, an employability or workplace skills course would be applicable in all 16 clusters and all occupations within all clusters. This course could be counted as part of a program of study in any cluster. Foundational CTE courses are taught by certified CTE teachers. For example, a FACS teacher could teach an employability course and the approved Ag teacher could count the course as part of an agriculture program of study. Other examples of “foundational CTE courses” are Career, Family, and Community Connections (FACS); Foundations of CTE; Careers; Leadership; Entrepreneurship; Personal Finance; and Nutrition and Wellness.

Individuals with a Disability: In general means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

- (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 recipient desiring assistance under this Title for any fiscal year shall prepare and submit to the Office of Career and Technical Education a one-year transition plan for the 2007-2008 school year and a five-year plan beginning with the 2008-2009 school year and such annual revisions as required by OCTE.

Nontraditional Fields: Occupations or fields of work, including careers in computer science, technology and other current and 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.

Other Barriers: Special populations' students that are not counted in any of the other special population categories. Examples: low academic scores, need for tutoring. These examples would not be related to any other special population group such as learning disabled, IEP, 504, etc. If the students' barriers are not counted anywhere else, count them in "other barriers."

Pathway Program of Study: A sequence of courses that includes foundational, cluster specific, and pathway specific courses, and supporting higher level academic courses which may include Advanced Placement (AP), dual or concurrent enrollment, and articulable courses.

Pathway Specific Course: A course that is particular to a specific pathway or pathways within a cluster. In the *Education and Training* cluster; the Occupational Child Care course would apply in the specific pathway Teaching/Training. In the *Agriculture, Food and Natural Resources* cluster, the course Companion Animals would be specific to the pathway Animal Systems within this cluster.

Postsecondary Tech Prep Student: A student who has completed the secondary education component of a tech prep program; and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education.

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 of Study A planned sequence of courses including career and technical and academic support courses that provide a pathway from secondary to postsecondary education.

Scientifically based Research: Research that is carried out using scientifically based research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501).

Scope and Sequence of Courses: An integrated series of courses directly related to the educational and occupational skills' preparation of individuals for jobs or preparation for postsecondary education.

Secondary Tech Prep Student: A secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

Senior experiences and Youth Internships: These special CTE courses must follow the state guidelines and relate to a cluster or pathway. Senior experiences are a capstone experience requiring students to demonstrate what they know and can do. The project consists of four components: a portfolio; a research paper; a product; and a presentation. Youth Internships are supervised work-based experiences related to a student's chosen career path.

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 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 one-year transition plan for the 2007-2008 school year and a subsequent five-year plan covering the 2009-2013 school years, with such annual revisions as the eligible agency determines to be necessary. This plan shall describe how the state will meet the requirements of the Perkins law.

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.)

Supplemental (Support) Services: Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices required to ensure that special population students are successful in their programs of study.

Tech Prep Program: A tech prep program shall –

- (1) be carried out under an articulation agreement between the participants in the consortium;
- (2) consist of a program of study that ---
 - (A) combines ---
 - (i) a minimum of 2 years of secondary education (as determined under State law); with
 - (ii) (I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or
 - (II) an apprenticeship program of not less than 2 years following secondary education instruction; and
 - (B) integrates academic and career and technical education instruction, and uses work-based and worksite learning experiences where appropriate and available;
 - (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
 - (D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
 - (E) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
 - (F) leads to placement in high skill or high wage employment, or to further education; and
 - (G) uses career and technical education program of study, to the extent practicable.

APPENDIX B:

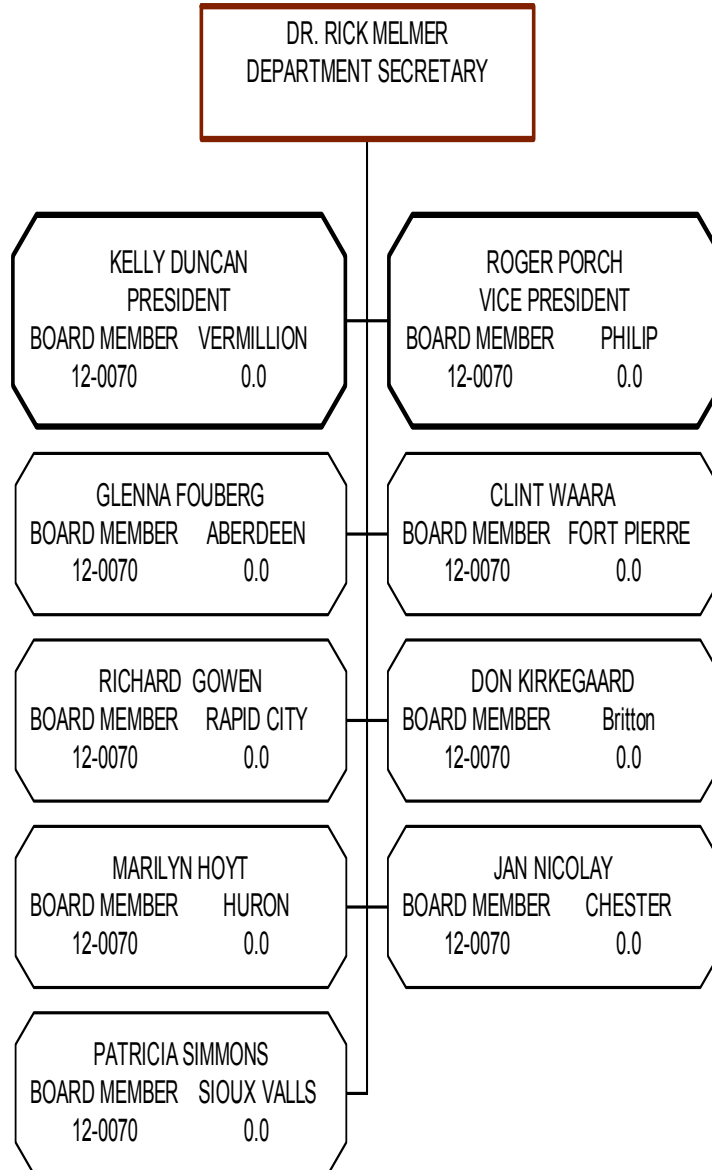
GOVERNANCE

**SOUTH DAKOTA
BOARD OF EDUCATION**

**SOUTH DAKOTA DEPARTMENT OF
EDUCATION**

ORGANIZATION CHARTS

DEPARTMENT OF EDUCATION SOUTH DAKOTA BOARD OF EDUCATION



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February 2008

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- 21st Century High Schools
- Technical Institutes
- Career Clusters (16)
- Programs of Study
- Career Guidance
- Personal Learning Plans
- Federal Perkins IV
- Program Approval
- Program Improvement
- Professional Development
- Tech Prep

- Testing & Assessment
- Content Standards
- NAEP
- Coordination
- Reading, Math & Science Curriculum Specialist
- Technology Integration
- Professional Development
- Title II Part D Technology
- Title II Part B Math/Science
- Reading First

- Data Management
- Accounting and Financial Reporting
- Grants Management
- Contract Management
- Payment of all DOE Obligations
- Budget Preparation and Analysis
- Student Awards / Scholarships
- State Aid
- School Finance
- Records Management

- Teacher Certification
- Accreditation – K12 and Teacher Ed
- Highly Qualified Teachers & Paraprofessionals
- Praxis Testing
- Administrative Improvement
- Accountability
- Approval of Teacher Education Programs
- Prof. Practices
- Transportation
- Title II Part A Teacher Quality
- Teacher Awards
- Nat'l Board Cert
- Virtual High School
- Home Schools

- Library Development
- Braille and Talking Books
- Digital Initiatives
- Research & Documents
- Circulation & ILL
- Technical Services
- Administration

- Title I A, Basic
- Title I B, Even Start
- Title I C, Migrant
- Title I D, At Risk Youth
- Title III English Language Acquisition
- Title V Innovative Programs (thru 7/1/08)
- Education for Homeless Children/Youth
- Special Education
- State Improvement Grant
- Birth to 3
- Head Start
- Coordinated School Health
- Child & Adult Nutrition Services
- 21st Century After-School
- Enhanced Assessment
- General Supervision Enhancement Grant

APPENDIX C

TECH PREP APPLICATION



South Dakota Grant Application

for

Funding

The Carl D. Perkins Career & Technical Education Act of 2006

Title II – Tech Prep Education Act

Application Due Date: June 1, 2008

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

**Phone: (605) 773-7006
Fax: (605) 773-4236**

GENERAL INFORMATION

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT

TECH PREP FUNDING

Introduction

The Carl D. Perkins Career and Technical Education Act of 2006, is a federally funded program designed to assist states in more fully developing the academic, career and technical skills of secondary and post-secondary students who elect to enroll in career and technical education programs.

The Tech Prep Education Act, Title II, is a part of the Carl D. Perkins Career and Technical Education Act of 2006. Tech Prep programs focus on enhancing a high school student's technical and academic skills and providing opportunities for transition to post-secondary education or into the workforce.

Funding

The Carl D. Perkins Career and Technical Education Act of 2006, Title II, (The Act) authorizes federal funding for developing and implementing technical preparation programs.

Based upon submission of an application that meets the criteria stated in this **2007-2008 Tech Prep Grant Application**, one grant will be awarded to each local Tech Prep consortium. A South Dakota Tech Prep consortium is defined as one institute of higher education that offers a two year associate degree or certificate program and the K-12 public school districts within its boundaries, including secondary schools funded by the Bureau of Indian Affairs. A consortium may also include institutions of higher education that award a baccalaureate degree and employer or labor organizations.

For the 2008-2009 school year, each consortium will be eligible to receive a **basic grant** of \$ 76,985.50.

Funds are provided for the implementation of collaborative initiatives among consortium partners that meet the federal and state definition of Tech Prep.

The Federal definition of a Tech Prep program is a program of study that:

- A) is carried out under an articulation agreement between the participants in the consortium;
- B) combines at a minimum 2 years of secondary education (as determined under State law) with a minimum of 2 years of post-secondary education in a non-duplicative, sequential course of study;
- C) integrates academic, and career and technical instruction and utilizes work-based and worksite learning where appropriate and available;
- D) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- E) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills throughout applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- F) leads to an associate or a baccalaureate degree or a post-secondary certificate in a specific career field; and
- G) leads to placement in appropriate employment or to further education.

South Dakota Definition of a Tech Prep program:

A Tech Prep program is a program of study that contains a coherent and non-duplicative sequence of both academic and technical courses within a career cluster or pathway. This cluster or pathway leads to employment and/or further education and training.

Tech Prep programs must lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field, must utilize CTE programs of study to the extent practical, and must coordinate with activities conducted with Basic State Grant funds.

State Accountability

Each consortium that receives a Tech Prep grant must establish and report on the following indicators of performance, and enter into agreement with the state to meet a minimum level of performance on each of these indicators (as well as the indicators under the Basic State Grant):

- The number of secondary and postsecondary Tech Prep students served.
- The number and percent of secondary Tech Prep students who:
 - Enroll in postsecondary education;
 - Enroll in postsecondary education in the same field;
 - Complete a state or industry-recognized certification or licensure;
 - Complete courses that earn postsecondary credit;
 - Enroll in remedial math, writing, or reading courses upon entering postsecondary education.
- The number and percent of postsecondary Tech Prep students who:
 - Are placed in a related field of employment within 12 months of graduation;
 - Complete a state or industry-recognized certification or licensure;
 - Complete a two-year degree or certificate program within the normal time;
 - Complete a baccalaureate degree program within the normal time.

Please Note: Tech Prep outcomes will be reported through the electronic data collection system through the Office of Career and Technical Education. Additional outcome data will also be requested on the Tech Prep Final Narrative Report Form completed by each Tech Prep Coordinator.

Information Regarding the Grant Application/Submission

- The technical institute in a consortium must be the fiscal agent.
- **All** program elements, state and local outcomes must be addressed in the narrative.
- Applications should be typewritten on the forms provided in this guide with the original signature of an authorized administrator.
- Applications are due to the Office of Career and Technical Education by June 1, 2008.
- All terminology and activities must be consistent with language and permissible activities in federal legislation for Tech Prep.
- A signed copy of the Criteria for Tech Prep Program Approval form must be included for each consortium member.
- **Submit an original application form to:**

**Steven Rounds
Office of Career and Technical Education
700 Governors Drive
Pierre SD 57501-2291**

In submitting an Application for Tech Prep Funds, it is understood that the Office of Career and Technical Education reserves the right to reject any application if the application does not meet the criteria, or due to a lack of available funding.

Allowable Uses of Tech Prep Funds

- (1) Administrative costs related to the grant are not to exceed 5% of the total grant and will be based on the indirect cost rate for each postsecondary institution.
- (2) Tech Prep coordinator and support staff salaries and benefits.
- (3) In-state Tech Prep coordinator and support staff travel expenses.

- (4) Secondary/postsecondary activities leading toward career development in technical fields as specified within The Act, and work-based learning opportunities for students such as: curriculum development or revision, staff development, articulation agreement development, grants to secondary schools, externships, materials and supplies, summer conferences, technical assistance, marketing, stipends for instructors and counselors, direct consortium meeting expenses and limited contractual services.
- (5) Grant funds may be used to cover expenses for a **maximum of two** out of state trips for the regional coordinators.
- (6) Travel expenses will be reimbursed in accordance with the policies of the local district serving as the fiscal agent.

Prohibited Uses of Tech Prep Funds

1. No activities and/or corresponding budget items may supplant (replace) local funds. Federal funds shall be used to supplement, and to the extent practicable, increase the amount of local funds for career and technical education.
2. No funds shall be used to require any secondary student to choose or pursue a specific career path or major.
3. No individual may be mandated to participate 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.
4. No funds may be used to purchase non-consumable supplies and equipment unless special permission is granted by the OCTE.
5. No funds may be used to cover the costs of college credit tuition for Tech Prep consortium members.
6. No funds may be used for Coordinator or school **dues or membership fees**.

Budget Modifications

Revisions to the originally approved operating budget sheet are considered budget modifications. Budget modifications require the following:

- a. written rationale for each change (see form that is provided)
- b. revised operating budget sheet

Submit the above items to Steven Rounds at the Office of Career and Technical Education, 700 Governors Drive, Pierre SD 57501 or through email at steven.rounds@state.sd.us

Tech Prep Consortium: _____

List of Consortium Members

In the space provided, please list each member of the Tech Prep Consortium and the **key contact at each school**. (Provided by state tech prep coordinator).

Grant Application Requirements

This Tech Prep Grant Application must include the following:

1. Authorization Cover Page
 - All information completed as requested
 - Signed by an authorized representative
2. General Assurances Certification
 - The form must have the original signature of the technical institute director and the regional Tech Prep coordinator. All signatures are required.
3. Consortia Member Listing
 - Key contacts for each school **must** be listed.
4. Budget Forms
 - The total of the base funding and allocation formula plus the local contribution comprise the allowable award available to each Tech Prep consortium that submits an approved grant application.
 - Applicants should refer to Allowable Uses of Tech Prep Funds (page 4) for a description of how funds are to be used for purposes of this application.
 - The Budget Sheet is comprised of Budget Detail by category and the Budget Summary.
5. Salaries
 - List the Tech Prep coordinator position, support staff and related fringe benefits.
6. Contracted Services
 - Include allowable secondary and/or joint secondary/post secondary activities such as curriculum development or revision, staff development, Technology Career Academies, technical assistance, marketing, stipends for instructors and counselors, direct consortium meeting expenses and limited contractual services.
7. Instructional Materials and Supplies
 - Include expenditures for materials and supplies in excess of regular operational costs necessary to conduct the grant.
8. Travel/Meals
 - List projected in-state Tech Prep coordinator and support staff travel-related expenses.
9. Administrative Fees
 - Administrative fees are limited to 5% of the total federal funds awarded and must be calculated using the indirect cost rate for the postsecondary institution.

Tech Prep Project Narrative 2007-2008

Tech Prep Consortium: _____

It is expected that the Tech Prep Consortium will provide activities for participating LEA's based on the *Tech Prep Program Criteria/Planning Form*. Activities must also reflect requirements as specified in the Title II, Section 204 Perkins legislation.

Please list **planned activities** for the areas that follow.

1. ARTICULATION AGREEMENTS/ DUAL ENROLLMENT:

Sample Outcome: School districts have articulation agreements (including academic and technical courses) with one or more technical institutes.

- Tech Prep students will be eligible for advanced standing at SD technical institutes.
- Partnerships with technical institutes are increased.
- Partnerships with universities are increased.
- Increase the percentage of students, including special populations that have a comprehensive career plan based on their individual interests and aptitudes.

Planned Activities:

Sample Outcome: Students use the articulation agreements when enrolling in a post-secondary career technical program.

Planned Activities:

2. CAREER CLUSTERS/PATHWAYS

Sample Outcome: Career Clusters/Pathways are incorporated into the course registration process.

Planned Activities:

Professional Development:

Sample Outcome: The Tech Prep coordinator will conduct a minimum of one professional development on any State OCTE initiative.

Planned Activities:

3. YOUTH INTERNSHIPS

Sample Outcome: An increase in the number of students who participate in work-based learning activities.

Planned Activities including Professional Development:

4. ACTIVITIES FOR MEMBERS OF SPECIAL POPULATIONS:

Sample Outcome: The rate of participation of special population students in Tech Prep activities will increase.

Planned Activities:

IN ADDITION, PLEASE DESCRIBE PLANNED ACTIVITIES RELATIVE TO THE FOLLOWING AREAS:

Provide for effective employment placement activities or the transfer of students to baccalaureate degree programs.

Programs are developed in consultation with business, industry, institutions of higher education and labor organizations.

Effectively address the issues of school dropout prevention and reentry and the needs of special populations.

Provides education and training in areas or skills in which there are significant workforce shortages, including the information technology industry.

Demonstrates how Tech Prep programs will help students meet high academic and employability competencies.

5. TEACHERS AS ADVISORS:

Planned Activities including Professional Development:

6. CAREER GUIDANCE/ STUDENT LEARNING PLANS

Planned Activities including Professional Development:

7. HIGH SCHOOLS THAT WORK/MAKING MIDDLE SCHOOLS WORK

Planned Activities including Professional Development:

8. Tech Prep Accountability

Planned Activities including Professional Development:

Tech Prep Budget Modification Request

Tech Prep Consortium: _____

Submitted by: _____

Phone #: _____ E-mail Address: _____

List each item affected and a justification for the change.

Example: Moved from _____ to _____ to cover the cost of

_____.

Approved by: _____ Date: _____
State Tech Prep Director

APPENDIX D

RESERVE APPLICATION REQUIREMENTS

Section 112(c) and 135 (b)1-9 and 135(c)1-20

Request for Proposal



**Career Cluster
Implementation Committee**
<http://doe.sd.gov/octe/index.asp>



**Proposal
submission
deadline:
June 30,
2008**

s times during the year depending on committee timeline. Check with career



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

Director: Mark Wilson
Phone: 605-773-4463
Fax: 605-773-3246
Email: mark.wilson@state.sd.us

The Office of Career and Technical Education is making available the following Request for Proposal to establish a statewide advisory Career Cluster Implementation Committee to research, develop and pilot career clusters in the area of Agriculture & Natural Resources; Architecture & Construction; Arts, A/V Communication and Technology; Business; Education & Training Health Science; Hospitality & Tourism; Human Services; Information Technology; Manufacturing; Marketing; Science, Technology, Engineering, Mathematics; Transportation, Distribution, and Logistics.

Project Expectations for the Career Cluster Implementation Committees

Work with the State Career Cluster Specialist to:

1. Develop a scope and sequence of standards-based courses that will support preparation in a specific career cluster and pathway.
2. Develop/design programs that include advanced course work with state and national certifications available, if applicable.
3. Develop common course goals and broad-based standards.
4. Lead the state in curriculum revision as needed, ensuring that rigor and relevance are included in the curriculum at an advanced level.
5. Develop units of instruction, using Understanding by Design (beginning with the end in mind), including projects that integrate academics and technology within each course.
6. Ensure the alignment of the secondary to the postsecondary programs within the cluster areas.
7. Collect a list of resources for each course
 - a. Curriculum samples
 - b. Business/industry partners
 - c. Textbooks
 - d. Periodicals
 - e. Web-based tools and sites
8. Serve as a pilot site for the initial implementation of the programs of study and provide support to other sites involved in the initiative.
9. Assist in providing professional development to other teachers/administrators for implementation of career clusters statewide.
10. Work with academic teachers to integrate academic and CTE concepts and skills
11. Assist in determining training and professional development needs for teachers

Career Cluster Implementation Committee

Those serving on the Career Cluster Implementation Committee will primarily be secondary teachers, but should have partners representing industry and postsecondary faculty from related program areas. The Career Cluster Implementation Committee will consist of a minimum of four and a maximum of eight members. Each Career Cluster Implementation Committee may modify and set their own goals and timelines once they begin functioning. The Career Cluster Implementation Committee will provide a “big picture” overview and direction for program and curriculum revisions, which will then move to a more specific “subcontract” outside of this initial RFP, with the approval of the state program specialist and director. Their responsibility is to develop a state “model” for the development of local programs of study.

Participation on the Career Cluster Implementation Committee will require attending 4-6 meetings, 2-4 of which will be conducted during the school year. Meetings held during the school year may be conducted via DDN and after school hours.

Budgetary Guidelines

The State Career Cluster Specialist will establish a budget for each Career Cluster, outlining the anticipated expenses that will be incurred during the fiscal year. The expenses incurred by Career Cluster Implementation Committee members will be reimbursed upon receipt of the invoices to a central fiscal agent. Reimbursements will be made at the state per diem allowance as follows:

In-State Meals: \$26.00 per day maximum	Breakfast	\$5.00
	Lunch	\$9.00
	Dinner	\$12.00

In-State Lodging: \$45.00 + tax maximum Mileage: .32 cents per mile for personal vehicle

Substitute pay: maximum of \$100.00 per day per substitute as needed

Contracted salary: \$200.00/ 8 hour day (\$25.00/hour) for Career Cluster Implementation Committee work done outside the actual meeting times. The maximum contracted salary amount allowed per Career Cluster area will be determined and approved by the State Career Cluster Specialist and State Director of the Office Career and Technical Education prior to submission of hours.

Contracts will be issued for additional consultant work regarding curriculum revisions or any additional work assignments outside the large committee work. All costs for participating in the Career Cluster Implementation Committee will be covered by this contract. The school district will be responsible to submit an invoice of expenses to the Office of Career and Technical Education for reimbursement.

Grant Application Proposal

Each LEA will have only one representative per career cluster. LEAs may apply to participate in more than one Career Cluster Implementation Grant. Please submit the following grant application which provides the Office of Career and Technical Education with your grant request, providing you an opportunity to discuss the objectives and activities consistent with the intended use of these reserve funds.

Written Commitment from School Administration

Attach a document from the administration indicating support of the proposed program/project and its potential impact on the school. Provide original signatures on one copy of the application. This applies to every form that requires a signature.

Narrative: (limited to 2 pages)

1. Specify the Career Cluster area you want to specialize in. Discuss what qualifications you have to serve as a member of the Career Cluster Implementation Career Cluster Implementation Committee?
2. What do you hope to gain by serving on the Career Cluster Implementation Committee and what can you offer that can help in this statewide initiative? (ex: time, knowledge of area, resources, etc.)

3. What are some of the improvements and revisions that you would see as beneficial to be able to ensure rigor and relevance into the program area?
4. Describe the level of commitment you have to implement a Career Cluster project as a pilot site beginning the 2008-2009 school year.

Selection Process

The Office of Career and Technical Education will screen applications to verify that all required items are addressed appropriately. Points will be assigned based on the guidelines set forth in the RFP. Following the independent review of applications, the results will be compiled to obtain the average score for each application.

Recommendations for approval will be based on the top ranking scores. Recommendations will be submitted to the Director of the Office of Career and Technical Education for consideration and approval. The selection process may require several weeks for the final approval of the applications.

PERKINS IV RESERVE FUNDS GRANT

APPLICATION EVALUATION GUIDE

SCHOOL _____ CLUSTER _____ TOTAL SCORE _____

Use the rating scale listed below to evaluate reserve fund proposals.

Excellent -The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly.

Below Average - The application alludes to the item, but is vague and non-definitive.

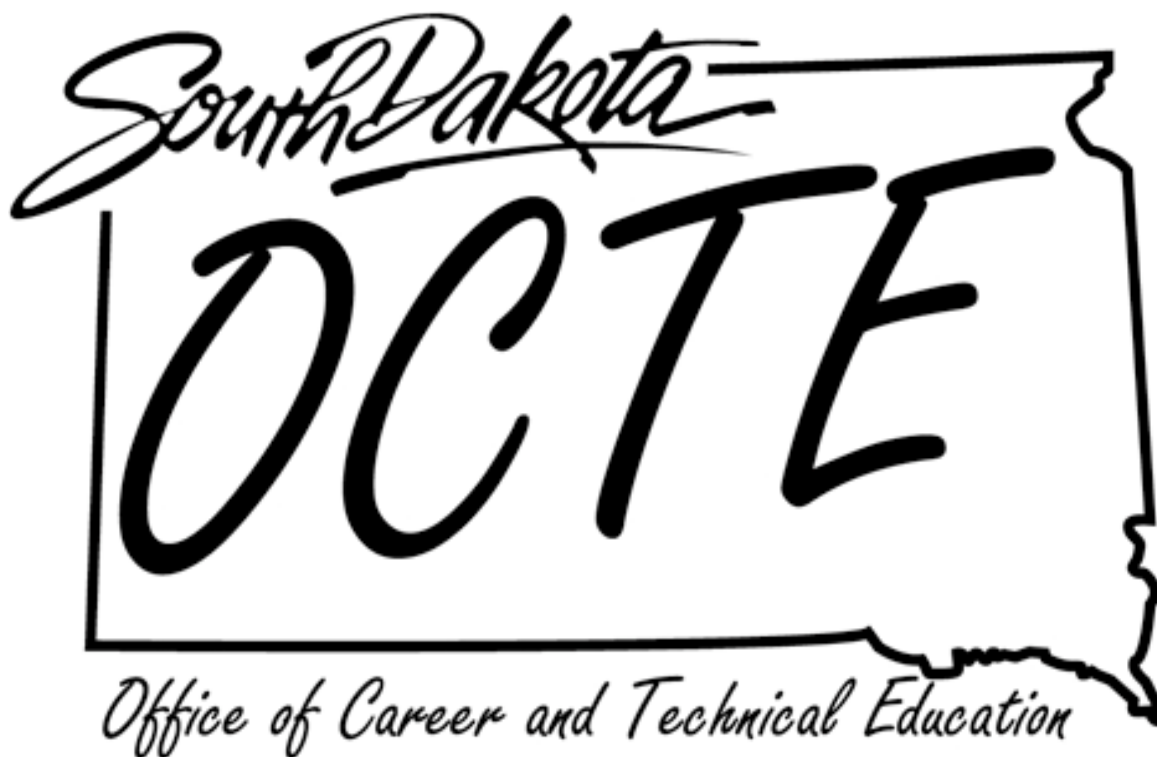
Absent - The application does not address the item.

Evaluation Criteria	Absent	Below Average	Average	Above Average	Excellent	Score
Identified qualifications	0	1-10	11-15	16-20	21-25	
Individual goals for participation	0	1-10	11-15	16-20	21-25	
Proposed benefits identified	0	1-10	11-15	16-20	21-25	
Level of commitment	0	1-10	11-15	16-20	21-25	
TOTAL SCORE						

100 points possible

**Carl D. Perkins Career and Technical
Education Act of 2006**

**Postsecondary Reserve Fund
REQUEST FOR PROPOSAL
2008-2009**



Application Due Date: May 23rd, 2008

**OFFICE OF CAREER AND TECHNICAL EDUCATION
700 GOVERNORS DRIVE
PIERRE SD 57501-2291**

**RESERVE FUND – POSTSECONDARY PROGRAMS
REQUEST FOR PROPOSAL (RFP)**

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

PURPOSE

The purpose of the Postsecondary Reserve Fund RFP is to provide financial incentives for postsecondary institutions to support nontraditional/equity with particular emphasis on high-tech, high-wage, high-demand careers. Perkins IV allows states to hold in “reserve” 8.5% of the total state allotment for distribution to local programs meeting specific eligibility requirements. This concept allows states to distribute a portion of local funds in a manner not tied to the in-state distribution formula. The purpose of this Request for Proposal is to solicit applications for programs/projects that

- provide services for nontraditional students;
- support training and activities (such as mentoring and outreach) in non-traditional fields;
- assist programs at the secondary and postsecondary levels to attain the required nontraditional accountability measures for Perkins IV – student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Funded programs will be expected to partner with regional Tech Prep coordinators; Perkins consortiums, multi-districts, and comprehensive high schools; business and industry; and secondary and postsecondary teachers of nontraditional programs. Expected outcomes include increasing percentages of students entering and completing programs preparing for nontraditional, high wage, high skill, or high demand careers and annual attainment of the nontraditional accountability measures.

These grants are meant to assist secondary and postsecondary educational institutions in meeting the requirements of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV):

- ◆ To further develop the academic and technical skills of career and technical education students, including preparation for high skill, high wage, or high demand occupations in current or emerging professions
- ◆ To link secondary and postsecondary career and technical programs and to integrate rigorous and challenging academic and career and technical instruction
- ◆ To increase flexibility in the administration and use of federal funds
- ◆ To disseminate national research about career and technical education
- ◆ To provide professional development and technical assistance to career and technical educators
- ◆ To support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industry
- ◆ To provide individuals with opportunities to develop lifelong learning that will help keep the United States competitive

ELIGIBLE APPLICANTS

All postsecondary institutions in South Dakota that have an approved Perkins Plan are eligible to apply for reserve funds.

The applicant is advised that:

- ◆ OCTE reserves the right to approve or reject any RFP received if it is determined that the RFP does not meet the specifications of the RFP or if funds should be limited for any reason.
- ◆ OCTE is the final approving authority for all reports and products occurring as integral parts of any funding agreement resulting from this RFP.
- ◆ All reports and products resulting from this RFP become the property of OCTE. These materials will be reviewed by OCTE and, at its discretion, may be copyrighted in the name of OCTE.
- ◆ Progress reports may be required periodically as determined by OCTE.
- ◆ One copy of all submitted RFPs will be retained in the files of OCTE for a reasonable length of time.
- ◆ The RFP, as well as all written materials produced, shall be gender-fair in word, image and inference.
- ◆ Equal and fair consideration of all populations regardless of race, gender, color, national origin, religion, age or disability shall be given in the selection of projects.

SELECTION PROCESS

Staff of the South Dakota Office of Career and Technical Education will screen applications to verify that all required items are addressed appropriately. Points will be assigned based on the guidelines set forth in the RFP. Following the independent review of applications, the results will be compiled to obtain the average score for each application.

Recommendations for approval will be based on the top ranking scores. Recommendations will be submitted to the Director of the Office of Career and Technical Education (OCTE) for consideration and approval. The selection process may require several weeks for the final approval of the applications.

A formal review of the programs funded will be conducted during the grant period.

APPLICATION FORMAT

The RFP must be organized as follows::

- Authorization Page for Reserve Funds
- Signed General Assurances
- Project Narrative
- Budget Forms (may be replicated)
- Budget Summary
- Written Commitment from Administration

Authorization Page and Signed General Assurances

Please submit **one** copy of the authorization page and general assurances pages with original signatures.

Narrative: Provide a written description of how the Reserve Fund program/project will address each of the components below. Responses to these items need to be precise and concise.

The following Narrative sections are required:

1. Institution/Program Needs

Describe your institution's/program's process for determining CTE needs in the areas of curriculum, instruction, resource materials, and professional development. Include the needs that have been identified and any valid and reliable data which supports these identified needs. Describe activities and projects that will address the Perkins accountability measure for nontraditional – participation in and completion of programs that prepare students for nontraditional careers.

2. Goals/Measurable Objectives

Based on your institution's/program's needs, identify your overall goals related to the need's assessment and specific measurable objectives to reach these goals.

3. Business and Community Support and Involvement

Identify meaningful ways your local businesses and various community resources will assist with the implementation of this program/project and how they will ensure continued success. Describe any impact this program/project will have on economic development in your community.

4. Professional Development

Describe the professional development schedule including content and timeline for the professional development activities that will assist in the successful implementation of this program/project. Describe partnerships with Tech Prep.

5. Implementation of Program/Project

Describe how the proposed program/project will be implemented. Provide a timeline of activities for the proposed implementation. Address how this program/project will be sustained.

6. Evaluation of Program/Project

Explain how you will evaluate the implementation and perform on-going monitoring of the following areas: goals/objectives; instruction; business and community involvement; and professional development.

7. Assessment of Student Achievement

Describe how you will measure student achievement resulting from the implementation of this grant. You must use the results of the Perkins Core Indicators of Performance to judge the success of the project.

8. Feasibility of Grant Implementation

Explain how the grant will successfully be carried out in your facility.

9. Sustainability of Program/Project

Describe measures that will be done by your institution to ensure that the program/project will be maintained.

Budget and Budget Summary

Complete the budget forms and describe in detail each line item of the budget. The budget summary should identify the amount of funds requested for each category as well as the total.

Written Commitment from Administration

Attach a document from your administration indicating their support of the proposed program/project and its potential impact on the institution.

APPLICATION SUBMISSION

An **original RFP with original signatures** on the Authorization Page and General Assurances along with **two copies** need to be submitted to the Office of Career and Technical Education **no later than 5:00 p.m. on Friday, May 23rd, 2008**. The RFP may be submitted electronically if the Authorization Page and General Assurances containing **original signatures** are mailed to the Office of Career and Technical Education. Again, all components of the RFP must be received **no later than 5:00 p.m. on May 23rd, 2008**.

Please note that the evaluation form used to rate RFP's is provided at the end of this document to help you in evaluating your proposal before submission to the state office.

Send applications to:

Kari Bender Nontraditional, Program Specialist
South Dakota Department of Education
Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501-2291

If you have questions or need additional information, contact Kari Bender at 605-773-4736 or kari.bender@state.sd.us or Gloria Smith-Rockhold, Assistant Director, 773-4747, gloria.smith-rockhold@state.sd.us.

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 with federal funds remains 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. The eligible recipient or the eligible institution agrees to maintain inventory of items purchased with Perkins funds. All equipment purchased with Perkins funds must be so designated in the eligible recipient's or eligible institution's accounting system. Items must be tagged with an identifying label. The eligible recipient will provide a list of all equipment purchased with Perkins funds to the Office of Career and Technical Education at the end of each fiscal year (by June 30th).

13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection 324(a-b) and 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. Section 324(a-b)
23. 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. 324(c))
24. 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."

25. Statistical data (Student Enrollment and Perkins Core Indicators (Accountability Requirements), and financial and final narrative reports required by Office of Career and Technical Education and Office of Finance and Management/Grants Management, will be submitted on time.
26. WHEN PLANNING THE EXPENDITURE OF PERKINS FUNDS, ELIGIBLE RECIPIENTS AND ELIGIBLE INSTITUTIONS MUST DESCRIBE HOW THE REQUESTED FUNDS ARE RELATED TO THE PERKINS REQUIRED USES OF FUNDS, AND PERMISSIBLE USE OF FUNDS, IF APPLICABLE, AND PERKINS ACCOUNTABILITY REQUIREMENTS.

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 judgment 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;

(e) 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;
- (f) 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)

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.

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.

Assurances and Certification Statement: The applicant assures the South Dakota Department of Education that this project will be administered in compliance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the Statement of Assurances on pages 1-10 in Appendix B of this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete, and that the board of the above named applicant has authorized me as its representative to file this application.

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

CONTRACTED SALARIES AND BENEFITS

INSTITUTION _____

List contracted salaries and benefits that will be used to pay for services/activities necessary to complete this project. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Salary and Benefits line on the Budget Summary.

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

Provide a description of the duties required of all personnel listed above. Identify the components of the grant narrative that will be addressed by this budget request. Explain how each contracted position will assist in accomplishing these narrative components.

PURCHASED SERVICES

INSTITUTION _____

List personnel who do not receive benefits or for contracted services, such as testing, necessary to complete this project. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Purchased Services line on the Budget Summary.

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

Provide a description of the duties required of all personnel/contracted services listed above. Identify the components of the grant narrative that will be addressed on this budget request. Explain how the supplemental/contractual services will assist in accomplishing these narrative components.

INSTRUCTIONAL MATERIAL ITEMIZATION

INSTITUTION _____

List all instructional materials **in order of priority**. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Instructional Material Itemization line on the Budget Summary.

QUANTITY	ITEM DESCRIPTION	UNIT COST	TOTAL COST	STATE USE ONLY	
				Disapp.	App.
TOTAL			\$		

Provide a description of each instructional item listed above. Identify the components of the grant narrative that will be addressed by this budget request. Explain how these instructional materials will assist in accomplishing the identified narrative components.

BUDGET SUMMARY SHEET

INSTITUTION _____

Summarize ALL proposed expenditures of Perkins IV funds. Bring the figures forward from the previous budget forms to complete the Budget Summary. Administrative fees can not exceed 5% of the Perkins IV funds requested or received.

BUDGET	(A) PERKINS IV FEDERAL	(B) LOCAL CONTRIBUTION	(C) (A+B=C) TOTAL	STATE USE ONLY
				TOTAL PERKINS IV FUNDS APPROVED
Contracted Salaries & Benefits				
Purchased Services				
Travel Itemization				
Instructional Materials Itemization				
Administrative Fees				
TOTAL	\$	\$	\$	\$

RESERVE FUND

FINAL NARRATIVE 2009

INSTITUTION

Project
Title

(Information obtained from approved Authorization Page)

Program

(Information obtained from approved Authorization Page)

**DUE WITH REQUEST FOR FINAL PAYMENT
BUT NO LATER THAN JUNE 30, 2009**

1. Did all of the career and technical programs included in this application complete the Perkins Accountability Measures for Secondary and Postsecondary? Check with OCTE for how to access this data or contact the data person at your institution.

___ YES ___ NO. If no, this will need to be accomplished before the final payment is authorized.
2. Identify the overall goals and objectives that were met.
3. Describe what methods were used to increase student learning and attainment of CTE and academic standards.
4. Explain how business and industry were involved in the implementation of this reserve fund project.
5. Identify how the community and community resources were used.
6. Explain how this program/project increased the links between secondary and postsecondary institutions.
7. Describe the professional development activities funded by Perkins IV reserve funds and explain how they assisted in the implementation of this project.
8. Explain how implementation of the project was evaluated; include evaluation results.
9. Describe how student achievement was measured, include achievement results.

**PERKINS IV POSTSECONDARY RESERVE FUNDS GRANT
APPLICATION EVALUATION GUIDE**

INSTITUTION _____ PROGRAM _____ TOTAL SCORE _____

Use the rating scale listed below to evaluate reserve fund proposals.

Excellent -The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly.

Below Average - The application alludes to the item, but is vague and non-definitive.

Absent - The application does not address the item.

Evaluation Criteria	Absent	Below Average	Average	Above Average	Excellent
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Institution/Program Needs	0	4	6	8	10	
Goals/Measurable Objectives	0	4	6	8	10	
Business & Community Support & Involvement	0	2	4	6	8	
Professional Development	0	1	3	5	7	
Implementation of Program/Project	0	1	3	5	7	
Evaluation of Program/Project	0	4	6	8	10	
Assessment of Student Achievement	0	4	6	8	10	
Feasibility of Grant Implementation	0	1	2	3	4	
Sustainability of Program/Project	0	1	2	3	4	
TOTAL SCORE						

70 points possible

Appendix E

Detailed Project Budget

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$ 4,353,301</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	<u>\$ 4,353,301</u>
D. Local Formula Distribution (not less than 85%) (Line C x 85%)	<u>\$ 3,700,306</u>
Adjustment	<u>\$ 28,931</u>
1. Reserve (not more than 10% of Line D)	<u>\$ 367,138</u>
a. Secondary Programs (75% of Line D)	<u>\$ 275,354</u>
b. Postsecondary Programs (25% of Line D)	<u>\$ 91,785</u>
2. Available for formula allocations (Line D minus Line D.1)	<u>\$ 3,304,237</u>
a. Secondary Programs (50% of Line D.2)	<u>\$ 1,652,119</u>
b. Postsecondary Programs (50% of Line D.2)	<u>\$ 1,652,119</u>
E. State Leadership (not more than 10%) (Line C x 10%)	<u>\$ 435,330</u>
1. Nontraditional Training and Employment (\$ 60,000)	
2. Corrections or Institutions (\$ 43,533)	
F. State Administration (not more than 5%) (Line C x 5%)	<u>\$ 250,000</u>
G. State Match (from non-federal funds) ¹	<u>\$ 561,852</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$ 352,942</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B)	<u>\$ 352,942</u>
D. Tech-Prep Funds Earmarked for Consortia	<u>\$ 307,942</u>
1. Percent for Consortia <i>(Line D divided by Line C) [87%]</i>	
2. Number of Consortia <u> 4 </u>	
3. Method of Distribution (check one): a. <u> X </u> Formula b. <u> </u> Competitive	
E. Tech-Prep Administration	<u>\$ 45,000</u>
1. Percent for Administration <i>(Line E divided by Line C) [15%]</i>	

Appendix F

Preliminary Perkins Allocations 2008-2009

PRELIMINARY

FY09 PRELIMINARY PERKINS ALLOCATIONS

TOTAL ALLOCATIONS-SECONDARY-POST SECONDARY

Allocations for School Year 2008-09 are preliminary estimates based on current available data.

Final allocations amounts based on updated data may result in significant changes

from these preliminary estimates.

Post Secondary Allocations are shaded in yellow

Consortiums are shaded in green

New to the consortium

ALLOCATIONS

School District	Total Allocation
ABERDEEN 06-1	39,100.00
AGAR-BLUNT-ONIDA 58-3	3,026.00
ALCESTER-HUDSON 61-1	3,840.00
ANDES CENTRAL 11-1	15,732.00
ARLINGTON 38-1	3,033.00
ARMOUR 21-1	1,849.00
AVON 04-1	3,102.00
BALTIC 49-1	2,242.00
BELLE FOURCHE 09-1	13,597.00
BENNETT COUNTY 03-1	23,265.00
BERESFORD 61-2	4,628.00
BISON 52-1	2,221.00
BON HOMME 04-2	6,994.00
BONESTEEL-FAIRFAX 26-5	2,659.00
BOWDLE 22-1	1,311.00
BRANDON VALLEY 49-2	18,176.00
BRIDGEWATER 43-6	1,938.00
BRITTON-HECLA 45-4	5,382.00

BROOKINGS 05-1	20,136.00
BURKE 26-2	2,037.00
CANISTOTA 43-1	2,467.00
CANTON 41-1	8,414.00
CASTLEWOOD 28-1	3,284.00
CENTERVILLE 60-1	2,713.00
CHAMBERLAIN 07-1	22,147.00
CHESTER 39-1	2,215.00
CLARK 12-2	4,690.00
COLMAN-EGAN 50-5	2,090.00
COLOME 59-1	2,256.00
CONDE 56-1	1,301.00
CORSICA 21-2	2,964.00
CUSTER 16-1	12,977.00
DAKOTA VALLEY 61-8	5,841.00
DE SMET 38-2	2,578.00
DELL RAPIDS 49-3	7,215.00
DEUBROOK AREA 05-6	3,139.00
DEUEL 19-4	3,968.00
DOLAND 56-2	2,934.00
DOUGLAS 51-1	23,872.00
DUPREE 64-2	19,269.00
EAGLE BUTTE 20-1	7,835.00
EDGEMONT 23-1	1,910.00
EDMUNDS CENTRAL 22-5	1,585.00
ELK POINT-JEFFERSON 61-7	5,069.00
ELKTON 05-3	2,468.00
EMERY 30-2	2,164.00
ESTELLINE 28-2	2,741.00
ETHAN 17-1	1,723.00
EUREKA 44-1	1,746.00
FAITH 46-2	2,659.00
FAULKTON 24-3	3,981.00
FLANDREAU 50-3	7,738.00
FLORENCE 14-1	1,398.00
FREDERICK 06-2	2,121.00
FREEMAN 33-1	5,753.00
GARRETSON 49-4	3,506.00
GAYVILLE-VOLIN 63-1	1,987.00

GETTYSBURG 53-1	1,623.00
GRANT-DEUEL 25-3	1,857.00
GREGORY 26-4	4,992.00
GROTON AREA 06-6	5,579.00
HAAKON 27-1	2,946.00
HAMLIN 28-3	7,158.00
HANSON 30-1	3,272.00
HARDING COUNTY 31-1	2,350.00
HARRISBURG 41-2	8,206.00
HENRY 14-2	1,011.00
HERREID 10-1	1,526.00
HILL CITY 51-2	4,398.00
HITCHCOCK -TULARE 56-6	3,034.00
HOT SPRINGS 23-2	12,895.00
HOVEN 53-2	2,556.00
HOWARD 48-3	3,766.00
HURLEY 60-2	1,278.00
HURON 02-2	23,809.00
HIGHMORE-HARROLD	4,962.00
IPSWICH 22-6	4,474.00
IRENE-WAKONDA 63-2	3,671.00
IROQUOIS 02-3	2,516.00
ISABEL 20-2	2,642.00
JONES COUNTY 37-3	2,655.00
KADOKA AREA 35-1	17,760.00
KIMBALL 07-2	4,955.00
LAKE PRESTON 38-3	1,863.00
LANGFORD 45-2	2,428.00
LEAD-DEADWOOD 40-1	11,057.00
LEMMON 52-2	4,791.00
LENNOX 41-4	6,800.00
LEOLA 44-2	3,219.00
LYMAN 42-1	14,271.00
MADISON CENTRAL 39-2	10,572.00
MARION 60-3	2,207.00
MCCOOK CENTRAL 43-7	3,249.00
MCINTOSH 15-1	6,298.00
MCLAUGHLIN 15-2	22,294.00
MEADE 46-1	31,048.00

MENNO 33-2	3,479.00
MILBANK 25-4	8,089.00
MILLER 29-3	4,138.00
MITCHELL 17-2	28,646.00
MOBRIDGE-POLLOCK 62-3	10,853.00
MONTROSE 43-2	2,386.00
MOUNT VERNON 17-3	2,534.00
NEW UNDERWOOD 51-3	1,937.00
NEWELL 09-2	8,313.00
NORTHWESTERN 56-7	2,882.00
OELRICHS 23-3	673.00
OLDHAM-RAMONA 39-5	1,688.00
PARKER 60-4	2,625.00
PARKSTON 33-3	5,707.00
PIERRE 32-2	25,311.00
PLANKINTON 01-1	1,780.00
PLATTE-GEDDES 11-3	8,297.00
RAPID CITY 51-4	175,926.00
REDFIELD 56-4	5,619.00
ROSHOLT 54-4	3,838.00
ROSLYN 18-2	1,928.00
RUTLAND 39-4	824.00
SANBORN CENTRAL 55-5	3,491.00
SCOTLAND 04-3	4,380.00
SELBY 62-5	3,517.00
SIOUX FALLS 49-5	213,315.00
SIOUX VALLEY 05-5	4,663.00
SISSETON 54-2	24,959.00
SMEE 15-3	5,756.00
SOUTH SHORE 14-3	1,064.00
SPEARFISH 40-2	21,944.00
STANLEY COUNTY 57-1	4,533.00
STICKNEY 01-2	2,002.00
SUMMIT 54-6	1,964.00
TEA AREA 41-5	4,559.00
TIMBER LAKE 20-3	6,420.00
TODD COUNTY 66-1	89,540.00
TRIPP-DELMONT 33-5	4,750.00
TRI-VALLEY 49-6	5,839.00

VERMILLION 13-1	14,491.00
VIBORG 60-5	2,407.00
WAGNER 11-4	24,617.00
WALL 51-5	5,173.00
WARNER 06-5	2,561.00
WATERTOWN 14-4	37,605.00
WAUBAY 18-3	4,125.00
WAVERLY 14-5	1,654.00
WEBSTER 18-4	5,183.00
WESSINGTON SPRINGS 36-2	3,695.00
WEST CENTRAL 49-7	9,563.00
WHITE LAKE 01-3	2,306.00
WHITE RIVER 47-1	12,737.00
WILLOW LAKE 12-3	2,976.00
WILMOT 54-7	3,743.00
WINNER 59-2	13,450.00
WOLSEY-WESSINGTON 02-6	2,601.00
WOONSOCKET 55-4	2,323.00
YANKTON 63-3	28,225.00
CHEYENNE RIVER BIA SCHOOL	23,503.00
CRAZY HORSE SCHOOL	9,262.00
CROW CREEK SCHOOL DISTRICT	9,490.00
FLANDREAU INDIAN SCHOOL	6,363.00
LITTLE WOUND SCHOOL	20,901.00
LOWER BRULE SCHOOL DISTRICT	5,839.00
MARTY INDIAN SCHOOL	6,397.00
PINE RIDGE SCHOOL	21,909.00
ST. FRANCIS INDIAN SCHOOL	16,077.00
TAKINI SCHOOL	5,253.00
TIOSPA ZINA SCHOOL DISTRICT	9,361.00
TIOSPAYE TOPA SCHOOL	5,190.00
LAKE AREA TECHNICAL INSTITUTE	313,710.00
MITCHELL TECHNICAL INSTITUTE	248,139.00
SOUTH EAST TECHNICAL INSTITUTE	624,848.00
WESTERN DAKOTA TECHNICAL INSTITUTE	374,780.00
OGLALA LAKOTA COLLEGE	90,642.00

BADLANDS CONSORTIUM:

HAAKON 27-1	2,946.00
KADOKA AREA 35-1	17,760.00
NEW UNDERWOOD 51-3	1,937.00
WALL 51-5	5,173.00
	27,816.00

BLACK HILLS SPECIAL SERVICES COOP:

BELLE FOURCHE 09-1	13,597.00
CUSTER 16-1	12,977.00
EDGEMONT 23-1	1,910.00
HILL CITY 51-2	4,398.00
HOT SPRINGS 23-2	12,895.00
LEAD-DEADWOOD 40-1	11,057.00
OELRICHS 23-3	673.00
SPEARFISH 40-2	21,944.00
	79,451.00

CHEYENNE-EAGLE BUTTE CONSORTIUM

CHEYENNE RIVER BIA SCHOOL	23,503.00
EAGLE BUTTE 20-1	7,835.00
	31,338.00

CORNBELT EDUCATIONAL COOP:

BRIDGEWATER 43-6	1,938.00
CANISTOTA 43-1	2,467.00
EMERY 30-2	2,164.00
FREEMAN 33-1	5,753.00
HANSON 30-1	3,272.00
HARRISBURG 41-2	8,206.00
HURLEY 60-2	1,278.00
MARION 60-3	2,207.00
MCCOOK CENTRAL 43-7	3,249.00
MONTROSE 43-2	2,386.00
PARKER 60-4	2,625.00
TEA AREA 41-5	4,559.00
	40,104.00

DEW-AL VOC CONSORTIUM:

ARLINGTON 38-1	3,033.00
DE SMET 38-2	2,578.00
DEUEL 19-4	3,968.00
ELKTON 05-3	2,468.00
IROQUOIS 02-3	2,516.00
LAKE PRESTON 38-3	1,863.00
SIOUX VALLEY 05-5	4,663.00
WAUBAY 18-3	4,125.00
WILLOW LAKE 12-3	2,976.00
WILMOT 54-7	3,743.00
	31,933.00

DAKOTA VALLEY-VERMILLION CONSORTIUM:

DAKOTA VALLEY 61-8	5,841.00
VERMILLION 13-1	14,491.00
	20,332.00

EAST CENTRAL MULTI DISTRICT:

BROOKINGS 05-1	20,136.00
DEUBROOK AREA 05-6	3,139.00
ESTELLINE 28-2	2,741.00
	26,016.00

EAST DAKOTA EDUCATIONAL COOP:

BRANDON VALLEY 49-2	18,176.00
LENNOX 41-4	6,800.00
WEST CENTRAL 49-7	9,563.00
	34,539.00

HUB AREA MULTI-DISTRICT:

ABERDEEN 06-1	39,100.00
FREDERICK 06-2	2,121.00
NORTHWESTERN 56-7	2,882.00
WARNER 06-5	2,561.00
	46,664.00

LAKE AREA MULTI-DISTRICT:

CASTLEWOOD 28-1	3,284.00
FLORENCE 14-1	1,398.00

GRANT-DEUEL 25-3	1,857.00
HAMLIN 28-3	7,158.00
HENRY 14-2	1,011.00
SOUTH SHORE 14-3	1,064.00
SUMMIT 54-6	1,964.00
WATERTOWN 14-4	37,605.00
WAVERLY 14-5	1,654.00
	56,995.00

MID-CENTRAL COOP:

ARMOUR 21-1	1,849.00
BURKE 26-2	2,037.00
CENTERVILLE 60-1	2,713.00
COLOME 59-1	2,256.00
CORSICA 21-2	2,964.00
ETHAN 17-1	1,723.00
GREGORY 26-4	4,992.00
KIMBALL 07-2	4,955.00
MOUNT VERNON 17-3	2,534.00
PARKSTON 33-3	5,707.00
PLANKINTON 01-1	1,780.00
PLATTE-GEDDES 11-3	8,297.00
SANBORN CENTRAL 55-5	3,491.00
STICKNEY 01-2	2,002.00
WESSINGTON SPRINGS 36-2	3,695.00
WHITE LAKE 01-3	2,306.00
WINNER 59-2	13,450.00
WOONSOCKET 55-4	2,323.00
	69,074.00

NORTH CENTRAL CONSORTIUM:

BOWDLE 22-1	1,311.00
CLARK 12-2	4,690.00
CONDE 56-1	1,301.00
DOLAND 56-2	2,934.00
FAULKTON 24-3	3,981.00
GETTYSBURG 53-1	1,623.00
HITCHCOCK -TULARE 56-6	3,034.00
HOVEN 53-2	2,556.00

HIGHMORE-HARROLD	4,962.00
MILLER 29-3	4,138.00
REDFIELD 56-4	5,619.00
ROSLYN 18-2	1,928.00
WEBSTER 18-4	5,183.00
WOLSEY-WESSINGTON 02-6	2,601.00
	45,861.00

NORTHEAST CONSORTIUM:

BRITTON-HECLA 45-4	5,382.00
LANGFORD 45-2	2,428.00
MILBANK 25-4	8,089.00
ROSHOLT 54-4	3,838.00
	19,737.00

NORTHERN SD HI TECH CONSORTIUM:

EDMUNDS CENTRAL 22-5	1,585.00
EUREKA 44-1	1,746.00
GROTON AREA 06-6	5,579.00
HERREID 10-1	1,526.00
IPSWICH 22-6	4,474.00
LEOLA 44-2	3,219.00
SELBY 62-5	3,517.00
SMEE 15-3	5,756.00
	27,402.00

NORTH STAR CONSORTIUM:

BISON 52-1	2,221.00
LEMMON 52-2	4,791.00
NEWELL 09-2	8,313.00
	15,325.00

NORTHWEST AREA COOP:

DUPREE 64-2	19,269.00
FAITH 46-2	2,659.00
HARDING COUNTY 31-1	2,350.00
ISABEL 20-2	2,642.00
MCINTOSH 15-1	6,298.00
MCLAUGHLIN 15-2	22,294.00

MOBRIDGE-POLLOCK	10,853.00
TIMBER LAKE 20-3	6,420.00
	72,785.00

PIERRE/STANLEY CONSORTIUM:

AGAR-BLUNT-ONIDA 58-3	3,026.00
PIERRE 32-2	25,311.00
STANLEY COUNTY 57-1	4,533.00
	32,870.00

PRAIRIE LAKES CONSORTIUM:

BALTIC 49-1	2,242.00
CHESTER 39-1	2,215.00
COLMAN-EGAN 50-5	2,090.00
DELL RAPIDS 49-3	7,215.00
FLANDREAU 50-3	7,738.00
GARRETSON 49-4	3,506.00
HOWARD 48-3	3,766.00
MADISON CENTRAL 39-2	10,572.00
OLDHAM-RAMONA 39-5	1,688.00
RUTLAND 39-4	824.00
TRI-VALLEY 49-6	5,839.00
	47,695.00

SOUTH CENTRAL COOP:

ANDES CENTRAL 11-1	15,732.00
AVON 04-1	3,102.00
BON HOMME 04-2	6,994.00
BONESTEEL-FAIRFAX 26-5	2,659.00
MARTY INDIAN SCHOOL	6,397.00
MENNO 33-2	3,479.00
SCOTLAND 04-3	4,380.00
TRIPP-DELMONT 33-5	4,750.00
WAGNER 11-4	24,617.00
	72,110.00

SOUTHEAST AREA COOP:

ALCESTER-HUDSON 61-1	3,840.00
BERESFORD 61-2	4,628.00

CANTON 41-1	8,414.00
ELK POINT-JEFFERSON 61-7	5,069.00
GAYVILLE-VOLIN 63-1	1,987.00
IRENE-WAKONDA 63-2	3,671.00
VIBORG 60-5	2,407.00
	30,016.00

THREE RIVERS COOP:

BENNETT COUNTY 03-1	23,265.00
JONES COUNTY 37-3	2,655.00
LYMAN 42-1	14,271.00
WHITE RIVER 47-1	12,737.00
	52,928.00