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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota

Vision for Career and Technical Education

and

State Plan under Perkins V

Strengthening Career and Technical Education for the 21st Century Act

April 15, 2020

Learning that works for South Dakota
CTE™

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APPENDICES:

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I. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The South Dakota Department of Education (SD DOE) conducted stakeholder consultation in several stages.

- Beginning in January 2019, SD DOE solicited input through regional meetings with eligible entities on their current state of practice in career and technical education (CTE), where their greatest needs lie, and their vision for CTE for their students. The results of that input can be found here: https://doe.sd.gov/cte/documents/0419-DataReport.pdf. SD DOE combined that information with data collected through South Dakota's annual program application process to shape the vision for CTE and how best the state could propose to support schools in moving toward a common vision for CTE. Groups represented at those meetings were secondary representatives from across the education spectrum.
- In Spring 2019, SD DOE surveyed a number of stakeholder groups through conference presentations, outreach sessions, and webinars. This process built upon the work completed earlier in the year but targeted more specific questions to specific groups. Those groups included those spelled out in the law, such as education professionals, student voices, the needs of special populations, adult education providers, postsecondary, and community organizations. SD DOE also surveyed employers to assess their needs for workforce and CTE programs; the results of that survey can be found here: https://doe.sd.gov/cte/documents/NC-IndLdrInpt-Sum19Rpt.pdf.
- Phase II began in July 2019. As a result of the information gathering representing stakeholder groups from across the spectrum, SD DOE compiled a draft vision and state plan "framework." The final version of those documents can be found at Appendix A. Those documents were first debuted in July 2019 at the state's CTE conference, where SD DOE solicited feedback, primarily from eligible entities, on the draft plan. The documents appended here largely reflect the versions presented to stakeholders prior to final submission.
- Summer and early Fall 2019 continued Phase II, with more targeted input on SD DOE's draft framework and plans from groups as diverse as the state's WIOA board (including union representatives, small business, economic developers, business leaders, and other state agencies), local economic development agencies, postsecondary representatives, the English Learners Advisory Board, community groups, parents, school boards, administrators, and continued feedback with eligible entity personnel. The SD DOE also conducted formal tribal consultation on the draft plan in September 2019, in addition to engaging tribal school representatives separate from the formal consultation process in opportunities as diverse as the Indian Education Advisory Board, the Tribal Education Directors meetings, Tribal Education Directors, and two breakout sessions at the Indian Education Summit. The draft framework and accompanying documents were posted on SD DOE's Perkins V website and publicized through a variety of channels to reach a wide audience of stakeholders. The state also established a dedicated email address for stakeholders to provide comments or address questions.
- In January 2020, the state hosted stakeholder feedback sessions throughout the state designed to provide both the state and eligible recipients with an opportunity to hear from groups representing special populations, tribes, economic development, and industry.
- In February 2020 the state debuted its final draft plan for formal feedback and comment, including the plan, exemplars, and the state-determined performance levels.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

South Dakota does not propose to use Perkins funds for the purpose of adult career and technical education. The SD DOE consulted with the South Dakota Department of Labor and Regulation, the agency responsible for overseeing adult education. The SD DOE oversees secondary education. Supervision of the state's public technical colleges is through the state's Board of Technical Education. SD DOE received no objections.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Beginning in Summer 2019, SD DOE opened an email address to solicit input on the state plan; opportunities were solicited throughout SD DOE's regular communication channels, including multiple listservs, newsletters, press releases, newspapers, and the website. South Dakota held open public meetings during which the CTE vision and state plan were noticed and discussed during the Indian Education Advisory Council (July 2019) and the Workforce Development Council, the state's WIOA board (August 2019). The Board of Education Standards held a public hearing on the state plan in January 2019. A 30-day public comment period on the state plan opened on February 3, 2020 and closed March 5, 2020. SD DOE received one comment.

SD DOE throughout the process of stakeholder engagement and public opportunities for input heard the need for greater visibility as to the opportunities afforded students for CTE coursework, work-based learning experiences, and career exploration. SD DOE will continue to align intentionally CTE opportunities with core content coursework and collaboration, expand its reach in communicating CTE information to other networks and avenues, and seek further opportunities to present at fora outside of the CTE and workforce communities.

Input was also provided asking how CTE programs prepare Native American students, in particular those attending schools on reservation lands, opportunities relevant to their experiences and to contribute to the economic development of reservation lands. Through its regional program staff model (described more fully elsewhere), SD DOE will be targeting support specific to the Native American experience. SD DOE has also supported the efforts to open Lakota Tech High School, a public high school on the Pine Ridge Indian Reservation. This school will be the first CTE-focused high school in that state that awards diplomas; it is also the first CTE high school on an Indian reservation in the country.

Finally, concern was expressed about the cost of providing quality CTE programs balanced with the small amount of Perkins funding available to most schools. (South Dakota receives one of the lowest state allocations in the country). Acknowledging that most eligible recipients do not receive substantial funding, SD DOE has worked to facilitate quality consortia, provide robust professional development and technical assistance opportunities to offset costs, and offers competitive grants through Perkins Reserve grants and state-funded Workforce Education Grants. SD DOE continues to be mindful of the requirements placed on schools and will continue to approach CTE, and specifically Perkins approved program requirements, in a supportive manner to maximize the opportunities for students in schools across the state to participate in approved CTE.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

In South Dakota, workforce development is a joint partnership that involves government, education, and business. Government entities work hand in hand to collaborate with partners in setting the vision, as well as enhancing 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. Career and Technical Education (CTE) is central to South Dakota's strategies to meet the workforce needs of the state. Secondary programs are increasingly aligned to regional and state labor market needs; postsecondary programs are entirely aligned.

SD DOE works closely with the state's WIOA agency, the South Dakota Department of Labor and Regulation (SD DLR). Below are numerous examples of the close collaboration in training opportunities. A summary of the state's WIOA training and activities can be found here: https://dlr.sd.gov/workforce_services/wioa/documents/wioa_annual_narrative_py18.pdf.

The state's WIOA vision under its Unified State Workforce Plan is:

To collaborate amongst government, education, business, and community to develop a skilled workforce which allows employers in South Dakota to expand business when opportunity arises.

The goals under the vision are

***Goal 1**: Prepare residents of South Dakota to make informed decisions and support them at any point during their career pathway.*

Priority: Engage youth in the workforce and ensure their awareness of the variety of educational and workforce options.

Priority: Educate parents about the variety of educational and workforce options for their children.

Priority: Build a curriculum to assist schools prepare youth for the workforce.

***Goal 2:** Partner with businesses to discover opportunities and identify solutions to address workforce needs.*

Priority: Build relationships with business and industry organizations.

Priority: Engage businesses to assist in educating youth and parents about workforce opportunities in our state.

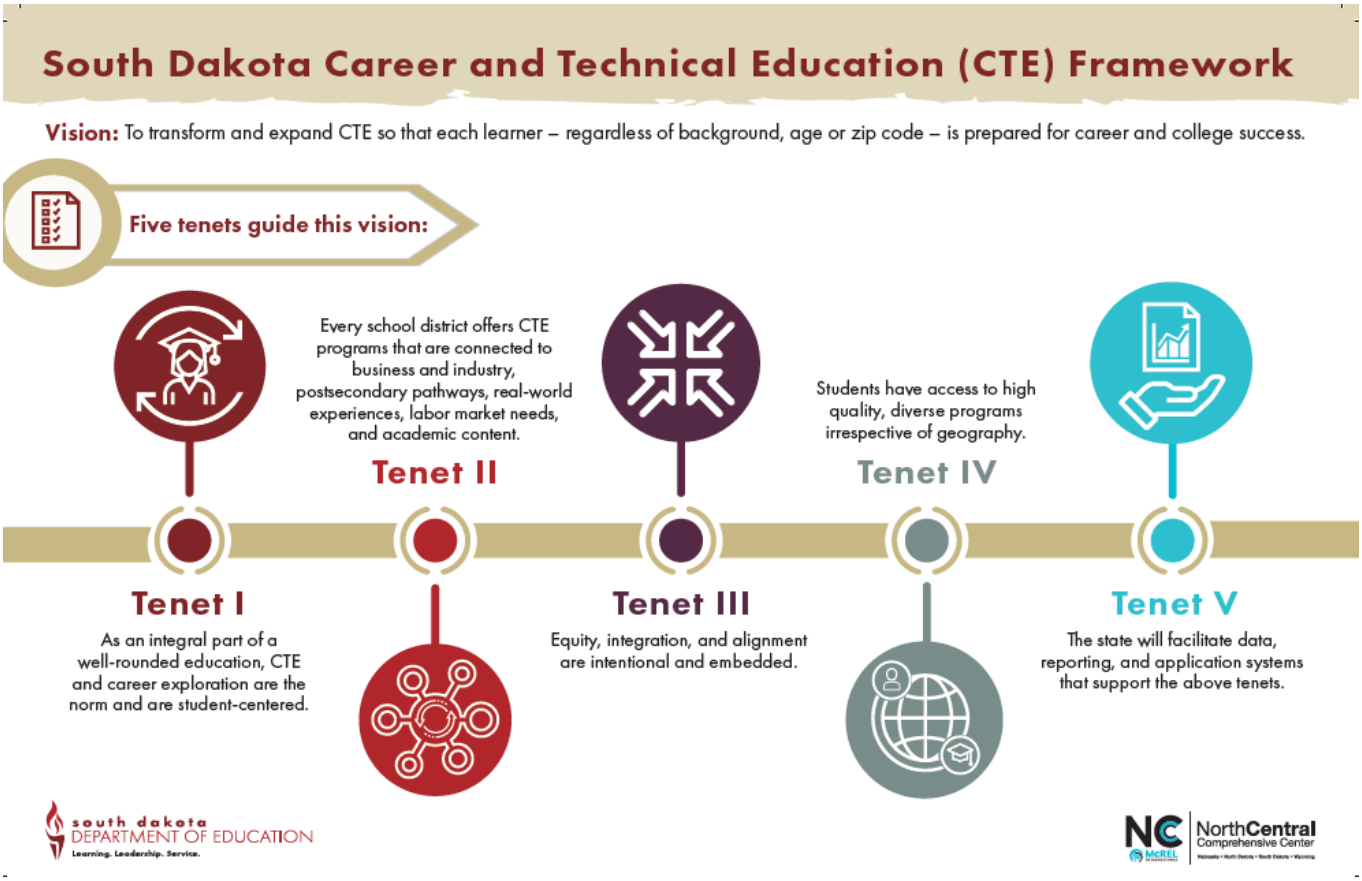
***Goal 3**: Engage in a system of continuous improvement to ensure the alignment of workforce services.*

The state's Workforce Development Board has targeted youth opportunity as a means of addressing the state's workforce needs. With an unemployment rate of 3.3 percent in 2017, a labor market participation rate of nearly 70 percent (compared with the national average of 62.9 percent), and a growing population, it is critical that students understand their career options and graduate ready to either participate in the workforce or know the postsecondary training that will allow them to reach their goals. CTE programs in South Dakota provide those

opportunities by aligning to labor market demand and promoting awareness among students, parents, and stakeholders.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The state's vision for CTE is as follows:



Through this vision and goals, combined with the work eligible entities will conduct through the Comprehensive Local Needs Assessment, students engaged in CTE in South Dakota will emerge better prepared to meet the workforce challenges of the state and find a pathway to success in career and life, whether that path takes them to further postsecondary education, advanced training, or directly into the workforce. This vision dovetails with the state's WIOA vision, noted previously, and is supported by and aligns to postsecondary. As is evident from that vision, the state's plan places a heavy emphasis on preparing youth for the workforce and aligning education with workforce needs. As such, Career and Technical Education plays directly into the ability of the state to meet these goals, both in secondary programs and in postsecondary programs at the state's technical colleges and tribal college providing technical education.

This vision also dovetails with the state's plan under the Every Student Succeeds Act (ESSA). That plan sets out

the aspiration that “All students graduate college, career, and life ready.” The fourth pillar under that aspiration is that “Students graduate high school ready for postsecondary and the workforce.”

Therefore, it is evident that career and technical education is a vital component to achieving the state’s goals under both WIOA and ESSA, forming a system under which Perkins V serves as the connector for student success in education and in the workforce.

Text Box 1: Statutory Requirements for State Plan Consultation

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State plan in consultation with—

(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;

(ii) interested community representatives, including parents, students, and community organizations;

(iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ''State board'');

(iv) members and representatives of special populations;

(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and

(viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor's office and shall occur—

(A) during the development of such plan; and

(B) prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

South Dakota's career and technical education division engages in strong collaboration with the entities overseeing both the Workforce Innovation and Opportunity Act (WIOA), as well as the Every Student Succeeds Act (ESSA).

- In collaboration with the state's WIOA recipient, the Department of Labor and Regulation (SD DLR), SD DOE and SD DLR run numerous joint programs, including:
  - Supporting state FTE placed as career advisors in targeted school districts to provide surge capacity in career planning, soft-skill training, and work-based learning opportunities;
  - Joint administration of the state's Job's for America's Graduates (JAG) program;
  - Collaboration on administration of work-based learning and apprenticeship opportunities including South Dakota Week of Work (sdweekofwork.com); apprenticeship incentive grants; and administration of the National Career Readiness Certificate statewide, free of charge, to juniors and seniors (https://dlr.sd.gov/workforce_services/ncrc/default.aspx).
- South Dakota's state CTE Director also holds a seat on the state's WIOA board (the Workforce Development Council (https://dlr.sd.gov/workforce_services/wdc/default.aspx)), which provides regular opportunities to align visions and work between the two programs, as well as the other programs represented on that board and in the Unified State Plan.
- With South Dakota's CTE program administration housed in SD DOE, there are frequent opportunities for close collaboration between the Perkins program/state plan and the state's ESSA plan/administration. CTE programs, including concentrators, work-based learning opportunities, and performance on the National Career Readiness Certificate are built into the state's accountability indicators under ESSA (see the state plan here: https://doe.sd.gov/essa/). The CTE division participates in ESSA planning meetings and is an active member of the implementation group. SD DOE has formulated its Perkins accountability performance indicators to align to the state's ESSA accountability indicators, where possible, to provide direct alignment to and comparison between secondary students and secondary CTE concentrators. This will provide more transparency to stakeholders about student performance under Perkins in terms with which they are already familiar. Finally, South Dakota aligned the Comprehensive Needs Assessment required of Title I schools in Comprehensive Support and Improvement under ESSA with the Comprehensive Local Needs Assessment required under Perkins V. This intentional aligning of needs assessments signals, and plays out in practice, coordination of needs between the two programs in schools across the state, resulting in greater collaboration not only at the SEA level, but in the field as well.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

SD DOE uses Leadership Funds under Perkins V to support a number of state priorities which cut across four of the five vision tenets. Noted previously, those tenets are:

Tenet I: As an integral part of a well-rounded education, CTE and career exploration are the norm and student-centered.

Tenet II: Every school district offers CTE programs that are connected to business and postsecondary, postsecondary pathways, real-world experiences, labor market needs, and academic content.

Tenet III: Equity, integration, and alignment are intentional and embedded.

Tenet IV: Students have access to high quality, diverse programs irrespective of geography.

Tenet V: The state will facilitate data, reporting, and application systems that support the above systems.

Leadership funds are specifically targeted to help schools achieve the vision outlined. As the state deepens implementation of Perkins V and needs within those tenets adjust, specific activities will adjust to meet the needs of schools. Priorities include:

- Supporting state-recognized Career and Technical Student Organizations (CTSOs) (supporting Tenet I).
- Supporting statewide standards revision work across the 16 Career Clusters (supporting Tenets II, III, and IV).
- Statewide and regional professional development opportunities for teachers and administrators. This includes a full calendar throughout the year, including through statewide conferences, learning opportunities, and best practices sessions. For an example of the types of events offered, please see: https://doe.sd.gov/cte/documents/1920-pdcal.pdf (supporting Tenets I, II, III, and IV). In order to determine needs, the SD DOE surveys CTE educators annually about professional development attendance and needs, as well as regularly seeking feedback on the opportunities provided. This, in turn, serves teacher retention and training, as teachers who are connected to their peers and who feel supported, including by a broader statewide network, are more likely to stay. For more on teacher support, see below.
- Professional development for state staff to improve their ability to serve schools (supporting all tenets).
- Funding "Student Success Coordinators" at the postsecondary level to assist nontraditional students persist and succeed in their programs of study (supporting Tenets I and III).
- Providing technical assistance, specifically through data retreats for CTE educators and collaborative work opportunities and support for the comprehensive local needs assessment (supporting Tenet V, as well as through that work, Tenets I, II, III, and IV).
- Other activities consistent with the state's vision for CTE and the allowable uses of Leadership funds.

SD DOE utilizes the state institutions set-aside to fund a contract with Teachwell Solutions in order to provide CTE services to McCrossan Boys Ranch, an accredited school that serves students who are in the custody of the state – either directly with the Department of Corrections or with the Department of Social Services, serving students on behalf of or who have had experience with the Department of Corrections. The use of these funds allows a CTE program to exist. (Supporting Tenets I, II, III, and IV).

Finally, SD DOE uses the equity set-aside to provide resources and tools to help recruit special populations into the CTE classroom. An example of the activities under this set-aside include helping integrate English Learner students into the CTE classroom. South Dakota's diverse EL population is present in a growing number of school districts throughout the state; with the strong support of and in collaboration with the Title III English Learner Advisory Board, SD DOE is using the FY19 set aside during the 2019-20SY to direct efforts on behalf of this population. (Supporting Tenet III, and for EL students, all tenets).

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—
From amounts reserved under section 112(a)(2), each eligible agency shall—
(1) conduct State leadership activities to improve career and technical education, which shall include support for—
  (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
  (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
  (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
  (D) technical assistance for eligible recipients; and
(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

South Dakota has adopted programs of study for each of the 16 Career Clusters and pathways within each cluster for further specialization. Each cluster is approved to be offered in at least one eligible recipient throughout the state in FY20. The programs of study adopted at the secondary level are designed in collaboration with and alignment to postsecondary programs. In FY19, each career cluster was available to secondary students at least one school; many career clusters were offered extensively. SD DOE's work on programs of study supports all tenets, and specifically Tenet II: Every school district offers CTE programs that are connected to business and industry, postsecondary pathways, real-world experiences, labor market needs, and academic content.

As a means of supporting schools in their implementation of programs of study, the department provides approved sequence of courses documents for each cluster and each pathway within the cluster, updated annually. Clusters are supported by standards and unpacked standards in each area, which are revised every five years. "Unpacked standards" is a resource, published next to the content standards themselves, that provides teachers with examples of how to use the standards. These resources are developed by stakeholder groups and are available following adoption of the standards by the Board of Education Standards.

The next cycle of standards revision will begin in Summer 2020. South Dakota's programs of study for each of the 16 Career Clusters can be found here: https://doe.sd.gov/cte/careerclusters.aspx. Additionally, as part of each school districts program approval process, sequence of courses documents for each cluster available at the school are reviewed to explore what opportunities for courses are available in each cluster and ensure students have the broadest opportunities possible.

In order to receive Perkins funding and count CTE coursework towards high school graduation requirements and accountability measures under the Every Student Succeeds Act, a school's CTE courses must be approved by SD DOE. One component of this approval process is verifying that the eligible recipient offers a program of study that follows the state's model for each Career Cluster.

SD DOE supports school districts in their work implementing content standards and programs of study through the organization of its staff into regional specialists. Each program staff supporting CTE at the SD DOE is responsible for various clusters, but also serves the entire CTE program in a geographic area. The state is split into six areas, allowing each "regional specialist" to support schools' CTE programs as a whole. This systems view, coupled with the traditional Career Cluster view, is at the core of how SD DOE works with schools to implement the state's vision and each of the tenets. Additionally, regional specialists are physically located throughout the state, allowing each specialist easier access to his or her schools and thus, more direct support.

South Dakota does not support or approve locally-developed programs of study at the secondary level. Program approvals must be based on the state's rubric for each Career Cluster, posted annually on SD DOE's Career Cluster Standards page.

Programs of study at the postsecondary level are developed by each institution and are designed to meet learner and industry needs, as well as higher education accreditation requirements. The institution must outline its program of study for each new approved offering during the application and approval process.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132[7] will—

With the robust programs of study available for each of the 16 Career Clusters and pathways within each Career Cluster, SD DOE does not approve locally developed programs of study at the secondary level. All secondary programs must align to the state's programs of study outlined in each Career Cluster content standard document; a program of study in at least one cluster is required in order to be an approved program. Each school must meet the state's definition of size, scope, and quality in order to be approved. This involves checks on certain requirements such as teacher certification, work-based learning opportunities, industry-recognized credentials, opportunities for professional development for teachers, and data review. State workforce needs are a consideration in the design of each secondary program of study and are a component of the CTE Comprehensive Local Needs Assessment required of each recipient.

The state's approval process is a rolling process that involves consultation with SD DOE and conversations about how to improve programs offered at the school level. SD DOE gathers information from schools in the spring and works with schools throughout the year on their programs.

South Dakota's five Perkins-funded postsecondary technical colleges design postsecondary CTE programs of study, culminating in certificates, diplomas and associates degrees.

Postsecondary program approval process is spelled out in administrative rule (South Dakota Administrative Rule 24:59:01; see http://sdlegislature.gov/Rules/DisplayRule.aspx?Rule=24:59:01). The criteria established for approving any new or expanded programs includes:

(1) Identification and description of the program;
(2) Objectives and purpose of the program;
(3) Methods of attaining the objectives of the program;
(4) Description of labor market demands of the United States, the state of South Dakota, student needs, and industry support;
(5) Population to be served by the program;
(6) Projected three-year budget;
(7) Program competencies and entry and exit points of suboccupations;
(8) Statement of nonduplication;
(9) Curriculum design and research; and
(10) Wage factor.

Postsecondary programs at the state's public technical colleges must be approved by the Board of Technical Education (BOTE), after approval by SD DOE and the Governor's Office of Economic Development, before students are enrolled in the program; only approved programs are eligible for Perkins funding. Programs at the eligible tribal college are approved by SD DOE.

An example of an application to the BOTE for a new diploma program can be found here: https://boardsandcommissions.sd.gov/bcuploads/STI%20Medical%20Assistant%20Proposal%20(February%202019).pdf.

The criteria outlined link directly programs of study to workforce needs by requiring a full discussion of labor market demand, both within and outside of South Dakota. Schools must demonstrate what the projected wage and market demand for the programs are and will be; approval decisions are based on the totality of the picture noted above.

i. promote continuous improvement in academic achievement and technical skill attainment;

At the secondary level, each school is required to offer a program of study in at least one Career Cluster, which promotes a succession of rigor of skill in the cluster. Combined with the requirement for approved programs to offer work-based learning opportunities and an industry-recognized credential, students have the opportunity to build technical skill in a particular cluster. The state also has signaled its support of this progression of skill through the 2018 high school graduation requirements (see https://doe.sd.gov/gradrequirements/) which specifically includes an "Advanced Career Endorsement" to acknowledge student achievement in this area.

SD DOE also focuses on academic achievement by supporting and promoting the integration of core content academic areas of study with career and technical education. SD DOE has used Perkins funding to develop exemplar curriculum in technical math and English language arts and shares resources and best practices with schools to integrate the fields. SD DOE also approves CTE courses to be offered for academic courses, signaling the intentional blending of the two. Through these efforts at integration, students will realize continued improvement in academic achievement.

Eligible recipients must respond to how they will improve academic and technical skills of their students and how coherent and rigorous content, aligned to the standards, will be provided to students. Answers to these questions guides SD DOE's ability to approve programs and provide the school's regional specialists the opportunity to support schools needing additional resources in this area.

At the postsecondary level, each Associate of Applied Science (AAS) degree program must include a component of general education coursework in areas such as communications, behavioral sciences, social sciences, mathematics, and computer literacy to be approved both for Perkins funding and to be offered at a South Dakota technical institution. AAS degree programs must include a minimum of 60 semester credit hours in a course of study.

Once a diploma or AAS program is approved, programs must be submitted periodically for a "continuing program review" to ensure that programs are meeting the BOTE's high standards for academic and technical skill attainment, employability prospects, and industry demand. A program's enrollment, retention, and placement, in addition to performance against what were formerly Federally Agreed Upon Performance Levels (FAUPLs) were reviewed for a minimum of three years. Additionally, a local program advisory board of council endorsement is required on programs not holding national, state, regional or industry accreditation or certification specific to the degree awarded.

Through these rigorous approval and continuing program reviews, the BOTE together with the department ensures that students and graduates of the programs receive the academic and technical instruction necessary to succeed in the field they are pursuing. South Dakota's most recent level (under Perkins IV) of 97 percent Technical Skill Attainment speaks to this commitment.

ii. expand access to career and technical education for special populations; and

Similar to the above, schools must describe their efforts to ensure access for members of special populations in order to receive funding. This information also guides regional specialists' support of schools in helping them better integrate members of special populations into CTE courses. At the secondary level, SD DOE is facilitating resources and best practices to expand opportunities for English Learner students specifically with the use of the Leadership set-aside for special populations. SD DOE is also facilitating access for school districts to local community organizations serving special populations that will help promote integration of special populations into the classroom and connection points between community organizations and schools.

The Postsecondary Career Coordinators at each of the state's technical colleges both support career guidance and academic counseling efforts at the postsecondary level and provide relevant programming and connections for their postsecondary students, and particularly nontraditional populations. The Postsecondary Career Coordinators offer targeted programming aimed at assisting students with job searching professionalism. These coordinators also sponsor Veteran's Job Fairs, in which attending employers are open and interested in hiring future employees from this student pool.

Student Success Centers at each of the technical colleges provide a centralized office to coordinate student success and support efforts, including tutoring services, a place to study for students, and academic success workshops. Student Success Coaches provide one-on-one assistance to students. The four postsecondary technical institutes also offer student organizations/events that support nontraditional and specifically targeted students, such as:

- Eagle Feather Society (Native American students)
- Diversity events, such as months honoring Black History, Women's History, Hispanic History, and Native American History
- Diversity Student Coordinator positions
- Nontraditional Student Success Center

A statewide scholarship program was created four years ago to prepare workers in high-demand, high-wage fields. The Build Dakota Scholarship program is a private-public partnership that has created a scholarship pool to train students in high-need, technical fields in South Dakota. Special efforts are made by admissions staff at each of South Dakota's technical colleges to target underrepresented populations for this scholarship. The technical institutions and state education staff also work in partnership with the Department of Labor and Regulation to offer additional financial support to both scholarship awardees and applicants for things such as transportation, housing assistance, daycare support, etc. – items that are not covered under the scholarship. With this partnership, the program is striving to remove key financial barriers that keep underrepresented populations from accessing postsecondary education.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

South Dakota's business and industry leaders consistently note that students looking to enter the workforce lack soft skills. SD DOE recognizes this need through Tenet II: CTE programs are connected to real-world experiences.

At the secondary level, work-based learning is a required component of offering an approved program. As noted in more detail below, SD DOE's model for work-based learning helps students develop those skills.

Eligible recipients must also provide SD DOE information about their programs, allowing regional specialists again to identify gaps and work with schools individually to improve practices. Although not required, SD DOE, through partnerships with the South Dakota Department of Labor and Regulation, provides schools the ability to offer students, free of charge, resources such as *Bring Your "A" Game* and National Career Readiness Certificate (WorkKeys) to help students both improve and measure their employability skills. Understanding the integral role employability skills play to a student's preparation, SD DOE in March 2020 launched a dedicated webpage (https://doe.sd.gov/cte/softskills.aspx) to provide educators a one-stop shop to resources and information to help prepare students for both the workforce and postsecondary.

Employability skills are a key component of education at the state's technical colleges. Placement levels for program completers remains consistent at around 80 percent, demonstrating the degree to which graduates are prepared for the workforce after completion of their postsecondary degree.

Work-based learning is a component in nearly every program of study within the state's technical colleges. These hands-on experiences equip students with the skills necessary to enter the workforce upon completion. Additionally, the technical colleges offer soft-skills courses, such as *Bring Your "A" Game,* ready students to succeed in the workplace. Student Success Centers and Postsecondary Career Coordinators, described above, are integral to the success of students gaining the technical and employability skills they need.

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

South Dakota has invested heavily in career pathways and aligned programs of study. Programs of study and pathways within each program of study are mapped out for each of the 16 Career Clusters, providing schools with sequences of courses that integrate foundational skills with increasing rigor and complementary academic and Capstone Experience courses aligned to each cluster. Career cluster alignment is evident throughout South Dakota's system, including in secondary and postsecondary CTE programs and through to workforce and labor data information. Each of the state's tenets is supported in this work and again, SD DOE's model of regional specialists (articulated above) helps SD DOE make this information available to, and in turn, support the field more readily. SD DOE has also invested in easy-to-use, lay-term resources that explain concepts such as work-based learning, what is CTE, Career Clusters, and even the state's vision for CTE.

SD DOE's starting point for career exploration and information regarding pathways, work-based learning opportunities, dual credit, personal learning plan, and advisement resources is SDMyLife (https://sdmylife.com). This web interface features both general resources in parent- and student-friendly language, as well as information tailored to students based on their interests and plans through a secure site. This career exploration and academic program is funded by the department to provide a single source information portal to help prepare students for life after high school. It is available to all 6th through 12th grade students at no cost to them or to their school districts. Through their SDMyLife activities, students explore careers, especially as they relate to students' interests, skills and knowledge. South Dakota Labor

Market projections and wage data are loaded into SDMyLife to provide students understanding of career demand and earnings. In addition, SDMyLife assists students in identifying postsecondary programs and other training options that will assist them in navigating to their career(s) of interest. This work ties directly to Tenet I, CTE and career exploration are the norm and are student-centered. By providing the resource free of charge and housing it within the SD DOE's division responsible for CTE, it promotes these activities as the norm at schools across the state.

SD DOE and the South Dakota Department of Labor and Regulation (DLR) work closely to collaborate on resources in language that is accessible to a variety of audiences on career pathway opportunities and work-based learning resources.

Since January 2018 the two departments have collaborated to administer *Career Launch*, a program staffed by state FTE and supported by the departments, to help students, both in high school and middle school, explore career options more meaningfully and participate in work-based learning opportunities, including job shadows, internships and apprenticeships. The Career Launch staff work in school districts across the state to provide career development and work-based learning information and resources to students, parents, educators, and industry professionals.

Since 2018, DLR has provided the *Bring Your "A" Game* training to school districts across the state at no cost to the districts. The curriculum focuses on seven foundational behaviors to build work ethic: attendance, appearance, attitude, ambition, accountability, acceptance, and appreciation. Through experiential learning in activities and group participation, students gain an understanding of the long-term benefits of work ethic, setting a foundation for personal and professional success. By being able to participate in this training ahead of a work-based learning experience, students are better prepared to engage in work-based learning at a meaningful level.

The two agencies also collaborate on webpages to reach a wide audience with information relevant to career pathways and cluster information. DLR hosts pages with information on career pathways that help current and adult students understand how to achieve their career goals in particular occupations and occupational clusters. Additionally, DLR's Labor Market Information Center (LMIC) recently launched a website and poster series featuring occupational opportunities tied to each of the 16 Career Clusters. This information complements the Department of Education's resources by driving career planners to the LMIC's online resources to learn more about occupations of interests and help tie career opportunities that exist in South Dakota with the Career Clusters. (https://dlr.sd.gov/lmic/menu_career_clusters.aspx). Finally, as a toolkit for educators and employers, DLR hosts a page with classroom-ready resources, amongst additional work-based learning tools, to help students prepare for and engage in work-based learning opportunities (http://www.sdjobs.org/workforce_services/individuals/career_launch/toolkit.aspx).

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Collaboration happens at the secondary level, the postsecondary level, and with both postsecondary and secondary combined; supporting again, specifically Tenet II.

Secondary work begins with the standards revision process, described previously. SD DOE pulls together groups to review and, when needed, revise standards and the state's programs of study within each Career Cluster. Those groups include teachers, parents, industry representatives, postsecondary, and

other stakeholders. The standards revision process includes:

- A review and analysis of the current South Dakota career pathways and courses for alignment to postsecondary programs and labor market needs. The review and analysis will result in the identification of recognized pathways and sequences of courses in South Dakota.
- Mechanisms for gathering feedback about major themes for new standards to be developed around and justifications on why to include courses within a program of study from secondary and postsecondary instructors, business and industry stakeholders, and the general public.
- Guidance for revising and writing course content standards that are aligned to national industry trends, state labor market projections, and state industry needs
- Integration of technical standards, including current industry standards
- Integration of career ready practices
- Integration of academic standards
- Integration of safety standards
- Identification of teacher certification requirements
- Identification of available student industry certifications
- Identification of dual credit opportunities
- Identification of related postsecondary programs
- Identification of Webb Level for each standard
- Identification of alignment to Career & Technical Student Organizations

Those participating in the standards revision process additionally receive training in:

- Rationale for why the standards revision process is important
- Labor market projections
- Current industry standards
- High quality programs of study
- Industry certifications for students
- Career and technical student organizations
- Postsecondary programs
- State trends in education and workforce initiatives, including the State career readiness goal

South Dakota's standards, once proposed by the multi-stakeholder workgroup, are then approved by the South Dakota Board of Education Standards following four public hearings. This rigorous process ensures that the standards are sufficiently robust to support high quality career and technical education that is aligned with labor market and postsecondary, including with entry and exit points along the continuum. CTE programs in South Dakota must teach to these standards to be an approved program.

SD DOE also incentivizes collaboration among eligible recipients through grant opportunities that provide funding for collaborative work, best-practices sessions, and joint training and technical assistance opportunities. Given South Dakota's rural nature and the distances between schools, collaboration on programs is key to building successful programs.

South Dakota's four public technical institutes are in part governed by the state's Board of Technical Education (BOTE), established July 2017. Though collaboration among the four technical institutes occurred prior to the BOTE's inception, the BOTE has taken a considered approach to deconflicting duplicated programs, ensuring that duplicated programs indeed meet a demand in the state, and that the outcomes for students enrolling in the programs are likely to be positive, given labor market and wage

information, in addition to opportunities for further entry points in a program of study.

Finally, collaboration between secondary and postsecondary eligible recipients is frequent and varied. This includes opportunities such as:

- Professional development
- Learning days for secondary teachers
- Campus visits
- Collaboration on courses and standards
- The ability to participate in a postsecondary-led secondary CTE consortium.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Secondary educators in particular have welcomed the access SD DOE facilitates to labor market information. As a result of this feedback and in looking at how best to align programs, eligible recipients are required to incorporate labor market information, including South Dakota's "Hot Careers" information (https://dlr.sd.gov/lmic/menu_hot_careers.aspx), which combines high wage and high demand, into their Comprehensive Local Needs Assessment (CTE-CLNA). This information is provided by the state's Labor Market Information Center, housed at the South Dakota Department of Labor and Regulation. This deliberate consideration of labor market data, at the regional and state level, moves eligible recipients towards alignment of their programs with workforce needs. See the CTE-CLNA at Appendix C for a more detailed view of how this information is incorporated at the eligible-recipient level. This supports schools in implementation of Tenet II, connecting programs to labor market needs.

In addition, the state's *Build Dakota* scholarship fund draws public attention to the combination of high-wage and high-need jobs. Established in fall 2014, this program is a $50 million combination of a private donation and state funding to provide scholarships in high-need workforce programs at the state's public technical colleges. A list of eligible programs can be found here: https://www.builddakotascholarships.com/. Eligible programs are approved by the Build Dakota Board annually based on high need and industry demand. The program is promoted widely throughout the state, in particular at high schools. Not only has the program increased the gravitas of pursuing career and technical postsecondary education but has also raised awareness about local economic and education needs, including in-demand industry sectors and occupations. The promotion of this post-secondary program has in turn aided secondary CTE programs in aligning their own programs to labor market demand and promoting the value of career and technical education.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

This work begins with the CTE-CLNA and is embedded in Tenet III: equity is intentional and embedded. As part of South Dakota's rigorous needs assessment process, schools will be better equipped to uncover where gaps may exist in the ability of student population groups to access programs. Armed with that knowledge, schools will be able to put in place strategies, with SD DOE's assistance where necessary, to address access issues. SD DOE's regional specialists are able to work with schools at the local level to evaluate their CTE programs as a system, help analyze data, and suggest strategies

(including connecting schools with others for best practices sharing) to improve access.

During stakeholder feedback, SD DOE heard from representatives of special populations that early access to career exploration was vital to giving students a foundation from which to allow them to access more rigorous CTE coursework later on. If special population students in particular do not have exposure to career learning early, it is much more difficult for students to catch up to their peers later on. SD DOE believes this is true for special population students and is good for all students. As a result, and in support of Tenet I (as an integral part of a well-rounded education, CTE and career exploration are the norm and student-centered), SD DOE is allowing schools to use Perkins funding to support programs down to the 5th grade. However, as noted in the Framework, program funding at the 5th and 6th grade levels *must* be career exploration that is tied to all 16 Career Clusters.

Additionally, SD DOE will target the state's special population set-aside for activities such as promoting access of English Learners to approved programs. With multi-lingual information targeted at students and parents, combined with professional development opportunities for CTE teachers, the state aspires to see an increased participation of this population in particular in approved CTE programs.

Finally, SD DOE engages in Methods of Administration targeting plans and monitoring visits of eligible recipients to ensure barriers to access are not present and provide technical assistance regarding remediation should barriers be discovered.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

South Dakota has outlined programs of study associated with each Career Cluster and will, on a five-year rotation, continue to update those standards and programs of study to ensure continued alignment with industry and community needs. Those standards and programs of study are approved by the state board, the South Dakota Board of Education Standards, following development. The state CTE director also briefs the state's WIOA board on this process regularly.

South Dakota does not approve locally-developed programs of study at the secondary level (all approved programs must follow the state's programs of study) but does approve eligible entity programs to ensure that approved CTE programs meet the needs of the school and the community. This includes building in flexibility where possible and cross-walking courses and curricula to match standards and content to already-existing approved programs of study. Eligible entities are briefed on the state workforce board's vision and goals, as well as on the summary of the overall WIOA plan.

South Dakota does not have local workforce development boards.

[7] Based on the context of this requirement, the reference to the local application process under "section 132" appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

South Dakota's small population yet wide expanse dictates this almost by necessity, rather than being optional. This was reflected throughout stakeholder feedback through nearly every group SD DOE engaged. Collaboration between secondary schools and industry in particular is a focus for industry, as evidenced by the state's vision under the Workforce Innovation and Opportunity Act (see previous).

SD DOE in turn has signaled its importance through Tenet II (every school district offers CTE programs that are connected to business and industry, postsecondary pathways, real-world experiences, labor market needs, and academic content) and Tenet IV (students have access to high quality, diverse programs irrespective of geography).

During implementation of this state plan, schools are required to connect with at least one industry partner and one postsecondary partner in order to run approved programs. Most will have more connection points. Rather than a box-checking exercise, SD DOE asks for a letter of support from these respective partners to the eligible entity to demonstrate authentic collaboration. Additionally, SD DOE will develop a rubric for self-assessment so that schools can gauge their level of connection with external partners against the state's expected standard. Those not meeting full performance can work with SD DOE staff or other colleagues to move up the scale on those partnerships.

The state's state-sponsored dual credit program (see additional details later) facilitates collaboration between secondary and postsecondary levels; technical institutes have led the way in seeking out additional collaboration with school districts both within this program and beyond the parameters of it. Given the state's few technical colleges, these partnerships serve the needs at both levels of study.

Secondary schools will also be afforded the opportunity to partner with one of the state's public technical colleges through the state-run consortia options. Housed at postsecondary but with membership only at the secondary level, this will provide a mutually-beneficial relationship of an added layer of expertise from which secondary schools can draw.

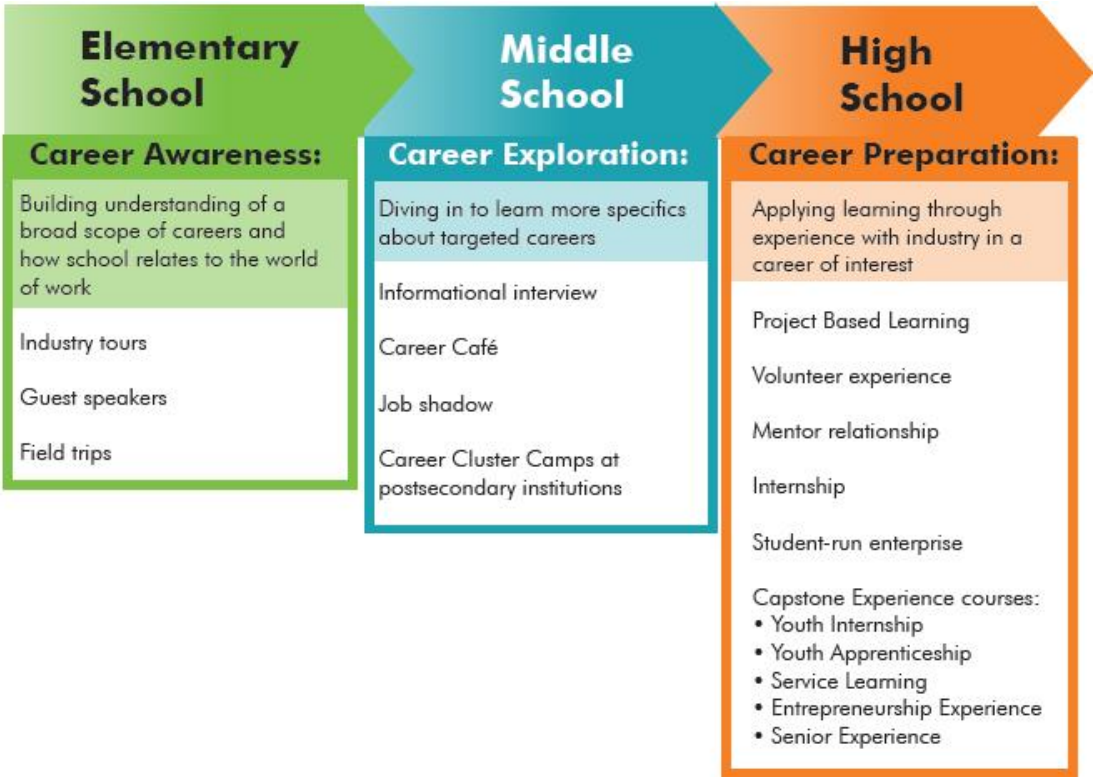
Aside from these formal opportunities, secondary and postsecondary programs connect regularly to ensure alignment and provide professional development opportunities for CTE educators. These local-level relationships serve the needs of students across the educational spectrum.

Finally, SD DOE is placing heightened importance on meaningful work-based learning opportunities for all students, including students enrolled in a CTE program. Students can earn credit on their transcript and meet high school graduation requirements by participating in work-based learning experiences. Falling under the umbrella of "Capstone Experiences," by setting out content standards for each of these courses SD DOE has ensured that students have access to rigorous work-based learning that translates equally across districts. For more information, see https://doe.sd.gov/cte/capstone.aspx.

Beyond credit for work-based learning, SD DOE has worked with other agency partners to increase the availability of and resources to access work-based learning opportunities, including through the state's Career Launch program, Job's for America's Graduates, and South Dakota's first-ever Week of Work

(sdweekofwork.com). The latter is an opportunity for all 11,000 sophomores throughout the state to participate in a job shadow during one week in April. Finally, to demonstrate the importance of quality work-based learning opportunities, SD DOE will require a connection to work-based learning for all approved programs and has selected work-based learning as the state's indicator of secondary program quality. This focus will expand access to work-based learning for all students, including those of special populations. Additionally, SD DOE's choice of work-based learning as its secondary program quality indicator allows the state to collect and analyze data on work-based learning (defined as a Capstone Experience transcripted for credit) for the first time ever. Through data, SD DOE will be able to identify equity gaps in students accessing work-based learning, and in turn be able to support schools directly in closing those gaps. For more on South Dakota's work-based learning initiatives, see: https://doe.sd.gov/cte/wbl.aspx.

South Dakota's K-12 Work-Based Learning Model:



vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

South Dakota, based on stakeholder feedback and analysis of statewide performance, has designed a cycle for approved CTE programs that will result in improved outcomes, including reducing performance gaps through root-cause analysis and data digs, and higher quality CTE programs that are responsive to community needs throughout the state. SD DOE also flagged its intent to focus on equity by naming it specifically in Tenet III: Equity, integration, and alignment are intentional and embedded. SD DOE's regional specialist model (described more fully previously), which can help schools at a CTE system level, facilitates state support of schools in improving outcomes for their students. Additionally, by improving data systems and schools' ability to access their data (Tenet V), these gaps will be more

transparent and thus actionable to schools and the SD DOE. The below chart and infographic represents this cycle of continuous reflection and improvement:

South Dakota Career & Technical Education

Perkins V: Putting Together the Pieces

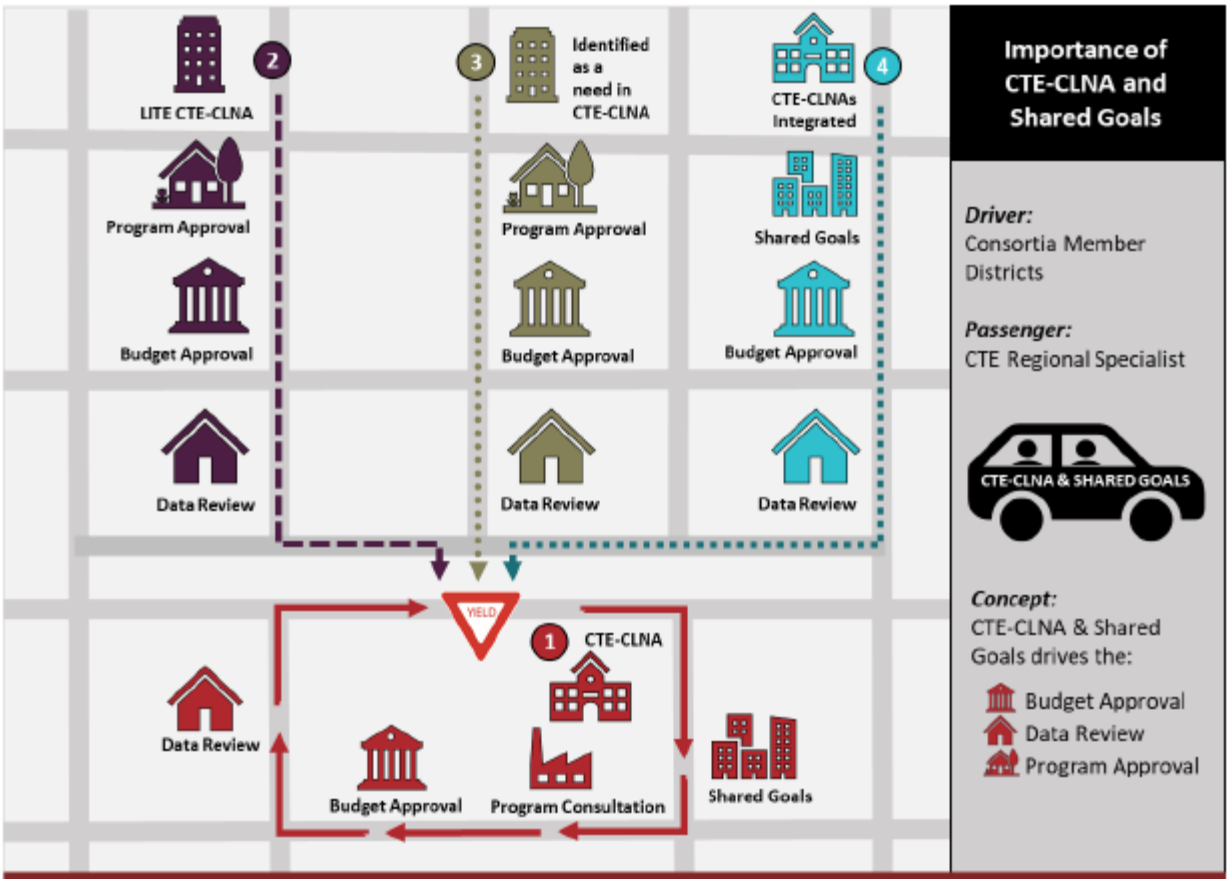
	COMPONENTS					
	CTE Comprehensive Local Needs Assessment (CTE-CLNA)	**Shared Goals**	**Perkins Budget Approval**	**Data Review**	**Program Approval & Consultation**	**Adding a New Program**
	Needs assessment done at the local and consortia level every four years to view needs and create data-driven priorities.	*Based on priorities in the CTE-CLNA, consortia members create shared goals for their approved CTE programs.*	*Budget requests tie back to the needs and shared goals.*	*Review of program successes, challenges and progress towards meeting goals.*	*Confirmation that the CTE program meets the size, scope and quality to be an approved program.*	*Schools with existing approved CTE programs may see a need to add additional programs.*
School Year						
2019-2020	**LITE**		**Completed annually**	**Completed annually**	**Program Approval**	
2020-2021	**Full**	**Implementation**	**Completed annually**	**Completed annually**	**Program Consultation**	**May be added annually based on CTE-CLNA identified needs**
2021-2022	**Implementation**		**Completed annually**	**Completed annually**	**Program Consultation**	
2022-2023			**Completed annually**	**Completed annually**	**Program Consultation**	
2023-2024	**LITE**	**Completed**	**Completed annually**	**Completed annually**	**Program Approval**	

South Dakota Career & Technical Education
Perkins V: Putting Together the Pieces

Which Path Should Our CTE Team Take?

1. Existing Approved CTE Program
2. New CTE Program, Never had a Approved CTE Program
3. Existing Approved CTE Program & Starting a New CTE Program
4. Existing Approved Program, Changing Consortia

Evaluate if your CTE Team needs to take Path 3, 4 or continue on Path 1



COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CTE-CLNA): Needs assessment done at the local and consortia level every 4 years to view needs and create data-driven priorities.

LITE CLNA: A brief version of the CTE-CLNA

SHARED GOALS: Based on priorities in the CTE-CLNA, consortia members created shared goals for their approved CTE programs.

PERKINS BUDGET APPROVAL: Budget requests tie back to the needs and shared goals

DATA REVIEW: Review of program successes, challenges and data.

PROGRAM APPROVAL: When identified as a need, a new CTE Program may become an approved CTE Program if it meets size, scope and quality criteria.

PROGRAM CONSULTATION: Work with CTE Regional Specialist to confirm that the CTE program meets size, scope and quality to be an approved program.

Text Box 3: Statutory Definition of Career Pathways

The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

(7) Career pathway.--The term ``career pathway" means a combination of rigorous and high-quality education, training, and other services that—
- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ``National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ``apprenticeship", except in section 171);
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Students throughout South Dakota have a variety of mechanisms through which to participate in dual and concurrent credit programs. Specifically, South Dakota has invested heavily in its state-sponsored reduced-tuition dual credit program. Begun in the 2014-15 school year, South Dakota students in grades 11 and 12 can enroll in technical and general education courses for a rate that for the 2019-20 school year, sits at less than $50 per credit hour. The remaining costs of providing the credits are then underwritten by the state and the institutions themselves. This program is available across the state's six Board of Regents schools and at the state's four public technical colleges. The program, currently in its sixth school year, has proven exponentially successful, with more than 14,000 students taking more than 100,000 credits to date. This work supports Tenet IV: Students have access to high quality, diverse programs irrespective of geography. Dual credit, which is most often delivered online, helps secondary schools build out CTE programs that might not otherwise exist by providing students access to approved program courses at one of the state's technical colleges.

SD DOE staff partner with both the Board of Regents and technical colleges to develop policies for the program that support students' career goals. Information is available on the state-supported career and academic planning platform, www.SDMyLife.com. State staff have also worked with local school districts to incorporate appropriate dual credit courses into districts approved CTE programs, which can greatly expand the breadth and rigor of approved program offerings many schools are able to offer their students.

State staff have and will continue to provide technical assistance, both online and in-person, to local districts interested in implementing dual credit by facilitating conversations with the appropriate technical college.

In addition to the cost incentive available to students to participate in the reduced-tuition dual credit program, the state has also incentivized participation by incorporating success data into the state's College and Career Readiness indicator, a component of accountability in the state's plan under the Every Student Succeeds Act (see the state's plan at https://doe.sd.gov/essa/).

Specific to career and technical education programs, each of the state's four public technical colleges participates in the state-sponsored reduced-tuition dual credit program with both general education courses and CTE courses. This benefits CTE students and programs throughout the state – students can earn postsecondary CTE credits and schools can augment their CTE offerings, including diversifying their approved programs of study that would otherwise not be possible. Many of the students accessing CTE dual credit courses attended small school districts (fewer than 600 students enrolled K-12).

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

SD DOE conducted extensive stakeholder engagement to prepare for the next generation of CTE and revamped the approach from a more compliance-driven process to a supportive, continuous improvement process as a result. Stakeholder feedback opportunities are built into the process throughout implementation, through standards revision and the CTE-Comprehensive Local Needs Assessment. SD DOE will maintain the networks built over the process of developing the Perkins V state plan and will keep those active for periodic touch points to ensure the integrity of the plan for CTE.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

See Appendix B. Please note that SD DOE refers to the local application as the "local plan."

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

See Appendix C for the CTE-CLNA and D for the CTE-CLNA "LITE." The state has opted for a two-phase process whereby eligible recipients conduct stakeholder engagement, data analysis, and self-reflection based on resources readily available. Eligible secondary recipients then take that "Phase I" or "LITE" work into the full CLNA process, due the following spring. This more rigorous and more complete CLNA process will return a roadmap for goal setting, future planning, and funding decisions while still meeting legal requirements. Under this state plan, recipients will be required to turn in results from the LITE in Spring 2020. For secondary schools, results from the full CTE-CLNA will be due in Spring 2021. Spring 2022 and 2023 will be implementation years, with the process beginning again following approval of the next South Dakota state plan in 2024.

For postsecondary recipients, SD DOE will be working with the Board of Technical Education (BOTE) to design a robust needs assessment process that also speaks to program approval and retirement procedures. As the BOTE embarks on this work over the course of 2020 and into 2021, SD DOE will collaborate with the BOTE and its four public technical colleges to match requirements between the BOTE and Perkins. Once that work is complete and if necessary, SD DOE will revise the state plan to include a revised postsecondary Comprehensive Local Needs Assessment template.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Secondary CTE programs must be approved by the SD DOE prior to receiving funds. In South Dakota, the necessary size, scope, and quality to be effective varies depending on the resources available to the eligible entity. Approval is evaluated through the state's vision and the accompanying tenets. As such, the CTE-Comprehensive Local Needs Assessment (CTE-CLNA) is a critical component to an eligible entity determining that it can offer effective programs to its students. Through the CTE-CLNA, the eligible entity and SD DOE both can understand whether the programs offered have the necessary components to be effective.

Size: Each eligible entity must offer at least one Career Cluster, which includes a program of study based on the approved content standards and the ability of a student to reach concentrator status. This can

include incorporation of dual credit, virtual, and shared course opportunities to reach that level.

Scope: In addition to offering at least one Career Cluster program of study, SD DOE will transition in a program approval process to require:

- Laddered work-based learning experience opportunities within each cluster offered;
- At least one postsecondary connection point;
- At least one industry partner;
- Access to at least one industry-recognized credential at the district level;
- Access to at least one Career and Technical Student Organization at the eligible entity level
- In order to receive Perkins funds for middle school CTE (5th and 6th grades) must cover career exploration of all 16 career clusters and must include a component of work-based learning;
- Sequenced career development opportunities.

Quality:

- Courses Taught by a Certified Teacher: SD DOE requires that to be effective, each approved program employ a certified teacher (or a teacher on a plan of intent to gain the necessary CTE endorsement).
- CTE 101: Certified teachers have completed the state's "CTE 101," a course delivered online or in person to introduce instructors new to CTE the history and intricacies of teaching career and technical education in the classroom.
- Course Standards: Each approved program must teach courses to the approved content standards.

SD DOE will also use Perkins V to work with eligible entities to craft innovative solutions in delivery methods and outcomes across the state's rural expanses. Over the course of Perkins IV, local entities devised innovative means of providing opportunities for students in remote areas – including mobile trailers, career and technical education secondary hubs, virtual offerings (including approved courses offered through the South Dakota Virtual School), and dual credit opportunities (including reduced tuition, state-sponsored dual credit at the state's four technical colleges). SD DOE will build upon that framework to take further advantage of advances in technology to help schools partner in designing course options that maximize the expertise across the state.

At the postsecondary level, each program undergoes a rigorous review process on a regular basis to determine its effectiveness and connection to industry need. Program continuation is then approved by the state's Board of Technical Education (BOTE) for the four state public technical colleges, or through the SD DOE for the state's tribal college participant. This data-driven process ensures that diploma and degree programs offered through the technical colleges are of sufficient size, scope, and quality to be effective. For more information regarding postsecondary program reviews, please see question 2(b).

SD DOE has a strong partnership with the BOTE, an entity in existence since July 2017. Over the course of 2020 and into 2021, the BOTE will be undertaking work to examine program approval, evaluation, and retirement processes. SD DOE will collaborate closely with BOTE throughout this work to ensure that requirements and procedures can also be replicated for participation in Perkins, including definitions of size, scope, and quality. As the work progresses, SD DOE will coordinate closely with the tribal college also participating in Perkins to ensure alignment. As changes are made to SD DOE's requirements for postsecondary participation in Perkins, SD DOE will revise the state plan as necessary.

Text Box 4: Statutory Requirements for Local Applications

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—

- (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
- (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

- (A) career exploration and career development coursework, activities, or services;
- (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
- (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

(Continued on the following page)

Text Box 4: Statutory Requirements of Local Applications (continued))

(5) a description of how the eligible recipient will—
- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- (B) prepare CTE participants for non-traditional fields;
- (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
- D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘‘State board’’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

Career and technical education opportunities are a key component of supporting the department's work toward the ambition that all students graduate college, career, and life ready. The greatest opportunity for positive impacts in meeting the aspiration are by assisting special populations, specifically economically disadvantaged, Native American, special education, and English Learner students (based on historical data), in successfully navigating their educations and developing skills and knowledge that will propel them into their future endeavors. Programs and efforts that provide direct support to special populations for career awareness, exploration, and readiness include SDMyLife, technical coursework, soft skill development, secondary to postsecondary transitions supports, career camps, and student organizations. This is embedded throughout the state's tenets.

In addition to signing a general assurances statement that they will not discriminate against special populations, each eligible recipient must describe in the local application how they will use Perkins funding to meet the needs of special populations. Program staff verify budget expenditures on an annual basis to determine how recipients are spending funds to further students' learning for high skill, high demand occupations. Program staff also conduct school visits on a minimum of an annual basis; part of that review includes ensuring that gender bias, stereotyping pictures, and language do not exist in curricula, publications, websites, and printed or audio/visual materials. Postsecondary institutions employ nontraditional/equity coordinators to work with students to provide services to special populations.

Finally, SD DOE will provide data annually to each recipient that breaks out aggregate performance levels by both Career Cluster area and subgroups to highlight how students of all backgrounds are succeeding (or not) in a recipients' programs. This data will then be at the local level, including as part of the Comprehensive Local Needs Assessment (CTE-CLNA), to make decisions on how to improve programs and opportunities for students. South Dakota's CTE-CLNA is designed to be an all-inclusive look at a school and eligible entity in order to analyze not just accountability and labor market information data, but through a whole-of-program, root cause analysis approach. This process, meant to be an 18-month process in its entirety, if done with fidelity will uncover those gaps and lead eligible recipients to solutions on how to ensure the needs of all students, including special populations, are met.

ii. will not be discriminated against on the basis of status as a member of a special population;

SD DOE recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. As a component of submitting an application for federal funds, districts must submit assurances that include nondiscrimination. These assurances relate specifically to Perkins funding and to the General Education Provisions Act (GEPA).

Perkins-specific assurances include that recipients will comply with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin and sex; that the recipient will maintain documentation to verify the eligibility of students enrolled in programs

supported by federal funds for education of students who are members of special populations; and that 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.

To assist districts in ensuring they are in compliance with GEPA, as part of the state's Perkins application process, all recipients must provide a written GEPA statement that pertains to the recipient that explains how its intended use of funds will be all-inclusive. To assist recipients in the creation of these statements, the department provides an example statement that recipients can refine to reflect their unique local requirements and needs. The example explains that the recipient must provide a specific explanation of the recipient's proposed use(s) of grant funds and a specific explanation of how the recipient will use grant funds in a way that addresses barriers to access and does not discriminate on the basis of any federally-protected category.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

With Perkins V, South Dakota is placing a renewed emphasis on the needs of student groups, in particular special populations and those groups whose members historically underperform their peers. Members of special populations, notably students who are economically disadvantaged, historically have been underrepresented in the state's approved secondary CTE programs. SD DOE will provide eligible entities with better data resources to understand where the gaps in their programs are; analysis of the CTE-CLNA will help entities and the SD DOE uncover why. Armed with this information, CTE providers will be better able to address those gaps and adjust programming to meet the needs of special populations, in partnership with SD DOE staff.

SD DOE as a whole is also placing renewed emphasis on the needs of special populations throughout its educational efforts, in particular economically disadvantaged youth. The governor's Opportunity Gap initiative is a multi-pronged, cross-governmental strategy to help this particular group meet the state's goals; progress across the education sector for this group of students will be reflected in CTE outcomes, for both this group as well as all students. For more information on the Opportunity Gap, see: https://doe.sd.gov/workgroups/EDgap.aspx.

iv. will be provided with appropriate accommodations; and

South Dakota is committed to helping all students, including members of special populations, graduate from high school prepared to navigate the transitions and life events that come after high school.

This commitment begins at the state level by ensuring students have access to relevant supports. SDMyLife (https://sdmylife.com/; see more above), the department's career development and academic planning tool, is assistive technology accessible for almost all areas of the online application; it complies with Section 508 standards. Xello, the interface the department uses for the site, is available in English and

Spanish. SDMyLife program staff target trainings to students on IEPs and present at regional special education conferences, in addition to students who are in foster care.

CTE program staff also collaborate regularly with program staff from other areas of the department to provide best practices support to district staff. This includes presenting annually at the Special Education Transitions Conference in order to educate special education providers about how to ensure students with disabilities can access the full array of CTE courses, career development resources, and work-based learning opportunities. On the reverse side, program staff also present at the annual CTE summer conference, the primary professional development opportunity for CTE teachers and administrators, on their role in providing accommodations to students in their classes.

In a state with a high Native American population, ensuring inclusion of culturally relevant education is an important priority. The South Dakota Board of Education Standards adopted revised Oceti Sakowin Essential Understandings and Standards in 2018 (see: https://doe.sd.gov/contentstandards/documents/18-OSEUs.pdf). These standards are not content specific, but rather intended to be infused throughout a school's curriculum. Several schools in the state have infused the standards into career explorations courses; the department has highlighted those local initiatives as an example for other schools throughout the state.

Finally, as part of an assurance for receiving funds under Perkins, all recipients assure that (among other assurances):

1. 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;

2. 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;

3. 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.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Work-based learning is a key component of SD DOE's strategy for Perkins V. With opportunities and accountability measures incorporated into not only Perkins V, but also Every Student Succeeds Act indicators, high school graduation requirements, and content standards, the state expects to make progress in providing laddered experiences for all students. The governor's South Dakota Week of Work (www.sdweekofwork.com) is a statewide push that will educate parents and students, bring business partners into the fold, and provide resources for schools to improve access for students. Members of special populations are key to these strategies. Through SD DOE's enhanced ability to collect and analyze

this data encompassed in Tenet V (including pulling course codes and participation in initiatives such as South Dakota Week of Work), the state will be equipped to ensure members of special populations are able to participate in work-based learning and provide targeted support to entities who may need it in order to ensure all students have access.

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Underpinning the state's vision and state plan is supporting educators in their ability to provide students with high quality CTE – so that each learner is prepared for career and college success.

The cornerstone for students' academic achievement begins with qualified teachers, and all teachers must be either certified in their CTE content area or on a plan of intent to become so in order to teach in an approved program. South Dakota reworked and streamlined the certification process for CTE teachers, effective in 2019, including adding a new element of training in CTE teacher methods and the basics of quality CTE programs and requiring teachers to participate in a mentorship program. The current certifications standardize requirements for teachers with an education degree program to become CTE certified, as well as incentivizing professionals in the field to bring their expertise into the classroom through alternative certification. For more information, see: https://doe.sd.gov/cte/CTEcertification.aspx.

A component of training for any CTE teacher, be they traditionally prepared or a participant in alternative certification, is a CTE-specific methods course. This course, specifically designed for South Dakota CTE teachers, equips them with the background and skills needed to succeed in a CTE classroom.

SD DOE also supports the integration of core content with career and technical education content and works actively to remove the barriers between the two. This strategy supports all learners; it can be of particular benefit to students in special population groups.

- Schools can apply to count approved CTE courses as core content courses (see https://doe.sd.gov/cte/corecontentcredit.aspx). This program supports CTE and core content teachers working together to integrate and blur the lines between the two disciplines.
- South Dakota's 2018 high school graduation requirements create room for core content electives in math, science, and English language arts. In response, SD DOE has led the way to bring teachers together to create example curriculum for technical writing and applied mathematics courses. Schools are also developing their own curriculum to offer more diverse options in core content that are reflective of the skills and hands-on applications a student would get in a CTE course.

SD DOE supports teachers, but also provides learning opportunities for administrators. SD DOE staff regularly present on CTE content at administrator conferences and tailor breakout sessions during the annual CTE conference to administrators. Administrators are also represented as a group in the state's SDACTE chapter, of which SD DOE is an active member.

Finally, SD DOE supports educators as lifelong learners. SD DOE provides clusters-specific professional development opportunities for teachers, as well as CTE-wide and cross-cluster learning opportunities. These opportunities are published annually and widely. SD DOE also surveys teachers regarding their participation in professional development opportunities, or lack thereof, to ensure that the needs of the field are met to the extent practical. An example of the professional development opportunities available statewide can be found at: https://doe.sd.gov/cte/documents/1920-pdcal.pdf.

Recruitment and retention of K-12 teachers, including CTE teachers, is a significant issue in South Dakota. A Blue Ribbon Panel was convened and as a result, in 2016, a law passed that allowed for a tax increase to support increasing teacher salaries.

Postsecondary institutions are accredited by the Higher Learning Commission; faculty at the postsecondary level must meet those requirements. Professional development opportunities are widely available, including some that are supported through Perkins funding, and vary depending on the institution.

Postsecondary teacher retention is a concern throughout the state, as evidenced by the 2016 law passed that provided a funding source for increasing instructor salaries. This revenue, distributed through the Board of Technical Education, is designed to bring instructor compensation up to levels that would be seen in private industry.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement;

South Dakota's secondary and postsecondary career and technical education programs have long prided themselves on high standards of achievement. At the secondary level, career and technical education is an integral component of the vision that all students will graduate college, career and life ready. As such, supports and expectations for academic achievement are infused throughout the state's approved CTE programs. That infusion is evident with SD DOE's program approval process.

In brief, the program approval process involves evaluating the program's sequence of courses, Perkins data, participation in annual data dig meetings, utilization of an advisory committee and teacher certification. Programs also indicate if they offer a career and technical student organization or industry certifications. A rubric is utilized by all regional specialists to provide consistent and quality feedback. In addition to cluster and pathway courses, the program application requires relevant academic, foundational and capstone courses be recorded. Program staff evaluate the sequence of courses and make recommendations for ways to strengthen the overall program. Perkins data must be entered for the previous year to receive approval. Through improved access to data and more user-friendly data systems (Tenet V), schools will be able to more readily review their data and identify gaps. Data reviews are required.

To describe components of the approval process in more detail, the cornerstone for students' academic achievement begins with qualified teachers, and all teachers must be either certified in their CTE content area or on a plan of intent to become so in order to teach in an approved program. South Dakota reworked and streamlined the certification process for CTE teachers, effective in 2019, including adding a

new element of training in CTE teacher methods and the basics of quality CTE programs and requiring teachers to participate in a mentorship program. The current certifications standardize the requirements for teachers with an education degree program to become CTE certified, as well as incentivizing professionals in the field to bring their expertise into the classroom through alternative certification. For more information, see: https://doe.sd.gov/cte/CTEcertification.aspx.

Certified teachers then have available standards and programs of study in each of the 16 recognized Career Clusters. Following a rigorous design process through workgroups consisting of industry and education professionals, these standards are approved by the South Dakota Board of Education Standards (SD BOES). They are updated and revised on a regular cycle to ensure the standards are both current with industry needs and provide a modern blueprint for students and teachers. Following approval by the SD BOES, the department, again in collaboration with industry and education professionals, unpacks each of the standards in order to provide educators in the field with helpful resources to implement standards with fidelity in their classrooms. "Unpacking" involves providing resources on each standard to help classroom teachers implement the standards. The unpacked versions of standards are available in the summer following SD BOES approval. Full details on standards in each of the 16 career clusters, including unpacking resources, can be found here: https://doe.sd.gov/cte/careerclusters.aspx. A more detailed outline of the content standards review process is located here: https://doe.sd.gov/contentstandards/documents/RevProces.pdf; finally, the SD BOES-approved revision and adoption timeline, including standards for CTE clusters, can be examined here: https://doe.sd.gov/contentstandards/documents/18-Timeline.pdf.

Beyond requiring that CTE programs approved for funding have certified teachers and that courses are aligned to the content standards, SD DOE also requires that each program is a true program of study by following a sequence of courses for pathways in each cluster outlined by the department. The sequencing ensures that students have the opportunity to build increasing levels of skills through a progression of coursework. With the recognition that high-quality CTE programs do not operate in isolation from academic coursework and outside learning opportunities, the sequences require integration of academic, dual credit, and capstone courses. These three areas are combined with foundational, cluster, and pathway courses in each cluster for an integrated program of study designed to prepare students for the workplace and postsecondary education.

Secondary sequences are approved and posted online for each career cluster every school year. More information can be found under the individual career cluster links on SD DOE's page here: https://doe.sd.gov/cte/careerclusters.aspx.

Finally, as noted previously, SD DOE has placed an emphasis on the integration of CTE content with traditional academic content. Schools can develop a CTE course that covers both academic content and CTE content and apply to have that course count as a core content course towards high school graduation requirements. In the FY19 transition year, the state funded a pilot program to develop curriculum in both math and English Language Arts to facilitate schools adopting CTE for Core Content courses as a regular component of their curriculum. The state's newly-adopted high school graduation requirements (see later), combined with the state's accountability system under the Every Student Succeeds Act, both demonstrate the priority the state places on career development as an extension of academic content knowledge. The state therefore is ensuring that schools are able to take that concept into the classroom level.

At the postsecondary level, programs are reviewed on a regular basis in accordance with state

administrative rule. Programs must meet certain requirements, including performance against the state's Perkins accountability performance indicators, to continue. Data on programs is also a part of Board of Technical Education review.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

South Dakota's secondary and postsecondary career and technical education programs maximize student learning with real-world knowledge and skills. Half the state's grades 7-12 student population participates in at least one CTE course, and one-third of public high school students were CTE concentrators in the 2018-19 school year. Of those students, in the 2017-18 school year, 1,316 students took a dual credit technical course at one of the state's four public technical institutes, 3,121 students earned a National Career Readiness Certification at a Silver, Gold, or Platinum level, and 7,108 students participated in a Career and Technical Student Organization. Additionally, 95 percent of CTE concentrators are four-year cohort graduates (compared with 85 percent of all students), and 80 percent pursue postsecondary education (compared with 69 percent of all students). Lake Area Technical Institute, one of the state's four public technical colleges, ranks third among instutitions that high school graduates in the state choose to attend.

As is evident from these figures, skill attainment is prized within South Dakota's CTE system; it is also encouraged as a component of becoming an approved CTE program.

The department maintains a list of 45 approved industry-recognized credentials that can be offered as part of CTE programs and as a means of earning the Advanced Career Endorsement high school diploma (see additional detail later). These credentials are vetted through each Career Cluster's statewide advisory board to ensure alignment with cluster standards and industry goals.

As a means of promoting skill attainment at the secondary level, the state promotes students obtaining a National Career Readiness Certificate (NCRC) by offering, free, one administration of the assessment to juniors and seniors. This program is the result of a collaboration between the Department of Education and the South Dakota Department of Labor and Regulation. This initiative has resulted in more than 21,000 students earning a certificate statewide – an industry credential that demonstrates workplace readiness and a valuable resume addition when applying to postsecondary education. This initiative also serves as a cornerstone credential for approved CTE programs in the state. Although secondary schools across the state offered 34 unique credentials to their students in the 2018-19 school year, the NCRC is the most popular offering across all career clusters. For more on the state's NCRC initiative, see: https://doe.sd.gov/assessment/ncrc.aspx.

The state's reduced-tuition dual-credit program also simplifies the ability of schools to ensure their students graduate equipped with the skills necessary to succeed in the workforce or postsecondary education. Described in further detail below, the state has heavily promoted the program – successfully, given the exponential growth of the program in its five-year history. This program makes accessible postsecondary degrees and certificates that might otherwise not be available to students.

As a signal of the importance the state places on students obtaining valued skills and credentials while still in high school, in 2018 the South Dakota Board of Education Standards passed updated high school graduation requirements. These graduation requirements consist of a high school diploma with stackable endorsements that a student can earn to signify emphasis in a particular area during his or her career. The

Advanced Career Endorsement adds to a high school diploma any two units of approved CTE credits and/or Capstone Experience with an industry-recognized credential from the same cluster area. (For more details, see: https://doe.sd.gov/gradrequirements/). School districts are required to note endorsements on students' transcripts beginning in Fall 2020. The new graduation requirements both incentivize students honing and demonstrating career-ready skills during their time in high school and emphasizes at a statewide level the importance of career and technical education.

Postsecondary schools are also evaluated against their ability to equip students with credentials valued by industry, including degrees, certificates, and credentials. Review of this data is part of the process of continuing approval, as spelled out in administrative rule.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Labor market information at the state, regional, and local level is also a key component of the state's needs assessment, the CTE-CLNA, that is standard across all program evaluations. It is also reflected in Tenet II, that programs are connected to labor market needs. Local and economic needs are built into the needs assessment process (see the CTE-CLNA at Appendix C). Districts and consortia are asked to review data including labor market information, in-demand careers with high skill and/or high wage, combined with the programs of study and courses offered at each entity. This information is provided by the state's Labor Market Information Center, housed at the South Dakota Department of Labor and Regulation (SD DLR). This information, combined with local industry interviews and surveys of teachers and parents, will highlight the extent to which each entity either successfully aligns with needs, or the extent of further work necessary to accomplish this.

In preparation, prior to the 2019-20 school year program application period, SD DOE partnered with the SD DLR to provide each eligible recipient with labor market information, broken out by career cluster, for the region and the state. In addition, DLR information regarding "hot careers" – those career opportunities in high demand with high wages – is provided regularly to every school district. This data was provided as part of the eligible recipient's overall data package regarding how their students performed on the key Perkins accountability indicators. In addition to providing state-level labor market data, the department facilitates access to regional data for any recipient through SD DLR's Labor Market Information Center.

As a component of the secondary program application process, SD DOE asked schools to document their usage of labor market data to inform CTE offerings (see https://doe.sd.gov/cte/documents/19-Perkins-Example.pdf). The results yielded promising practices in place to expose students to statewide and regional labor market data and to align CTE programs to in demand careers. Respondents in remote areas showed remarkable flexibility in balancing regional needs with exposing students to skills and careers they may want to pursue. One school district, located on an Indian reservation, noted the lack of industry available but found unique ways of honing students' skills based on not only the current opportunities available on the reservation, but what economic development the reservation needs to sustain Native American traditional lifestyles in the modern economy.

Finally, South Dakota has built a strong connection between labor market needs and technical education through the Build Dakota Scholarship Fund. Established in fall 2014, this program is a $50 million

combination of a private donation and state funding to provide scholarships in high-need workforce programs at the state's public technical colleges. A list of eligible programs can be found here: https://www.builddakotascholarships.com/. Eligible programs are approved by the Build Dakota Board annually based on high need and industry demand. The program is promoted widely throughout the state, in particular at high schools. Not only has the program increased the gravitas of pursuing career and technical postsecondary education, but has also raised awareness about local economic and education needs, including in-demand industry sectors and occupations. The promotion of this postsecondary program has in turn aided secondary CTE programs in aligning their own programs to labor market demand and promoting the value of career and technical education.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

South Dakota traditionally has split funding under section 111 of the Act 50 percent for eligible institutions at the secondary level and 50 percent at the postsecondary level. This funding split will continue under Perkins V. It allows for funding of postsecondary institutions interested in participating in Perkins as well as serving secondary schools.

Splitting funds as such yields the most widely equitable distribution of funds for schools. At the postsecondary level, South Dakota funds approved career and technical education programs at four public technical colleges and one tribal college. The 50/50 split therefore yields significant funding for postsecondary programs, while also providing funding for the secondary level. Nearly all of South Dakota's public school districts run approved secondary CTE programs; additionally, several tribal/Bureau of Indian Education schools also run approved CTE programs that are funded under the state's formula.

The split South Dakota has maintained allows students significant exploration and specialization opportunities at the secondary level, including the opportunity in many cases to gain industry-recognized credentials. The funding then supports students' postsecondary aspirations through world-class programs at the state's renowned postsecondary technical colleges to master industry-needed skills and training.

   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The only consortia in the state funded through formula allocations under section 111 are of secondary schools (see response to Question 3 for more details). Secondary consortia are funded based on the allocations calculated for each secondary school district, with the resulting amounts for each member district then pooled for mutually beneficial programs throughout the consortia members. Funding decisions must be made at a consortium level and must be mutually beneficial. Budget requests must be tied to the results of the CTE-Comprehensive Local Needs Assessment, and SD DOE will require justification for equipment purchases that exceed 50 percent of a consortium's allocation.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

For FY20 (the 2020-21 school year), the department has approved 19 local educational agencies (LEAs) to receive formula Perkins funding. South Dakota does not have area career and technical education schools, nor does it fund educational service agencies within the state.

Additionally, the department has approved 18 consortia for mutually beneficial career and technical education funding. Fiscal agents have been identified for each of the consortia; a total of 133 LEAs (public school districts and tribal/BIE schools) are members of consortia.

Funds are allocated based on the statutory formula contained in the Strengthening Career and Technical Education Act for the 21st Century (Perkins V), section 131: Distribution of Funds to Secondary Education Programs:

(1) THIRTY PERCENT.—Thirty percent shall be allocated to each local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in South Dakota for such preceding fiscal year, as determined on the basis of the most recent satisfactory— (A) data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.

(2) SEVENTY PERCENT.—Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in South Dakota for such preceding fiscal year.

Eligible recipients submit budgets for approval through SD DOE's Grants Management System (GMS). Public access to the system can be found here: https://sddoe.mtwgms.org/SDDOEGMSWeb/StaticPages/Menulist.aspx.

Allocations are distributed to local education agencies and career and technical education schools through use of the GMS. The GMS includes a grant application process and a subsequent payment process. Allocation amounts are loaded into the GMS and available for budgeting by each eligible entity. After the application and budget are reviewed and approved by the department, the entity may request reimbursements through the GMS for expenditures made in accordance with the approved budget. SD DOE distributes payments to subrecipients based on the reimbursement requests that are submitted via the GMS. SD DOE draws down program funds from the federal G5 after the payments are made to subrecipients.

Secondary-level funding amounts are detailed below; they can also be accessed at: https://doe.sd.gov/ofm/documents/Perkins-FY2021.pdf

Carl D Perkins Grant
Career and Technical Education Improvement Act - CFDA # 84.048
Preliminary Allocations for School Year 2020-2021
State Fiscal Year 2021

Allocations are preliminary estimates based on currently available data - March 13, 2020

LOCAL EDUCATION AGENCY (LEA)	ALLOCATION AMOUNT	REALLOCATION AMOUNT	TOTAL AVAILABLE
ABERDEEN 06-1	59,617.00	10,706.00	70,323.00
BRANDON VALLEY 49-2	27,113.00	4,869.00	31,982.00
BROOKINGS 05-1	32,503.00	5,837.00	38,340.00
CHAMBERLAIN 07-1	20,888.00	3,751.00	24,639.00
HURON 02-2	47,108.00	8,460.00	55,568.00
MADISON CENTRAL 39-2	16,636.00	2,987.00	19,623.00
MEADE 46-1	36,343.00	6,527.00	42,870.00
MITCHELL 17-2	36,283.00	6,516.00	42,799.00
MOUNT VERNON 17-3	2,897.00	520.00	3,417.00
OGLALA LAKOTA COUNTY 65-1	89,756.00	16,119.00	105,875.00
PIERRE 32-2	32,051.00	5,756.00	37,807.00
RAPID CITY 51-4	247,164.00	44,386.00	291,550.00
SIOUX FALLS 49-5	273,226.00	49,067.00	322,293.00
SISSETON 54-2	26,451.00	4,750.00	31,201.00
TODD COUNTY 66-1	82,708.00	14,853.00	97,561.00
VERMILLION 13-1	19,337.00	3,473.00	22,810.00
YANKTON 63-3	31,780.00	5,707.00	37,487.00
CROW CREEK SCHOOL DISTRICT	10,772.00	1,934.00	12,706.00
LITTLE WOUND SCHOOL	57,423.00	10,312.00	67,735.00
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
BADLANDS CONSORTIUM:	20,439.00	3,670.00	24,109.00
HAAKON 27-1			
KADOKA AREA 35-2 Fiscal Agent			
NEW UNDERWOOD 51-3			
WALL 51-5			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
BIG SIOUX EDUCATION CONSORTIUM	33,968.00	6,100.00	40,068.00
HARRISBURG 41-2 Fiscal Agent			
TEA AREA 41-5			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
CHEYENNE-EAGLE BUTTE CONSORTIUM			
EAGLE BUTTE 20-1/CHEYENNE RIVER SIOUX TRIBE	29,558.00	5,308.00	34,866.00
CONSORTIUM TOTAL	29,558.00	5,308.00	34,866.00

CONSORTIUM	ALLOCATION AMOUNT	REALLOCATION AMOUNT	TOTAL AVAILABLE
DEW-AL VOC CONSORTIUM:	43,914.00	7,886.00	51,800.00
ARLINGTON 38-1			
DE SMET 38-2			
DEUBROOK AREA 05-6			
DEUEL 19-4 Fiscal Agent			
ELKTON 05-3			
ESTELLINE 28-2			
IROQUOIS 02-3			
LAKE PRESTON 38-3			
RUTLAND 39-4			
SIOUX VALLEY 05-5			
WILLOW LAKE 12-3			
WILMOT 54-7			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
EASTERN STATEWIDE CONSORTIUM	98,282.00	17,652.00	115,934.00
BALTIC 49-1			
BOWDLE 22-1			
BRIDGEWATER-EMERY 30-3			
CANISTOTA 43-1			
CHESTER 39-1			
COLMAN-EGAN 50-5			
DAKOTA VALLEY 61-8			
DELL RAPIDS 49-3			
ETHAN 17-1			
FLANDREAU 50-3			
FREEMAN 33-1			
GARRETSON 49-4			
HANSON 30-1			
HOVEN 53-2			
HOWARD 48-3			
MARION 60-3			
MCCOOK CENTRAL 43-7			
MONTROSE 43-2			
OLDHAM-RAMONA 39-5			
PARKER 60-4			
PARKSTON 33-3			
TRI-VALLEY 49-6			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
GREAT LAKES CONSORTIUM	38,698.00	6,949.00	45,647.00
CLARK 12-2			
DOLAND 56-2			
FAULKTON 24-4			
HITCHCOCK -TULARE 56-6			
REDFIELD 56-4			
WAUBAY 18-3			
WEBSTER 18-5-Fiscal Agent			
WOLSEY-WESSINGTON 02-6			

CONSORTIUM	ALLOCATION AMOUNT	REALLOCATION AMOUNT	TOTAL AVAILABLE
NORTHEAST TECHNICAL HIGH SCHOOL-Fiscal Agent	69,214.00	12,429.00	81,643.00
CASTLEWOOD 28-1			
FLORENCE 14-1			
HAMLIN 28-3			
HENRY 14-2			
SUMMIT 54-6			
WATERTOWN 14-4			
WAVERLY 14-5			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
NORTHEAST CONSORTIUM:	31,220.00	5,606.00	36,826.00
BRITTON-HECLA 45-4			
FREDERICK 06-2			
LANGFORD 45-5			
MILBANK 25-4 Fiscal Agent			
NORTHWESTERN 56-7			
ROSHOLT 54-4			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
NORTHERN SD HI TECH CONSORTIUM:	27,019.00	4,852.00	31,871.00
EDMUNDS CENTRAL 22-5			
EUREKA 44-1			
GROTON AREA 06-6			
HERREID 10-1			
IPSWICH 22-6			
LEOLA 44-2			
SELBY 62-5			
WARNER 06-5-Fiscal Agent			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
NORTH STAR CONSORTIUM:	16,590.00	2,980.00	19,570.00
BISON 52-1			
LEMMON 52-2-Fiscal Agent			
MOBRIDGE-POLLOCK 62-6			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
NORTHWEST AREA EDUCATIONAL COOP-Fiscal Agent	52,725.00	9,468.00	62,193.00
DUPREE 64-2			
FAITH 46-2			
HARDING COUNTY 31-1			
MCINTOSH 15-1			
MCLAUGHLIN 15-2			
SMEE 15-3			
TIMBER LAKE 20-3			
TIOSPAYE TOPA SCHOOL			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**

PARAGON RIDGE CONSORTIUM:	34,588.00	6,213.00	40,801.00
ARMOUR 21-1			
CORSICA-STICKNEY 21-3			
KIMBALL 07-2-Fiscal Agent			
PLANKINTON 01-1			
PLATTE-GEDDES 11-5			
SANBORN CENTRAL 55-5			
WESSINGTON SPRINGS 36-2			
WHITE LAKE 01-3			
WOONSOCKET 55-4			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
SOUTH CENTRAL COOP-Fiscal Agent	58,472.00	10,501.00	68,973.00
ANDES CENTRAL 11-1			
AVON 04-1			
BON HOMME 04-2			
MARTY INDIAN SCHOOL			
MENNO 33-2			
SCOTLAND 04-3			
TRIPP-DELMONT 33-5			
WAGNER 11-4			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
SOUTHEAST AREA COOP-Fiscal Agent	41,184.00	7,395.00	48,579.00
ALCESTER-HUDSON 61-1			
BERESFORD 61-2			
CANTON 41-1			
CENTERVILLE 60-1			
ELK POINT-JEFFERSON 61-7			
GAYVILLE-VOLIN 63-1			
IRENE-WAKONDA 13-3			
VIBORG-HURLEY 60-6			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
TEACHWELL COOP-Fiscal Agent	20,503.00	3,682.00	24,185.00
LENNOX 41-4			
WEST CENTRAL 49-7			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
THREE RIVERS COOP-Fiscal Agent	65,503.00	11,763.00	77,266.00
BENNETT COUNTY 03-1			
JONES COUNTY 37-3			
LYMAN 42-1			
WHITE RIVER 47-1			
WINNER 59-2			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
WESTERN STATEWIDE CONSORTIUM	158,774.00	28,513.00	187,287.00
AGAR-BLUNT-ONIDA 58-3			
BELLE FOURCHE 09-1			
CUSTER 16-1			

DOUGLAS 51-1			
EDGEMONT 23-1			
GETTYSBURG 53-1			
HIGHMORE-HARROLD 34-2			
HILL CITY 51-2			
HOT SPRINGS 23-2			
LEAD-DEADWOOD 40-1			
MILLER 29-4			
NEWELL 09-2			
OELRICHS 23-3			
SPEARFISH 40-2			
STANLEY COUNTY 57-1			
CONSORTIUM	**ALLOCATION AMOUNT**	**REALLOCATION AMOUNT**	**TOTAL AVAILABLE**
WEST RIVER CONSORTIUM:	16,460.00	2,956.00	19,416.00
BURKE 26-2-Fiscal Agent			
COLOME 59-3			
GREGORY 26-4			
SOUTH CENTRAL 26-5			

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Four public technical colleges and one tribal college are approved at the postsecondary level for funding under Perkins V. No consortia exist at the postsecondary level.

Funds are allocated based on the statutory formula contained in the Strengthening Career and Technical Education Act for the 21st Century (Perkins V), section 132: Distribution of Funds to Postsecondary Education Programs:

(2) FORMULA.—Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the State for such year.

Carl D Perkins Grant
Career and Technical Education Improvement Act - CFDA # 84.048
Preliminary Allocations for School Year 2020-2021
State Fiscal Year 2021

Allocations are preliminary estimates based on currently available data - March 13, 2020

TECHNICAL COLLEGES	ALLOCATION AMOUNT	REALLOCATION AMOUNT	TOTAL AVAILABLE
LAKE AREA TECHNICAL INSTITUTE	536,864.00	6,149.00	543,013.00
MITCHELL TECHNICAL INSTITUTE	319,479.00	3,659.00	323,138.00
SOUTHEAST TECHNICAL INSTITUTE	654,933.00	7,502.00	662,435.00
WESTERN DAKOTA TECHNICAL INSTITUTE	442,410.00	5,067.00	447,477.00
OGLALA LAKOTA COLLEGE	53,478.00	613.00	54,091.00

Eligible recipients submit budgets for approval through SD DOE's Grants Management System (GMS). Public access to the system can be found here: https://sddoe.mtwgms.org/SDDOEGMSWeb/StaticPages/Menulist.aspx.

Allocations are distributed to local education agencies and career and technical education schools through use of SD DOE's GMS. The GMS includes a grant application process, and a subsequent payment process. Allocation amounts are loaded into the GMS and available for budgeting by each eligible entity. After the application and budget are reviewed and approved by the department, the entity may request reimbursements through the GMS for expenditures made in accordance with the approved budget. The department distributes payments to subrecipients based on the reimbursement requests that are submitted via the GMS. The department draws down program funds from the federal G5 after the payments are made to subrecipients.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

The South Dakota Department of Education uses the most recent data provided by the Bureau of the Census for the purposes of determining eligibility under Title I of the Elementary and Secondary Education Act to make allocations. This data includes the number of individuals aged 5 through 17, and the number of these individuals from families below the poverty level, who reside in each school district.

The Census data is adjusted to reflect changes in school district boundaries and include local education agencies without geographical boundaries funded by the Bureau of Indian Education (BIE). South Dakota does not authorize charter schools. The steps taken will depend on the nature of the school district boundary change as follows:

- The consolidation of two or more school districts to form one new larger school district that conforms to the same external boundaries as the consolidating districts. The Census data of the consolidating districts will be aggregated together to obtain the new school district's aged 5 through 17 population and poverty counts.

- A school district that dissolves or consolidates with two or more school districts. The Census counts from the dissolving district will be proportionally distributed to the new resident districts based on the number of resident students identified in each of the absorbing or new school districts.

- Local education agencies (LEA) that include BIE funded schools located within the geographical boundaries of the LEA. The student population of the BIE schools is inclusive of the resident Census data for the LEA. Adjustments are made by using the LEA's and BIE funded schools' fall enrollment numbers. The fall enrollment numbers of the LEA and BIE schools are added together and then prorated out on a percentage basis. The prorated percentages are then multiplied by the LEA's Census Data poverty and Census Data population count to determine the split between the LEA and the BIE schools. These prorated numbers are then used to calculate their allocations.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

South Dakota is not requesting a waiver of the secondary allocation formula.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

South Dakota is not requesting a waiver of the postsecondary allocation formula.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Funds reserved under section 112(c) will be distributed through grants to secondary and postsecondary recipients in support of activities that align with the South Dakota's vision and priorities for career and technical education. Activities that support innovation, development of resources, collaboration, best practices, support high-quality programs of study, improve equity and access, and create opportunities for synergy and networking will be emphasized.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or

aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

$636,852. This is a continuing level.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
   a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
   b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
   c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

   Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

   Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

South Dakota will measure the percent of students graduating from high school who have participated in work-based learning, as determined by having earned credit in a Capstone Experience class which in turn is reflected on the student's transcript.

The denominator will be students who have graduated in the given year who also obtained concentrator status.

The numerator will be students in the denominator who have noted on their high school transcript, for credit, a Capstone Experience (https://doe.sd.gov/cte/capstone.aspx).

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

South Dakota's secondary concentrator definition is: a student who earns credit in two or more courses in one Career Cluster at the pathway, cluster, or applicable dual credit level. For details on those course differentiations, see: https://doe.sd.gov/cte/careerclusters.aspx

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
   a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

SD DOE worked in collaboration with secondary schools to set the definition of a CTE concentrator. This included adjusting the original proposal for meeting the statute's requirement of "two courses" based on feedback from the field. The definition as outlined in this state plan is reflective of feedback and ultimately represents a more inclusive definition. Feedback also reflected interest in aligning, where possible, to the state's accountability measures under the Every Students Succeeds Act. SD DOE has done so, which in turn will allow schools to compare directly performance of all secondary students to the performance of CTE concentrators where those measures align (specifically, on graduation and academic proficiency).

Feedback from the field also noted concern over the number of new elements introduced with Perkins V. In addition to a new pool of students considered CTE concentrators, the state's program quality indicator (work-based learning) had never before been collected or measured by the SD DOE; the state is also field testing a new summative science assessment in Spring 2020. As a result, the clear desire from the field was to provide better access to data to allow schools to measure their performance, as well as set realistic targets until schools can better understand their data and how to make improvements. The levels reflect such.

Perkins indicator targets were available on the SD DOE website as of January 13, 2020 and closed March 13, 2020. Targets for Science proficiency were separately posted on February 10, 2020 and closed April 13, 2020. Notification of their posting was distributed through SD DOE channels, including newsletters, listservs, and in-person briefings. They were also announced at the January Board of Education Standards meeting and public hearing. Subsequent to posting of the targets for Science proficiency, SD DOE received a waiver from US ED under the Every Student Succeeds Act for science, mathematics, and English language arts assessments for the 2019-20 school year.

Public comments were taken via email at DOECTE@state.sd.us or via mail at the SD DOE address.

b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

Each performance level is expressed as a percentage level and requires improvement annually at the state level, which will also require continuous improvement at the eligible entity level to meet the state targets. The levels were widely publicized, available on the website, and subject to 60-day public comment periods. By requiring continual advancement, the levels support the SD DOE's vision for CTE.

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

SD DOE's philosophy in determining numerators and denominators, as well as projected rates, was to match Perkins V secondary indicators with those already in place for the state's Every Student Succeeds Plan to the extent possible. This will allow a direct-line comparison between the two data sets, which will also be displayed on a common platform. Measuring participation in work-based learning also supports the state's WIOA vision, described previously.

Following that, postsecondary indicators, to the extent practical, were constructed to align with the Perkins V secondary indicators to enable interested parties to see the progression from secondary performance to postsecondary performance. The levels were set based on the consideration of the vision and goals under the state's WIOA plan.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Following the reset of South Dakota's definition of a concentrator at the secondary level, SD DOE pulled data to compare what levels would have been with available data. SD DOE followed a similar procedure to project postsecondary indicators, using the concentrator definition and applying it to the new measures. SD DOE also took into consideration historical levels of performance on the indicators and prior Federally Agreed Upon Performance Levels negotiated under Perkins IV.

After understanding what the data would have been, SD DOE then set targets that reflected continuous improvement while still providing for realistic expectations of growth, given the number of uncertainties in particular with how future performance against the secondary indicators will play out.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

   As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

SD DOE did not receive public comment regarding the State determined performance levels.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Over the transition year, SD DOE improved its ability to pull data that highlights performance and gaps statewide and by district. This will allow SD DOE to analyze for itself, and provide to eligible entities, more granular data through which to analyze the success or gaps of programs.

Because SD DOE has instituted a process whereby the CTE-Comprehensive Local Needs Assessment (CTE-CLNA) is a long-term project and a living plan, this will serve as the primary vehicle through which eligible entities will examine data. Eligible entities will be able to compare performance levels and identify gaps, then match that information through root-cause analysis work that includes information such as student surveys, analysis of teaching methods, and community participation in the CTE work of the school. With a whole-program method of analysis, schools will be better equipped to understand their gaps, through both the ESSA and Perkins V lenses, and address disparities through a broad approach.

Schools with gaps will work together with their regional specialists, as described previously (see: https://doe.sd.gov/cte/cteregions.aspx). SD DOE's regional specialists are organized on a regional, in addition to Cluster specific, level to better serve the schools as a CTE system and not as isolated programs. If adjustments, based on work with the program staff and the results of the CTE-CLNA, are not successful, SD DOE will provide technical assistance through Perkins funding to help the school identify strategies that move the needle on eliminating disparities and adjust the CTE-CLNA accordingly.

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),[8] the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

(B) PUBLIC COMMENT.—

(i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).

(ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—

(I) meet the requirements of the law;

(II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

[8] See page 11 of Committee Report at https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf.