CAREER AND TECHNICAL EDUCATION STANDARDS REVISION REPORT

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Introduction

Career and Technical Education (CTE) in South Dakota includes organized educational programs that provide a sequence of courses directly related to preparing individuals for employment in current or emerging occupations. These programs offer standards-based learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills.

This year, the courses, sequences, standards, and sub-indicators for five CTE areas were reviewed and revised. The current CTE state standards utilized in South Dakota CTE were the starting point for the process of standards review and update.

Participants

Project participants included South Dakota Department of Education Office of Career and Technical Education program staff, South Dakota CTE cluster revision teams, subject experts and other educators, and the public, who reviewed and provided feedback along with project facilitators from Advancing Connections Inc, Inspire Success, and Thomas P. Miller & Associates.

Process

South Dakota's Career and Technical Education standards are undergoing a review, revision, and adoption process.

Rigorous standards, consistent and effective program quality across the state, alignment to postsecondary and industry needs, and robust participation from the business community were top priority in the process for developing and reviewing standards.

The following CTE areas were part of the review process for this year:
- Business Management and Administration Cluster
- Capstone Experiences
- Hospitality and Tourism Cluster
- Marketing Cluster
- Transportation Cluster

The project facilitators worked with South Dakota Department of Education Office of Career and Technical Education Program Staff to establish Cluster Revision Teams for each of the CTE areas being reviewed this year. These teams played an integral role in the process for standards review by providing oversight and feedback throughout each phase.

The revision teams considered the priority goals for the standards as presented by the South Dakota Department of Education Office of Career and Technical Education and utilized those principles as guiding factors when reviewing standards and developing recommendations. The following criteria for standards were considered:

- Research-based
- Rigorous
- Connected to industry
- Promote readiness for college, career, and life
- Support students' capacity for disciplinary thinking
- Show clear progression of career and technical expectations from foundation through capstone courses

Multiple steps and stakeholder groups were involved in the process for revising standards in career and technical education to encourage student success.
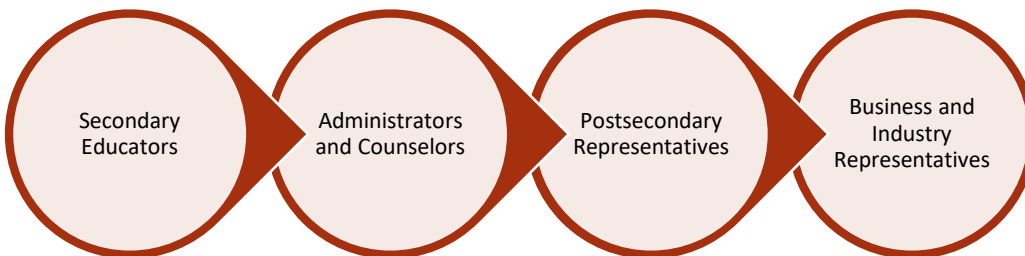
STEP 1	Specialists Review
STEP 2	Revision Teams Assembled
STEP 3	Stakeholders Surveyed
STEP 4	Revisions Utilized Data to Update Standards
STEP 5	Final Stakeholder Review
STEP 6	Standards Finalized and Approved

Step One

Review of the standards by both South Dakota DOE/CTE program staff and project facilitators for analysis of state needs and alignment with industry trends was an initial part of the process. South Dakota CTE Specialists met with consultants to review current program descriptions, sequencing, and standards, along with current and emerging needs.

Step Two

The second step was to engage stakeholders to serve on revision teams. Team members were solicited through a virtual application, which was communicated through distribution lists and outreach from DOE/CTE staff. Revision team members were sought to include the following representation.

Secondary Educators → Administrators and Counselors → Postsecondary Representatives → Business and Industry Representatives
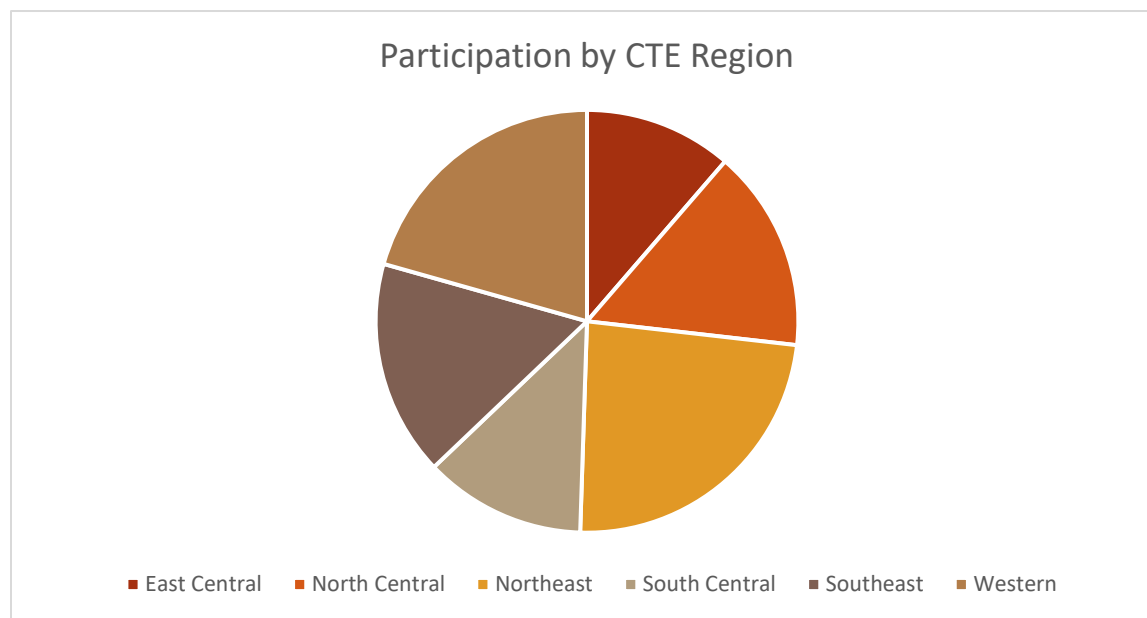
Step Three

Online surveys were developed and widely distributed to stakeholders to review current standards and participate in the process. Stakeholder types included:

- Teachers
- Postsecondary educators
- Administrators
- Counselors
- Business and industry representatives
- Community members

A second survey was specialized for distribution to business and industry representatives. The purpose of this survey was to get feedback about current and emerging needs in each industry, immediate and long-term workforce needs, and emerging technologies.

Online surveys were made available through the South Dakota Department of Education's distribution lists. Revision team members were invited and encouraged to help distribute the surveys through their own networks. The surveys were available online during the month of April. More than 180 reviewers provided their feedback. Reviewers were asked to identify both their stakeholder types and the region they were from in order to document a broad-based review. Engagement of stakeholders from all six of South Dakota's CTE regions was evident on the survey results.

Participation by CTE Region

■ East Central ■ North Central ■ Northeast ■ South Central ■ Southeast ■ Western

Stakeholders participated in vetting the CTE standards in the five CTE areas for which state standards were being revised. Reviewers were invited to provide feedback on each individual standard indicator, sub-indicator, and statements of knowledge, understanding, and skill. They could suggest keeping the standard as it was written, or suggest a revision, or suggest that the standard be eliminated. Reviewers could then suggest specific revisions and provide comments about why a standard should be revised or removed. This provided both quantitative data about stakeholder ratings and standard-specific qualitative feedback to be considered. Survey results were utilized in editing and creating the 2022 CTE Standards presented in this report.

Step Four

Revision Teams were established and brought together virtually. They met over two days to review courses, course sequences, course descriptions, standard indicators, and sub-indicators. The revision teams utilized data from the surveys that were summarized by the consultants. Each revision team received all survey results, including raw data and summarized recommendations for changes, standards that needed to be addressed because of the survey recommendations, and all comments from survey participants.

Revision teams utilized this data and their professional experiences to work collaboratively through a virtual system to address all feedback from survey participants and to address changes in the industry. The revision teams finalized recommended changes in preparation for public review and proposed adoption of standards.

Step Five

Step five of this phase of the project was providing opportunity for stakeholders to have a final review of revised cluster courses, sequences, descriptions, standards, indicators, and sub-indicators.

Standards were then finalized and assembled into a report to share at the Board of Education Standards meetings and public hearings during the 2022-2023 school year.

Step Six

The final step in this phase of the process would be adoption of the standards after public review and comment is conducted at the Board of Education Standards meetings.

Career and Technical Education
Standards Revisions Summary, Summer 2022

Career and Technical Education (CTE) in South Dakota includes organized educational programs offering a sequence of courses directly related to preparing individuals for employment in current or emerging occupations. These programs include standards-based learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills. This year, five CTE area courses, sequences, standards, and sub-indicators are being reviewed and revised.

- Business Management and Administration Cluster
- Capstone Experiences
- Hospitality and Tourism Cluster
- Marketing Cluster
- Transportation Cluster

The important work of the Career and Technical Education standards revision included surveying educator stakeholders via a voluntary on-line survey in the spring of 2022. Revision teams comprised of educator experts in each of the five areas under review were convened in June 2022. The revision teams reviewed current standards and recommendations gleaned from survey results and collaborated to make recommendations that would ensure courses, course sequences, and standards that are rigorous, coherent, and focused to best serve the learning needs of all students in South Dakota.

Business Management and Administration Cluster

The cluster revision team for Business Management and Administration Cluster reviewed all pathways, courses, and standards.

The revision team believes Foundational CTE courses apply across all sixteen career clusters and aim to give students foundational knowledge and skills that apply to any career field they may explore or pursue in the future. In a scope and sequence of CTE courses, Foundational CTE courses are the first courses students would take. They would then progress into career cluster courses and pathway-specific courses.

Revision Team Members

Kristin Larson	South Dakota DOE/CTE
Jane Gubrud	South Dakota DOE/CTE
Brianna Dines	Thomas P Miller & Associates
Alyson McIntyre-Reiger	Advancing Connections
Peggy Wild	Advancing Connections
Matt Fleck	Inspire Success
Anika Russel-Manke	Mitchell Technical Institute
Brenda Merkel	Presentation College
Kristie Olson	Madison High School
Kerry Stager	Lake Area Technical College
Tiffany Batdorf	Mitchell Area Chamber of Commerce
Drew Bunkers	Dell Rapids High School
Ryan Kroger	Harrisburg High School

Notable Changes

Pathway Revisions
As part of that review, repetition was found in the business-related pathways. The revision team decided to reorganize the cluster into four pathways:
- Business Administration Pathway
- Operations Management Pathway
- Management Information Systems Pathway
- Administrative Support Pathway

The revision team felt these pathways encompassed all aspects and areas of Business Management and Administration.

Computer Application Courses
The revision team is recommending additional standards for the courses in computer applications focusing on e-mail systems and management of those systems.

Capstone Experiences

Capstone courses are related and valuable to all CTE pathways. The courses serve as end-of-pathway experiences, allowing students the opportunity to consolidate and apply their learning from high school coursework into meaningful and relevant career-related experiences. The student-driven capstone experience is based on the student's chosen career cluster or pathway and designed to help increase college and career readiness. Visit the Work-Based Learning webpage for more information on work-based learning experiences.

Revision Team Members

Andrea Albrecht	South Dakota DOE/CTE
Megan Tatum	South Dakota DOE/CTE
Kristen Larson	South Dakota DOE/CTE
Ben Carter	Inspire Success
Bert Falak	Northeast Technical High School
Coleen Keffeler	Sturgis Brown High School
Jolene Konechne	Huron School District
Sean Binder	Rapid City High School
Sheila Anderson	Britton-Hecla School District
Tara Bartekoske	South Dakota Department of Labor and Regulation
Rebecca Long	South Dakota Department of Labor and Regulation

Notable Changes

The revision team carefully considered recommendations for the Capstone Experiences, which are included in all CTE pathways. Therefore, it was important to consider the impact on all pathways in the review process.

Youth Apprenticeship
The Capstone revision team is recommending refreshed standards in Youth Apprenticeship to meet the needs of students in South Dakota CTE pathways. This course will align with the apprenticeship opportunities occurring in the South Dakota industries. Students accessing this course will work with the SD Department of Labor and Regulation in a registered apprenticeship program.

Entrepreneurship Experience
The Capstone revision team made changes and updates to the Entrepreneurship Experience to address standards of analysis of skills and aptitudes and relationship to entrepreneurial skills.

Senior Experience
The Capstone revision team updated the Senior Experience course to include standards inclusive of the presentation elements needed to illustrate the effective work of a senior project.

Service-Learning Experience and Youth Internship
Minor changes to reflect industry updates were proposed by the Capstone revision team.

Hospitality and Tourism Cluster

The Hospitality and Tourism Cluster encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Revision Team Members

Amber Rost	South Dakota DOE/CTE
Kristin Larson	South Dakota DOE/CTE
Alyson McIntyre-Reiger	Advancing Connections Inc
Charlotte Mohling	Wessington Springs School District
Cindy Gerlach	Mitchell School District
Tim Goldammer	Mitchell Technical Institute
Coleen Keffeler	Sturgis Brown High School
Ellen Hohbach	Plankinton School District
Joe Dalton	Waverly South Shore School District
Kisha Jordan	Pierre School District
Seanna Regynski	South Dakota Retailers Association and South Dakota ProStart

Notable Changes

Course Sequence Updates

The cluster revision team reviewed the course sequencing document and recommended reducing the number of pathways from four pathways to three while make the three pathways more robust and effective. These new pathways are encompassing of the industry and highlight current industry needs. Pathways include:

- Restaurant and Food/Beverage Services
- Nutrition
- Travel, Tourism, and Lodging

Introduction to Food Concepts

The Cluster revision team proposed changing the title of Fundamental Food Concepts to Introduction to Food Concepts. The decision was made to make the course more usable for multiple pathways in Hospitality and Tourism and more reflective of the standards in the course.

Food Science and Technology

The revision team reviewed the Food Technology course and proposed a name change to Food Science and Technology. The course includes the key concepts of food science but educators do not recognize the course as being inclusive of that content. The title change will more accurately reflect the content being taught.

Restaurant and Food/Beverage Services Pathway
Minor updates and changes were made to the courses in this pathway. The most significant update was the addition of a standard related to a culminating project for Restaurant Management/Culinary Arts III to reflect the advanced nature of this course.

Industry discussion focused on the critical demand in this pathway and the standards related to the industry certifications needed for success in this pathway. These discussions were utilized as a critical review of the standards to verify they were industry based.

Travel, Tourism, and Lodging Pathway
The most notable change happened in the combination of pathways and development of the new Travel, Tourism, and Lodging pathway. This new pathway combines three previous pathways and reflects the skills and needs in South Dakota related to travel, tourism, and lodging industries. Industry feedback was utilized to update courses. The courses Hospitality and Lodging Services and Foundations of Travel and Tourism were not being used so the committee is recommending to retire those courses and replace with Hospitality and Tourism Management, a new course reflective of the change in pathways.

Marketing Cluster

The Marketing Cluster involves coursework and preparation in planning, managing, and performing marketing activities to reach organizational objectives.

The cluster revision team met with industry leaders to develop and revise standards and pathways to be inclusive of industry needs. Based on feedback and review of survey results, pathways were updated to include:

- Marketing Management
- Merchandising
- Marketing Communications

Revision Team Members

Kristin Larson	South Dakota DOE/CTE
Jane Gubrud	South Dakota DOE/CTE
Brianna Dines	Thomas P Miller & Associates
Alyson McIntyre-Reiger	Advancing Connections
Peggy Wild	Advancing Connections
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Notable Changes

Sports and Entertainment Marketing
Based on survey feedback, the Marketing Cluster revision team created a new course, Sports and Entertainment Marketing, to meet emerging demand in this area.

Minor edits and updates were made to the other Marketing courses and standards based on survey, industry, and stakeholder feedback.

Transportation, Distribution, and Logistics Cluster

The Transportation, Distribution, and Logistics Cluster includes the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Revision Team Members

Brianna Fabris	South Dakota DOE/CTE
Jamie Boettcher	South Dakota DOE/CTE
Peggy Wild	Advancing Connections Inc
Alyson McIntyre-Reiger	Advancing Connections Inc
Matt Fleck	Inspire Success
Andrew Hiles	Mitchell High School/MCTEA
Dave Lingle	Western Dakota Technical College
Don Ryswyk	CTE Academy
Drew Bunkers	Dell Rapids High School
Eric Becking	Aberdeen Central High School
Jolene Konechne	Huron School District
Justin Tostenson	TF Riggs High School
Thor Green	Lake Area Technical College
Todd Dvoracek	Yankton School District

Notable Changes

The Transportation, Distribution and Logistics Cluster in South Dakota focuses primarily on the transportation pathways. Currently, there are no logistics and distribution courses offered in South Dakota schools. With this knowledge, the revision team approached revising the cluster to streamline the content and provide essential skills primarily for students preparing for careers in transportation.

Discussion within the revision team centered on several key points regarding trends and innovations in the industry, including the increase in use of tools and technology, and increase in small business operations. Additionally, there has been a considerable increase in the advent of electric vehicles and powersports vehicles. These trends were included in the updates and revisions to the standards.

Changes were made to address feedback from the initial review about the need to include skills needed for electric vehicles. The course ATV and Small Engine Mechanics was split into two courses: Small Engine Mechanics and Powersports. The unused Logistics course was eliminated.

Updates to standards in the Transportation courses addressed the need to strengthen safety practices and increase students' ability to apply sound business practices.