WRITTEN PUBLIC COMMENT ON CTE STANDARDS AS OF 11/12/2026

First Name	Last Name	City and State	Which best describes your role?	Which CTE Cluster(s) would you like to make comment on? (check all that apply)	Please indicate your position on the proposed CTE standards.	Please use the space below to provide comments related to the newly revised SD CTE Standards. Please be specific about which standard(s) you are referencing.	Office of CTE Response
Greg	Schwebach	Sioux Falls, SD	CTE Educator, Higher Education, CTE Standards Workgroup Member, Business and/or Industry	Architecture and Construction Career Cluster	Proponent	I took part in the meetings to revise these standards and I believe the proposed standards are well aligned with giving students an understanding of the architecture and construction industry. The standards support skills that will be expected of them if they wish to continue education or enter directly into the workforce.	
Jordan	Lanke	Florence, SD	CTE Educator	Art, Entertainment, and Design Career Cluster	Proponent	Fashion Design has quickly become a class with a waiting list at our rural school. Learners enjoy the hands-on parts of the class - the sketching, coloring, creating, and sewing. They love being able to make something they can see and use while learning new skills. These new standards give learners clear expectations while keeping the creativity and hands-on learning that make Fashion Design a well loved class.	
Kari	Brenner	Aberdeen, SD	Other K-12 Educator	Essential Skills for Success, Middle School Career and Technical Education	Proponent	The newly revised SD CTE Standards on Essential Skills for Success are so important for our middle level students. Middle school is such an important time for students to begin discovering who they are, without the extra pressures that come once they are in high school. Introducing CTE at the middle school level helps students see a purpose to their education and helps grow the confidence needed to begin thinking about their future. As a school counselor, helping students connect their interests, strengths, school experiences, and potential career pathways can help empower them to take ownership of their education and their future.	
Joe	Dalton	Watertown, SD	School Administrator, CTE Standards Workgroup Member	Foundational CTE Courses, Capstone CTE Standards, Middle School Career and Technical Education	Proponent	MS 2.3 Compare different education and training options. Explore introductory skills and knowledge across multiple career clusters to build awareness and interest in future careers opportunities. MS CTE is crucial in building our next workforce in South Dakota! All students need to be exposed to and taught what options they have and set high goals for themselves based on their individual interests and skill set.	
Tricia	Neugebauer	Mitchell, SD	CTE Educator, Other K-12 Educator	Health Science Career Cluster	Proponent	I appreciate that the proposed CTE standards include comprehensive standards for all of the course offerings. Many courses were not represented in the old standards and many of the new classes include high need areas for the state.	
Brady	Duxbury	Wessington Springs, SD	CTE Educator	Agriculture Career Cluster, Energy and Natural Resources Career Cluster	Proponent	I personally know the industry folks who participated in this round. This was a very well done process that happened on a very accelerated timeline. It was well done on every account and reading through them makes me more confident that what I am teaching is related directly to the industry. Obviously, there was a really good team who accomplished this task, kudos to the whole crew.	

Brenda	Merkel	Leola, SD	CTE Educator	Health Science Career Cluster	Unsure	For Pharmacy Technician, the standards should align with the PTCB Pharmacy Technician Certification Exam (PTCE) where they must qualify to sit for the national exam.	This is an introductory course; programs aiming for certification have the flexibility to go above and beyond, and students have multiple exam pathways to earn the credential other than PTCE.
Brendon	Sato	Rapid City, SD	CTE Educator, CTE Standards Workgroup Member	Health Science Career Cluster	Proponent	For the Introduction to Healthcare Services and Gateway to CNA standards, I believe they are ok. For the Introduction class, I think we need to remember it's a general introduction into the field of healthcare. HS 1:1, 123, and 1:4 make good sense. For HS 1:3, I don't believe the Patient Bill of Rights or Advanced Directives are necessary. I think we can discuss those within HS 1:3.1. For CNA, I believe the standards are just fine. They make sense for the course.	
Seanna	Regynski	Pierre SD	CTE Standards Workgroup Member / SD Retailers Association	Hospitality, Events, and Tourism Career Cluster	Proponent	The proposed standard changes align with current industry needs and are supported by our association who serves many businesses in hospitality. The proposed standards solidify the industry skills and standards needed for students to be successful entering into the culinary or hospitality industry or entering post-secondary culinary education. I encourage you to adopt the standards as-proposed.	
Tracy	Kern	South Dakota	CTE Educator, CTE Standards Workgroup Member	Education Career Cluster	Proponent	I'm super excited about the addition of Gateway to the Child Development Associate (CDA)course! As an instructor in the Education & Training/Family & Consumer Sciences cluster, I've found it challenging to address all of the additional CDA content within our regular Human Development courses. Having a dedicated course focused on helping students work toward their CDA credentials is an exciting step forward! Now, I'm hoping we can continue building the resources, curriculum, and support needed to make earning the CDA credential a realistic and accessible opportunity for students right in the classroom. What an incredible opportunity this could be for students interested in early childhood careers!	
Beau	Larson	Webster, SD	CTE Educator	Architecture and Construction Career Cluster	Proponent	As part of the team that helped develop the refined standards, I believe that we as a state are headed in the right direction with Architecture and Construction Career standards.	
Sara	Vande Kamp	Sioux Falls, SD	Higher Education, School Board Member	Digital Technology Career Cluster, Health Science Career Cluster, Human Services Career Cluster, Management and Entrepreneurship Career Cluster	Proponent	When looking at Human Services, Health Science, Digital Technology, and Management & Entrepreneurship: I encourage the revised standards to maintain flexibility for districts to meet standards through regional partnerships and locally relevant programming. As a former CTE consortium director, I saw firsthand how important regional collaboration is, particularly for smaller districts that may not have the facilities, equipment, instructors, or enrollment to offer every pathway independently. I also encourage strong alignment between these standards, postsecondary education, industry credentials, and current workforce needs. As a current workforce development director and school board member, I believe clear expectations are important, but districts also need flexibility in how they deliver those outcomes based on the needs and resources of their communities.	

Nikki	Mark	Watertown, SD	Organization or Agency / SD Future Business Leaders of America	Advanced Manufacturing and Engineering Career Cluster, Architecture and Construction Career Cluster, Digital Technology Career Cluster, Financial Services Career Cluster, Management and Entrepreneurship Career Cluster, Marketing and Sales Career Cluster, Supply Chain and Transportation Career Cluster	Proponent	As a State Director for both SkillsUSA and FBLA, I worked on several standards--I would say that I was grateful to have been a part of this process as it brought education and the workforce together. The standards have more meaning when they reflect what students today will actually encounter after high school. Having educators, industry and other professionals in the discussion created a collaboration that brought several perspectives to the table.	
Tara	Bartekoske	Pierre, SD	CTE Standards Workgroup Member, Organization or Agency: SD Department of Labor	Capstone CTE Standards	Proponent	we are writing in support for the proposed changes to the Career and Technical Education standards. DLR and the Start Today SD team have been pleased to collaborate with the Department of Education through monthly meetings and participation in the capstone review committees. We believe this interagency collaboration is vital to building a robust and responsive workforce development system for our state. We are particularly supportive of the updates to the capstone courses, specifically the shift to the broader "apprenticeship experience" structure. By updating this course framework to formally recognize both pre-apprenticeship and Registered Apprenticeship Programs, school districts and educators now have a validated avenue to award academic credit for these experiences. While DLR and our partners must still actively build and support these programs locally, having this formal structure in place provides the necessary institutional credibility and structural pathway to successfully scale pre-apprenticeship opportunities for high school students. DLR values its partnership with the Department of Education and believes these updated standards will provide a strong framework for preparing the next generation of South Dakota's workforce. We look forward to our continued collaboration to expand these pathways and ensure that all students have the opportunity to gain valuable skills and experience. Thank you for your consideration of our comments.	
Brock	Rops	Lennox, SD	Other K-12 Educator, Higher Education, CTE Standards Workgroup Member, Parent, Organization or Agency	Health Science Career Cluster	Proponent	In my 16 years as the Executive Director of SD HOSA-Future Health Professionals, we have come a long way in developing a robust and relevant CTSO that aims to nurture and encourage students interested in a health care career pathway. There continues to be a gap in resources in some of our most rural school districts, but this gap is closing due to the collaboration of the parties interested in the health science career cluster. Please let me know how we can continue to build on such a strong foundation as we move CTE health science education forward.	
Mica	Sulzbach-Bataille	Sturgis, SD	CTE Educator, CTE Standards Workgroup Member, Parent, Other:	Hospitality, Events, and Tourism Career Cluster	Proponent	I sat on the revising board and specifically the Hospitality, Events, and Tourism standards. We revised several of the content standards. All the standards I teach in Culinary 1, 2, and 3 as well as Intro to Food Concepts were revised. The CTE staff and community took great care in deciding what we wanted the student to walk away from our class knowing. How to better prepare the students for adulthood and careers in these fields. The wording was cleared up and is more precise for the educators using the standards. I was honored to be a part of this revision of standards and hope that everyone will agree with the changes made in each content area.	

Joel	Shoemaker	Webster, SD	School Board Member, Business and/or Industry	Architecture and Construction Career Cluster, Supply Chain and Transportation Career Cluster	Proponent	Thank you for the opportunity to provide input on these very valuable programs. As a third-generation owner of a family business in the great state of South Dakota, and having served on the Webster Area School Board for the past 10 years, I understand the importance of providing our youth with these opportunities. Regarding Architecture and Construction 20999 – Introduction to CDL Theory, I believe that in recent years, testing requirements for obtaining a CDL have changed. The theory portion of the test can often prevent otherwise very qualified individuals from obtaining their CDL. I believe providing a class such as Introduction to CDL Theory in a classroom setting would be very beneficial to many students and could help prepare them for the theory portion of the CDL testing process. When it comes to Emerging Transportation Technologies 20119, technology in our industry is changing very rapidly. It wasn't that long ago that equipment was not equipped with GNSS or GPS technology. Today, most models come from the factory with this technology. Exposing our youth to these new and exciting technologies may not only give them valuable skills, but could also help them discover a career path they didn't know existed. Whether it exposes a student who is planning to pursue a four-year degree to a temporary job during college or leads them toward a permanent career, either option is a win. These opportunities can help students gain valuable work experience, become productive members of the workforce, and contribute to the communities they call home. I believe programs like these play an important role in helping our students explore their interests, develop valuable skills, and prepare for their future. These experiences can help students better understand the opportunities available to them and give them the confidence and skills needed to succeed. Investing in our youth is an investment in the future of our communities, our workforce, and our state. I appreciate the effort that goes into providing these opportunities and am grateful for the chance to offer my input. Joel Shoemaker Vice President Webster Scale, Inc.	
Tim	Hanigan	Aberdeen	Business and/or Industry	Advanced Manufacturing and Engineering Career Cluster	Proponent (In support of)	I support the newly revised South Dakota CTE Standards. From an employer in the manufacturing industry, I appreciate the continued emphasis on aligning career and technical education with the skills students will need in the workplace. In particular, I support standards that strengthen career exploration, employability skills, problem solving, technical competency, and connections between classroom learning and real-world work experiences. These are critical skills across manufacturing, skilled trades, technology, among other industries. Overall, I believe the revised standards provide a strong framework for keeping CTE relevant, rigorous, and responsive to the needs of both students and South Dakota employers.	

Kisha	Jordan	Pierre SD	CTE Educator	Foundational CTE Courses, Hospitality, Events, and Tourism Career Cluster	Opponent (NOT in support of)	I am a South Dakota culinary and FACS educator who teaches both introductory foods and Culinary Arts. I know how much time and work go into a standards review, and I appreciate the educators and industry members who took that on. A few parts of the proposed course sequence jumped out at me as concerns, and I hope the committee will consider revisiting them. My biggest concern is putting global food cultures in Introduction to Food Concepts (proposed IFC 1.1). I am not opposed to teaching international cuisine. I teach it myself. I strongly oppose putting it in the introductory course, where many students are still learning food safety, how to use equipment, how to measure, and how to follow a recipe. IFC 1 also asks students to examine food history, environmental influences, and future trends (SD DOE, Proposed CTE Standards, Hospitality, Events, and Tourism, p. 3). That is a great deal to cover well while establishing the kitchen basics. I would move international cuisine to Culinary Arts 1 (if more application is added to Culinary 1 standards—see nextbparagraph) or II, where students can use the skills they have learned to research, prepare, and evaluate foods from different cultures. Mitchell Tech follows that kind of progression: its Intro to International Cuisine course is CA 231, a 200-level course with four prerequisite culinary courses (Mitchell Technical College, 2025–2027 Catalog, "CA 231 Intro to International Cuisine"). Johnson & Wales describes its culinary program as developing craft skills, product identification, and cooking methods before expanding into world cuisines (Johnson & Wales University, "Culinary Arts A.S."). That makes sense to me as a culinary teacher. I want students to have the skills and time to study a cuisine with care, not rush through it as one more topic in Intro to Foods. I am also concerned about what happens to Culinary Arts I. The current standards specifically have students practice mise en place, execute knife cuts, use cooking methods, work with time and temperature, and prepare food products (SD DOE, Current CTE Standards, Culinary Arts I, 1RMCA 5.1–5.5). In the proposal, Culinary I covers safe handling of knives, but executing knife cuts and preparing food products show up in Culinary II (SD DOE, Proposed CTE Standards, Hospitality, Events, and Tourism, pp. 4–5, CA1 3.3 and CA2 4.2–4.5). Please keep basic, hands-on cooking requirements in Culinary I. Students need that foundation before Culinary II asks them to do more with it. Finally, please keep the skills portfolio in Culinary Arts III. It is in the current standard (SD DOE, Current CTE Standards, Culinary Arts III, 3RMCA 4.3), but it is missing from the proposed culminating experience (SD DOE, Proposed CTE Standards, Hospitality, Events, and Tourism, p. 7, CA3 4.1–4.3). An event is a great experience, but a portfolio lets each student show what they did and how far they have come. It gives them something to take to an interview or into further training. There are real college connections here. Mitchell Tech's Culinary Academy lists portfolio projects among its assessment methods, and Mitchell Tech has a process for evaluating documented prior learning through a portfolio (Mitchell Technical College, "Culinary Arts Annual Program	The committee carefully considered the progression of knowledge and skills across the hospitaliy courses and determined that the proposed standards reflect an appropriate level of rigor and expectations for each course. The standards establish foundational expectations while allowing individual teachers and districts the flexibility to extend instruction beyond those expectations. Districts wishing to introduce more advanced skills, incorporate additional hands-on experiences, or require student portfolios may certainly do so. Regarding global food systems and cultures, the committee determined that foundational exposure to these concepts is appropriate within Introduction to Food Concepts. The intent is to introduce students to these broader concepts, with the depth of instruction and application determined locally. We remain confident in the committee's recommendations and support retaining the standards as currently written.

						Review," p. 2; "Credit for Prior Learning," Prior Learning Portfolio section). Even more directly relevant to our high school students, Johnson & Wales asks eligible incoming ProStart Certificate of Achievement students to complete a JWU Portfolio as part of its process for awarding ProStart college credit. That portfolio includes their certificate, a work experience reflection, and a checklist completed by their worksite manager (Johnson & Wales University, "ProStart Partnership," How to Apply section). I understand that simply completing a high school skills portfolio does not guarantee college credit. My point is that learning to document and reflect on actual skills is useful beyond my classroom. I would also like the state to explain what "with industry support" means for the Culinary III culminating experience (SD DOE, Proposed CTE Standards, Hospitality, Events, and Tourism, p. 7, CA3 4.3). Please give schools examples that work in smaller communities, too. I appreciate everyone who worked on these standards. I hope the committee will reconsider these parts of the course sequence: establish the kitchen basics in Intro to Foods, require students to cook in Culinary I, study and apply international cuisine in Culinary II, and let Culinary III students document their skills as well as complete a culminating experience. Sources: SD DOE, Current CTE Standards: https://doe.sd.gov/contentstandards/documents/CTE-ContentStandards-CURRENT.pdf SD DOE, Proposed CTE Standards: https://doe.sd.gov/contentstandards/documents/090826-PROPOSED-CTEstandards.pdf Mitchell Tech, CA 231 Intro to International Cuisine: https://mitchelltech.smartcatalogiq.com/en/2025-2027/catalog-and-student-handbook/courses/ca-culinary-arts/200/ca-231 Johnson & Wales, Culinary Arts A.S.: https://catalog.jwu.edu/programsofstudy/food-innovation-technology/culinary-arts-as/ Mitchell Tech, Culinary Arts Annual Program Review: https://www.mitchelltech.edu/wp-content/uploads/2025/06/Culinary.Annual.Review.2024-25.revised.pdf Mitchell Tech, Credit for Prior Learning: https://www.mitchelltech.edu/admissions/admissions-process/credit-for-prior-learning/	
Amy	Todd	Lead SD	CTE Educator, CTE Standards Workgroup Member	Management and Entrepreneurship Career Cluster	Proponent (In support of)	The Financial Services Career Cluster classes are cut and pasted on the first page and not the Management and Entrepreneurship Courses.	These are displayed correctly based on teacher certification pathways.
Deb	Tech	Madison, SD	Higher Education	Marketing and Sales Career Cluster	Proponent (In support of)	These standards reflect the required understanding to enable students to explore a career in Marketing/Sales and move on to Higher Education.	
Amy	Pierson	Claremont, SD	CTE Educator	Management and Entrepreneurship Career Cluster	Unsure	Introduction to Business - 12051 Sub-indicator 3.1 and 4.1 are identical; Sub-indicator 3.2 and 4.2 are identical; Was this intentional or is it an error?	This error has been corrected.
Kathleen	McCann	Watertown, SD	CTE Educator	Hospitality, Tourism, and Events	Proponent (In support of)	I appreciate the dedication in the standards committee in removing standards that were located in multiple classes (Language Arts, Internship, Culinary Arts 1, and Culinary Arts 2). - Portfolios, resumes, etc.	