

South Dakota Career and Technical Education Framework

Why Career and Technical Education?: CTE is an educational option that provides learners with the knowledge and skills they need to prepare for college, careers, and lifelong learning. Students who focus in a particular area of career and technical education attend school more, have higher proficiency scores, graduate at a higher rate than their peers, and figure out their post-high school plans at a 96% rate. Taking courses in CTE, which is diverse enough to encompass robotics, medicine, culinary, diesel technology, marketing, and everything in between, gives students real-world skills while they are still in K-12. This experience allows students to proceed confidently into the world of life, including postsecondary education, the workforce, the military.

Vision: To transform and expand CTE so that each learner – regardless of background, age, or zip code – is prepared for career and college success.

Five tenets guide this vision:

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

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.

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 tenets.

Each tenet description below shows the requirements and best practices for entities, as well as the efforts the South Dakota Department of Education (SD DOE) will undertake.

TENET I: As an integral part of a well-rounded education, CTE and career exploration are the norm and are student-centered.	
MINIMUM REQUIRED:	BEST PRACTICES:
<p>Funding for 5th/6th Grades = Career Exploration To approve Perkins funding request for CTE courses in grades 5 or 6, those courses must contain the below elements:</p> <ul style="list-style-type: none"> • Career Exploration course (22151) that encompasses all 16 career clusters. <ul style="list-style-type: none"> ○ The course should be designed to build awareness and structured such that any teacher can teach it. ○ The course must have one component of work-based learning. 	<p>The SD DOE recommends that approved programs offer robust career exploration courses at the middle school level.</p> <p>Career conversations are not solely the realm of CTE or school counselors; it is a skill every adult in a building may help students achieve.</p> <p>A student’s ability and skill in career development should be tied to a student’s personal learning plan.</p>
<p>Program Approval = Career Development In order to gain approval, entities in their program applications must demonstrate how they offer career development to students.</p>	

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.

MINIMUM REQUIRED: <i>SUPPORTING</i>	BEST PRACTICES: <i>SUPPORTING TEACHERS</i>
<p>Intentional Professional Development SD DOE will be intentional about the PD opportunities offered. When possible:</p> <ul style="list-style-type: none"> • Graduate credit, continuing education contact hours, or a certification will be a component of the training. • Training will be cross-cluster. • Professional development will be designed with an eye towards providing “in a box” opportunities (i.e., providing takeaways or materials educators may easily incorporate into their education settings). • Professional development offered by the state, when possible and beginning with the 2020-21 school year, will hit three prongs: <ul style="list-style-type: none"> ○ Industry ○ Postsecondary ○ Best Practices from other educators 	<p>SD DOE will continually seek feedback from educators on how and when to offer professional development opportunities.</p> <p>SD DOE will work with teachers to facilitate training on incorporating special population students into classrooms.</p>
<p>One-Stop Shop for Professional Development Opportunities The State will develop a dynamic, web-based tool to allow all educators to easily view all CTE professional development opportunities offered by the SD DOE.</p>	
<p>Teacher Certification = Transition into Classroom Using the teacher certification requirements fully implemented in July 2019, SD DOE will facilitate opportunities for teachers to transition into the classroom.</p>	
MINIMUM REQUIRED: <i>INDUSTRY</i>	BEST PRACTICES: <i>INDUSTRY ENGAGEMENT</i>
<p>Advisory Committee Engagement All approved programs will engage a meaningful advisory committee.</p> <ul style="list-style-type: none"> • SD DOE will develop a framework of “good, better, best” advisory committees. • Eligible entities will be asked to complete a rubric demonstrating where their advisory committee falls on a “good, better, best” scale. <ul style="list-style-type: none"> ○ SD DOE will approve programs that complete the rubric, but use the information to offer professional development opportunities or connections where applicable. ○ Approved programs will be asked to upload a Letter of Recommendation from a business with whom the program works (similar to the requirement of Workforce Education Grants). 	<p>In today’s connected world, a school’s engagement with industry need not be restricted by geography.</p> <p>SD DOE will work with schools and industry to create a repository of resources to facilitate connections.</p> <p>SD DOE will continue to partner with the South Dakota Department of Labor and Regulation to facilitate activities involving industry engagement.</p>

MINIMUM REQUIRED: WORK-BASED LEARNING AND INDUSTRY-RECOGNIZED CREDENTIALS	BEST PRACTICES: WORK-BASED LEARNING AND INDUSTRY-RECOGNIZED CREDENTIALS
<p>Capstone Experience = School Quality Indicator As part of the Perkins accountability process, South Dakota’s “School Quality” indicator will be participation in work-based learning (WBL).</p> <ul style="list-style-type: none"> • Measured will be the percent of CTE concentrators (see definition in Glossary) who graduated and participated in a Capstone Experience. • In order to qualify as part of the measure, a student must have participated in and passed a Capstone Experience, coded as such on the student’s transcript, for high school credit. 	<p>Laddered WBL opportunities begin with middle school and as part of a career exploration course.</p> <p>WBL should be tied to a student’s personal learning plan.</p> <p>Schools should use a post-WBL learning reflection document (i.e., Putting Career Exploration and Preparation Together document) following completion of a WBL experience to further learning.</p>
<p>WBL Opportunities in Each Career Cluster All approved programs must offer students an opportunity to participate in laddered WBL opportunities in each career cluster for which an entity is seeking approval.</p>	<p>SD DOE will partner with the South Dakota Department of Labor and Regulation to compile a list of tiered IRCs, in conjunction, with Workforce Innovation and Opportunity Act requirements. Schools should strive to offer upper-tiered IRCs.</p>
<p>Capstone Experience Offered by Districts All districts housing approved programs must document that students are offered the opportunity to participate in a Capstone Experience.</p>	
<p>Industry-Recognized Credential Offered Each eligible entity, to gain program approval, must offer an industry-recognized credential (IRC).</p>	
MINIMUM REQUIRED: POSTSECONDARY ENGAGEMENT	
<p>All approved programs will engage postsecondary meaningfully.</p> <ul style="list-style-type: none"> • SD DOE will develop a “good, better, best” for connection with postsecondary. • Eligible entities will be asked to complete a rubric demonstrating where their postsecondary connections fall. <ul style="list-style-type: none"> ○ SD DOE will approve programs that complete the rubric but use the information to offer professional development opportunities or connections where applicable. <p>Approved programs will be asked to upload a Letter of Recommendation from one or more postsecondary partners with whom the program works.</p>	

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

MINIMUM REQUIRED:

Equity for Special Populations Reflected in CLNA

An eligible entity's reflection on how equity for special populations is embedded into programs will be a component of the comprehensive local needs assessment (CLNA).

Funding for Strategies to Engage English Learners in CTE and WBL

SD DOE will lead by dedicating funding allocated for "special populations" during this state plan period towards strategies to meaningfully engage English learning students in CTE classrooms and WBL opportunities.

Data-Driven Decisions on Special Population Participation in CTE

Districts will have access to data regarding participation of special populations in programs in order to make data-driven decisions on how welcoming their courses may or may not be to students.

BEST PRACTICES:

All students should have the opportunity to choose CTE coursework intentionally and in a sequence that builds skill and interest.

English learners should be supported so that language skills are not a barrier to success in CTE classrooms.

English learner students and students with disabilities have the right to access high quality pathways and rigorous academics.

Postsecondary alignment occurs within technical institute, tribal college, and four-year university opportunities.

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

MINIMUM REQUIRED:

New Statewide Consortia Options by Theme

The state will facilitate several new, statewide consortia options for districts who choose to take part.

- Similar to other SD DOE-run consortia, each consortium will have a theme. Examples include consortia focused on expanding rural access, expanding WBL, and serving Native American students.

Support for Rural Teachers

SD DOE will offer support to rural teachers, such as E-mentoring opportunities.

Parameters for Local Consortia

SD DOE will set new parameters around locally-designed and developed consortia. Districts that do not meet the minimum Perkins funding threshold will have the option to create their own local consortium or to join a statewide consortium focused on a tenet of the Perkins plan.

Support for Blending CTE and Core Content

SD DOE will offer supports for blending CTE and core content courses, including:

- Training for core content teachers.
- Streamlined process for CTE for Core Content applications.
- Off-the-shelf curriculum options.

Quality, Approved Programs

The program approval process will continue to ensure that students have access to certified teachers and courses of increasing rigor; courses are aligned to the standards; and the opportunity to pair experiential learning, including access to industry-recognized credentials and WBL.

Access to High-Quality CTE in Rural Areas

SD DOE will facilitate opportunities to improve access to high-quality CTE in rural areas.

- Consortium dedicated to finding means to improve access.
- Pairing together schools to swap classes.
- Ensuring virtual options, including the SD Virtual School and dual credit, remain a component of approved programs.

Support for Districts in Improving Quality of CTE Programs

SD DOE will support districts in a process of continuous improvement in the quality of CTE programs offered.

- Professional development will be aligned to needs derived from teacher surveys, program applications, data digs, and state priorities.
- The state will engage in standards revision on cycle.
- SD DOE will offer “curriculum in a box” opportunities where possible and desired.

BEST PRACTICES:

Students should have access to all 16 career clusters; however, quality is more important than quantity.

The state may provide opportunities for educators in the field to innovate to crack this issue, rather than the state dictating the answers.

TENET V: The state will facilitate data, reporting, and application systems that support tenets I, II, III & IV.

MINIMUM REQUIRED:

CLNA Participation

All eligible entities (and schools within entities) will participate in a comprehensive local needs assessment (CLNA) to identify strengths and gaps, and align programs accordingly. The CLNA will complement the process required by Title I of certain schools, and will center around:

- Rigorous course standards and progressive, sequenced courses
- Secondary and postsecondary alignment and offerings
- Industry involvement
- Labor market demand
- High-quality instruction
- Experiential learning
- Equity

Four-Year Program Application Cycle

Program applications will be approved for four years, with a two-year update, provided the basic tenets of the program remain the same.

- Annual program applications will only be required to certify certain components.
- The annual program application will remain in place to accommodate new program requests.

Approvals will coincide with the term of the state plan. All approvals will be valid through the 2023-24 school year.

Budget Approvals through GMS

Budget approvals will continue to run through the SD DOE’s Grant Management System (GMS).

CTE/Perkins Data Public Reporting

SD DOE will begin public reporting of CTE/Perkins data, in a manner that as closely as possible allows for comparison with the annual accountability report card process, look, and feel.

- The traditional Perkins system will continue to be used for data collection, but reporting will transition to a more user-friendly interface.
- SD DOE will align definition of Perkins accountability data elements to ESSA accountability elements as permitted by the law, including the student groups used to calculate:
 - ELA, math, and science proficiency
 - Four-year cohort graduation rate
- Exiters for Perkins will match with the ESSA completers cohort.

District-Centered View for CTE with Data

CTE will shift from a consortia-centered view to district-centered.

- This will facilitate comparisons and integration with the ESSA reporting and accountability indicators.
- Improvement plans will still take place at the consortium level, as that is where program approval happens.
- Yet, at the end of the day, districts are responsible for educating their students (through funding they receive to educate students) and need to have ultimate accountability for their students’ progress.
- This will also facilitate the goal of district-ownership of data, participation in a consortium, and how/what CTE is available to their students.

Data Self-Reporting Minimized

Building on the integration of Infinite Campus into Perkins reporting, the state will continue to minimize self-reporting and manual entry by schools. SD DOE will:

- Use National Student Clearinghouse data to match students to their postsecondary enrollments, eliminating the need for schools to self-report that aspect of placement.
- Pull Capstone Experience course codes to document students who have participated in credit-bearing WBL as part of reporting on the school quality indicator.
- Devise mechanisms for schools to verify data prior to public reporting.

BEST PRACTICES:

SD DOE will begin making aggregate Perkins data available through Tableau dashboards, in accordance with standard SD DOE suppression rules.

Glossary of Terms

Capstone Experience: Work-based learning courses allowing students to consolidate and apply the learning from their high school coursework into meaningful and career-related experience. This student-driven experience is based on the student's chosen career cluster or pathway and designed to help increase college and career readiness. Capstone Experience Courses:

- (80018) Youth Internship
- (80019) Senior Experience
- (80026) Entrepreneurship Experience
- (22104) Service Learning
- (80020) Youth Apprenticeship

Career Clusters: Sixteen groupings of careers with similar skills and common themes, designed to help students acquire the knowledge and skills needed to reach postsecondary education and career goals.

CTE Concentrator: A student who has pursued a course of study of increasing rigor. South Dakota defines this as having earned approved CTE high school credit for two or more courses in one career cluster. The classes must be at the cluster, pathway, or dual credit level.

Comprehensive Local Needs Assessment: a process required under Perkins V for all entities to determine priorities, make organizational improvements, and allocate resources. It involves determining the needs, or gaps, between where the organization envisions itself in the future and the organization's current state.

Core Content: Courses encompassing English language arts, mathematics, social studies, and science.

ESSA: The Every Student Succeeds Act, which followed No Child Left Behind. This law sets out the primary accountability measures states must follow for funds under the Title I section of the law.

Perkins: Shorthand reference to the Strengthening Career and Technical Education for the 21st Century Act, the federal law that funds and outlines parameters for career and technical education at the middle school, secondary, and postsecondary (two-year) levels. The law was signed in July 2018.

Personal Learning Plan: A plan based on a student's skills and interests that identifies the specific coursework a student needs to reach the student's academic and career goals.

South Dakota Virtual School: An online platform that provides virtual courses taught by qualified professionals and aligned to South Dakota's content standards.

Work-Based Learning: Real-world experiences that connect students with industry, bridging academic, technical and employability skill development to help students become college, career and life ready. Whether in the earlier grades with career awareness, middle grades with career exploration, or high school with career preparation, work-based learning helps students explore careers and develop personal and professional goals for life after high school.

Note of Explanation

In accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), every state that receives federal funding under the act must submit a state plan. The legislation requires certain elements in each state plan. Although not every element required by law is outlined in the above, this document represents a draft framework of South Dakota's ultimate state plan under the act. After stakeholder engagement and a public comment period, as well as approval by both the Board of Education Standards and the Board of Technical Education, the SD DOE will submit the state plan for approval to US ED in April 2020. State plans, when approved, will be valid from July 1, 2020 through June 30, 2024.