

## Consortium Perkins Local Plan

### Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

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- Who:** Each consortium or single district entity whom is eligible entity of Perkins funds is required to complete this document.
- What:** Please complete and upload into the Grants Management System (GMS) as a part of your Perkins budget application.
- When:** Perkins budget applications are due no later than June 15<sup>th</sup> of the calendar year. Please plan-ahead to ensure your district or consortium has sufficient time for discussion and collaboration prior to completing this document.
- How:** This document should be drafted as a collaborative effort of the entity. All members of a consortium should be actively and fully engaged in the drafting of the consortium's plan. *If services or processes vary across districts- please include those practices which are common to all districts in the consortium where applicable unless the question, simply asks for a few examples.*
- Note:** *This document should not exceed 7 pages in length.*
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**Consortium Name:** Western Statewide CTE Consortium

#### Needs Assessment Analysis

1. What Priorities for Improvement have been identified as common efforts the consortium will work towards accomplishing in the coming year? Please limit to 2-3 priorities. Please provide a *brief* summary.

Priority #1: Provide resources for teachers and administrators to attend CTE-specific professional development and networking opportunities for students to receive top-notch education and training in CTE courses.

Priority #2: Increase opportunities for students to enroll in CTE courses by expanding their scheduling availability, exposure to course offerings available, and leverage industry and post-secondary partnerships.

Priority #3: Stay up to date on current industry standards and requirements to ensure quality and applicable instruction and training for students with relevant, industry-specific equipment.

## Course Offerings

2. What Career Cluster programs of study are offered by member districts within the consortium? Please 'X' where applicable:

<b>Ag, Food &amp; Natural Resources</b>	x	<b>Education &amp; Training</b>	x	<b>Hospitality &amp; Tourism</b>	x	<b>Manufacturing</b>	x
<b>Architecture &amp; Construction</b>	x	<b>Finance</b>	x	<b>Human Services</b>	x	<b>Marketing</b>	
<b>Arts/AV &amp; Communication</b>	x	<b>Government &amp; Public Administration</b>	x	<b>Information Technology</b>	x	<b>STEM</b>	x
<b>Business</b>	x	<b>Health Science</b>	x	<b>Law &amp; Public Safety</b>		<b>Transportation</b>	x

3. Will any new career cluster programs of study be added in the coming year? Are there discussions regarding the possibility of new programs based on needs identified at Improve19? Not currently.
4. How will students who are members of special populations learn about the school's CTE course offerings? Through discussions with school counselors and advisors, during career fairs, and through exploratory classes at the middle school level.

## Career Activities

5. How are the following provided to students across your consortium?

Career Exploration and Career Development Coursework, Activities and Services	Career exploration classes at the middle school level, participating in college and career fairs, and using the tools on SDMyLife.
Career information based on labor market data related to high-skill, high-wage or in-demand occupations.	SDMyLife, guidance from school counselors and advisors and classroom discussions with teachers. Presenters from post-secondary and industry partners and advisors, as well as Department of Labor information that is distributed and shared in classes.

6. Please describe how districts in your consortium provide an organized system or process of career guidance and academic counseling to students before enrolling and while participating in CTE programs. Counselors and advisors meet with students frequently, along with classroom teachers, to discuss post-high-school planning and options students may want to consider based on their interest and skillset. Plans are revisited at enrollment times for the next academic year and adjustments are made, as necessary. SDMyLife is used, as well as senior capstone courses and work-based learning experiences for real-world experience.

7. How will the academic and technical skills of students be improved by participating in rigorous CTE coursework which is aligned to both CTE and academic standards?

CTE courses incorporate a variety of academic standards simply by the way the courses are designed. Students are pushed to their full potential and are expected to apply knowledge and skills gained in their general academics and their CTE courses. The academic and technical skills of students is improved by taking CTE courses as students are provided more opportunities to apply knowledge learned. Many students in CTE courses are taking upper-level math and/or English courses in conjunction with their CTE courses.

### **Special Populations**

8. How will activities be provided which will prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency?

Assistance is provided by the SPED teachers in classroom to help ensure safety of all students, as necessary. IEPs and 504 plans are reviewed by CTE teachers to take into considerations modifications for students and to customize learning plans as much as possible, while keeping the integrity of the course and lessons intact. Mock classroom worksites and work-based learning opportunities helps assess a student's skill set.

9. What efforts will the consortium take to prepare CTE participants for non-traditional fields?

Exploratory and introductory middle school courses helps expose all students to a variety of fields, including those considered non-traditional. Career fairs and campus and classroom presentations from industry experts helps to showcase the vast opportunities available, as well as setting up students with internships and job shadow experiences.

10. What efforts will be taken to ensure special populations will have equal access to CTE courses and that they will not be discriminated against on the basis of their status as members of special populations?

All districts have non-discrimination policies they are required to practice, which naturally prevents discrimination from occurring. All students have the same opportunities to take CTE courses. SPED teachers and Guidance Counselors work closely with students who are members of special populations to ensure they are offered the same opportunities and get the additional explanations/understanding they may need to take advantage of CTE courses. Most districts already have their CTE team working with the SPED office to ensure they understand and are aware of students' IEPs and 504s and make appropriate modifications based on individual student need, as well as the support of the SPED staff in the classrooms/labs.

### **Work Based Learning**

11. Please provide examples of work-based learning opportunities member districts will provide to students participating in CTE?

Districts have significantly improved their partnerships with local businesses, industry, and post-secondary faculty and staff, which has already increased the quality and quantity of work-based learning opportunities for students. Advisory boards are continuing to be expanded, as are professional development and networking opportunities, which is opening more doors for students to have access to work-based learning opportunities in various fields.

12. How will districts work with employers to develop or expand work-based learning opportunities?

This is done through maintaining partnerships with businesses in the districts' communities to be able to offer job-shadowing and internship experiences to students. Districts also have advisory committees, which consist of industry professionals and the Department of Labor to help ensure work-based learning opportunities are being offered and can continue to be offered.

### **Postsecondary Credit**

13. Please describe how students participating in CTE programs will be provided with opportunities to gain postsecondary credit while still in high school, including dual or concurrent credit as applicable.

Dual or concurrent credit is offered to juniors and seniors either on the high school campuses or at the postsecondary institution (including online classes) of the students' choices. Many students take advantage of WDTC's dual enrollment, as there are a significant number of dual enrollment classes offered at their high schools with instruction from WDTC's faculty, and classes from BHSU are also taken advantage of, especially by districts in/near the Spearfish area. Some examples include courses specific to construction, welding, and library technician courses, along with general education courses.

### **Recruitment, Retention and Training of Teachers**

14. Do the member districts have contacts at postsecondary institutions who are helpful in recruiting new teachers? What partnership or processes exist in relation to recruiting new teachers when the need arises?

The partnership with WDTC's dual enrollment program has been beneficial. As WDTC is the host school for the Western Statewide Consortium, this partnership will increase and be even more beneficial in specifically helping to recruit new teachers, as applicable. WDTC faculty has occasionally be asked to provide industry contacts that may be interested in teaching at the secondary level.

15. What professional development related to CTE and/or Career Cluster programs of study do CTE teachers and/or administrators plan to attend in the coming year to support the continual training of teachers to industry standards?

SDACTE Conference, July 2024; ACTE/NCLA Best Practices and Innovations Conference, Oct. 2024; ACTE Vision Conference, Nov 2024; AFNR Winter PD, Jan. 2025; SDTEA Conference, Jan. 2025; Skills USA National Conference; National Business Education Association Conference; Photography Conference; 2025 Consortium Annual Meeting

This document was drafted through collaboration with the following representatives from the consortium member districts:

	District	Perkins Point of Contact/Consortium Representative
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17	Oelrichs	Dr. Mitchell Stone
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19	Spearfish	Kirk Easton and Joe Williams
20	Stanley County	Wyatt Johnson
21	Wall	Sally Crowser

Consortium Director Name: Fawn Wilde

Date Completed: 3/18/2024

*Thank you. This concludes the Consortium Perkins Local Plan.*

*Please distribute a final copy to each district in the consortium and upload to the GMS system in the Perkins Budget Application.*