

Theory of Action (If, Then, And Statement):

- If we increase opportunities for students to enroll in CTE courses by expanding their knowledge, increasing their exposure to programs & courses available, & leveraging industry & post-secondary partnerships, then it'll increase on-time graduation rates & set students up for greater success in post-secondary education & the workforce.
- If we increase collaborative efforts between secondary, post-secondary, & business/industry, then students' learning & skills development will be strongly aligned with industry standards and set them up with greater opportunities for internships & apprenticeships.
- If we provide industry-standard equipment, training, & certifications to CTE programs, then students' knowledge and skillset will accurately reflect industry standards & expectations, making them stronger competitors in post-secondary education & the workforce.
- If CTE educators are provided opportunities & resources to network, collaborate, & take part in professional development with other educators in their fields, then CTE programs will be continuously improved & aligned with current industry standards & trends & students will receive the greatest educational & work-based learning experiences.

What's the focus or direction?

- To enhance students' skills & knowledge of the viable educational & career opportunities available within CTE-related fields.
- To enhance partnerships & collaboration with technical colleges, businesses, & industry for stronger program alignment, greater work-based learning opportunities for students, & sustainable workforce growth for the region.

What's the expected outcome?

- Students will be more knowledgeable about the variety of career paths to choose from that align with their skillset & interests, while also providing a good wage.
- Students' performance in core content areas (ELA, Math, & Science) will improve as they're given greater opportunities to use those skills in practical real-world areas of interest.
- Students will gain more relevant experience in fields of interest & establish positive working relationships with the possibility of educational advancement & employment.
- Local economies will improve with students being more connected to their local communities, businesses, & industry, creating a sense of loyalty & viable opportunities for careers as they enter the workforce.

What potential implementation challenges need to be addressed?

- Limitations in flexibility with students' schedules.
- Classroom/lab coverage limitations for educators to attend PD without disrupting the students' learning experience.
- Limited CTE clusters/courses available in smaller communities, which limits students' access to exploring a variety of career fields.

Milestone 1 (what to accomplish this year): Enhance CTE programs w/industry-standard equipment to improve the programs & student learning experience; Enhance partnerships & collaboration opportunities with Western Dakota Technical College & businesses/industry in western South Dakota.

Milestone 2 (what to accomplish next year): Provide extended learning & skill-building opportunities for students, including summer camps & immersive experiences according to student interest & CTE programs of concentration (in partnership with post-secondary & businesses/industry).

<p style="text-align: center;">Action Plan</p> <p style="text-align: center;">What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">When will the actions/ tasks occur?</p>	<p style="text-align: center;">Participation and Commitments</p> <p style="text-align: center;">Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members</p>	<p style="text-align: center;">Indicate completion of actions/tasks</p>
<p>Action 1: Leverage partnerships with post-secondary, businesses, & industry to ensure equipment aligns with industry standards and trends.</p> <p>Resources Required: strong relationships w/each sector; input from advisory boards</p>	<p>Ongoing</p>	<p>District Administration, CTE teachers, Consortium Director, post-secondary faculty (technical college), businesses & industries in local communities. We all work together to ensure equipment in HS CTE programs is up to current industry standards & aligns with industry trends, including training & certifications that match the equipment bought.</p>	
<p>Action 2: Increase partnerships & collaborative opportunities between consortium districts and WDTC programs/faculty, including advanced training.</p> <p>Resources Required: strong, sustainable relationships b/w districts & WDTC; clear understanding of needs and goals from each; staff/faculty availability</p>	<p>Fall 2026 - Summer 2028</p>	<p>District Administration, CTE teachers, Consortium Director, WDTC faculty. Consortium Director serves as coordinator for opportunities to collaborate & for training opportunities. WDTC faculty hosts advanced training with attendance by CTE teachers (& administrators, as relevant).</p>	
<p>Action 3: Partner with WDTC, businesses & industry to host CTE exploratory summer camps & immersive experiences for students.</p> <p>Resources Required: strong relationships w/each sector; funding for student transportation; sponsorships from businesses/industries; schedule availability of WDTC faculty/staff</p>	<p>Spring 2026 - Summer 2028</p>	<p>District Administration, CTE teachers, HS counselors/advisors, Consortium Director, WDTC faculty, WDTC Admissions Staff, Businesses & Industries from CTE-focused areas. Consortium Director & Director of WDTC Admissions serves as coordinators for events; WDTC Admissions team helps with planning & chaperoning students; WDTC faculty in partnership with businesses & industries host activities for students; Tours are provided to students by businesses.</p>	

<p>Evidence of Progress (How will you know the efforts are leading to success?)</p> <p>What data points/sources will be analyzed?</p> <p>Participation by the consortium districts in advanced training hosted by WDTC Student participation in summer camps & immersive CTE experiences Students' performance in core content areas Students' on-time graduation rates Stakeholder surveys Work-based learning opportunities provided to students</p>

End of the Year 1 Milestone Attainment Progress:

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

End of the Year 2 Milestone Attainment Progress:

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

Theory of Action (If, Then, And Statement):

- If we increase the quality & quantity of partnerships with technical colleges, businesses, & industry, then we will gain a stronger support network for CTE educators & have access to a pool of qualified candidates to become CTE educators.
- If we provide more cluster-specific professional development, then educators in those clusters will be more confident & feel more supported in their roles as educators.
- If we provide opportunities & resources for professional development at the state, regional, and national level throughout the year, then CTE educators will be more connected, more successful, & more supported in their roles while enhancing the students' learning experience.
- If district administration & counselors understand the benefits of CTE, then they are likely to support CTE programs & educators, as well as being more driven to promote CTE with students, parents, & other stakeholders, ultimately giving more students greater opportunities to secure a high-quality, high-wage, in-demand career.

What's the focus or direction?

- To enhance skills & knowledge of CTE educators for students to receive the best, well-rounded education from well-trained teachers.
- To strengthen & sustain relationships & increase support between consortium districts, technical colleges, businesses, & industry.
- To ensure all CTE programs are staffed with high-quality, well-trained teachers.

What's the expected outcome?

- Students' learning experience will improve, as well as their opportunities for work-based learning opportunities in their communities & surrounding areas.
- Students' understanding of & experience with high-quality CTE career options will be enhanced.
- Teachers will have specific training (PD), a more sustainable network of professional support, & be more fulfilled in their positions, minimizing turnover.

What potential implementation challenges need to be addressed?

- Minimal businesses & industry to partner with in smaller communities.
- Lack of consistency in training, guidance, & initial professional development across the region to set new CTE teachers up for success.
- Classroom/lab coverage for educators to attend PD without disrupting the students' learning experience.
- Knowledge barriers about the benefits & strong career options within CTE fields, including technical college as a promising post-secondary path.

Milestone 1 (what to accomplish this year): Enhance the quality of sustainable partnerships & increase collaborative opportunities with technical colleges, businesses, & industry.

Milestone 2 (what to accomplish next year): Provide more networking & PD opportunities for specific clusters, as well as for new CTE teachers in the consortium.

<p style="text-align: center;">Action Plan</p> <p style="text-align: center;">What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">When will the actions/ tasks occur?</p>	<p style="text-align: center;">Participation and Commitments</p> <p style="text-align: center;">Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members</p>	<p style="text-align: center;">Indicate completion of actions/tasks</p>
<p>Action 1: Survey CTE teachers to decide what areas & types of cluster-specific training would be most beneficial. Use these survey results to begin coordinating PD efforts/opportunities.</p> <p>Resources Required: survey platform; schedule availability for PD</p>	<p>Fall 2026 – Summer 2028</p>	<p>Consortium Director – create survey, assess results, coordinates efforts for PD. WDTC faculty & staff, businesses, & industry – help with planning PD, host PD opportunities. CTE teachers – provide feedback on surveys & take part in PD</p>	
<p>Action 2: Coordinate & host monthly “CTE Coffee & Convo” style get togethers virtually to increase & enhance networking & collaboration opportunities between districts, especially new CTE teachers & cluster-specific teachers.</p> <p>Resources Required: virtual platform to host meetings (MS Teams); schedule availability to attend & take part</p>	<p>Fall 2026 – Spring 2028</p>	<p>Consortium Director – schedule & host monthly events virtually, encouraging participation. CTE teachers (& other district CTE-personnel as appropriate) – attend & take part in virtual events</p>	
<p>Action 3: Leverage partnerships with post-secondary, businesses, & industry to stay current on high-quality professional development for CTE educators in general, as well as cluster-specific educators.</p> <p>Resources Required: funding for registration & travel; subs for teacher coverage</p>	<p>Summer 2026 – Summer 2028</p>	<p>Consortium Director, District Administration, CTE teachers, post-secondary faculty, businesses, & industry. All work together to share PD opportunities for CTE & specific clusters.</p>	

<p>Evidence of Progress (How will you know the efforts are leading to success?)</p> <p>What data points/sources will be analyzed?</p> <ul style="list-style-type: none"> • CTE teacher satisfaction & turnover rates in districts • Responses to survey results • Attendance at & participation in networking & PD opportunities • Increase in partnerships & collaboration opportunities between districts, technical colleges (especially WDTC), businesses, & industry

End of the Year 1 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

End of the Year 2 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?



3/2/26 _____

Superintendent/Consortium Director Signature

Date

District Perkins Director Signature (if applicable)

Date