

Consortium Perkins Local Plan

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

- 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 15th 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.*

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: Increase opportunities for students to enroll in CTE courses by expanding their knowledge, exposure to program and course offerings available, and leverage industry and post-secondary partnerships.

Priority #2: Provide quality opportunities for teachers and administrators to attend CTE cluster-specific professional development and networking opportunities for students to receive top-notch education and training in CTE courses.

Priority #3: Increase collaborative efforts between secondary, post-secondary, and business/industry to ensure strong alignment for students’ learning & skill development, as well as opportunities for internships & apprenticeships.

Course Offerings

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

Ag, Food & Natural Resources	x	Education & Training	x	Hospitality & Tourism	x	Manufacturing	x
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Architecture & Construction	x	Finance	x	Human Services	x	Marketing	x
Arts/AV & Communication	x	Government & Public Administration	x	Information Technology	x	STEM	x
Business	x	Health Science	x	Law & Public Safety	x	Transportation	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 exploration classes at the middle school level. Also, through enrollment nights, parent meetings, and open houses.

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, open houses, CTE course 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 certain 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. Work-based learning experiences are also used to provide guidance and recommendations 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 with more real-world 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 paraprofessional assistance and SPED teachers in classroom to help ensure safety of all students, as necessary, particularly in labs/shops. 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 help assess a student's skill set. Technological support (speech-to-text, hearing assistance devices, translation headphones, etc.) is also provided to students, as necessary.

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

Exploratory and introductory middle school courses help expose all students to a variety of fields, including those considered non-traditional. Career fairs and campus and classroom presentations from industry experts and technical colleges help to showcase the variety of opportunities available, as well as setting up students with internships and other work-based learning 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 paraprofessionals and 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, which has already increased the quality and quantity of work-based learning opportunities for students. These partnerships and collaboration opportunities continue to be a focus moving forward. 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. In addition, connections with local economic development offices have helped to expand and enhance ongoing connections and opportunities.

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 general education courses.

Recruitment, Retention and Training of Teachers

14. Do the member districts have contacts at post-secondary 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 has increased (and will continue to do so), bringing more opportunities to help fill positions. WDTC faculty are frequently asked to provide industry contacts that may be interested in teaching at the secondary level, including recent WDTC graduates.

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; ACTE/NCLA Best Practices for Administrators Conference; ACTE National Vision Conference; AFNR Winter PD; SDTEA Conference; Skills USA State & National Conference; SD Range Camp & Training; Consortium Annual Meetings

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

	District	Perkins Point of Contact/Consortium Representative
1	Agar-Blunt-Onida	Jeremy Chicoine
2	Belle Fourche	Orion Thompson & Austin Bishop
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6	Crow Creek	Kevin Mutchelknaus
7	Custer	Tim Frederick & Tiffany French
8	Douglas	Kevin Case & Sean Gholson
9	Dupree	Brent Mareska
10	Edgemont	Amy Ferley & Brady Joseph
11	Faith	Kelly Daughters
12	Gettysburg	Amber Mikkelson & Cory Jensen
13	Haakon	Mandie Menzel, Brigitte Bucklacher & Reed Johnson
14	Harding County	Josh Page
15	Highmore-Harrold	Dr. Lynn Lawson & Alana Kroeplin
16	Hill City	Blake Gardner & Breanna Lende-Hanson
17	Hot Springs	Kain Klinkhammer
18	Jones County	Debra O'Reilly & Melissa Herr-Valburg
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21	Lemmon	Shawnda Carmichael & Michael Uthe
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25	Mobridge-Pollock	Stephen Vigliotti & Kim Schneider
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29	Saint Francis Indian School	Dani Walking Eagle & Gina Curran
30	Spearfish	Kirk Easton & Joe Williams
31	Stanley County	Dan Baldwin & Shannon Schweitzer
32	Timber Lake	Lori Enright & Julie Marshall
33	Tiospaye Topa School	Theresa Young
34	Wall	Sally Crowser
35	Wakpala	Silas Blaine
36	White River	Louie Krogman & Peri Strain
37	Winner	Stacy Halverson

Consortium Director Name: Fawn Wilde

Date Completed: 3/2/26

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.