

Date: 11/16/2021

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

- If we allow staff time and funds to attend professional development and/or collaboration opportunities, then our programs will be enhanced, up to current industry standards, and our students will receive the best educational and work-based learning experiences possible.
- If we establish and maintain strong industry partnerships, then staff will receive additional support and be able to provide enhanced opportunities for students in areas such as: work-based learning, internships, and apprenticeships, as well as industry knowledge overall.
- If we ensure CTE information, program options, and benefits are clearly communicated throughout each school, between districts and postsecondary schools, and with parents and industry professionals, then more students will benefit from CTE experience and make more informed decisions about their future with an increase in opportunities as they choose classes and finalize post-high school plans.
- If we provide CTE classroom support for special populations according to students' IEP or 504, then all students will have access to high quality pathways.
- If we have relevant, modern, industry-specific equipment, certification, and training, then students' learning will accurately reflect current industry standards and expectations.

What's the focus or direction?

- To collaborate with colleagues and industry professionals.
- To enhance opportunities for all students to take CTE courses

What's the expected outcome?

- Increased understanding and willingness of CTE & non-CTE personnel to work together within each school and between each district.
- More collaboration opportunities between school districts, post-secondary schools, and industry professionals as goals and expectations are clearly articulated and followed through.
- Increased knowledge and skills that help to strengthen the CTE programs.
- A larger variety of students will gain the experience and knowledge necessary to explore various career opportunities and make connections within their communities.

What potential implementation challenges need to be addressed?

- Availability in students' schedules
- Time out of classrooms for educators to attend professional development trainings and collaboration opportunities
- Limitations with physical space and staffing
- Minimal understanding and support of CTE programs by parents, students, community, and even non-CTE school personnel

Milestone 1 (what to accomplish this year): Complete a data-driven 4-year Consortium plan and begin effective communication efforts.

Milestone 2 (what to accomplish next year): Have an Advisory Board with community representatives from each career cluster that is part of the approved CTE programs within each school district.

<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: Collaboration time to create the 4-year plan. All districts will actively participate in a CLNA Planning event, which will determine the consortium’s plan over the next four years to enhance programming and opportunities for students.</p> <p>Resources Required: laptops, internet access, meeting space, writing materials, and Perkins funds for professional development/collaboration</p>	<p>September 2021</p>	<p>Administration, CTE teachers, and school counselors from each school in the Western Statewide Consortium; SD DOE CTE office personnel; Consortium Director</p>	<p style="text-align: center;">X</p>
<p>Action 2: Professional development and collaboration time at the Consortium’s Annual Meeting to begin developing communication plans to effectively and efficiently communicate CTE information, options, and benefits to non-CTE personnel in each school, parents, and industry professionals.</p> <p>Resources Required: laptops, internet access, meeting space, writing materials, and Perkins funds for professional development/collaboration</p>	<p>March 2022</p>	<p>Consortium representatives from each school in the consortium, DLR representatives, industry professionals, parents from CTSOs, post-secondary representation, and the Consortium Director</p>	
<p>Action 3: Professional development at the Consortium’s Annual Meeting to 1) help establish and strengthen relationships with current and/or potential industry partners and 2) increase knowledge and skills in grant writing. These opportunities will be provided in a workshop format by the DLR, WDT’s Director of Industry Relations and Grant Management, and the Consortium Director.</p> <p>Resources Required: laptops, internet access, meeting space, writing materials, and Perkins funds for professional development/collaboration</p>	<p>March 2022</p>	<p>Consortium representatives from each school in the consortium, DLR representatives, industry professionals, grant writing specialist, and the Consortium Director</p>	

Evidence of Progress (How will you know the efforts are leading to success?)

What data points/sources will be analyzed?

- Participation in collaboration efforts and professional development by each district
- Participation in collaboration efforts by industry professionals
- Enrollment in CTE courses, including an increase in special-populations' enrollment
- Opportunities for students in areas of work-based learning, internships, and apprenticeships
- Support for CTE teachers and programs within each school, between school districts and post-secondary schools, and within each community

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)?

Action Plan: Recruitment, Retention, & Training

District/Consortium: Western Statewide CTE Consortium

Date: 11/16/21

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

- If we provide professional development and collaboration opportunities throughout the year, in addition to annual training, CTE educators will be more successful in their roles and help students be more successful as they navigate CTE options and finalize post-high school plans.
- If we collaborate with schools (both within our consortium and outside of our consortium), then CTE educators will be more supported, able to learn from one another, and experience more satisfaction in their roles.
- If we develop and follow effective and efficient communication plans to share CTE information with non-CTE school personnel, current/potential industry partners, and community members, then we can increase professional development opportunities and recruit CTE educators within our communities.
- If school districts develop a plan to address the deficiency of CTE teachers that is in conjunction with the DCTE's alternative certification option, then districts will be able to more effectively recruit potential industry professionals to fill CTE positions.

What's the focus or direction?

- To enhance skills and knowledge of CTE educators
- To collaborate to take advantage of professional development opportunities, providing benefit to the consortium as a whole
- To strengthen relationships and increase support within each community, particularly with current/potential industry partners
- To fill CTE teacher vacancies with high-quality industry professionals

What's the expected outcome?

- Stronger, highly qualified candidates will be recruited as CTE educators
- Teachers will receive on-going training and knowledge from industry partners and be able to collaborate with them when seeking opportunities for their students
- Teachers will have the resources, support, and training to be most effective, increasing retention of CTE educators

What potential implementation challenges need to be addressed?

- Limited industries in smaller communities
- Lack of understanding of CTE overall
- Lack of appropriate/accurate communication of job duties, expectations, and overall role of new CTE teachers

Milestone 1 (what to accomplish this year): Increase collaboration and professional development opportunities for consortium schools and community partners.

Milestone 2 (what to accomplish next year): Update and implement improved communications/advertisements for recruiting CTE teachers.

<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: Professional development and collaboration time at the Consortium’s Annual Meeting to begin developing communication plans to effectively and efficiently communicate CTE information to non-CTE personnel in each school, industry professionals, and community members.</p> <p>Resources Required: laptops, internet access, meeting space, writing materials, and Perkins funds for professional development/collaboration</p>	<p>March 2022</p>	<p>Consortium representatives from each school in the consortium, DLR representatives, industry professionals, post-secondary representation, and the Consortium Director</p>	
<p>Action 2: Professional development at the Consortium’s Annual Meeting to develop skills for establishing and strengthening relationships with current and/or potential industry partners.</p> <p>Resources Required: laptops, internet access, meeting space, writing materials, and Perkins funds for professional development/collaboration</p>	<p>March 2022</p>	<p>Consortium representatives from each school in the consortium, DLR representatives, industry professionals, post-secondary representation, and the Consortium Director</p>	
<p>Action 3: Time and compensation for CTE educators to attend professional development and collaboration opportunities throughout the year.</p> <p>Resources Required: Perkins funds for professional development/collaboration, stipends, district funds, access to virtual training/resources</p>	<p>Ongoing</p>	<p>School administration, CTE teachers, and the Consortium Director</p>	

Evidence of Progress (How will you know the efforts are leading to success?)

What data points/sources will be analyzed?

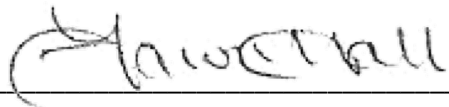
- Participation in professional development and collaboration opportunities
- Retention of CTE teachers
- Teachers trained/eligible to teach CTE courses
- Professional development and collaboration opportunities offered throughout the year

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)?



3/7/2022

Superintendent/Consortium Director Signature

Date

District Perkins Director Signature (if applicable)

Date