

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.**
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Consortium Name: Western Statewide 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: With Perkins funding, CTE programs will be improved by purchasing modern industry-specific equipment, ensuring students' learning accurately reflects current industry standards and expectations.

Priority #2: Appropriate CTE staff and teachers will be allowed time and funds to attend professional development and/or collaboration opportunities to help enhance CTE program, ensure programs are up to current industry standards, and provide student with the best educational and work-based learning experiences possible.

Priority #3: Effective and efficient communication plans will be developed to share CTE information with non-CTE school personnel, current/potential industry partners, and community members, which will help recruit CTE educations within our districts' communities.

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
Architecture & Construction	X	Finance	X	Human Services	X	Marketing	
Arts/AV & Communication	X	Government & Public Administration	X	Information Technology	X	STEM	X
Business	X	Health Science	X	Law & Public Safety		Transportation	

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?

No.

4. How will students who are members of special populations learn about the school's CTE course offerings?

Students get exposure to CTE courses and programs in middle school through exploratory classes. High school counselors and CTE teachers provide introductions to middle school students, as well as some upper elementary grades even. All students learn about CTE course offerings during registration, through the counselors, in their student handbooks, and elective fairs that are held. Students who are members of special populations work even closer with the counselors, alongside the Special Education teacher or director, to go over career interests and discuss potential courses to take.

Career Activities

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

Career Exploration and Career Development Coursework, Activities and Services	<p>Career exploration starts in middle school with students participating in a career exploration class, career fairs and using SDMyLife, which continues as they transition into high school.</p> <p>High school students attend various career & college fairs, career exploration camps (such as scrubs camps hosted by WDTC and BHSU) and job fairs hosted at their high schools, as well as those hosted at locations in their communities.</p> <p>Internships are regularly offered for high school seniors.</p>
Career information based on labor market data related to high-skill, high-wage or in-demand occupations.	<p>SDMyLife is used frequently, along with guidance from school counselors as they meet with students regularly to review CTE opportunities and often create personalized plans for each individual student.</p> <p>Speakers from industry and economic development speak to career planning and mentorship classes. As CTE advisors and teachers speak with industry professionals, advisory boards, and tech schools, they share the information obtained with students during instruction.</p> <p>Posters are also displayed throughout schools providing information on high-demand career fields that are in line with the career clusters the school offers.</p>

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.

Guidance counselors meet with students quite often to discuss career paths and postsecondary goals, information that is then used to help ensure students are enrolling in appropriate courses to meet these goals. Students are put on individual plans and are followed up with frequently by the guidance counselors. Juniors are encouraged to participate in a job shadow experience and seniors are encouraged to participate in an internship.

In addition, students use SDMyLife and seniors participate in a senior experience course, which includes many discussions about what is needed to prepare for high-skill, high-wage, or in-demand careers.

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?

Hosting mock worksites in classroom and bringing in people from industry to speak to and work with students is a major component to preparing special populations for these occupations that will lead to self-sufficiency. Getting the opportunity to job shadow and participate in an internship also provides special populations, as well as the entire student body, much more hands-on, real-life experience, which helps to make more informed decisions on the best career and/or postsecondary path for each individual student.

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

Middle school students get to experience non-traditional fields during their exploratory classes. Middle and high school students are exposed to non-traditional fields during career fairs and career explorations camps, as well as when industry professionals visit classes. Preparing students for non-traditional fields is also done through job shadowing 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 based on 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. We have a consortium-wide goal (as outlined in our CLNA Action Plan) to provide CTE

classroom support for special populations according to a students' IEP or 504, which will be worked toward within each district.

Work Based Learning

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

Students receive work-based learning opportunities through attending and participating in career fairs, career exploration camps, job-shadowing, and internship opportunities. Some career-specific experiences are incorporated into the classrooms with mock worksites set up. Students are also paired with industry professionals as part of their career planning classes during junior and senior year. In addition, some districts require students to have SAE as part of their grade in CTE courses. One district developed a program where students can receive a 2-year professional degree prior to their high school graduation.

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 (include 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. 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?

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; however, most schools in the consortium experience little to no turnover with CTE teachers, so the need hasn't been too dire thus far.

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?

CTE teachers and/or administrators will be attending the following: SD ACTE Conference, SD TEA Conference, ACTE Vision 2020 Conference, AFNR Winter Professional Development, National FCCLA Conference, SD FCCLA Convention, SkillsUSA State Conference, and Skills USA National Conference.

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, Principal
2	Belle Fourche	Eric Anderson, CTE Instructor
3	Custer	Tiffany Newman, Consortium Representative
4	Crow Creek	Brian Sieh, Interim Superintendent
5	Douglas	Karline Clark, Consortium Representative
6	Edgemont	Brady Joseph, Consortium Instructor
7	Gettysburg	Wendy Smith, Principal; Mercedes Lemke, Instructor/FFA Advisor
8	Highmore-Harrold	Alana Kroepflin, FACS Instructor
9	Hill City	Toni Bruns, Consortium Representative
10	Hot Springs	Brenda White, Consortium Representative
11	Kadoka	Brandy Knutson, Consortium Representative
12	Lead-Deadwood	Lenessa Keehn, CTE Director
13	Miller	Mark Ketelhut, HS Ag Teacher
14	New Underwood	Todd Quigley, Principal
15	Newell	Trev Fiedler, Industrial Tech Instructor
16	Oelrichs	Stacy Cope, Consortium Representative
17	Philip	Brigitte Brucklacher, Consortium Representative
18	Spearfish	Steve Morford, Principal
19	Stanley County	Dan Baldwin, Superintendent
20	Wall	Pandi Pittman, Superintendent

Consortium Director Name: Fawn Hall

Date Completed: 5/10/2022

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.