

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

- If all students are given opportunities to engage in a variety of CTE courses and clusters, then their educational experience will be improved, and they will be more likely to excel in core classes as their interests and skills are explored and expressed.
- If we provide industry-standard equipment to CTE courses, training, and certification, then students' knowledge and skillset will accurately reflect industry standards and expectations, making them a stronger competitor in post-secondary and the workforce.
- If students are given work-based learning opportunities, then they will make more informed decisions about career fields of interest and their future path to post-secondary and/or workforce.
- If CTE educators are provided networking opportunities and resources to participate in professional development, then CTE programs will be continuously improved and aligned with current industry standards and students will receive the greatest educational and work-based learning experiences.
- If stakeholders are aware of and understand the benefits of CTE for students, the community, and economy, while students are in secondary school and beyond, then more support, collaboration, and opportunities will be available to students, and they will receive a well-rounded education and be able to explore a variety of viable career options.

What's the focus or direction?

- To enhance all students' skills and knowledge of the viable educational and career opportunities available within CTE-related fields.
- To enhance partnerships with business, industry, and post-secondary for stronger program alignment and work-based learning opportunities for students.

What's the expected outcome?

- Students will have broader career paths to choose from that align with their skillset and interests and provide a good wage.
- Students' performance in core content areas will improve as they're given greater opportunities to use these skills in more areas of interest.
- Students will gain more real-world experience in a field of interest and establish positive working relationships with the possibility of leading to educational advancement and employment.
- Local economies will improve with students being more connected with their local businesses and industry, creating a sense of loyalty and viable opportunities as they enter the workforce.

What potential implementation challenges need to be addressed?

- Flexibility in students' school schedules can be limited.
- Time away from classrooms for educators to attend PD.
- Limited CTE clusters available in smaller communities, which limits students' access to exploring a variety of career fields.

Milestone 1 (what to accomplish this year): Provide industry-standard equipment to improve CTE programs; Create stronger relationships and collaboration with western SD post-secondary technical college, WDTC.

Milestone 2 (what to accomplish next year): Develop creative approaches to students' schedules and ability to explore CTE programs not offered in their home districts, including the use of work-based learning opportunities.

<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 connections with post-secondary, business, and industry to ensure equipment alignment with current industry standards.</p> <p>Resources Required: Strong relationships with post-secondary, business, and industry; knowledge of industry trends and standards.</p>	<p>Throughout the year as equipment, training, and certification requests are considered.</p>	<p>District administration, CTE teachers, Consortium Director, Post-secondary faculty, businesses & industry in local communities. Two or more groups work together to foster professional relationships and explore best equipment, training, and certifications for secondary students to receive accurate training in each career cluster.</p>	
<p>Action 2: Create opportunities for connecting with post-secondary faculty and exploring post-secondary programming at the 2024 SDACTE Summer Conference.</p> <p>Resources Required: WDTC classroom/lab space and faculty summer commitment</p>	<p>March 2024 – July 2024</p>	<p>SDACTE Board of Directors, CTE teachers and administrators, Consortium Director, WDTC President, VP of Teaching and Learning, faculty, and staff. WDTC personnel provide knowledge and training on post-secondary programming for each cluster area represented at the SDACTE Summer Conference. Consortium Director provides available opportunities to Division Presidents to ensure they have a well-rounded selection of opportunities to learn from.</p>	
<p>Action 3: Collaboration sessions at the 2025 Consortium Annual Meeting with the intention for districts to work together to develop creative approaches to students’ schedules and explore ideas for students to be given opportunities beyond their home districts, when necessary.</p> <p>Resources Required: Guided discussion questions for districts to consider, funding for transportation of students, research about what other districts have done throughout the state and nationally.</p>	<p>March 2025 Annual Meeting and months following</p>	<p>CTE Consortium member districts, Consortium Director, State Regional Specialists, regional or national representation to help guide discussions.</p>	

Evidence of Progress (How will you know the efforts are leading to success?)
 What data points/sources will be analyzed?

- Participation in PD and networking opportunities provided to CTE personnel.
- Participation in collaborative discussion and creative planning set in place at Annual Meeting.
- Students' performance in core content areas.
- Quality and quantity of work-based learning opportunities provided to students.
- Stakeholder surveys.

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 Consortium Date: 3/20/24

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

- If we increase the quality and quantity of partnerships with post-secondary, businesses, and industry, then we will have more access to potential CTE educators, increased work-based learning opportunities for students, and stronger support networks for current CTE educators.
- If we provide professional development, networking, and collaboration opportunities throughout the year, CTE educators will be more successful and more supported in their roles, and less likely to leave their positions.
- If school administration and counselors understand the benefits of CTE, then they are more likely to support CTE programs and educators and be driven to promote CTE with stakeholders, and all students will be given greater opportunities to explore viable high-quality, high-wage, in-demand careers.

What's the focus or direction?

- To enhance skills and knowledge of CTE educators for students to receive the best education from well-trained and experienced teachers.
- To strengthen relationships and increase support between districts, post-secondary, businesses, and industry.
- To staff CTE programs with high-quality industry professionals and provide opportunities for continued PD, networking, and collaboration.

What's the expected outcome?

- Improve students' work-based learning opportunities and connections within their communities and surrounding areas.
- Students will receive high-quality education and training.
- Teachers sustain a positive network of professional support and are more fulfilled in their positions, minimizing turnover.

What potential implementation challenges need to be addressed?

- Limited businesses and industry to partner with in smaller communities.
- Misunderstanding of alternative certification pathways available for industry professionals becoming teachers.
- Lack of thorough training, guidance, and initial professional development to set new CTE teachers up for success.

Milestone 1 (what to accomplish this year): Increase partnership opportunities with post-secondary, businesses, and industry.

Milestone 2 (what to accomplish next year): Identify specific barriers and complexities new CTE teachers experience and create a plan of action to alleviate these barriers.

<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: Create opportunities for connecting with post-secondary faculty and exploring post-secondary programming at the 2024 SDACTE Summer Conference. Get guidance on curriculum development and explore future partnership opportunities.</p> <p>Resources Required: WDC classroom/lab space and faculty summer commitment</p>	<p>March 2024 – July 2024</p>	<p>SDACTE Board of Directors, CTE teachers and administrators, Consortium Director, WDC President, VP of Teaching and Learning, faculty, and staff. WDC personnel provide knowledge and training on post-secondary programming for each cluster area represented at the SDACTE Summer Conference. Consortium Director provides available opportunities to Division Presidents to ensure they have a well-rounded selection of opportunities to learn from.</p>		
<p>Action 2: Invite 3 – 5 CTE teachers from various cluster areas to participate in WDC’s Advisory Boards specific to their cluster.</p> <p>Resources Required: Time to attend Advisory Board meetings (possibly virtually)</p>	<p>Throughout year</p>	<p>CTE teachers and administrators, Consortium Director, WDC President and VP of Teaching and Learning. Consortium Director serves as liaison to connect teachers to appropriate Advisory Boards and works with VP of Teaching and Learning to distribute meeting schedules. CTE teachers attend meetings and participate, as appropriate, and with the support of their administration.</p>		
<p>Action 3: Collaboration sessions at the 2025 Consortium Annual Meeting with the intention for districts to work together to identify specific barriers and complexities new CTE teachers experience and create plan of action to alleviate these barriers.</p> <p>Resources Required: Guided discussion questions for districts to consider, follow-up meeting with appropriate parties as action plan to alleviate barriers is developed.</p>	<p>March 2025 – Annual Meeting and months following</p>	<p>CTE Consortium member districts, Consortium Director, State Regional Specialists, regional or national representation to help guide discussions.</p>		

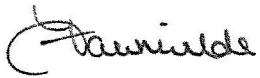
<p>Evidence of Progress (How will you know the efforts are leading to success?)</p> <p>What data points/sources will be analyzed?</p> <ul style="list-style-type: none"> • Turnover rates and feedback of CTE teachers in consortium member districts. • Advisory Board attendance and participation by CTE teachers. • Quantity and quality of partnerships established and sustained after 2024 SDACTE Summer Conference. • Increase in work-based learning opportunities for students. 	
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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)?



Superintendent/Consortium Director Signature

____3/20/24____

Date

District Perkins Director Signature (if applicable)

Date