

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: **Cheyenne-Eagle Butte 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.
 - *A new CLNA process will be initiated in the spring of 2024 to redevelop the overall plan for program improvement purposes.*
 - *2022-2023 Update: Progress was made for Action #1, some progress for Action #2, and progress was made for Action #3 for Theory of Action #1 and its corresponding Milestones. Burgeoning progress was made for Action #1 and no progress was made for Action #2 for Theory of Action #2 and its corresponding milestones.*

Priority #1: Implement SD MyLife with a structured usage plan; develop CTE awareness through use of a website a course catalogue, and other means for implementation at Cheyenne-Eagle Butte (C-EB) High School, as well as providing exploration opportunities as a guiding piece in student understanding of Career & Technical Education (CTE) career and cluster pathways.

- Improvements were made on this priority. We have shifted to using Graduation Plans in lieu of SDMYLife. A CTE Course Map was also developed. Career exploration opportunities were developed and organized by our CTE Coordinator, which is a new contracted position through our BIE consortium partner. We have added a few new actions to improve more on this priority. Refer to the BOY 2023-2024 Action Plan and EOY 2022-2023 for further information.

Priority #2: Develop ways to increase awareness of the CTE program.

- A student survey was administered to determine progress in this area, with some progress being evident. In an effort to increase our HS completer numbers, promote dual-credit coursework, and develop opportunities for industry certifications we have prioritized the awareness of the CTE Program to best benefit our learners. We will continue to grow in this area and to re-administer the survey annually to determine progress. Continued growth in programmatic awareness will aid us in developing the momentum necessary to increase cluster completers, as described within our 2022-2023 Action Plan.

Priority #3: Add additional class offerings and develop other CTE clusters based on student interest.

- A student interest survey was implemented and evaluated to learn more about the needed CTE programming to learn more about student interests. Course offerings were expanded to include Hospitality & Tourism opportunities and eventually industry certifications. Also, course for the Education & Training cluster were added to support the local need to create a pipeline for the development of teachers in grades K-12. We will continue to cultivate such opportunities to better meet the needs of our learners, community, and local economy.

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

- C-EB Schools will resume programming in all identified cluster areas to develop increased completer opportunities. A new cluster for the 2023-2024 school year will be STEM & Computer Science. This addition is a direct result of both student interest and local industry needs. ***Note: To prepare for this potential integration, we are working on the acquisition of technological infrastructure, materials, and supplies through this school year.

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

- An orientation meeting is held each year for all incoming freshmen, new students, and their parents. CTE Teachers and counselors speak to the group about the available programs and answer any questions that they may have. Additionally, counselors, exceptional education department, CTE instructors, and others work collaboratively to ensure learners with special needs are placed in career settings that will help them obtain career goals. An annual IEP is developed for each student with special needs by their parents, academic instructors, career/tech instructors, and school administrators with these goals used as guidance in development of plans.
- Tribal vocational rehabilitation programs and staff instructors are a part of the process to ensure that each student receives the appropriate academic and technical coursework to help them achieve their individual goals. Additionally, tribal vocational rehabilitation program and the local community college provide an annual career exploration services event. The EAGLE Center, a high school intervention program is also utilized to allow greater flexibility for students who are single parents, special populations, or are in need of a modified educational plan. Students at the EAGLE Center are included in student organizations and school activities as much as possible.

Career Activities

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

<p>Career Exploration and Career Development Coursework, Activities and Services</p>	<p>Students are exposed to activities that help lead to self-sufficiency by engaging in the following opportunities: activities such as college and career fairs; guidance and career counseling; graduation plans; abilities, and interest inventories; guest speaker presentations; training, and field trips to post-secondary facilities as well as job site shadowing and transition activities. The consortium also has a high school intervention program, the EAGLE Center, which is utilized to allow greater flexibility for students who are single parents, special populations, or are in need of a modified educational plan. Students at the EAGLE Center are included in student organizations and school activities as much as possible.</p> <p>This high school also provides courses in post-high school planning and careers exploration to further prepare learners for success in CTE programs and the workforce.</p>
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<p>Career information based on labor market data related to high-skill, high-wage or in-demand occupations.</p>	<p>Within the post-high school planning and careers exploration courses, students utilize tools such as: Graduation Plans, the Bureau of Labor Statistics, the Occupational Outlook Handbook, and the South Dakota Department of Labor to access the most recent data trends and job outlook for current and future years. Traditionally, courses utilize guest speakers and industry practitioners/professionals to provide outlook and perspective on current trends.</p>
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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.
- Our CTE Coordinator and Registrar speaks with student groups concerning academic and technical opportunities beyond high school. Students entering their freshman year are required to choose a career pathway and set up a Graduation Plan. This allows the student and staff member to evaluate the students' interest inventory, *with an emphasis on CTE programming*, thereby helping to plan for post-secondary opportunities.
 - Many initiatives are used to encourage students to explore CTE options. CTE Programs will create exposure through enrollment and parent night activities, promotion through student activities, the creation of informational bulletin boards, available handouts and pamphlets, promotion of the CTE Program webpage for resources, word of mouth, and by sharing the success of previously enrolled students. Additionally, the consortium systematically works toward a smooth transition to post-secondary education and training options. The following tools are utilized but not limited to: College Day, Career Fairs, 4-year plans for each student, individual counseling, preparation for technical college, and course pre-registration.
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?
- The C-EB High School is a cooperative program between the Bureau of Indian Education school system and the Eagle Butte School District, Dewey County, South Dakota local education agency. This cooperative works together to ensure that students receive the maximum benefits from the Perkins Grant Program.
 - The CTE program will strengthen academic, career, and technical skills of students by using both local and Perkins grant funds. Local funds will be used to implement career pathways, use date-driven curriculum, create personal learning plans, integrate academics, tutoring, will utilize standards, and model course guidelines. Perkins funds will be used to supplement locally provided programming and to expand opportunities for learners. Additionally, supplements to CTE Programming will strengthen academic integration within CTE courses and may provide supplemental professional development opportunities. Our school uses multiple assessments to benchmark students' knowledge and skills in the fall, winter, and spring months. Assessment data provides timely data regarding skill levels and achievement in reading and math. Our instructors utilize data to improve academic and cluster skill instructional strategies and best practices within the learning setting.
 - Additionally, funds made available will be used to address any Perkins data performance gaps as needed. Various resources such as people, time, and money will be focused around student achievement goals, improving student performance, and meeting state and local levels of performance measures.

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?
- Special populations in the CTE programs are exposed to activities to help lead to self-sufficiency by engaging in the following opportunities: An orientation meeting is held each year for all incoming freshmen, new students, and their parents. CTE Teachers and staff speak to the group about the available programs and answer any questions that they may have. Additionally, career counselors, exceptional education department, CTE instructors, and others work collaboratively to ensure learners with special needs are placed in career settings that will help them obtain career goals. An annual IEP is developed for each student with special needs by their parents, academic instructors, career/tech instructors, and school administrators with these goals used as guidance in development of plans.

- Tribal vocational rehabilitation programs and staff instructors are a part of the process to ensure that each student receives the appropriate academic and technical coursework to help them achieve their individual goals. Additionally, tribal vocational rehabilitation program and the local community college provide an annual career exploration services event. The EAGLE Center, a high school intervention program is also utilized to allow greater flexibility for students who are single parents, special populations, or are in need of a modified educational plan. Students at the EAGLE Center are included in student organizations and school activities as much as possible.

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

- Students take interest inventories and other career exploration assessments, and develop Graduation Plans. These plans are adjusted through their high school career to suit student needs. Plans are evaluated to plan for post-secondary opportunities. Many initiatives are used for helping to provide a smooth transition, such as: College Day, career fairs, 1-year plans for each student, and individual counseling. Career counselors, teacher, and community partners speak with classes regarding non-traditional fields in relation to academics and technical or trade school options beyond high school. Students are provided opportunities to visit non-traditional fields worksites for experiential exposure to possible career choices.
- C-EB CTE activities will be carried out with respect to state and local levels of performance. Funds made available will be used to address any Perkins data performance gaps the school may have. Various resources such as people, time, and resources will be focused on student achievement goals, improving student performance, and meeting state and local levels of performance measures.
- Our consortium will continue to use a combination of funds to meet and exceed program requirements. Graduation rates reflect a compulsory law of attendance in our state. However, it does not mandate compulsory graduation. Thus some students, those who may be identified as at risk, simply choose to age out. CTE Programs tend to have a high number of at-risk student participants. Activities that motivate, provide for a higher cultural identity, build technical skills, provide learning strategies, and connect kids to the school community, and student life paths will be prioritized.
- Continued implementation strategies for programmatic success include, but are not limited to: after-school tutoring; class advisors; the implementation of program advisors for career and technical school opportunities (CTSO); mentors, teachers as advisors' periods; targeted senior tutoring and support; graduation plans; differentiated student-centered academic achievement goals; response to intervention teams; and post-secondary connection experiences. Perkins measure for promoting preparation in non-traditional training and employment is an indicator for the Human Services Cluster and the Ag. Natural Resource Cluster and will be addressed through advisory board activities, scheduling collaboration, media, projects, and guest speakers who are experienced in non-traditional fields. Consortium efforts will work to improve concentrator status of non-traditional students.

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 staff and teachers of C-EB Schools receive training in non-discriminatory practices within our consortium. Annually, staff and teachers participate in training on the topic(s) of special education requirements and best practices and safety at school. This training is conducted through faculty in-services, the implementation and dissemination of non-discriminatory policies and practices, and student in-services regarding such policies including others of the school-wide organization.

Work Based Learning

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

- Strategies to provide students with strong experiences in understanding all aspects of an industry are somewhat limited due to the rurality of our school. Thus, many methods are used to provide students with exposure to quality work-based experiences. The consortium continues to develop partnerships with businesses, organizations, student clubs, and local industry professionals to support our approved career clusters. Examples include work-based learning opportunities with agriculture and livestock, industrial trades, business & entrepreneurship, and social/human services non-profit organizations and business entities. Example: Securing work-based/internship learning opportunities with community

partners to gain skills in money management, food & beverage industry, agriculture, youth leadership, and other CTE related topics. Also, students are provided such opportunities within student extra-curricular organizations such as FFA.

12. How will districts work with employers to develop or expand work-based learning opportunities?

- The C-EB CTE Consortium will serve in an advisory capacity to be informed of industry trends and aid in guiding the success of the CTE program. We will work toward providing dual-credit opportunities and industry certifications to further bolster our efforts and goals for providing a well-organized program to benefit our learners and community. Such benefits will promote increased participation in CTE course enrollment and cluster completers. The development of these partnerships will be the responsibility of each CTE cluster teacher to establish, cultivate, and grow work-based learning opportunities that are relevant to their cluster and the local economic/educational resources and needs. Also, students are provided such opportunities within student extra-curricular organizations such as FFA.

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.

- Student input, assessment, and programmatic data will be evaluated to guide the establishment of post-secondary credit opportunities for students who are still in high school or who attend the EAGLE Center. The consortium and school administration will develop partnerships, memorandums of understanding, and programming with the Oglala Lakota College and other post-secondary institutions within South Dakota to benefit learners. These opportunities will also align with cluster enrollment and completer data to best serve our general and special student populations in earning dual or concurrent credit as applicable.
- The Consortium will identify funding sources to support dual and concurrent credit opportunities.

Recruitment, Retention and Training of Teachers

14. Do the member districts have contacts at postsecondary institutions whom are helpful in recruiting new teachers? What partnership or processes exist in relation to recruiting new teachers when the need arises?

- Current practices include recruiting through *Handshake*, which is a post-secondary virtual platform developed to provide recruitment opportunities by a current and innovative means. *Handshake* has become an industry standard for the recruitment of teacher education candidates. Additionally, we utilize more traditional avenues such as advertising within national, regional, and local print publications. Position postings can be found on the school website, the Associated School Boards of South Dakota website, and the South Dakota Job Service website.

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?

- The C-EB Consortium is proactive in seeking professional development opportunities for all staff members. Educators are encouraged to seek opportunities, provided funds for registration fees and travel costs, and provide local funding for additional training and related CTE education courses. CTE Teachers are encouraged to attend the South Dakota Department of Education CTE Conference. Additionally, the following professional development sessions are planned to be attended by relevant CTE staff members to aid us in achieving our prioritized goals: CareerTech Vision Conference, CTE Innovation Summit, and other CTE related trainings offered at the state and local level. We will monitor the South Dakota CTE professional development calendar for the 2023-2024 academic year as the dates are released.

This document was drafted through dissemination, input, and collaboration with the following representatives from the consortium member districts:

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10	Kim Edson	BIE Contracted CTE Coordinator
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Consortium Director Name: Kara Four Bear, Superintendent District 20-1

Date Completed: May 24th 2023