

Furthermore, the experiences provided through approved CTE programs reinforce the importance of post-secondary education/training. The table below reflects CTE graduates' post-secondary plans. In 2008, 79.46% of CTE graduates planned to enroll in a post-secondary program; in 2009, 79.49% planned to attend a post-secondary institution.

Placement Plans	2008 CTE Graduates*	2009 CTE Graduates*
4-year university	44.6%	45.07%
2-year program	34.86%	34.42%
Advanced Training	N/A	1.09%
Military	3.34%	4.68%
Workforce	17.19%	14.75%

*State of South Dakota DOE – Office of Career and Technical Education 2008 and 2009 Perkins Data Reports. CTE graduates completed two or more credits in an approved CTE program.

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Career and Technical Education: *A Well-Kept Secret in South Dakota*

Today's Career and Technical Education (CTE) provides students:

- Academic subject matter taught with relevance to the real world
- Employability skills, from job-related skills to workplace ethics
- Career pathways that link secondary and post-secondary education
- Education for additional training and degrees, especially related to workplace training, skills upgrades, and career advancement

www.acteonline.org (retrieved 12/8/2009)

In South Dakota: CTE courses are categorized into the following career clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering, & Mathematics (STEM)
- Transportation, Distribution & Logistics

High School 2025 is a framework to design a student-focused educational experience that will prepare students to accomplish their career goals and be successful in a global society. CTE

courses are a critical component of High School 2025 framework for rigor, relevance, relationships and results. Through approved CTE programs, students learn 21st Century Skills through project-based learning, youth internships, pre-apprenticeship programs, and capstone experiences.

<http://doe.sd.gov/octe/hs2025/> (retrieved 12/8/2009)

Relevance: Approved career and technical education courses reinforce academic standards in language arts and mathematics while teaching technical skills specific to the cluster of study. While learning the technical skills related to troubleshooting an ignition problem in an automobile, to calculating the cost per serving of a menu item, or determining the GPS coordinates for a soil sample, CTE students are using the skills/knowledge developed through academic coursework.

Relationships: Project-based learning is a key component of CTE courses. Students not only learn to work independently, they also learn 21st century skills such as working with a team to solve problems and communicate results. Furthermore, students enrolled in approved CTE courses may participate in Career and Technical Student Organizations (CTSOs) where they can participate in cluster-specific competitions and leadership development contests.

	2008	2009
South Dakota grades 9 – 12 enrollment	37,986**	37,970**
CTE Enrollment grades 9 – 12, approved CTE Programs	24,848*	22,766*
CTSO Membership	6,340^	6,600^

*State of South Dakota DOE – Office of Career and Technical Education 2008 and 2009 Perkins Data Reports. CTE graduates completed two or more credits in an approved CTE program.

**State of South Dakota DOE: Public School Enrollment
<http://doe.sd.gov/ofm/fallenroll/2008FallEnrollment.asp> (retrieved 12/9/2009)

^State of South Dakota DOE – Career and Technical Student Organization (retrieved 12/9/2009)

Rigor: Career and technical education courses provide rigorous coursework with programs of study and statewide standards utilized by all approved CTE programs. The programs of study and course standards are available on the Office of Curriculum, Career and Technical Education (OCCTE) website. To insure that these high standards are met, CTE teachers attend trainings sponsored

by the OCCTE in regards to effective implementation of course curriculum and state standards. Then data is collected yearly to determine if CTE students are meeting the technical skills for each standard with a 75% average or higher. This chart reflects graduates scoring proficient and above.

Cluster Area	2008 CTE Graduates*	2009 CTE Graduates*
Agriculture, Food & Natural Resources	99.02%	97.72%
Architecture & Construction	94.66%	92.64%
Arts, A/V Technology & Communication	94.82%	88.58%
Business, Management & Administration	97.95%	97.5%
Education & Training	100%	100%
Health Science	91.24%	96.86%
Hospitality & Tourism	98.04%	98.73%
Human Services	98.42%	97.7%
Information Technology	93.12%	91.54%
Manufacturing	92.68%	91.82%
Marketing, Sales & Service	97.27%	97.65%
STEM	98.4%	97.53%
Transportation, Distribution & Logistics	93.51%	94.82%
Statewide/All Clusters	97.18%	96.17%

*State of South Dakota DOE – Office of Career and Technical Education 2008 and 2009 Perkins Data Reports. CTE graduates completed two or more credits in an approved CTE program.

Results: For many years, CTE educators have known their courses keep students in school by building on the relevance and relationships, all the while maintaining a rigorous track that will insure they earn a high school diploma. The data below supports that belief.

	2008 CTE Graduates*	Statewide**	2009 CTE Graduates*	Statewide**
Graduation Rate	97%	88.39%	97.27%	89.21%

*State of South Dakota DOE – Office of Career and Technical Education 2008 and 2009 Perkins Data Reports. CTE graduates completed two or more credits in an approved CTE program.

**State of South Dakota DOE – NCLB Report Card
<https://nclb.ddncampus.net.nclb/portal/portal.xsl?&extractID=11> (retrieved 12/8/2009)