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DEPARTMENT OF EDUCATION
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South Dakota Career & Technical Education
Comprehensive Local Needs Assessment (SY23-24- Secondary & Postsecondary)

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment will gather accurate and objective information so South Dakota school districts and consortiums can implement manageable action processes to ensure their local CTE options provide learners with the knowledge and skills they need to prepare for college, careers, and lifelong learning. LEAs and consortiums will use this information to implement strategies to transform and expand CTE programs so that each learner- regardless of background, age, or zip code-is prepared for career and college success.

Schools and consortia will be asked to complete the self-reflection guide that follows based on stakeholder input and data available at the time. Upon completion of the guide, and based on the information available, schools and consortia will write an implementation plan including the Action Plan and Local Plan.

Entity Name: C-EB CTE Consortium

Submitted by (Standalone CTE or Consortium Director Name): Kara Four Bear, Director

Element 1: Student Performance

#	Question
1.1	**Does your district(s) annually review CTE program data?**
	The Cheyenne - Eagle Butte School has developed a CTE Consortium which consists of CTE instructors and school staff, between both the Cheyenne BIE School and Eagle Butte School District. The consortium meets on a monthly basis and designates a meeting topic to review, including annual CTE program data, goals, and progress toward goals.
1.2	**What do you note in the performance of the following special population and subgroup categories? Gender, Race, Economically Disadvantaged Students, Students with Disabilities, Nontraditional Students, English Learners, Migrant Students, Military Connected, Parenting and/or Pregnant Learners.**
	● Gender: The gender data is nearly equitable, with a 3.8% difference between concentrators by gender. ● Race/Ethnicity: The data closely matches school-wide race data, there appear to be no under or over served ethnicities. ● Economically Disadvantaged Students: 100% of concentrators in this subcategory are served equitably. ● Students with Disabilities: We can improve in supporting students with disabilities to become concentrators. ● Nontraditional Students: We can improve in supporting non-traditional students to become concentrators. ● English Learners: N/A ● Migrant Students: N/A ● Military Connected: N/A

- Homeless: N/A
- Parenting and/or Pregnant Learners: N/A

#	Question
1.3	How do your CTE concentrators perform on the Math, ELA, and science state assessments, as well as on-time high school graduation, compared with your overall student population?

State Assessments:
Mathematics: Concentrators did not meet or exceed the average for proficiency, this is comparable to the overall student population.
ELA: 21.43% percent of contractors did meet the average for proficiency, this is comparable to the overall student population.
Science: 21.43% percent of contractors did meet the average for proficiency, this is comparable to the overall student population.

On-Time Graduation: Students in this category are at 100%; although, we are working to increase the number of students who graduate on-time.

Element 2: Improving Opportunity and Access

#	Question
2.1	How and when do you recruit students into your programs? Are you reaching all students, including students from groups identified as special populations?

All students and sometimes parents/guardians participate in informational meetings to discuss the school's CTE programs. Efforts to reach special populations are considered and implemented when the meetings are conducted.

2.2	**How does the rate of participation and performance on the state assessments and on-time graduation of special populations and genders in CTE programs compared with their non-special population CTE counterparts?**

	State Assessments
	   ● Gender: Data is equitable.
	   ● Race/Ethnicity: Data is equitable.
	   ● Economically Disadvantaged Students: Data is equitable.
	   ● Students with Disabilities: Data is equitable.

	On-Time Graduation We can improve in this area.
2.3	**What differentiated accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups?**
	Cheyenne - Eagle Butte School Staff work continuously in a combined effort to recognize students of special population groups are placed in supportive services to help succeed in their educational goals. Some of these services consist of the Cheyenne - Eagle Butte School Special Education Department to develop an Individual Education Plan for identified students and annually review those plans, collaborate with CRST Vocational Rehabilitation to ensure students receive appropriate academic and technical coursework, and the EAGLE Center which is an intervention school program that helps students of the special population with class schedule flexibility in order to graduate.

Element 3: Labor Market Alignment

#	Question
3.1	**What industries are projected to grow the most in the state and your regional area?**

According to the South Dakota Department of Labor Employment Projections 2020 - 2030, the top three professions on the rise statewide are Wind Turbine Service Technicians, Nurse Practitioners, and Restaurant Cooks. In our regional area, central South Dakota, the ag industry continues to be top in industry growth, ranching and farming.

3.2	How does the local CTE program align with in-demand industry Labor Market data for the state and region?

The Cheyenne - Eagle Butte School CTE Program offers career cluster courses which align with both the state and regional labor market data, these career cluster courses will help prepare the student for the specific industry career work and educational opportunities.

3.3	How does the local CTE program/consortium align with local education or economic needs?

The Cheyenne - Eagle Butte School Consortium consists of members who are familiar and recognize the area needs, both educationally and economically by their monthly meetings, sharing of information, networking with local resources and industry partners, and continued research and develop of the local CTE program.

3.4	How are you being intentional about educating and providing supports for learners with disabilities, English learners and other special populations in programs leading to high-skill, high-wage and in-demand occupations?

The C-EB CTE Program provides intervention services……During orientation of freshman and new students, identification and intervention of students in special populations have been identified and appropriate action taken to ensure these students receive the support services best available for them; IEP, EAGLE Center, Voc Rehab.

Element 4: Size, Scope & Quality

#	Question

4.1	How does the local CTE program design instruction?
	The Cheyenne - Eagle Butte CTE program designs instruction through a collaborative effort which involves CTE instructors and administrative staff. Research and development is a continuous effort, for example, in recent school years the local CTE program added career course clusters Hospitality and Tourism, and STEM.
4.2	How does the local CTE program prepare students for success?
	The Cheyenne - Eagle Butte CTE Program assists with identifying students career interests, this process helps a student identify their career pathway and graduation plan, in turn setting up post-secondary opportunities. Throughout the students academic path there are many initiatives available to help promote student success, some of these initiatives include: college campus visits, student/parent/guardian information meetings, career fairs, military recruiter site visits, South Dakota Department of Labor career visits, individual career/academic counseling, ACT/ASVAB.
4.3	How does the local CTE program provide opportunity for participation in complete program(s) of study?
	The Cheyenne - Eagle Butte CTE Program promotes all academic areas of interest with an emphasis on CTE coursework through the initial career inventory and graduation mapping/plan. Students and parents/guardians are allowed to meet with the CTE Coordinator for explanation of course curriculum for a clearer understanding of complete programs of study, and overall success.
4.4	To what degree do your CTE programs have intentional course sequences that begin with introductory content and progress to more occupationally specific content?
	The Cheyenne - Eagle Butte CTE Program is continuously making improvements for students to have a better experience with career cluster courses, the implementation of foundational coursework and progressing to work based learning through youth internship and youth apprenticeship with local stakeholders.
4.5	To what degree do learners have access to career advisement and development opportunities, both before entering CTE programs and during participation in programs?

	Students are introduced to career advisement when they begin their academic career at Cheyenne - Eagle Butte High School, the CTE Coordinator and/or Academic and Career Coach meet with students to conduct a career interest/inventory which will begin the students academic pathway and graduation plan. After the initial student orientation, students will continue their academic advisement through several initiatives; college campus visits, job fairs, military recruitment, ACT/ASVAB testing, student/parent/guardian counseling and activity nights, guest speakers.

Element 5: Recruitment, Retention and Training of CTE Educators

#	Question
5.1	**How do you recruit CTE educators and staff?**
	The Cheyenne - Eagle Butte School uses a traditional approach when recruiting CTE educators through advertising in newspapers, social media, school website, and job service websites.
	Are you targeting diverse populations and backgrounds? The Cheyenne - Eagle Butte School considers all applications for employment and does not discriminate, being an Equal Opportunity Employer.
5.2	**How do you train CTE educators and staff?**
	To what degree do you offer regular, substantive professional development opportunities for faculty, staff, and administrators?
	Cheyenne - Eagle Butte School offers and encourages professional development for all staff. Prior to regular school year session beginning in August all staff attend a week of in-service professional development which offers various training and development. Also, throughout the school year there are "professional development" days scheduled on the school calendar which all staff attend.

	When was last time accessed professional development? Offered by DCTE, In-State, Out-of-State? The Cheyenne - Eagle Butte CTE Program encourages members of the consortium to attend the annual South Dakota Department of Education CTE Conference. Members attended the conference in June of 2023.
	To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry? Cheyenne - Eagle Butte School Staff are encouraged to collaborate with local businesses and industry partners. Throughout the school year activities and presentations have taken place with various Cheyenne River Sioux Tribe Programs, Sacred Heart Center, Cheyenne River Sioux Tribe Law Enforcement, Indian Health Services, Bureau of Indian Affairs, and local businesses.
5.3	**How do you retain CTE educators and staff?**
	What collaboration opportunities are available? Cheyenne - Eagle Butte CTE Educators and Staff are retained in several ways, educators and staff are offered employment benefits and competitive salary, along with professional development opportunities and work flexibility for student organization/club advisor, sport coaching. The school has developed a School Success Team which helps promote staff enrichment activities; staff Christmas Party, staff picnic, etc.
	What type of professional development does your staff need most? Throughout the school year, each school (primary, upper elementary, jr. high, high school) has their staff meetings and are encouraged to recommend or request needed professional development. Annual professional development consists of First Aid/CPR/AED training and certification, Non-violent Crisis Prevention Intervention training and certification, and curriculum training.

	What type of professional development related to specific content area do your staff need most?
	As for the local CTE program, CTE consortium members are encouraged to attend the South Dakota Department of Education CTE Conference, CareerTech Vision Conference, CTE Innovation Summit, and other CTE related trainings offered at the state and local level.
5.4	**What results, if any, have you seen from the strategies you put in place in your previous action plan?**
	First and foremost, awareness of the CTE program has grown from year 1 to year 2 considerably. Also, implementing a system to track students from the beginning of their academic career with our school until their successful graduation, graduation mapping. One other result from the previous action plan is the freshman and senior parent orientation, adding another level of awareness to these specific stakeholders.

CTE CLNA Analysis and Summary

Based on the data and information gathered via the CTE CLNA process.

List program needs for each of the CTE-CLNA Elements, prioritize & use to develop the Action Plan documents.

CTE CLNA Element	Need	Priority
Element 1: Student Performance	**Develop online data of student interest survey, school wide. Focus on subpopulations, clusters, and develop goals from the data gathered.**	

	Prioritize monitoring of the subgroups; foster care, homeless, SPED, Section 504.	
Element 2: Improving Opportunity and Access to CTE Programs	We will work to improve opportunity and access for students with special needs and non-traditional students to increase concentrators.	
Element 3: Labor Market Alignment	We will work to better align our course offerings according to labor trends, as reported by South Dakota Department of Labor.	
	We will work to develop more partnerships with local businesses.	
Element 4: Size, Scope, Quality, and Implementation of CTE Programs	Currently we have 6 career clusters, with the hope of adding one more.	
	The quality and implementation of the CTE program is exemplary with room for improvement. Currently, we have a good mix of experienced and youthful drive, allowing us to incorporate innovation and growth.	
Element 5: Recruitment, Retention and Training of CTE Instructors	Provide more CTE specific professional development opportunities and encouragement for CTE educators and staff.	
	Explore more options in the recruitment of CTE instructors and staff.	

Stakeholder Attestation

Stakeholders play a critical role in developing a CTE program that is truly focused on the needs of those it serves- the learners, educators, and industry- and this needs assessment process includes communication with, and engagement of, stakeholders throughout. Therefore, insight from these categories of stakeholders is required to comply with the federal law. **Please attest that the entity has involved the following stakeholder groups both in continuous consultation and in the completion of the CTE-CLNA.**

Stakeholders
Learners   ▪ Students   ▪ Racial Special Population Groups   ▪ English Learners   ▪ Special Education Students   ▪ Nontraditional Students   ▪ Pregnant/Parenting Students   ▪ Students in Foster Care   ▪ Students with a parent on active duty or deployed in the military.
Parents
Educators   ▪ Secondary Teachers   ▪ Secondary School Counselors   ▪ Secondary Principal or school leader   ▪ Secondary Administrators   ▪ Instructional Support Personnel   ▪ Paraprofessionals
Postsecondary Partners   ● Faculty   ● Administrators
Industry   ● State or local workforce development boards.   ● Local and/or regional businesses or industries.
Support Agencies   ● Agencies serving out-of-school youth.   ● Agencies serving homeless children and youth.   ● Agencies serving at-risk youth.
Tribal Consultation (where applicable)   *If the district is required to consult with tribal entities for ESEA or other educational programs*

Please affirm by typing your name below:

___Kara Four Bear/Paul Hollow Horn_____   _____03/28/2024_____

Superintendent/Consortium CTE Administrator Signature   **Date**

CONNECT TO IMPLEMENTATION The final phase of the CLNA process takes the results of the needs assessment and turns those results into something that is actionable and/or incorporated into an action plan. Connecting to implementation is critical to realizing changes as a result of the CLNA process. The CLNA Action Plan is provided on the SD DOE Perkins web page here under the CTE-CLNA section.

CTE ACTION Plan Purpose: To create an action plan that supports both improvement and implementation. The action plan

should be guided by the process above based on the information you have. The action plan will guide improvement efforts. The action plan below may be confirmed, revised, or changed altogether based on the results of the CTE- Comprehensive Local Needs Assessment process in full, conducted over the 2025-26 school year.