



Learning that works for South Dakota

CTE[™]

CTE Standards Revision



Organization of Standards

Cluster

Pathways

Courses



Revision Process

- Partnered with the National Center for College & Career Transitions (NC3T)
 - Conducted labor market analysis in Spring 2015
 - Developed consistent review process across all career clusters
 - Facilitated standards revision meetings
- Gathered feedback on current standards
 - Educators
 - Postsecondary faculty
 - Industry representatives
 - Employer survey
 - DOE Parent Advisory
- Released call for work group participants
 - Secondary CTE teachers knowledgeable of the career cluster
 - School counselors and administrators
 - Postsecondary CTE faculty knowledgeable of the career cluster
 - Business/industry or trade association members
 - Parents



Revision Process

- Workgroups met for three 8-hour days
- Purpose was to review and revise state standards for the career cluster that:
 - Are aligned with industry needs
 - Prepare learners to be successful in employment and training beyond high school
 - Establish a sequence of courses leading to completion of a Program of Study
- Day 1
 - Reviewed employer feedback, labor market needs, and related industry resources
 - Identified concepts that were new, emerging, and no longer used within the industry
 - Defined a program of study for each cluster
 - Reviewed current program of study and added new course titles, modified existing course titles, or eliminated course titles as they deemed appropriate.
 - The sequence, as developed, became the basis for course titles in the standards development process



Revision Process

- Days 2 & 3
 - Focused on revising standards
 - Group encouraged to consider the following criteria:
 - Connections to postsecondary programs
 - Relevant across the content area
 - Reflects business/industry input
 - Adaptable to change over time
 - Allows for instructional creativity
 - Aligned with relevant academic content
 - Facilitators guided work in small groups
 - Final drafts of all standards were reviewed by the entire work group to incorporate final changes and seek consensus



Industry Validation

- Final drafts of standards shared with industry partners
- Workgroups made additional revisions based on feedback
- Result is the standards presented today



Next Steps

- If approved, each set of content standards will be “unpacked” Summer 2017
 - Workgroup of teachers will identify related resources and make recommendations on dual credit courses
- Training on standards will be held statewide during 2017-18 school year
- Full implementation in 2018-19



Agriculture, Food & Natural Resources

- Careers focused on the production, processing, marketing, financing, and development of agricultural commodities and resources.
- Workgroup Discussion
 - Employability Skills
 - Precision Agriculture
 - Drone Technology
 - Biotechnology
 - Global Markets



Key Changes

- Added employability skills standards to all courses
- Developed Middle School course standards
- Developed Advanced Horticulture course
- Developed Advanced Natural Resources course



Advanced Coursework

- Curriculum for Agricultural Science Education (CASE)
 - AFNR coursework integrated with math and science content
- 12 courses across five pathways
 - Pathways include sequence of four courses



Public Comment

- Six Comments Received
 - Exhibits 1-4 received into the record and addressed at the previous public hearings
 - Exhibits 5-6 were the workgroups responses to Exhibits 2 and 3
 - Comments suggested adding more detail about FFA and industry certifications into the standards
 - Workgroup indicated items would be addressed through unpacking process
 - One comment recommends combining duplicative standards
 - Workgroup indicated that some of the standards that appeared duplicative were necessary to reach the appropriate level of depth for the topic area



Arts, AV Technology & Communications

- Cluster focused on designing, producing, and publishing multimedia content including visual arts, journalism, and entertainment services
- Workgroup Discussion
 - Employability Skills
 - App Design
 - 3D Printing
 - Public Journalism
 - Faster Production Times
 - Branding



Key Changes

- Addition of employability skills
- Addition of advanced courses in graphic design
- Addition of entertainment production course
- Desktop Publishing course discontinued



Public Comment

- Four Comments Received
 - Exhibits 1-4 were received into the record and addressed at prior hearings
 - One comment in support of the standards
 - One comment expressing concern over the changes in course names
 - Workgroup indicated courses that were dropped from the Arts/AV listing because the focus of the course was more fitting for the business field – such as desktop publishing
 - The courses in Arts/AV cluster have a strong focus on the industry standard programs such as the Adobe Suite. The desktop publishing class has more of a focus on the Microsoft Office suite



Finance

- Cluster focused on financial and investment planning, banking, insurance, and business financial management
- Workgroup Discussion
 - Confidentiality
 - Online financial services
 - Expanding from products to planning
 - Personal Finance education for customers
 - Insurance laws
 - Changing payment methods (e.g. thumbprint)



Key Changes

- Discontinued Business Math & Office Administration courses
- Addition of Investment Planning & Business Economics courses
- Expanded entrepreneurship coursework



Public Comment

- Three Comments Received
 - Exhibits 1-3 were received into the record and addressed at prior public hearings.
 - Two comments in support of the standards
 - One comment expressing concern over the depth and rigor of the courses
 - Workgroup indicated courses were intended to be introductory in nature and some of the topics mentioned in the public comment were more advanced, but could certainly be added above and beyond the current standards
 - The standards unpacking process will also provide an opportunity for examples with more specificity to be identified



Health Science

- Cluster focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, and biotechnology research and development
- Workgroup Discussion
 - Cultural diversity
 - Evolving technology
(e.g. telemedicine, electronic health records, etc.)
 - Aging populations
 - Mental health
 - Genetics



Key Changes

- Addition of Introduction to Emergency Medical Services course
- Addition of Introduction to Medical Diagnostics course
- Addition of Introduction to Health Informatics course



Advanced Coursework

- Project Lead the Way Biomedical Science
 - Sequence of four courses
 - Integrates real-world challenges into health science curriculum



Public Comment

- **Four Comments Received**
 - Exhibits 1-4 received into the record at prior public hearings
 - One comment expressed concern over the lack of math concepts in Health Careers II
 - Workgroup agreed those standards should be added back in
 - One expressed concern over specific standards in each of the proposed courses
 - Many of the concerns will be addressed through the unpacking process
 - Updated Health Careers 1 to clarify standards language in 1.3 and 3.2
 - Update CNA course 1.1 to clarify language around scope of practice



Human Services

- Cluster focused on families and human needs such as counseling and mental health services, family and community services, personal care, & consumer services
- Workgroup Discussion
 - Individualized services
 - Confidentiality
 - Access to services 24/7
 - Differences between generations
 - Emotional intelligence



Key Changes

- Addition of employability skills
- Skills for Parenting course re-worked to focus more on relationships across the lifespan
- Development of a Consumer Services course



Public Comment

- **Four Comments Received**
 - Two comments in support of standards
 - One comment expressing concern over changes to parenting class and lack of business coursework in the Early Childhood Pathway
 - Workgroup indicated parenting could still be addressed in Human Development courses, but the focus of the course had shifted to relationships to better match industry needs
 - Students can enroll in entrepreneurial courses at the foundational course level and capstone course level.



Manufacturing

- Cluster focused on the processing of materials into intermediate or final products and related support activities such as engineering
- Workgroup Discussion
 - Ethics and employability skills
 - 3D Printers
 - LEAN processes
 - Robotics
 - Safety



Key Changes

- Addition of employability skills
- Addition of Advanced Machine Tool course



Advanced Coursework

- Concurrent Credit
 - Common introductory welding course supported by each technical institute



Public Comment

- **Eight Comments Received**
 - Six comments in support of the standards
 - One comment expressed concern over the industry certifications referenced in the standards
 - Workgroup identified industry standards as examples of how the standards can be taught; schools are not required to implement the specific industry certifications

