

South Dakota Government and Public Administration

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Brookings

Participants:

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Will Prigge, History & Political Science Professor, South Dakota State University, Brookings, SD
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Shelby Wilhelm, School Counselor, Hamlin School District, Hayti, SD

Participants introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills. Discussion suggested the video was good, but by focusing only on income did not put enough focus on the intrinsic value of work and non-income benefits such as public service, home ownership or volunteerism.

It was noted that the purpose of the work was to develop South Dakota’s state standards for government and public administration to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Information was provided regarding the importance of the federal Carl D. Perkins Career and Technical Education Act to the work and an update on progress toward reauthorization of the Act, last authorized by Congress in 2006. Participants were reminded that Perkins has had strong bipartisan support in Congress and may be up for reauthorization this year.

The role of the standards committee was clarified to show that the standards committee members were selected because they were subject matter experts who would:

- Take the suggestions of industry
- Utilize personal expertise about how students best learn, and
- Write a standards draft.

It was further clarified that the work of the committee will go through industry validation and multiple public hearings before consideration for adoption by the State Board of Education.

It was noted that much of the early work of the standards review committee will be to identify programs of study. A program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry, what is emerging in the industry, and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For government and public administration the discussion suggested:

New

- Emphasis on STEM and Cyber
- Accountability vs. Efficiency
- Data Management
- Services Offered
 - New issues e.g. mental health
- Trust – Research What You Hear
- Health and Fitness (military)
- Mobile Devices
- Polarization – Lack of Civil Discourse
- Transparency/Accountability
- Lean Processes
- Government Ethics

Emerging

- Cyber Security/Cyber Options
- Data Control
- Internet Law
 - Cyber Bullying
 - Always Behind
- Teamwork, but less emphasis on team building
- Flatter Organizations
- Fear of Funding Challenges
- Pressure for Less Regulation
- Data-Driven Decisions

- More Personalized Services
 - Benefits
 - Construction
 - Accommodations
- Postsecondary Costs
- Need For/Recognition of Technical Careers
- Moving from Government to Private Providers
- Benefits Changes
- Doing More with Less

No longer done

- Paper
- Financial Transaction
- Addressing Envelopes
- Workforce (Long-term employment with one company)
- Government as Stable Employment
- Face-to-Face Transactions
 - Schedule Flexibility
- Government is 9 to 5; Others are 24/7
- Less Respect for Teaching Civics
- Less Time for Teaching the Function of Government

No longer done (though maybe it should be)

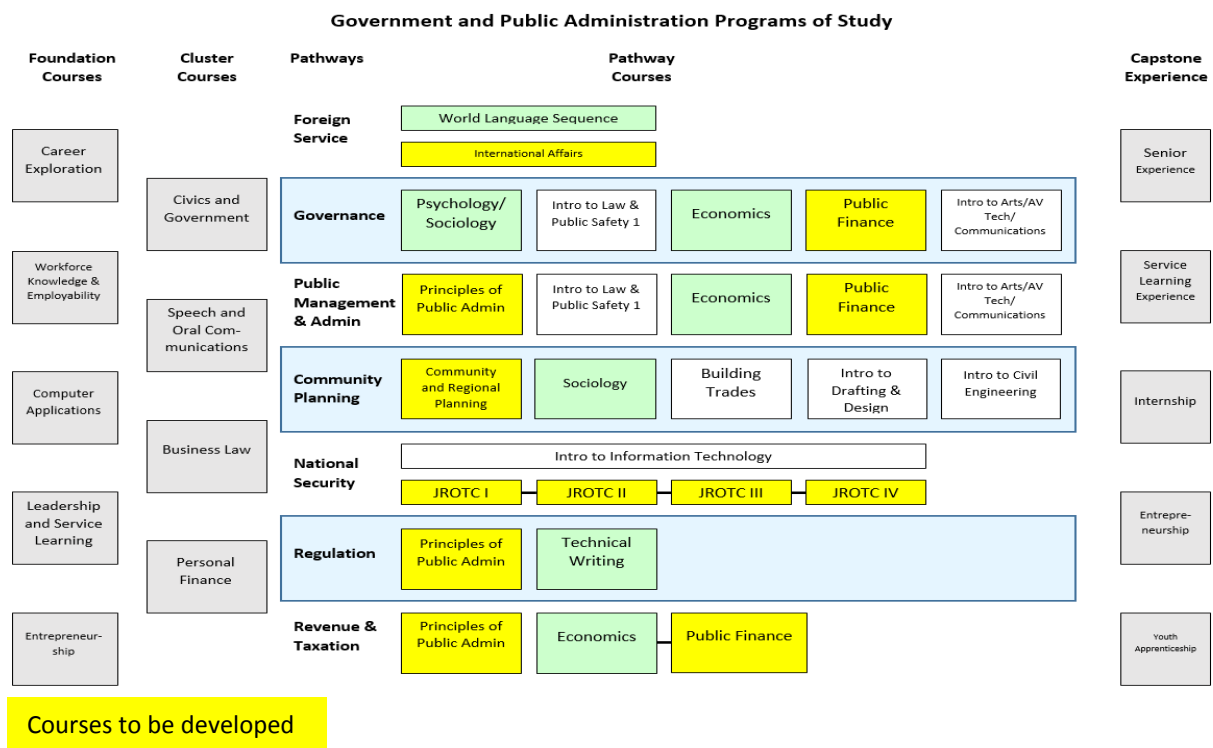
- Bipartisanship and Compromise
- What Government is Supposed to Do and What Is Done
- Team Building

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. One hundred eighty seven survey responses were included in the results with the largest participation from hospitality and tourism (38), architecture and construction (25), manufacturing (20), agriculture, food and natural resources (19), business management (14), finance (12) and marketing (12). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (126)
 - Lack of work experience (88)
 - Lack of technical or occupational skills (62)
 - Lack of soft skills (48)
 - Unwillingness to accept offered wages or work conditions (38)
- Occupational areas noting the greatest hiring difficulties were hospitality (37), manufacturing (20) and marketing (20) though these results are skewed by the response rate from the individual sector.
- The most highly noted soft skills lacking were:
 - Initiative (118)

- Attendance/dependability (114)
- Communications (99)
- Customer service (88)
- Problem solving (78)
- Similarly, employers noted the highest needs for additional training in:
 - Attendance/timeliness/work ethic (75%)
 - Customer service (61%)
 - Problem-solving (52%)
 - Teamwork (41%)
- Forty four percent of employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - Communications (10)
 - Work ethic (9)

The current state program of study in government and public administration showed no current cluster or pathway courses. Participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing key concepts on Post-it notes on the wall with an open process to group concepts into courses, recognizing that some courses which would appropriately fall into the program of study may have been reviewed with standards developed by other groups. The resulting structure is shown in the chart that follows and includes five foundation courses, four cluster courses whose standards already exist, pathway courses in seven separate pathways (foreign service, governance, public management & administration, community planning, national security, regulation, and revenue & taxation), and four capstone experience options (expanded to five options with work in June 2017). The structure gives students latitude to move from cluster courses to any of the seven pathways. Pathway course options are generally associated with one pathway and may be taken in any order except that economics should be taken before public finance, and the four courses in JROTC are sequential.



Members were also asked to look at their Program of Study to make certain that students would be ready to make the transition from middle school to high school and from high school to the postsecondary level. To do so, participants were asked what they would want students to know and be able to do upon entry into programs at the postsecondary level, not as hard prerequisites, but general expectations for students to be ready to participate fully and effectively, and what they would want students to know and be able to do upon entry into secondary programs, reflecting upon whether those expectations were included in the courses available at the middle level or in the foundational courses. For government and public administration, the following skills were identified:

Middle School to High School

- Basic Responsibility – being prepared for class
- Basic Knowledge of Government
 - Civics
 - Checks and Balances
- Basic Communication and Computer Skills
- Understanding Concepts of Teamwork

High School to Postsecondary Program

- Understanding Leadership and One's Own Leadership Style
- High Level of Verbal and Written Communication Skills
- Government Structure
 - Local
 - State
 - National
- Governmental Processes
 - Bills
 - Laws
- Departments
 - Local
 - State
 - National

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within each course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards had been drafted.

Information was provided about what makes good standards. Criteria were shared with the participants. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?

- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May of 2015 to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development, and an exercise was conducted in which participants individually, and then as a group, reviewed four sample standards.

Brief mention was made of resources available in the Dropbox in which members shared information. The Dropbox review showed categories of information provided in the general section and noted that a Working Drafts folder would be created in which participants would store their work.

A Standards Template was shared with the participants and reviewed:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
 - The Career Cluster [Government & Public Administration]
 - The Course Code [to be added by state staff if not known]
 - Any prerequisites or recommended prior coursework
 - Credits [generally established by the individual school district]
 - Graduation requirement [generally established by the individual school district]
 - Program of study and sequence [a listing of the components of the program of study]
 - Student organization options
 - Coordinating work-based learning appropriate for the course
 - Industry certifications [if appropriate for the course]
 - Dual-credit or dual enrollment options if available
 - Teacher certification requirements [to be completed by state staff]

- Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
 - Safety
 - Soft skills
 - Reinforcing academic concepts in math, language arts, science and social studies
 - Addressing all aspects of the industry
 - Trends [so that students are thinking of the direction that an industry is moving]
 - Indicators – the main topics written in terms of a demonstration of knowledge and skills
 - Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
 - Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
 - Notes – a place for additional information to clarify the intent and expectations of the indicator.

Particular information was shared about Webb’s Depth of Knowledge Levels which would be assigned at the sub-indicator level.

An example standards template was shared to ensure understanding.

Working teams were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by all participants to gauge consistency. The consultants reviewed all draft standards each evening and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For Government and public administration the following pathway course standards were developed:

Foreign Service pathway

International Affairs

Learners will compare and contrast different forms of government used throughout the world and summarize their impacts on societies.

- Explain how democracies (both presidential and parliamentary) operate
- Explain how different types of autocracies operate

Learners will assess different economic systems (e.g., capitalism, socialism and communism) and their impact on societies.

- Explain the theoretical principles and practices of capitalism

- Explain the theoretical principles and practices of socialism
- Explain the theoretical principles and practices of communism

Learners will determine cause and effect of how different factors influence countries and their relationships.

- Summarize how historical, geographic, religious, and ethnic factors have shaped the major regions of the world (Middle East, Asia, Africa, Russia and former Soviet Republics, Latin America and Europe, North America)
- Evaluate how various factors (economic, political, and social) impact cultures
- Assess how access to natural resources influences global economic development
- Explain how population density, famine, war, and immigration influence world stability

Students will examine the important differences in cultural interactions and how those differences impact communication.

- Define culture
- Evaluate and distinguish inter-cultural and intra-cultural interactions
- Analyze the dynamics of interactions between varying cultures (i.e. norms, religious beliefs, mores, etc.)
- Examine frameworks and barriers that impact intercultural communication

Students will explore and evaluate career options in foreign and national service.

- Identify government and non-government international agencies
- Evaluate career options in international agencies

Governance pathway

Public Finance

Learners will understand the basic concepts and portray the skills necessary to be successful in public finance.

- Recognize career opportunities in public finance
- Explore leadership skills needed in government and administration, such as collaboration and negotiation
- Display professional communication skills in the context of government and public administration workplaces

Differentiate among various government funding sources.

- Define and describe how taxes, fees, grants, and bonds are used to fund government
- Describe the implementation of, and revenue streams provided by, specific taxes (e.g., property taxes, sales taxes, and vehicle taxes)
- Describe the implementation and revenue stream provided by fees levied by the local government (i.e., permit fees, liquor fees, licensure fees, motor vehicle fees, etc.)
- Investigate financial service providers, such as those who provide business credit and financing to government entities, and describe common credit and financing terms provided for local government operations

Identify the knowledge and skills needed to prepare, adopt, and administer a budget.

- Differentiate among types of budgets (i.e., revenue, expenditure, etc.) and explain when they are used

- Research and analyze budget processes for local, state, or federal governments
- Create a sample budget for a government entity

Recognize and utilize generally accepted accounting principles (GAAP) and the general application of accounting processes.

- Define accounting processes and systems for planning, monitoring, and controlling financial activities
- Evaluate accounting control procedures such as expense control, tracking, billing, expenses, payroll, auditing, record keeping, purchase requisitions, and inventory control

Develop an understanding of basic tax concepts and their application to typical government services.

- Define basic tax issues for taxpayers including individuals and businesses
- Review income taxation
- Examine the use of property tax revenue

Public Management & Administration pathway

Principles of Public Management & Administration

Students will examine the management and administration of public resources.

- Differentiate theories of public management and administration
- Define and differentiate between public goods and services (e.g., national resources, national defense, and other public goods) and private goods and services (clothing, cars, and similar goods typically considered to be private in nature)
- Investigate theories as to why the government or the private sector is better suited to provide specific goods or services
- Determine cause and effect of privatization of goods and services

Students will analyze and summarize systemic relationships among government and the service of public administration in achieving the public will.

- Research and outline philosophies of government stewardship in public management and administration
- Defend an argument that public administration systems/agencies of government are designed to administer laws and policies developed through the legislative or executive branches of government
- Compare and contrast organizational similarities and differences among national, state, and local governmental and public administrative systems/agencies and private sector providers

Students will defend how basic rights of American citizens have influenced policy making in United States government.

- Compare and contrast the rights and duties of citizens at the local, state, and national levels by consulting specific government legislation and related texts
- Differentiate the terms: laws, policy, governance, regulation, domestic policy, and foreign policy
- Cite examples of how civil disobedience has influenced policy making in the U.S.
- Identify assumptions, purpose, outcomes/solutions, and communication techniques from government agencies in relation to both historical and contemporary issues

Students will investigate a variety of roles and occupations in the field of Public Management and Administration.

- Design a postsecondary career plan in a field of public management and administration
- Using data from a career exploration assessment, analyze personal results to a field in public management and administration
- Demonstrate the application of professional practices and skills specific to government and public administration workplaces
- Identify and consider the common elements of a strategic plan such as mission statement, vision statement, goals, objectives, strategies, performance measures, and timeline

Students will review legal and ethical requirements to meet the public's expectations for government and public administration for your state.

- Examine the roles, contributions, and involvement in public administration for the development and maintenance of public infrastructure (i.e., education, taxation, etc.)
- Compose a list of services typically provided by local, state, and federal governments
- Identify the role of nonprofit organizations in providing services not available through government agencies
- Develop a logical argument that supports the legal and ethical requirements of limited government and personal privacy
- Evaluate public disclosure laws as they relate to complying with open records requests

Public Finance

[see Governance pathway]

Community Planning pathway

Community and Regional Planning

Learners will develop an understanding of the history of urban planning.

- Identify contributions of civilizations to modern urban planning
- Name key inventors and contributors to modern urban planning

Learners will explore planning theories

- Identify planning theories
- Synthesize theories to develop your own urban plan

Learners will understand the components of urban planning

- Define and explain the sub-disciplines of urban planning
- Compare the interrelationships among sub-disciplines
- Identify techniques used in urban planning

Learners will learn and practice the uses of Geographic Information Systems (GIS)

- Define GIS and list its capabilities
- Explain the uses of GIS
- Demonstrate uses of GIS

National Security pathway

JROTC I

Students will identify and apply military customs and traditions.

- Analyze the heritage, organization, tradition, and national security role of military services
- Know when and how to salute

Students will analyze aspects of a healthy lifestyle (nutrition, fitness and drug-free), and will analyze rights and responsibilities of citizenship

- Analyze the benefits of positive personal behavior
- Analyze the importance of citizenship in the United States
- Evaluate healthy living through physical activity and good nutrition
- Apply safe, drug-free decisions
- Engage in organizational service learning projects

Students will develop teamwork and followership through drill.

- Know the importance of drill and ceremonies
- Know basic commands and characteristics of the command voice
- Apply and execute the concepts and principles of basic drill positions and movements
- Know the purpose and definition of ceremonies and parades

JROTC II

Students will evaluate and improve their personal lifestyle plan in the areas of fitness, nutrition, and first aid.

- Develop a healthy lifestyle through proper nutrition, first aid knowledge, and drug awareness

Students will interpret data derived from maps and use their conclusions to assess impact of terrain on travel and operations.

- Demonstrate use of map skills in navigation and social geography

Students will identify key parts of the development of the principles of the US political system and draw conclusions on how these impact society today.

- Identify key citizenship skills through foundational knowledge of the American political system, the US Constitution, the Bill of Rights, and citizen roles in American democracy
- Develop a logical argument as to the relevance and impact of founding principles in today's society

Students will recognize the need for civic involvement and develop a plan using citizenship and leadership skills to accomplish a service learning project.

- Apply citizenship skills to service learning projects

JROTC III

While in leadership positions, students will select, plan, organize and control a team to accomplish a task in a service learning project.

- Create a team, develop and implement a plan for service learning projects

Students will prepare a plan for the future by evaluating career options, personal goals and strengths.

- Assess personal goals and strengths
- Create a career portfolio by evaluating potential careers

Create a personal financial plan using basic financial planning principles.

- Create a personal financial plan using basic financial principles

JROTC IV

While in leadership positions, select, plan, organize and control a team to accomplish a service learning project and run administrative functions of the cadet organization

- Create a team, develop and implement a plan for service learning project(s)
- Create a team to manage the routine activities of the cadet organizations
- Create and present a class using a lesson plan and an appropriate method of delivery
- Create working teams by using appropriate leadership principles and styles

The students will examine different choices of service and job skills available and assess what would be optimal options for them.

- Create a career portfolio by evaluating potential military branches and skill specialties
- Categorize different roles and missions of the Department of Defense in US National Security

Regulation pathway

Principles of Public Administration

[see Public Management and Administration pathway]

Revenue & Taxation pathway

Principles of Public Administration

[see Public Management and Administration pathway]

Public Finance

[see Governance pathway]

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The eight standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Government & Public Administration

Career Cluster: Government & Public Administration

Course: Principles of Public Management & Administration

Course Standards

PPMA 1 Students will examine the management and administration of public resources.

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
Level 3- Strategic Thinking	PPMA 1.1 Differentiate theories of public management and administration.				
Level 1 - Recall	PPMA 1.2 Define and differentiate between public goods and services (e.g., national resources, national defense, and other public goods) and private goods and services (clothing, cars, and similar goods typically considered to be private in nature).				
Level 3- Strategic Thinking	PPMA 1.3 Investigate theories as to why the government or the private sector is better suited to provide specific goods or services.				
Level 4 – Extended Thinking	PPMA 1.4 Determine cause and effect of privatization of goods and services. Use supporting evidence to compose an argument for or against privatization of government goods or services with regard to efficiency, ethics, and economics.				

Notes:

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of government and public administration courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.