



Consolidated Annual Report 2011

July 1, 2010 - June 30, 2011

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

WAYNE KUTZER

STATE DIRECTOR AND EXECUTIVE OFFICER

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FOR
CAREER AND TECHNICAL EDUCATION**

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It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education.

FOREWARD

This performance report is for program year 2010 (July 1, 2010 - June 30, 2011) on the accomplishments and benefits to individuals in North Dakota as a result of the Carl D. Perkins Career and Technology Education Act of 2006, PL. 109-270. This report reflects direct accomplishments as a result of federal funds and does not include the total state and local effort by North Dakota.

This report is submitted under the Carl D. Perkins Act and is designed to inform individuals, report activities and to record successes in career and technical education. It is to provide direction for future programs and activities in the state.

This report follows a prescribed format as outlined by the United States Office of Education. The report will be submitted in the format identified and as part of the (CAR) Consolidated Annual Performance, Enrollment, Accountability and Financial Status Report. Additional data has been included to fully describe the essence of each activity or program.

**Carl D. Perkins Act of 2006
Consolidated Annual Report
State of North Dakota
Program Year 2011
Narrative**

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility)

The governing board is the State Board for Career and Technical Education and the agency is named the Department of Career and Technical Education. Mr. Wayne Kutzer serves as the State Director and Executive Officer for the State Board. The State Board provides the State Plan oversight and fulfills reporting responsibilities.

The State Board for Career and Technical Education is responsible for administering career and technical education in North Dakota as administered under Public Law 105-332. Reference to the "State Board" throughout this narrative refers to this official board. The State Board consists of nine members, six of who are appointed by the Governor from each of the six judicial districts across the state. The other members are prescribed by state statute. They are the elected Superintendent of Public Instruction, the appointed Chancellor of Higher Education, and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct career and technical education programs. It works with public school districts, Bureau of Indian Affairs schools, tribally controlled colleges, state colleges, and other agencies that conduct career and technical education programs. The State Board's responsibilities include assistance in planning, assisting curriculum development and implementation, and evaluating CTE programs at the secondary and postsecondary level.

The State Board is responsible for the administration of programs, federal and state legislation and the administration of funding made available from Congress and the state. Career and technical education is a program of instruction designed to prepare individuals with the skills to continue in further education and/or the world of work, in high quality programs requiring less than a baccalaureate degree.

A sound career and technical education program must be concerned with the academic and technical skills of students upon completion of the offering. The program must also recognize the needs of the individual for more than job-entry skills. Compatible skills of math, science, communication, decision-making, learning to learn, personal and occupational responsibility, educating students in all aspects of industry, and linking secondary and postsecondary are equally important and equally within the purview of career and technical education. These "true salable skills" and the individual's capacity to transfer them regularly and usefully to their work and life needs, require career and technical education to emphasize the total education of the individual.

The uniqueness of career and technical education, then, is in its capacity to not only prepare for further education or work, but to enable individuals to develop the human "transformation and coping skills" which are essential to occupational mobility and personal success over the long term of a working life.

b. Report on State Leadership [Section 124]

Administration is responsible for the development and implementation of the State Plan. The North Dakota Plan was submitted on April 1, 2008 and was approved by OVAE. This plan described the programs that would be carried out, the criteria that would be used in approving applications, how the programs would prepare students for opportunities, and how funds would be used to develop new career and technical education courses.

Secondary/Postsecondary State Leadership Activities

| Required Program Indicators | Activities |
|--|---|
| 1. Assessment of Career and Technical Education | <ul style="list-style-type: none"> • Five year rotation cycle/ five categories • Online program questionnaire/evaluation system to evaluate the alignment of program delivery with Program Standards for Career and Technical Education. www.nd.gov/cte/services/program-eval • Online statewide accountability system http://www.nd.gov/cte/services/accountability/ • Online survey of Team Evaluation process • On-site Team Evaluation • Technical Assistance • State Board Policy for Enrollment/Accountability Data |
| 2. Developing, improving and expanding the use of technology in career and technical education | <ul style="list-style-type: none"> • Professional Development Conference www.nd.gov/cte/pdc/ • Virtual Area Career and Technical Centers • Teaching and Technology Conference (TNT) • Funding for delivery of CTE courses via distance learning • Funding of facilitators for online delivery |
| 3. Professional Development | <ul style="list-style-type: none"> • Professional Development Conference www.nd.gov/cte/pdc/ • Online coursework • Transition to Teaching Program http://www.nd.gov/cte/teacher-cert/transition-to-teaching.html • Teacher training opportunities by service areas |
| 4. Improve Academic and Career and Technical Skills | <ul style="list-style-type: none"> • Applied academics • Standards and Curriculum Development • Standards alignment with CTE and Academics • Curriculum Enrichment • Understanding By Design (UBD) implementation cross curricular • Dual Credit • Industry Certification • National Standards implemented into service areas • North Dakota P-20 Educational Task Force • Math in CTE Project • Science in CTE Project |
| 5. Non-Traditional Training | <ul style="list-style-type: none"> • Incorporation of Accountability Data • Mini-grants: targeting nontraditional careers • Non-traditional Career Fairs • Private Industry Partnerships • Website development • Title IX Workshops • http://www.nd.gov/cte/services/special-pops/equity/nontrad.html |

| | |
|---|---|
| 6. Supporting Partnerships | <ul style="list-style-type: none"> • Articulation agreements • Job Service • North Dakota University System • ND Association of General Contractors (AGC) • Bank of North Dakota • ND Information Technology Council • ND Career Resource Network - http://www.nd.gov/cte/crn • Workforce Development Council (WIA) • Youth Development Council • State Commission on Community Service |
| 7. State Institutions Correctional Facilities | <ul style="list-style-type: none"> • Technical Assistance • Family and Consumer Sciences Programs • Technology Education Programs • Trade, Industry, Technical and Health Programs |
| 8. Special Populations | <ul style="list-style-type: none"> • Tutoring Programs • Basic Skills Programs • Career and Technical Resource Educators • http://www.nd.gov/cte/services/special-pops/ |
| 9. Technical Assistance | <ul style="list-style-type: none"> • www.nd.gov/cte • Secondary/Postsecondary • Program Evaluation-Five year rotation • Single and Multi District Consortiums |
| | |
| Permissible Indicators | Activities |
| 1. Improvement of Career Guidance | <ul style="list-style-type: none"> • http://www.nd.gov/cte/programs/career-dev/ • ND Career Resource Network –http://www.nd.gov/crn • Career Resource Coordinators • Adoption of 16 Career Clusters • Designed Career Cluster course work • Developed Programs of Study and associated Plans of Study • Career Advisors |
| 2. Establishment of Agreement Between Secondary and Postsecondary | <ul style="list-style-type: none"> • Articulation Agreements • ITCND Career Awareness and Coordination Project • CISCO • NATEF • NCCER • Health Careers/HIPPA Certification • OSHA Safety Training |
| 3. Cooperative Education | <ul style="list-style-type: none"> • Component of all Career and Technical Education Programs |
| 4. Student Organizations | <ul style="list-style-type: none"> • State CTSO advisors are agency staff • CTSO Statewide Leadership Conference • Support common statewide fiscal system • Program Standards • http://www.nd.gov/cte/students/ctso.html |
| 5. Support for Family and Consumer Sciences | <ul style="list-style-type: none"> • http://www.nd.gov/cte/programs/family-consumer-sciences/ |

| | |
|--|---|
| 6. New Career and Technical Education Courses | <ul style="list-style-type: none"> • Information Technology • Career Clusters courses • Summer Academies • Teacher training for new coursework • Website- www.nd.gov/cte • Electronics using online curriculum • Virtual delivery of CTE – online, ITV, Area Centers |
| 7. Recruitment and Retention of Teachers | <ul style="list-style-type: none"> • Transition to Teaching • Postsecondary Clinical Practice |
| 8. Developing and Enhancing Data Systems | <ul style="list-style-type: none"> • STARS • SLDS |
| 9. Supporting Occupational and Information Resources | <ul style="list-style-type: none"> • CRN • RUReadyND – Online Career Planning • Bank of North Dakota |
| 10. Valid and Reliable Technical Assessments | <ul style="list-style-type: none"> • MBA Research Center • Family and Consumer Sciences • SkillsUSA • Career Tech |

c. Implications for Program Year 2011

Implications for program year 2011 reflect continued priority issues around data including Perkins IV data related training:

- Focus on identifying and aligning standards in all CTE program areas, with emphasis on aligning academic standards in CTE instructional programs.
- Continued improvement for the data system that is in place, additional focus must be made to increase communication and training on complete, accurate, valid, and reliable data collection at the secondary and postsecondary level.
- Both secondary and postsecondary Perkins IV recipients need continual training related to core indicators, stating goals, identification of appropriate strategies and measuring outcomes.
- Reassessment of secondary and postsecondary core indicator performance measures.
- New local Carl Perkins coordinators/administrators must be provided with orientation and training sessions.
- Focus major training efforts on core indicators at spring and fall conferences.
- Implement and refine the new postsecondary data system connecting to data collected on students of the North Dakota University System using the newly implemented ConnectND statewide data system, while still taking into account the data systems in place at the state tribal colleges. Explore additional data linkages between secondary and postsecondary to follow up on placement of secondary exiting concentrators in higher education.
- Work with the Department of Public Instruction and local school administrators to integrate data collection systems by connecting local data entered into Power School with the Department of Public Instruction’s State Automated Reporting System (STARS) of which CTE’s data collection is now an integral part.
- Provide an alternative or interim method to assist postsecondary recipients with data collection for Limited English Proficiency, Single Parent, and Displaced Homemakers, which are not a "standard" admissions item, but is included in our data system and required for Perkins IV.

II. The State has funded the development of a State Longitudinal Data System (SLDS) to exchange data reports among agencies. This system is in the process of development of a reporting system that will improve Perkins accountability reporting.

Progress in Developing and Implementing Technical Skills Assessments

For the current year of reporting, the student technical skills assessment measure is based on them performing in career and technical classes at a “C” level.

NDCTE has established guidelines for developing and implementing Technical Skills Assessments for secondary education:

- Assessments will be given in Spring of program completion year i.e. capstone
 - Three week window as designated by program area
- Concentrators who have completed an identified program of study will take the assessment
 - (others may take the assessment but we will collect information on the “end of program” concentrators)
 - Determination made by enrollment in a particular (capstone) course
- Program of study to be defined by each program area as a particular sequence of courses (a pathway) i.e. FACS may designate 3 pathways
- Assessments will be:
 - Based on content standards
 - online and provide immediate feedback
 - optimally one period in length
- Set level of proficiency for each assessment

The Department of Career and Technical Education is using an assessment in Marketing with materials and resources developed in conjunction with MBA Research Center based on industry validation. NDCTE is also participating with the national Family and Consumer Sciences association to develop assessments.

The Trade and Industry program area through SkillsUSA has implemented assessments in the areas of Automotive Collision, Automotive Technology, Automated Manufacturing, and Welding Technology, Culinary Arts, Electronics Technology, and Recreational Engines. Adoption of further assessments is planned as soon as the assessments are made available. Health Careers are using assessment tests through Oklahoma Career Tech, <http://okcareertech.org>. NDCTE secured through the legislative process funds to defray the costs of skills assessments effective July 1, 2009.

In the area of Information Technology, NDCTE has recently signed an agreement with Certiport to offer industry recognized credentials that will be used to satisfy this accountability measure.

Where technical assessments are not appropriate and available, NDCTE will report a hybrid system using either a technical assessment or a “C” average in technical skills coursework. This is intended to assure full coverage of all students.

For postsecondary, industry based technical assessments will be administered and data collected. However, data will continue to be reported based on attainment in technical skills course work.

Timelines for development and implementation of assessments in all program areas have been developed with all areas where appropriate and available to be in place by the final year of the Carl D. Perkins Act of 2006.

III. Program Performance

Secondary/Postsecondary

The Department of Career and Technical Education administers Perkins IV implementation at the secondary and postsecondary level and state-funded career and technical education programs.

The Department of Career and Technical Education is responsible for serving as liaison for local Perkins recipients, providing technical assistance in the planning, administration and implementation of local plans. Local Education Agencies have the direct implementation functions for Perkins. This is a dual role, with responsibilities for Perkins IV State Leadership in the specific programmatic areas: <http://www.nd.gov/cte/>

| | | |
|----------------------------|------------------------------|----------------------|
| Agriculture Education | Business & Office Technology | Career Development |
| Curriculum Development | Diversified Occupations | Education Equity |
| Family & Consumer Sciences | Information Technology | Marketing Education |
| Non-Traditional Training | Special Populations | Technology Education |
| Trade, Industry & Health | | |

To measure student performance and program effectiveness, student populations are defined as follows:

Secondary Level

Participant - A secondary student who has completed one (1) or more course(s) in any career and technical education (CTE) program area.

Concentrators- A secondary student who has earned two (2) or more credits in a single CTE program area (e.g., health care or business services) recognized by the State.

Postsecondary/Adult Level

Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Participants for the table below are determined by taking a one year “snapshot” of students taking at least one course during the program year for both secondary and postsecondary enrollment.

Enrollment of CTE Participants

| Population | Number of Secondary Students | Number of Postsecondary Students |
|--|------------------------------|----------------------------------|
| GRAND TOTAL | 20983 | 9551 |
| GENDER | | |
| Male | 11016 | 5221 |
| Female | 9967 | 4330 |
| RACE/ETHNICITY* | (1997 Standards) | (1997 Standards) |
| American Indian or Alaskan Native | 1644 | 1617 |
| Asian | 204 | 67 |
| Black or African American | 427 | 246 |
| Hispanic/Latino | 349 | 142 |
| Native Hawaiian or Other Pacific Islander | 45 | 9 |
| White | 18219 | 6989 |
| Two or More Races | 95 | 114 |
| Unknown | 0 | 377 |
| SPECIAL POPULATION AND OTHER STUDENT CATEGORIES | | |
| Individuals With Disabilities (ADA) | 0 | 87 |
| Disability Status (ESEA/IDEA) (Secondary Only) | 3087 | 0 |
| Economically Disadvantaged | 6619 | 3368 |
| Single Parents | 15 | 532 |
| Displaced Homemakers | 0 | 293 |
| Limited English Proficient | 524 | 291 |
| Migrant Status | 13 | 0 |
| Nontraditional Enrollees | 8939 | 7827 |

Enrollment for Career and Technical Education is identified by the “Career Clusters”

- | | | |
|---------------------------------|-----------------------------------|---|
| 1 - Ag/Natural Resources | 7 - Government/Public Admin. | 13 - Manufacturing |
| 2 - Architecture/Construction | 8 - Health Science | 14 - Marketing Sales & Service |
| 3 - Arts/Audio Video Tech/Comm. | 9 - Hospitality/Tourism | 15 - Science, Technology, Engineering & Mathematics |
| 4 - Business/Administration | 10 - Human Services | 16 - Transportation, Distribution, & Logistics |
| 5 - Education/Training | 11 - Information Technology | |
| 6 – Finance | 12 - Law/Public Safety & Security | |

Enrollment of CTE Concentrators

| Population | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total |
|----------------------|-------------|-------------|------------|-------------|------------|----------|-----------|-------------|------------|-------------|------------|------------|-------------|------------|------------|------------|--------------|
| SECONDARY | | | | | | | | | | | | | | | | | |
| Male | 1753 | 601 | 28 | 221 | 10 | 2 | 0 | 103 | 44 | 289 | 108 | 0 | 309 | 195 | 148 | 455 | 4269 |
| Female | 495 | 73 | 41 | 296 | 125 | 5 | 0 | 421 | 49 | 1039 | 18 | 0 | 20 | 181 | 26 | 38 | 2824 |
| Total | 2248 | 674 | 69 | 517 | 135 | 7 | 0 | 524 | 93 | 1328 | 126 | 0 | 329 | 376 | 174 | 493 | 7093 |
| POSTSECONDARY | | | | | | | | | | | | | | | | | |
| Male | 272 | 344 | 34 | 211 | 41 | 0 | 8 | 136 | 24 | 3 | 239 | 161 | 1305 | 29 | 114 | 365 | 3286 |
| Female | 67 | 7 | 63 | 464 | 226 | 0 | 80 | 1054 | 25 | 49 | 118 | 127 | 150 | 7 | 23 | 17 | 2477 |
| Total | 339 | 351 | 97 | 675 | 267 | 0 | 88 | 1190 | 49 | 52 | 357 | 288 | 1455 | 36 | 137 | 382 | 5763 |
| GRAND TOTAL | 2587 | 1025 | 166 | 1192 | 402 | 7 | 88 | 1714 | 142 | 1380 | 483 | 288 | 1784 | 412 | 311 | 875 | 12856 |

a. State Performance Summary

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the Office of Vocational and Adult Education of the U.S. Department of Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. 2301 et seq., as amended by Public Law 109-270.

For the tables below, concentrators are reported based on the definitions of concentrators described above, but the methodology differs. For secondary, the concentrators are measured as a cohort with exiting seniors reported as CTE concentrators. For postsecondary, the concentrators are not treated as a cohort, but the numbers are a reflection of the postsecondary students meeting the concentrator definition and actively enrolled in a CTE postsecondary program within the reporting year.

Secondary Performance Levels

During program year 2011, eight measures are required as indicated in the table below.

| Indicator & Citation | Measurement Definition | Adjusted Level of Performance | Actual Level of Performance | Actual vs. Adjusted Level of Performance | Met 90% of Adjusted Level of Performance |
|--|---|-------------------------------|-----------------------------|--|--|
| 1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i) | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11,)</p> | 64.00 % | 58.68% 1,420/2,420 | -5.32% | Yes |
| 1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i) | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11)</p> | 50.00 % | 52.89% 1,280/2,420 | +2.89% | Yes |
| 2S1 Technical Skill Attainment | <p>Numerator: Number of CTE concentrators who passes technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year. (AY: 10-11)</p> | 80.00 % | 88.95% 2,182/2,453 | +8.85% | Yes |

| Indicator & Citation | Measurement Definition | Adjusted Level of Performance | Actual Level of Performance | Actual vs. Adjusted Level of Performance | Met 90% of Adjusted Level of Performance |
|--|---|-------------------------------|-----------------------------|--|--|
| 3S1 School Completion | <p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year. (AY: 10-11)</p> | 90.00 % | 98.94% 2,427/2,453 | +8.94% | Yes |
| 4S1 Student Graduation Rates 113(b)(2)(A)(iv) | <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p> | 84.00% | 92.29% 2,393/2,593 | +8.29% | Yes |
| 5S1 Placement | <p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010). (AY: 09-10)</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year. (AY: 09-10)</p> | 70.00 % | 70.14% 1,924/2,743 | +0.14% | Yes |
| 6S1 Nontraditional Participation | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> | 22.00 % | 19.12% 437/2,286 | -2.88% | No |
| 6S2 Nontraditional Completion | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> | 15.00 % | 15.22% 243/1,597 | +0.22% | Yes |

Implementation of State Program Improvement Plans

The Department of Career and Technical Education has exceeded the achievement levels for measures, 1S2 – Academic Achievement – Mathematics, 2S1 – Technical Skills, 3S1 – School Completion, 4S1 – Student Graduation Rates, 5S1 – Student Placement, and 6S2 – Nontraditional Completion. The exception 1S1 - Academic Achievement - Reading/Language Arts, meet the 90% of the Agreed Upon Level of Performance. One measure, 6S1 – Nontraditional Participation did not make the 90% threshold by 0.68%. Because of the small number involved (437) this is simply a year to year fluctuation that will rectify itself in future reporting. These deviations are due to relatively small CTE student population in North Dakota where a few students can substantially affect percentages.

NDCTE administration will continue to work with the Department of Public Instruction (DPI) to incorporate the data reported to the Department of Education paying particular attention to those students within CTE programs and working toward continuous improvement in collection and reporting.

NDCTE will continue to be involved in the P-20 Educational Taskforce, a joint effort of the North Dakota University System, Department of Career and Technical Education, Department of Public Instruction, and Education Standards and Practices Board has strengthened CTE's role in alignment and integration of academic standards.

NDCTE has implemented a Math in CTE program to improve the mathematics skills of CTE students. The Math-in-CTE model is a curriculum integration model designed to enhance mathematics that is embedded in career and technical education content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math-in-CTE model has been shown to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

During the reporting year of 2010-11, NDCTE was a pilot state for Science in CTE conducted by the National Research Center for Career and Technical Education. Results were inconclusive as to the effect, but NDCTE will continue support of this program to improve science skills in students.

Implementation of Local Program Improvement Plans

There are 37 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (27) or single school districts (10) that receive Carl D. Perkins funding. For each eligible recipient targets were set for the eight performance measures based upon baseline performance in FY2008. These targets were communicated to the Eligible Recipient in the form a Local Final Agreed Upon Performance Level document which was signed and returned as part of the annual plan.

All eligible recipients are notified of their performance results with those falling below standard marked for improvement. Local program improvement plans are required for those deficient in a performance area outlining local steps to be taken or need for state assistance to improve performance. Should the eligible recipient not achieve performance levels for three consecutive reporting periods the state require eligible recipients to direct funds towards areas of deficiency.

Because of the relatively small population of students within North Dakota and within the eligible recipients, large fluctuations in percentages can occur locally from year to year. We would expect that many eligible recipients that missed the 90% adjusted target may achieve that level in subsequent years with others falling

below the 90% adjusted target due to the outcomes on assessments of a handful of students, or in a number of cases one student, within the eligible recipients.

Results

Of the 37 eligible recipients for 1S1 – Academic Achievement – Reading/Language Arts, five schools/consortia did not meet performance at the 90% level for the three consecutive years. These eligible recipients are being placed on improvement plans for this measure with one of those continuing from last year.

On measure 1S2 – Academic Attainment – Mathematics, one school/consortium fell below the 90% level for the consecutive year period. Another eligible recipient has been removed from an improvement plan through meeting of the performance measure.

For 2S1 – Technical Skills, one school/consortium did not achieve 90% of adjusted performance for the three consecutive years.

On measure 3S1 – Student Completion, one school/consortium fell below 90% of targets for the three consecutive year period.

Measures 4S1 – Student Graduation Rates, no schools have fallen below the 90% of targets for three consecutive years.

5S1 – Placement all schools achieved the measures.

The Nontraditional measure 6S1 – Participation, had three schools/consortia that are being placed on improvement plans by missing 90% of the targets over the last three consecutive year period.

Nontraditional measure 6S2 – Completion, did not have any schools with a sufficient size numerator (greater than 10) to provide a measure that fell below the 90% target level for the past three consecutive year period.

Analysis

Trends have started to reveal themselves as more data is collected. Performance on the measures has improved as data and its collection have become more consistent. North Dakota CTE concentrators consists of 92% White, 5% American Indian, and 3% other population groups with the American Indian population concentrated within distinct geographic areas where they are the majority population with small percentages of other races. Race is not relevant by eligible recipient in this analysis as data points are not of sufficient size of greater than ten students (>10). This number was established to comply with FERPA so as not to easily identify individual students.

Looking at other demographics within an eligible recipient that did not achieve the 90% adjusted level of performance, even those containing large school districts, most of the subgroups have either a numerator and/or a denominator that is less than 10 even in the case of trying to analyze gender.

Postsecondary Performance Levels

During program year 2011, six measures are required as indicated in the table below.

| Core Indicator | Measurement Definition | Adjusted Level of Performance | Actual Level of Performance | Actual vs. Adjusted Level of Performance | Met 90% of Adjusted Level of Performance |
|---|--|-------------------------------|-----------------------------|--|--|
| 1P1 Technical Skill Attainment | <p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year. (AY: 10-11)</p> | 87.00 % | 83.92% 3,934/4,688 | -3.08% | Yes |
| 2P1 Credential, Certificate, or Degree | <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. (AY: 10-11)</p> | 45.00 % | 55.56% 1,499/2,698 | +10.56% | Yes |
| 3P1 Student Retention or Transfer | <p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or degree in the previous reporting year. (AY: 10-11)</p> | 65.00 % | 54.89% 1,514/2,758 | -10.11% | No |
| 4P1 Student Placement | <p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2010 and December 31, 2010). (AY: 09-10)</p> <p>Denominator: Number of CTE concentrators who earned a credential, certificate, or degree. (AY: 09-10)</p> | 70.00 % | 60.86% 961/1,579 | -9.14% | No |
| 5P1 Nontraditional Participation | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> | 20.00 % | 25.34% 1,978/7,807 | +5.34% | Yes |
| 5P2 Nontraditional Completion | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> | 5.00 % | 12.14% 169/1,392 | +7.14% | Yes |

Implementation of State Program Improvement Plans

The Department of Career and Technical Education has met and exceeded the achievement levels for measures, 1P1 – Technical Skills Attainment, 2P1 – Credential, Certificate, or Degree, 5P1 – Nontraditional Participation, and 5P2 - Nontraditional Completion at the 90% of adjusted performance level. As such, no improvement plans are necessary for these measures.

NDCTE did not meet the 3P1 – Student Retention or Transfer and 4P1 – Student Placement accountability measures within the 90% threshold. There were considerably fewer students retained this past year for the retention measure. We are currently able to track all student retention and transfer in-state through public and tribal college records. NDCTE will need to more extensively use National Student Clearing House records to track out-of-state transfers. Since the State can only capture UI wage records in-state through our current records exchange, placement in surrounding states is not recognized. This is an unexpected result as North Dakota boasts the lowest unemployment rate in the nation. NDCTE and the SLDS will continue to seek further access to WRIS (Wage Record Interchange System) data.

NDCTE will continue to be involved in the P-20 Educational Taskforce, a joint effort of the North Dakota University System, Department of Career and Technical Education, Department of Public Instruction, and Education Standards and Practices Board has strengthened CTE's role in alignment and integration of academic standards.

Attention continues toward continuous improvement in collection and reporting.

Implementation of Local Program Improvement Plans

There are nine postsecondary Perkins Eligible Recipients in the form of Perkins Consortiums (1) and eight colleges that receive Carl D. Perkins funding. For each eligible recipient targets were set for the six performance measures based upon baseline performance in FY2008. The results on a statewide basis, each eligible recipient performed well enough on each of the measures to meet the measures at the 90% level with the exceptions of 3P1 – Student Retention or Transfer and 4P1 – Student Placement.

Eligible recipients are notified of their performance results with those falling below standard marked for improvement. A technical assistant is assigned to each eligible recipient who reviews the results with the recipient. Local program improvement plans are required for those deficient in a performance area outlining local steps to be taken or need for state assistance to improve performance. Should the eligible recipient not achieve performance levels for three consecutive reporting periods the state require eligible recipients to direct funds towards areas of deficiency.

As this is the third year of reporting, and each eligible recipient achieved its individual performance measures the previous year, no local improvement plans are required.

Analysis

Because of the relatively small population of students within North Dakota and within the eligible recipients, large fluctuations in percentages can occur locally from year to year. Many population subgroups are less than ten, which inhibits making any statements regarding race or special populations.

Tech Prep Grant Award Information

The North Dakota State Board for Career and Technical Education has elected to consolidate Title II funds with the Title I portion of the grant.