



North Dakota Department of Career and Technical Education Frequently Asked Questions

TABLE OF CONTENTS

| | |
|---------------------------------------|---|
| DEFINITIONS OF CTE TERMS | 1 |
| FUNDING | 2 |
| Funding-related Terms | 2 |
| PERKINS IV FUNDING | 2 |
| PROGRAM IMPLEMENTATION | 5 |
| DATA AND REPORTING | 5 |
| Data-related Terms | 6 |

DEFINITIONS OF CTE TERMS

GENERAL CTE TERMS

What is “Career and Technical Education” (CTE)? Career and Technical Education (CTE) prepares students for employment and/or post-secondary education in current or emerging professions. CTE provides students with competency-based and applied learning opportunities that build academic knowledge, higher-order reasoning skills, problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry. See http://www.nd.gov/cte/about/docs/CTE_Facts.pdf

What is a “Career Cluster”? The Career Clusters initiative began in 1996 in the United States as the Building Linkages Initiative and was a collaborative effort between the U.S. Department of Education, the Office of Vocational and Adult Education (OVAE), the National School-to-Work Office (NSTWO) and the National Skill Standards Board (NSSB). The purpose of the Initiative was to establish linkages among state educational agencies, secondary and postsecondary educational institutions, employers, industry groups, other stakeholders and federal agencies. The goal was to create curricular frameworks in broad career clusters, designed to prepare students to transition successfully from high school to postsecondary education and employment in a career area. There are 16 nationally recognized clusters: <http://www.careertech.org/career-clusters/glance/careerclusters.html>

What is a “Career Pathway”? A career pathway is a pre-planned, sequential, and approved program of study. Career pathways should provide students effective technical and academic preparation for entry into high-skill, high-wage, high-demand occupations while preparing for postsecondary learning. <http://www.careertech.org/career-clusters/glance/clusters-occupations.html>

What are “Career and Technical Student Organizations” (CTSOs)? The term 'Career and Technical Student Organization' (CTSO) means an organization that engages students in career and technical education activities as an integral part of their CTE instructional program. CTSOs vary by CTE content area North Dakota CTOS include DECA (for marketing students), FCCLA (for family and consumer sciences students), FFA (for agriculture students), SKILLS USA (for trade, industry, technical and health (T&I) students), TSA (for technology & engineering education students), and FBLA (business and office students).

What is a “Cooperative Work Experience Program”? Provides students with a regularly scheduled, supervised employment opportunity related to Trade and Industrial Occupations in order to develop and improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience, consistent with the student’s occupational goals, and related to the Trade and Industrial Education program area. There shall be a training agreement among all partners to the work experience (school, employer, student, and parents/guardians) outlining the expectations of each party. The instructor shall also develop a specific training plan with the employer for each student placed. The training plan shall include provisions for assessment of student progress and for on-site visits by the instructor during the student’s placement. **NOTE: Students must be at least 16 years old and may be paid a wage by the employer.**

What is an Internship? This typically refers to a postsecondary program, but the term can be used interchangeably with Cooperative Work Experience.

What is a Job Shadow? This is a very short duration as compared to an Internship or Cooperative Work Experience, typically it involves a few hours to a few days of a student “shadowing” an industry/business person giving them an exposure to the daily elements of a job. No credit is given.

What are Area Career and Technology Centers? ACTC’s provide Career and Technical Education programs to participating member schools: http://www.nd.gov/cte/about/docs/Area_Center_Members.pdf



What are Cooperative Arrangements between schools? See:
<http://www.nd.gov/cte/forms/docs/CoopAgreementsGuide.pdf>

What are “Diversified Occupations Programs”? Diversified Occupations is a type of high school cooperative career education program that encompasses, to some degree, all of career education as offered in North Dakota. Its primary purpose is to offer students the opportunity to develop the knowledge, skills and attitudes necessary to enter into and advance in an occupation. This is accomplished through a combination of classroom instruction and planned and supervised on the job training. The responsibility of helping student-learners gain the knowledge, skills and attitudes necessary to become useful, productive workers, is shared by the home, community and school. Diversified Occupations is a part of the total career and occupational plan of student-learners to aid in making the transition from school to the constantly changing world of work.

What is an “LEA”? Each public school district is also known as a Local Education Agency, or LEA.

What is a “coordinated program of study?” <http://www.nd.gov/cte/programs/career-dev/plans-of-study/Explanation.pdf>

What are the CTE courses and their codes (MISO3 codes) that are eligible for CTE funding?
http://www.nd.gov/cte/programs/docs/Course_Codes.pdf

FUNDING

How are CTE programs funded in North Dakota? CTE programs in North Dakota are funded through three sources: State funds, Perkins (federal monies) and local dollars, on a reimbursement basis.

How are state CTE funds reimbursed?
<http://www.nd.gov/cte/forms/docs/StateReimbursementPolicy.pdf>

What constitutes a fundable CTE program? There are six elements to a funded program focusing on the sequential credits, enrollment, CTE teacher certification, curriculum, facilities, and advisory committees. <http://www.nd.gov/cte/forms/docs/ProgramApprovalPolicy.pdf>

How are Perkins Funds reimbursed? See various lists under Carl Perkins here:
<http://www.nd.gov/cte/forms/>

What are the allowable uses of state CTE program funds? State CTE funds are to be used to reimburse a share of approved CTE program instructor salaries and travel. At Area Centers state funds are used to reimburse a share of all costs of operating and delivering of CTE programs.

FUNDING-RELATED TERMS

What are “administrative costs”? The term administration means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

What does "supplement not supplant" mean? Provisions in Perkins prohibit states and LEAs from using federal Perkins funds for CTE activities, including TechPrep, that were previously paid for through state, local, or other non-federal funding sources.

PERKINS IV FUNDING

What are allowable uses of Perkins funds? Perkins IV (PL 109-270 §135) defines LEA required uses for funds as:

- Strengthen the academic and career and technical skills of student participating in CTE programs through integration of academics with CTE programs through a coherent sequences of courses;
- Linking CTE at the secondary level and CTE at the postsecondary level;
- Providing students with strong experiences in and understanding of all aspects of an industry, which may include work-based learning experiences;
- Develop, improve, or expand the use of technology in CTE;
- Provide professional development programs that are consistent with the North Dakota Department of Career and Technical Education;
- Develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs for high-skill, high-wage, high-demand occupations that will lead to self-sufficiency

Perkins IV (PL 109-270 §135) defines LEA permissible uses for Perkins IV funds as:

- To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs;
- To provide career guidance and academic counseling for students participating in career and technical education programs that -
 - improves graduation rates and provides information on postsecondary and career options,
 - provides assistance for postsecondary students, including for adult students who are changing careers or updating skills.
- For local education and business partnerships, including for -
 - work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - adjunct faculty arrangements for qualified industry professionals; and
 - industry experience for teachers and faculty.
- To provide programs for special populations;
- To assist career and technical student organizations;
- For mentoring and support services;
- For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications designed to strengthen and support academic and technical skill achievement;
- For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty;
- To develop and expand postsecondary program offerings at times and in formats that are accessible for students;
- To develop initiatives that facilitates the transition of sub baccalaureate career and technical education students into baccalaureate degree programs;
- To provide activities to support entrepreneurship education and training;
- For improving or developing new career and technical education courses;
- To develop and support small, personalized career-themed learning communities;
- To provide support for family and consumer sciences programs;
- To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- To provide assistance to individuals who have participated in services and activities under the Perkins Act continuing their education or training or finding an appropriate job;

- To support training and activities in non-traditional fields;
- To provide support for training programs in automotive technologies;
- To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives;
- To support other career and technical education activities that are consistent with the purpose of the Perkins Act.

Does a district/school have to use Perkins funds for "required uses"? A district does not have to use Perkins funds for "required uses" if they provide evidence that other funding has been used to meet the required uses.

Can Perkins funds be used for administrative costs? No eligible recipient receiving Perkins funds may use more than 5 percent of the funds for administrative costs associated with the administration of activities.

When can Perkins funds be used to support CTSOs? Perkins funds may support CTSO activities when:

- The CTSO activity is of sufficient size, scope, and quality to be effective;
- The activity is supervised by CTE personnel who are qualified in the area;
- The activity is available to all students in the instructional programs without regard to membership in any student organization;

Which CTSO activities cannot be supported through Perkins funds? Perkins funds may not be used for the following CTSO activities:

- lodging, feeding, conveying, or furnishing transportation to social assemblages;
- purchase of supplies, jackets, and other effects for students' personal ownership;
- cost of non-instruction activities such as athletic, social, or recreational events;
- printing and disseminating non-instructional newsletters;
- purchase of awards for recognition of students, advisors, and other individuals; or
- payment of membership dues.

Are there any guidelines around the use of Perkins funding for student travel? Perkins funding for student travel is permissible as long as it is used for one of the required or permissible uses of funds, or funding, noted previously, and is not excessive.

Are there any guidelines around the use of Perkins funding for teacher travel? Perkins funding for teacher travel is permissible as long as it is used for one of the required or permissible uses of funds, or funding, noted previously, and is not excessive.

When can Perkins funds be used for CTE program purchases? The intent of the Perkins money is to assist in starting new programs or to improve or enhance existing programs. Perkins funds are to be used to supplement, not supplant, local and state funds.

What is the difference between program maintenance and program enhancement? Program maintenance refers to the materials/supplies/equipment needed to maintain and/or sustain the CTE program at its current level. Program enhancement includes

- Building on current efforts to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage, high demand occupations in current or emerging professions.

- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating CTE students.
- Providing services and activities designed to develop, implement, and improve career and technical education-
- Conducting and disseminating national research on best practices that improve CTE programs, services and activities.
- Providing technical assistance that -
- Promotes leadership, initial preparation, and professional development at the state and local levels; and
- Improves the quality of CTE teachers, faculty, administrators, and counselors
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to be competitive in the U.S.

What is the distinction between Equipment and Materials & Supplies purchases? Materials and supplies would include equipment that does not fall under the above guidelines. Consumables, textbooks, and other supplies can be purchased with Perkins to start a new program or enhance a current one if state or local money has not previously been used for the same purpose. Districts should be using state career and technical funds to purchase materials and supplies to maintain existing programs.

PROGRAM IMPLEMENTATION: ADVISORY COMMITTEES

What are Advisory Committee membership requirements? Advisory Committees should consist of a representation of parents, students, CTE and academic teachers, counselors, administrators, business and industry, labor organizations, representatives of special populations, and other individuals interested in the development, implementation, and evaluation of CTE programs. See Program Advisory Guide <http://www.nd.gov/cte/forms/docs/AdvisoryCommitteeGuide.pdf>

How often should Advisory Committees meet? LEA Advisory Committees must meet at least twice a year.

What decisions are Advisory Committees responsible for? Recommendations related to the development, implementation, and evaluation of CTE programs.

What types of records do Advisory Committees need to keep? Minutes and sign-in sheets need to be kept as verification.

Advisory Committee form <http://www.nd.gov/cte/forms/docs/AdvisoryCommittee15256.pdf>

Advisory Committee Program of Work Worksheet <http://www.nd.gov/cte/forms/docs/ProgramOfWork.doc>

DATA AND REPORTING

What are the CTE performance measures? The CTE performance measures are specified in the Perkins Act of 2006 as part of its accountability system (PL 109-270 §113(b)). These are classified as "Core indicators" and "sub-indicators" and are defined separately for secondary and post-secondary levels:

Secondary Level (PL 109-270 §113 (b)(2)(A)):

- 1S1: Academic Attainment - Reading/Language Arts
- 1S2: Academic Attainment - Mathematics

- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

Post-Secondary Level (PL 109-270 §113 (b)(2)(B)):

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Degree Attainment
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

What is the rationale behind the Perkins performance measures? The Perkins Act of 2006 establishes an accountability system to assess the effectiveness of the State and its eligible recipients in achieving progress in CTE education, and optimizing the return on investment of federal funds. This accountability system consists of performance measures and adjusted levels of performance for each program year (PL 109-270 §113(a)(b)).

How are the Perkins performance levels calculated? Performance levels for the Perkins performance indicators are based on several factors (PL 109-270 §113(b)(3)). The targets are initially calculated based on a benchmark that is established based on previous years' performance on similar indicators. The performance targets for subsequent years are negotiated based on actual performance and the need to show continuous improvement.

What is the difference between a CTE participant and a concentrator? CTE Participants and Concentrators are defined as follows:

Secondary Level

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

CTE Concentrator: A secondary student who has earned two or more credits in a single CTE program area recognized by the state

Postsecondary Level

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

Concentrator: 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.

DATA-RELATED TERMS

What is a “CIP code”? A CIP code (Classification of Instructional Program) is a coding schedule intended to facilitate the organization, collection, and reporting of educational program data.

What is a SOC code? The standard occupational code (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 840 detailed occupations according to their occupational definition.

How are SOC and CIP used in CTE? CIP codes are used to determine at an aggregate level which programs students are enrolled in. SOC codes are used to determine labor market information, including high wage, high demand, and high skill occupations as determined by Job Service North Dakota’s Labor Market Information Center.

What is a “FAUPL”? Final Agreed Upon Performance Levels (FAUPLs) are state targets for federally required CTE measures. State targets are negotiated between the State and Federal Departments of Education.

What is a "special population"? The term special populations means:

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency

What is a “displaced homemaker”? Perkins legislation (PL 109-270 §3(10)) defines “displaced homemaker” as an individual who –

- has worked primarily without remuneration to care for a home and family and for that reason
- has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income; **or**
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; **and**
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

What is an “individual with limited English proficiency”? Perkins legislation (PL 109-270 §3(16)) defines “individual with limited English proficiency” as a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

What is an “individual with a disability”? The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102 §3(17))).



What is a “non-traditional field”? Perkins legislation (PL 109-270 §3(20)) defines "nontraditional fields" as occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Source: Various information was taken from the ND Department of Career and Technical Education