

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: North Dakota

Eligible Agency Submitting Plan on Behalf of State:

Department of Career and Technical Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Wayne Kutzer

Position: State Director and Executive Officer

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Type of State Plan Submission (check *one*):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**NORTH DAKOTA STATE BOARD
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."

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II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. The State Board for Career and Technical Education submits to the Secretary a Transition Plan for a one-year period, FY 2007-2008. [Sec. 122(a)(1)]
2. The State Board will address the following activities to assist in meeting or exceeding the state adjusted levels of performance.

(a) The State Board for Career and Technical Education will develop programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

NDCTE has adopted the career clusters model of 16 career clusters including plans of study with pathways to be implemented during the transition year. The State programs of study will be modeled after the national templates found at www.careerclusters.org supported through the College to Career Transition Initiative (CCTI). Formal programs of study documents within the 16 career clusters are being developed by a planning team at the state supervisor level to be introduced statewide at the Professional development conference in August 2007.

Guidelines and criteria for programs of study will be established and State staff will provide the technical assistance necessary to facilitate the development of programs of study to ensure each program contains coherent and rigorous career and technical education curriculum content including challenging academic and relevant technical standards; aligns secondary and postsecondary career and technical education in a non-duplicative progression of courses; provides opportunities for secondary students to earn postsecondary credit, where applicable; and leads to an industry-recognized credential, postsecondary certificate or associate degree, and also include potential baccalaureate degrees and identify transferability where applicable.

Below is a sample template:



BUSINESS, MANAGEMENT AND ADMINISTRATION
Sample North Dakota Career Cluster Plan of Study

Name _____
 School _____
 Date _____



SAMPLE OCCUPATIONS RELATING TO THIS CAREER CLUSTER	
Pathway	Occupations
MANAGEMENT	Business Consultant • Entrepreneur • General Manager • Operations Manager
BUSINESS FINANCIAL MANAGEMENT & ACCOUNTING	Auditor • Certified Public Accountant • Finance Director • Investment Executive
HUMAN RESOURCES	Corporate Trainer • Human Resources Manager • Personnel Recruiter
BUSINESS ANALYSIS	Budget Analyst • E-Commerce Analyst • Marketing Analyst
MARKETING	Advertising Salesperson • Public Relations Manager • Sales Representative • Wholesale/Retail Buyer
ADMINISTRATIVE & INFORMATION SUPPORT	Administrative Assistant • Information Assistant • Medical Transcriptionist • Office Manager

SUGGESTED COURSE OF HIGH SCHOOL STUDY							
Education Level	Grade	English (four units required to graduate)	Math (two units required to graduate)	Science (two units required to graduate)	Social Studies (three units required to graduate)	North Dakota Career Education Classes	Additional Suggested Learning Opportunities
Secondary	9	English I	Algebra I or Geometry	Earth Science or Life Science or Physical Science	State History Geography	Introduction to Business or Personal Financial Literacy Word Processing	School-Based: FBLA DECA Career Research Cooperative Education Internship Job Shadowing Service Learning Project Community-Based: Mentorship Volunteer Part-time Employment
	10	English II	Geometry or Algebra II	Biology	World History Psychology	Spreadsheet Applications Database Applications	
	11	English III	Algebra II or Pre-Calculus	Chemistry or Physics	U.S. History	Accounting Business Technology Procedures Electronic Presentations Desktop Publishing Web Design Business Law Business Communications Business Math	
	12	English IV	Pre-Calculus or Trigonometry or Statistics	Physics or Other Science	Government Economics		

It is suggested that students consider appropriate dual credit, articulation, or advanced placement opportunities for postsecondary credit.

SAMPLE NORTH DAKOTA POSTSECONDARY PROGRAMS RELATED TO THIS CAREER CLUSTER			
Pathway	Associate Degree or Less	Bachelors Degree	Masters Degree or More
MANAGEMENT	Business Administration & Management • Entrepreneurship • International Business	Business Administration & Management • Entrepreneurship • Facility Management • International Business	Business Administration & Management
BUSINESS FINANCIAL MANAGEMENT & ACCOUNTING	Accounting	Accounting • Managerial Finance & Accounting	Accounting
HUMAN RESOURCES	Human Resources Development/Management	Human Resources Development/Management	
BUSINESS ANALYSIS		Statistics	Statistics
MARKETING	Business & Management • Marketing Management	Business & Management • Marketing Management	Marketing Management
ADMINISTRATIVE & INFORMATION SUPPORT	Administrative Assistant (general, legal, or medical) • Computerized Office Management • Information Processing • Office Supervision & Management • Reception Services	Office Supervision & Management	

To encourage collaboration between secondary and postsecondary institutions locally modified programs of study will be submitted for review and must include the following elements:

- i. Incorporate secondary education and postsecondary education elements; using the Career Clusters model to develop these programs of study.

Career Clusters Prepare All Students for College and Careers

- To prepare today’s students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters help students identify pathways from secondary schools to postsecondary credentials, certificates, diplomas, or degrees, as well as to the workplace. Career pathways help students identify the connection between rigorous courses and their future goals.
- ii. These programs of study will include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education:
 - In addition to the Career Clusters, model programs of study will be based on industry standards and each program will be based on curriculum standards that address academic and technical achievement in a coordinated and non-duplicative manner.
- Why Standards Exist
The North Dakota Department for Career and Technical Education is committed to developing standards to ensure each program area offers courses that allow students to acquire essential knowledge and skills.
 - What Standards Are
Standards identify what students are expected to know and be able to do—the content they are expected to acquire, the skills they are expected to attain, and the intellectual qualities and habits of mind they are expected to develop. With the standards in place, schools can create, implement, and strengthen a Career and Technical Education (CTE) curriculum to prepare students for entry into industry sectors and for postsecondary education.

- How Standards Are Created
The standards process begins with a review of national and industry standards. The state CTE program area supervisor(s), secondary teachers, counselors, postsecondary teachers, business and industry representatives, and the Research & Curriculum Administrator for CTE, work together to write the standards. The standards are written to ensure that when the students complete their courses they have the knowledge and skills needed in business and industry.
- How State Academic Standards Are Integrated
The final step of the standards writing process involves “crosswalking” the standards with academic areas such as English/Language Arts, Mathematics, Science, Social Studies, and Library/Technology Literacy. Crosswalks provide CTE teachers the resources necessary to integrate related state academic standards into the CTE curriculum. The most current drafts of the state academic documents, produced by the North Dakota Department of Public Instruction, are used in the cross walking process. These state standards are available at: <http://www.dpi.state.nd.us/standard/content.shtm>.

- iii. Programs of study will include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;

The dual credit program signed into law by the 1997 North Dakota Legislature allows high school juniors and seniors who want to earn college courses to benefit from this program.

Students have always been able to take college courses for credit - as additions to their high school workload. With the dual credit plan, the college class is a replacement rather than an addition. Students take just one class - the college class - and get both high school and college credit for it.

The agencies involved in this unique cooperative relationship: the [N.D. Department of Career and Technical Education](#), [N.D. Department of Public Instruction](#), N.D. University System.

- iv. Programs of study will lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The agency will use the Career Clusters model previously described. The plans of study are designed to be academically rigorous while incorporating the necessary technical proficiencies. The curriculum is based on industry standards through the curriculum development and standards processes. Certification is accomplished through CompTIA, Cisco, ASE, NCCER, CNA, among others. Some

certifications can be accomplished without postsecondary education while others require additional levels of education, but each of the pathways is designed to lead to all levels of education.

In addition, The State Board will assist Local Education Agencies to ensure access to a full range of career and technical education programs for all students. Activities will be developed and/or conducted in support of achievement of each of the core indicators of performance by each of the LEAs. The core indicators are as follows:

- attainment of challenging academic, career and technical standards,
- attainment of a secondary diploma or equivalency, skill certificate, or postsecondary degree or credential,
- placement in further education or training, employment, or military service,
- completion of programs for nontraditional training and employment.
- Quality career and technical education programs are provided for students at the secondary, postsecondary and adult level. These programs are in Agriculture, Business and Office Technology, Career Development (Guidance), Educational Equity, Family and Consumer Sciences, Information Technology, Marketing Education, Curriculum and Personnel Development, Special Needs, Technology Education, and Trade, Technical and Health Education.
- Data Collection – the redesign of the data collection system will assure that valid and reliable data are collected. The data will be used to assist in meeting the adjusted levels of performance.
- Evaluation Instrument – the self-study and evaluation process are reviewed and revised annually to assure that the evaluation system accurately reflects the quality of the career and technical education programs.
- Local Education Plan – the redesign of the Local Education Plan will focus on the desired outcomes.
- Consortium Approval Process –the consortium approval process will focus on all members of the consortium meeting the state adjusted levels of performance.
- Technical Assistance – the State Board will review the technical assistance process to ensure that these services are of the highest quality.

- (b) The State Board, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Model programs of study will be proposed by program supervisors. Programs of study will use Career Clusters, Pathways, and Plans of Study. Statewide meetings involving select secondary and postsecondary instructors will be used to obtain input and modifications to the programs of study. The resulting plans will be presented to teachers at statewide forums before final approval is given by the State Board.

- (c) The State Board will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

The goal for articulation agreements is that they be statewide agreements. Program supervisors will provide technical assistance with the potential for grant monies to local eligible recipients. The North Dakota University System has in existence an office of articulation that will be used to help coordinate these agreements at the postsecondary level.

- (d) Information about career and technical programs of study offered by eligible recipients at the secondary level will be made available through several means;

Provide a coordinated occupational and career information delivery system in North Dakota including:

- Career planning;
- Career development program implementation;
- Training and education program planning.

The Career Development program supervisor, local career development counselors, and the North Dakota Career Resource Network (NDCRN) are partners in this activity.

- Support career guidance and academic counseling programs designed to promote improved career and education decision making by individuals (especially in areas of career information, delivery, and use).
- Make available to students, parents, teachers, administrators, and counselors.
- Equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing.
- Assist appropriate State entities in tailoring career-related educational resources and training to their specific needs.

- Improve coordination and communication among administrators and planners of programs authorized by this Act.
- Provide ongoing means for customers, such as students and parents, to provide comments and feedback on products and services and to update resources, as appropriate, to meet customer requirements.
- Provide information on related occupational opportunities; and
- Stay current with the needs, expectations, and methods of business and all aspects of an industry.

The State will use a variety of tools to accomplish these career planning and preparation goals including, but not limited to:

- Career Outlook is an annual career tabloid newspaper providing information on career planning, information on occupations, education and training sites in North Dakota, and a cross-reference of occupations to relevant high school classes.
- Guidance Central consists of three components:
 - Choices Planner - An advanced online career information delivery system that helps students build powerful plans as they compare, connect and choose from a vast network of work and education options. Valid and reliable assessments are used in this program, to help the user relate their interests, aptitudes and work values to occupations, plus inputting personal preferences into their career search.
 - Choices Explorer - An engaging online education and career exploration system that provides extensive libraries of education, career and recreation articles in an interactive magazine-style format. Hundreds of classroom activities can be found through this program.
 - TestGEAR – An online tool that gives students the practice they need to reach their full potential on the college entrance exam ACT. This online learning system adapts to each student’s needs by targeting their weaknesses and helping them to build necessary skills.

All public and private high schools will have Guidance Central and all public and private middle schools/junior highs will have Choices Explorer. Workshops are being conducted to assist local communities to utilize these tools effectively.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State Board, to

develop, improve, and expand access to appropriate technology in career and technical education programs;

Four endeavors to develop, improve, and expand access to technology and technology based CTE courses are:

- Area Career and Technical Centers. There are currently five area career and technology centers in the state. During the 2007-2009 biennium we will pilot two new centers in the underserved parts of the state to bring the number of area centers to seven. Innovative methods of delivery will be incorporated into these new centers expanding the outreach and enabling more programs to be delivered through a variety of distance learning options and alternative scheduling, to more remote areas.
- Cooperative Arrangements. Agreements between schools to share CTE courses through distance delivery will be a focus of new funding. This will expand the number and quality of occupational CTE programs available to students who currently have limited access.
- Emerging Technology. This program focuses on technology-based equipment that is rotated among schools, giving students hands on experiences with equipment that a single district would not be able to afford. There are currently 79 schools sharing such equipment in six consortiums. The goal for the 2007-09 biennium is to increase the number of consortiums to eight and participating schools to 100.
- Professional Competency Continuum (PCC). This tool provides educators with a framework for identifying competencies they need for success in the technology-supported classroom, and a measurement (or continuum) of progress towards those competencies. It is a self-assessment tool for educators and school administrators to gauge their own strengths and weaknesses in using educational technology in teaching and learning. The PCC is available to all schools and educators to be used on an annual basis as part of their professional development and to address the "technology literacy" and "technology integration" requirements.

Other activities and programs to support technology literacy within CTE programs include:

- Customized technology-training opportunities to meet the expressed needs of interested institutions.
 - Offer technology-related workshops for university credit.

- Deliver specialized training on an as needed or required basis.
- Industry certification programs that will promote the mission of the State Board for Career and Technical Education. Partnerships with Cisco Systems, Inc., Oracle, ESRI (GIS), Caterpillar, John Deere, Bobcat, NATEF, and ATEF, among others, have been formed to offer an end goal of industry certification.

An ongoing evaluation process exists to determine improvements that could be made using technology. The process includes state and local level activities.

The State Board will continue to play an active role in the development and promotion of the State Education Technology Plan through membership in the Education Technology Council. The plan makes recommendations for action at the state and local levels. The State Education Technology Plan addresses this objective by focusing on four critical success factors:

- Access to Technology
- Administrative Services
- Professional Development
- Curriculum Integration

Educational and technology service providers in North Dakota work collaboratively to share resources and offer opportunities. Some of the collaborative services currently being offered include:

- Cisco Networking Academies: a program designed to deliver a four semester networking curriculum to high school and college students. Upon completion of the courses students will be prepared to take an industry standard test to become a Cisco Certified Networking Associate.
- Statewide Conferences: conferences offer educators best practice examples with regard to teaching using the latest in technology. Some of the conferences are (1) Teaching and Technology Conference (TNT); (2) Career and Technical Professional Development Conference; (3) and the North Dakota Education Association Instructional Conference.

(f) The criteria that the State Board will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

Criteria to approve eligible recipient;

Each eligible recipient is assigned a program consultant. These consultants will assist, provide technical assistance, review and approve local applications and process reimbursement claims from the assigned eligible recipient. Local applications are approved on the following criteria.

SECONDARY PROGRAM APPROVAL POLICY

Requirements for an approvable instructional program

- Credits - A minimum of 2 credits per year must be taught
 - Trade & Industry programs must offer a minimum of 3 sequential credits
 - Distance learning exception – a receiving school may receive reimbursement for a course as long as it originates from an approved program. Also distance courses MAY be counted as part of the 2 credit sequence for program approval purposes.
- Class Size (9-12 enrollment)
 - Minimum of 7 students in each course for schools with more than 100 students
 - Minimum average of 7 students per course for schools with 50-100 students
 - No minimum for schools with fewer than 50 students
- CTE certified teacher
 - Refer to teacher certification requirements for specific service area (www.nd.gov/cte/teacher-certs)
- Curriculum
 - Must be based on state, national, or industry standards for each program area
- Facilities and equipment
 - Adequate as determined by program standards
 - Barrier-free facility
- Advisory Committee
 - Each program must have an active advisory committee but the committee may be combined to serve multiple CTE programs – with a minimum of three representatives from each CTE program – unless program standards require a separate committee to serve a specific program.
 - Committees must meet, at a minimum, two times a year.

Requirements for an approvable career development program

- CTE credentialed counselor (see requirements for Career Development at www.nd.gov/cte/teacher-certs)
- Program of Work that incorporates ND Career Development Standards (curriculum framework, at www.nd.gov/cte/secondary/career-dev)

- Adequate facilities and equipment as determined by program standards
- Advisory Committee (see above)
- Career Development Programs are in grades 7-12 and may be funded with state or federal funds.

Timeline for new/expanded program applications

- April - Applications due for the following year by submitting forms:
(forms are located at www.nd.gov/cte/forms)
 - SFN 15274 – Funding Application Cover Sheet
 - SFN 15275 - Funding Application Budget
 - SFN 15256 – Program Advisory Committee
- May/June - Applications reviewed by State Board for CTE
 - Schools/institutions are notified of funding status approval or disapproval by the CTE fiscal office
 - Newly funded programs will receive an annual plan budget
- September/October - Revised annual plan budgets due in CTE office, if funds permit, new program funding requests may also be considered at this time.
- April - Reimbursement claim forms are sent to schools but reimbursement may be requested anytime an expenditure has been made
- June - Submission of reimbursement claim deadline
- Exception to new program application process – Based on agency approval, an LEA may move funding from one program area to another as long as the new program meets all criteria and it is funded at the same reimbursement rate. (<http://www.nd.gov/cte/forms/docs/statereimbpolicy.pdf>)

Supporting policy guidelines:

Programs may be approved but not funded due to availability of funds. Due to limited availability, state funding is limited to approved costs in programs for grades 9 – 12, except in the case of a Career Development program that includes grades 7 – 12. It is the policy of the State Board not to fund new programs at the expense of existing programs.

If a deficiency occurs after a program has been approved, there is a one year grace period to allow a school or institution to correct the deficiency.

Technology Education does not fund any salaries except when two Technology Education programs share an instructor. Technology Education equipment may be funded with state or federal funds in grades 7-12.

POSTSECONDARY PROGRAM APPROVAL POLICY

Requirements for an approvable instructional program

- Program Scope
 - A program constitutes a sequential list of courses that leads to a certificate, diploma, or an associate degree.
- Program Size
 - Federal or state funds cannot be used in programs that have less than ten (10) students by the third year of operation.
- CTE credentialed teacher
 - Refer to teacher credential requirements for specific service area (www.nd.gov/cte/teacher-certs)
- Curriculum
 - Must be based on state, national, or industry standards for each program area
- Facilities and equipment
 - Adequate as determined by program standards
 - Barrier-free facility
- Advisory Committee
 - Each program must have an active advisory committee but the committee may be combined to serve multiple CTE programs – with a minimum of three representatives from each CTE program – unless program standards require a separate committee to serve a specific program.
 - Committees must meet, at a minimum, two times a year.

Supporting policy guidelines:

If a deficiency occurs after a program has been approved, there is a one year grace period to allow a school or institution to correct the deficiency.

- i. The State Board will promote continuous improvement in academic achievement;

In addition to receiving approval based on the above guidelines, continuous improvement in academic achievement is measured on our Local Consolidated Annual Performance (LCAP) data reporting system. This combined with data available through the Department of Public Instruction allows for measuring of continuous academic improvement. Decisions are made at the state and local level based on this data in order to achieve the

academic achievement levels mandated by Annual Yearly Progress (AYP) and Perkins.

- ii. The State Board will promote continuous improvement of technical skill attainment;

Continuous technical skill attainment is measured through the LCAP system and these measurements are available to the locals through web-based reporting. Data driven decisions are made to improve performance. Additionally, technical assistance is provided from the state to improve technical proficiency. Where available, technical skills assessments are used to verify competence.

- iii. The State Board will identify and address current or emerging occupational opportunities;

Analysis of Bureau of Labor Statistics, regional data labor market information, and recommendations of local advisory committees are used to identify current or emerging occupational opportunities. In addition, the Governor and the North Dakota Department of Commerce have identified five targeted industry clusters that promote economic development. Job Service employment data is a primary source of data to identify the current or emerging occupational opportunities.

- (g) Programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Integration of academic standards and career and technical standards into the curriculum to reinforce academic achievement. Providing classrooms and labs that contain current high technology equipment, provide adequate space, and promote safety thus providing an excellent learning environment.

Career and technical support services for special populations include:

- direct support services, such as tutoring, interpreting, job placement, and work-study for economically disadvantaged.
- assessment/planning activities, including student identification, career counseling, and development of individualized career education plans
- resource activities to aid personnel

- (h) Programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Each program area is required to have an active advisory committee that must meet at least twice per year. These advisory committees reflect local business and industry demand conditions in the program area. Trends and anticipated needs are identified and discussed reflecting the anticipated skills and knowledge that will be required for employment and economic development.

The State Board staff conducts on-going assessments of labor market needs and opportunities. Labor market information (LMI) is obtained from Job Service North Dakota and from data put together by the North Dakota Career Resource Network. The staff works with secondary and postsecondary institutions in implementing programs that lead to high-skill, high-wage, or high-demand occupations for students.

- Continuous assessment is made of labor market needs and opportunities and then these needs are transmitted to postsecondary institutions to provide those programs.
- All curricula in career and technical education programs are continuously upgraded and revised to provide skills that lead to high-skill, high-wage, or high-demand occupations.
- Academics are infused into all secondary career and technical education programs to better prepare the individuals with the skills to succeed in postsecondary programs and be able to compete for the high-wage, high-skill, or high-demand occupations.
- The career development counseling programs in North Dakota utilize the Guidance Central system to provide guidance to students on necessary skills and classes to pursue their career choices at the postsecondary level and in current and emerging occupations.
- Improved Career Decision Making (ICDM) Workshops: Each year, a minimum of two ICDM workshops are provided. These workshops train participants in the use of and how to access current labor market information. Participants are trained in LMI concepts and how to access this information from a local, state, and national perspective. ICDM is a joint agency training program provided by North Dakota Career Resource Network (NDCRN) through the

State Board for Career and Technical Education (SBCTE), and Job Service North Dakota.

- The automotive, electronics, welding and construction programs are designed to allow students who complete the programs to obtain a national industry standards certificate. This certificate demonstrates that the student has mastered skills in that program area and assists them in gaining entry into further education and high-skill, high-wage, or high-demand occupations.

(i) Funds will be used to improve or develop new career and technical education courses—

Through the local plan application included in section B. Other Department Requirements, each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs. Funds made available to eligible recipients under this part shall be used to support career and technical education programs.

The application lists the Perkins nine required uses of funds that must be addressed and the twenty permissible uses of funds for which allocations to an eligible recipient may be used to improve or develop new career and technical education courses.

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Standards are being developed and adopted for all CTE program areas. The standards writing process involves "crosswalking" the standards with academic areas such as English/Language Arts, Mathematics, Science, Social Studies, and Library/Technology Literacy. Crosswalks provide CTE teachers the resources necessary to integrate related state academic standards into CTE curriculum. The most current state academic documents, produced by the North Dakota Department of Public Instruction, are used in the crosswalking process. These state standards are available at: <http://www.dpi.state.nd.us/standard/content.shtm>.

To assure technical competence, funding for purchase or sharing of equipment is provided.

- ii. At the postsecondary level that are relevant and challenging; and

The standards that have been written, or are being written for program areas, extend to the postsecondary level. The standards process at the postsecondary level begins with review of and adoption of national industry based standards. These industry based standards are incorporated into the writing of the state standards upon which plans of study are based. This translates to curriculum that is relevant and challenging to meet the needs of industry.

Technical assistance is provided from the state to help implement the standards and curriculum. To receive approval and funding, programs must meet the standards set forth in the Program Approval process outlined above.

- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Through rigorous, relevant, and challenging curriculum based upon academic and industry standards that provide pathways to many levels of education, students and graduates will be prepared intellectually and technically to perform the jobs that require these abilities to afford the student employment in high-skill, high-wage, or high-demand occupations. Especially, those that can be identified as such through analysis of Bureau of Labor Statistics, regional data labor market information, and recommendations of local advisory committees.

- (j) The State Board will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The State Board has elected to consolidate Title II Tech Prep funds into Title I the Basic State Grant.

- (k) The State Board will use funds effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

The State Board will assist in the implementation of programs of study, execution of articulation agreements, and industry based curriculum as described earlier in this section. Each local recipient must have a program of study to receive federal funds. By using funds in this manner, links will be strengthened between academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

- (I) The State Board will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.
[Sec. 122(c)(1)(A)-(L)]

The State Board will report for purposes of evaluation using the Consolidated Annual Report (CAR) incorporating the core measurements described in the Accountability and Evaluation section of this document.

8. The State Board provides technical assistance to eligible recipients in the following manner. [Sec. 122(c)(15)]

1. The State Board employs program supervisors that are qualified in their area of assignment. The staff provides the following:

- New teacher visitations for assistance.
- On-site technical assistance to each program twice in a five-year period. Reports are completed on each visit.
- Yearly review of the Calendar of Units/Instructional Plan for each class offered.
- Conduct on-site evaluations.
- Assist in the development and/or procurement of suitable curriculum material.
- Provide direction and guidance to student organizations.
- Assist in the development, improvement and implementation of programs as requested.
- Provide immediate assistance when requested by an eligible recipient.
- Complete all reimbursement procedures for the program.

2. Each eligible recipient of federal dollars is assigned a program consultant. The consultants will:

- Annually review and approve the local application, budget request and determine if the recipient is meeting the intent of the law.
 1. Administrator will be informed of deficiencies in writing and a timeframe given to correct the situation.
 2. If not in compliance or the deficiencies are not corrected, funding will be withheld until corrections are made.

- The program consultant will conduct on-site visit with the eligible recipients once every two years and complete a written report.
- On-site visits will be made immediately upon request by the eligible recipient.
- Programmatic questions will be sent to the appropriate program supervisor who will contact and/or visit the eligible recipient and provide the necessary assistance.
- The program consultant will annually review and approve all reimbursement claims.

B. Other Department Requirements

- A. The local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act follows;
- B. The State's governance structure for career and technical education is described by the organizational chart on page 31. There are 48 secondary and nine postsecondary eligible recipients. (Charts in Part VII, pgs. 58-60).

(SINGLE DISTRICT-CONSORTIUM-POSTSECONDARY)

**NORTH DAKOTA STATE BOARD
FOR
CAREER AND TECHNICAL EDUCATION

ONE-YEAR LOCAL TRANSITION PLAN
FOR
CAREER AND TECHNICAL EDUCATION**

***CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION ACT OF 2006***

For Fiscal Year 2008
(School Year 2007-2008)

Submitted by: _____

Signature of Authorized Representative

Date

**NORTH DAKOTA STATE BOARD
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."

GENERAL INFORMATION

I. Introduction

“The purpose of this Act is to develop more fully the academic, career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs, by:

1. Building on the efforts of States and localities to develop challenging academic standards and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;
2. 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 career and technical education students;
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conducting and disseminating national research and disseminating information on best practices that will improve career and technical education programs, services, and activities;
5. Providing technical assistance that:
 - Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - Improves the quality of career and technical education teachers, faculty, administrators, and counselors.
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technology centers, local workforce investment boards, business and industry, and intermediaries; and
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

[CP 2006 – Section 2. PURPOSE]

II Local Uses of Funds

A. General Authority

Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

B. Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

1. Strengthen academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122c(1)(A).
2. Link career and technical education at the secondary level to career and technical education at the postsecondary level by offering the relevant elements of not less than one career and technical education program of study described in section 122c(1)(A);
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in career and technical education, which may include:
 - training of career and technical education teachers, faculty, and administrators to use technology, including distance learning;
 - providing career and technical education students with the academic and career and technical skills (math and science) that lead to entry into the technology fields;
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved with integrating career and technical education programs, including-
 - in-service and pre-service training on:

- (a) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (b) effective teaching skills based on research that includes promising practices;
 - (c) effective practices to improve parental and community involvement of education;
 - (d) effective use of scientifically based research and data to improve instruction.
 - support of education programs for teachers of career and technical education in public schools and other public personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including assessment of how the needs of special populations are being met;
 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. Provide services and activities of sufficient size, scope, and quality to be effective; and
 9. 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, or high demand occupations that will lead to self-sufficiency.

C. Permissive Uses of Funds

Funds made available to an eligible recipient under this title may be used to:

1. Involve parents, businesses and labor organizations as appropriate, in the design, implementation and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling;
3. Support local education and business partnerships;
4. Provide programs for special populations;
5. To assist career and technical student organizations;
6. Provide mentoring and support services;
7. Lease, purchase, and upgrade equipment or adapting equipment, including instructional aids and publications;
8. Provide 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, including individuals with experience in business and industry;
9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including the use of distance education;
10. Develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs;
11. Provide activities to support entrepreneurship education and training;
12. Improve or develop new career and technical education courses;
13. Develop and support small, personalized career-themed learning communities;
14. Provide support for family and consumer sciences programs;
15. Provide career and technical education programs for adults and school dropouts to complete their secondary education or upgrade their technical skills;

16. Provide assistance to individuals who have participated in services and activities under this act in continuing their education or training for finding appropriate employment;
17. Support training and activities in non-traditional fields;
18. Provide support for training programs in automotive technologies;
19. Pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives;
20. Support other career and technical education activities consistent with purposes of this act.

III. Procedure to Determine Uses of Funds within a Consortium

- A. Each member of the consortium shall be represented by one individual.
- B. One member of the consortium shall be designated the fiscal agent for the consortium and a representative from that district, area career and technology center, or postsecondary institution shall be designated the consortium manager.
- C. A consortium shall hold at least two meetings annually.
- D. Consortium accountability data will be reviewed as part of the planning process. Priorities for the use of funds will focus on meeting the accountability measures and shall be mutually beneficial to all consortium members. Needs shall be supported by the intent of the Carl Perkins Act.
- E. Members shall set priorities and determine which activities will be approved for the year. Funds may not be reallocated (sub-granted) to individual members of the consortium for purposes benefiting individual members of the consortium.
[Section 122(c)(6)(A)(B)]

GENERAL ASSURANCES

The _____ makes application to the
(Name of Applicant)

North Dakota State Board for Career and Technical Education for approval of the specific career and technical education programs as shown herein for the period beginning July 1, 2007, and ending June 30, 2013. An annual update to this plan will be developed and submitted each year as part of the annual plan process.

IT IS AGREED AND UNDERSTOOD THAT:

1. Programs, services, and activities included under this agreement shall be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 and the North Dakota State Board for Career and Technical Education Procedural Methods for handling Carl D. Perkins funds.
2. The eligible recipient will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs. [CP 2006 – Section 122(c)(11)]
3. This application has been developed in consultation with appropriate agencies, organizations, and individuals.
4. The Local Advisory Committee(s) for Career and Technical Education has been established, consistent with state guidelines and is regularly used to provide program input.
5. No funds will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [CP 2006 – Section 122(c)(12)].
6. Funds received under this Act will supplement, and shall not supplant non-Federal funds expended for career and technical education. [CP 2006-Section 311(a)]
7. No more than five percent of the funds received shall be used for administrative costs. [CP 2006-Section 135(d)]

8. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [CP 2006-Section 315]
9. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. [CP 2006-Section 314(1)]
10. No funds made available under this Act will be used to mandate that any individual in a career and technical education program be required to attain a federally funded skill level, standard, or certificate of mastery. [CP 2006-Section 314(2)]
11. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocations will result in reduction in the number of jobs available in that state. [CP 2006-Section 322]
12. If any funds under this Act are used for student financial aid for attendance costs [CP 2006-Section 324(b)] they shall not be considered as income in determining eligibility for assistance under other federally funded programs. [CP 2006-Section 324(a)]
13. Funds under the Act may be used to pay for career and technical education services required in an individualized education plan developed pursuant to Section 614 (d) of the Individuals with Disabilities Education Act and services necessary under Section 504 of the Rehabilitation Act of 1973. [CP 2006-Section 324(c)]
14. The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

LOCAL PLAN CONTENT REQUIREMENTS

INSTRUCTIONS:

Provide the information requested in items 1-11 below to document how your district, consortium, or postsecondary institution will address the requirements of the Carl Perkins Career and Technical Education Act of 2006. For consortiums, please note that items 6 and 8 require an individual response from each district in the consortium.

Definitions, explanations, or examples for underlined words and phrases will be found in the DEFINITIONS – EXPLANATIONS section of this document. Item and page number are noted in parentheses.

1. Describe how career and technical education activities will be carried out to meet state adjusted levels of performance.
2. Describe how career and technical education programs will:
 - A. offer the appropriate courses of not less than **one** of the career and technical education programs of study; [Section 122(c)(1)(A)]
 - B. improve the academic and technical skill of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs;
 - C. provide students with strong experience in, and understanding of all aspects of an industry;
 - D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
 - E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
3. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.
4. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors,

representatives of business and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs.

5. Describe activities to assure that each career and technical education program is of such size, scope and quality to bring about improvement in quality of career and technical education programs.
6. Describe processes that will be used to independently evaluate and continuously improve performance.
7. Describe how:
 - A. career and technical education programs will be reviewed; and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations
 - B. programs will be designed to enable the special populations to meet the local adjusted level of performance
 - C. activities will be provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

District Activity/Service Personnel Funding Source

8. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
9. Describe how funds will be used to promote preparation for non-traditional fields.

District Activity/Service Personnel Funding Source

10. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
11. Describe:
 - A. efforts to improve recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;
 - B. efforts to improve the transition to teaching from business and industry.

A. DEFINITIONS – EXPLANATIONS

1. State adjusted levels of performance. Refer to the document “North Dakota Performance Measures and Standards for Secondary and Postsecondary Programs” that was mailed to all eligible recipients with the local plan materials.
2. All aspects of an industry
 - a. The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. [CP 2006–Section 3. Definitions]
 - b. Specific topics related to that industry include:
 - planning;
 - management;
 - finances;
 - technical and production skills;
 - underlying principles of technology;
 - labor and community issues;
 - health and safety;
 - environmental issues.

[Federal Register, Vol. 57, No. 158, 8/14/92]

3. Size – Scope
 - a. Class size

Secondary

Class Size (9-12 enrollment)

- Minimum of 7 students in each course for schools with more than 100 students
- Minimum average of 7 students per course for schools with 50-100 students
- No minimum for schools with fewer than 50 students

Postsecondary

Federal or state funds cannot be used in programs that have less than 10 students by the third year of operation.

- b. Scope of Program:

Secondary

Credits - A minimum of 2 credits per year must be taught

- Trade & Industry programs must offer a minimum of 3 sequential credits
- Distance learning exception – a receiving school may receive reimbursement for a course as long as it originates from an approved program. Also distance courses MAY be counted as part of the 2 credit sequence for program approval purposes.

Postsecondary

A program consists of a sequential list of courses that leads to a certificate, diploma, or an associate degree.

4. Special Populations:

- a. The term “special populations” means
- Individuals with disabilities;
 - Individuals from economically disadvantaged families, including foster children;
 - Individuals preparing for non-traditional training and employment;
 - Single parents, including single pregnant women;
 - Displaced homemakers;
 - Individuals with limited English proficiency.

[CP 2006–Section 3. Definitions]

- b. Activities/services provided may include, but are not limited to:

Individualized Career and Technical Education Plans (ICTEP's)

Tutorial Services

Basic Skills

Guidance Activities

Modifications to Curriculum, Classroom, and/or Equipment

5. Non-traditional Fields:

- a. The term “non-traditional fields” means 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.

[CP 2006 – Section 3. Definitions]

- b. Activities/services provided may include, but are not limited to:
- Strengthening current career guidance programs to include;
 - curriculum in exploration of non-traditional occupations, beginning at the elementary level
 - enhancement of the Improved Career Decision Making (ICDM) program's non-traditional occupations curriculum to feature examples of successful North Dakotans in non-traditional careers
 - greater use of mentorships and role models to demonstrate the benefits of non-traditional careers
 - informational programs for parents providing guidance on non-traditional careers

Identifying career and technical education courses that have under-representation of one gender and developing strategies to promote equitable enrollment;

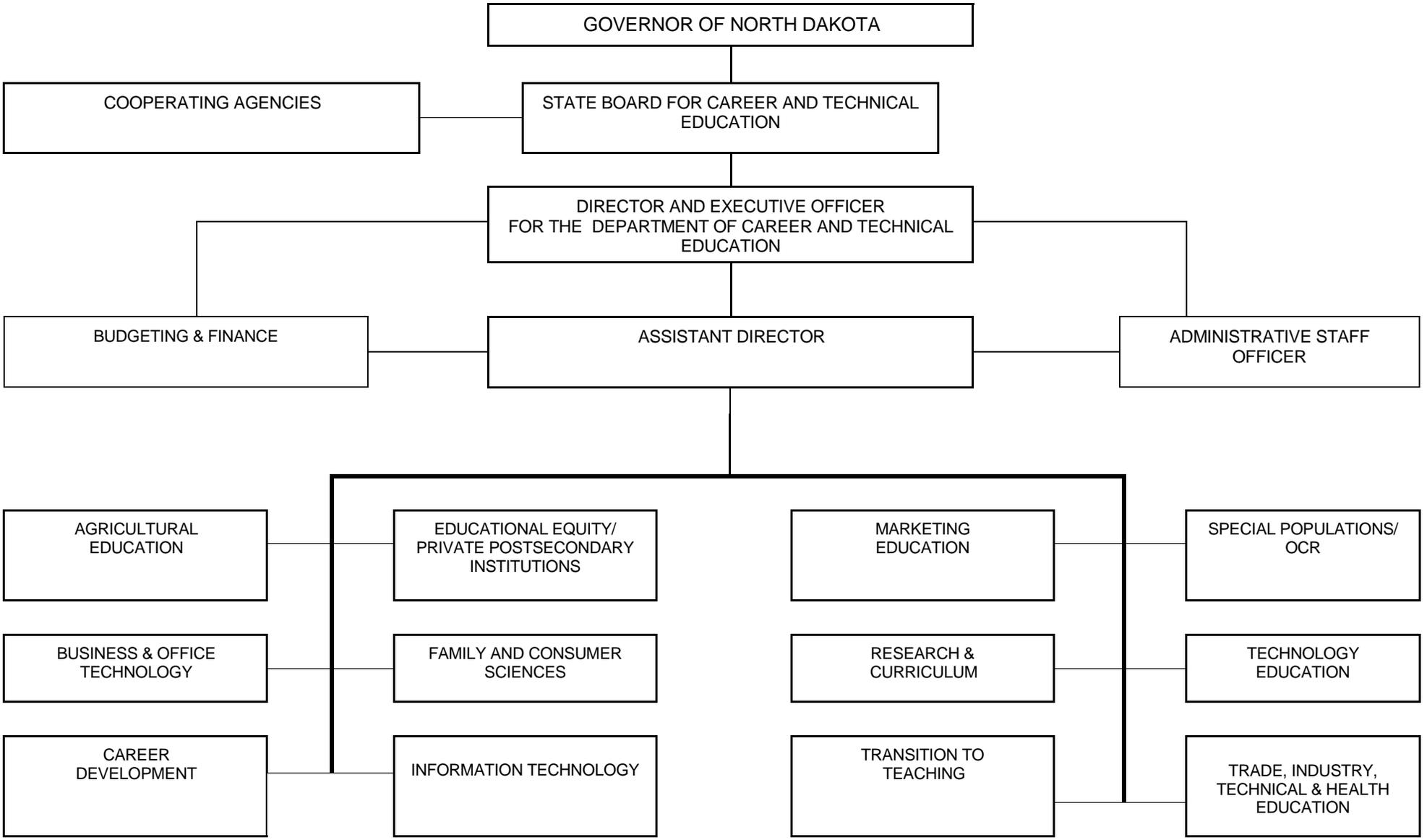
Identifying math and science courses in which enrollment and/or achievement of female and male students is inequitable and developing strategies for improvement;

Identifying local barriers to non-traditional enrollment and developing strategies for reducing/removing these barriers;

Promoting instructor knowledge and the use of equitable teaching practices;

Developing enrollment guidance programs that focus on the benefits of high-skill, high-wage, or high-demand careers, and North Dakota projected labor force needs.

Governance Structure



III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

Introduction:

North Dakota Career and Technical Education (State Board) is committed to serving special populations. Since 2002 a statewide accountability program has tracked the progress of all secondary special population groups; North Dakota trend data is available at the secondary level. Efforts are ongoing to produce similar data at the postsecondary level. During the course of Perkins III, two state supervisors for special population groups have participated in the state's accountability efforts, and provided technical assistance to LEA's as they implement strategies for the success of the state's special populations. There have also been efforts to provide a wide variety of in-service training opportunities, ranging from educational equity to learning strategies for local service providers. North Dakota Career and Technical Education anticipates that these efforts will become increasingly effective given continued quality improvement in the data collected.

The Perkins Act of 2006 defines special populations as:

- Individuals with disabilities;
 - Individuals from economically disadvantaged families including foster children;
 - Individuals preparing for nontraditional fields;
 - Single parents, including single pregnant women;
 - Displaced homemakers; and
 - Individuals with limited English proficiency.
1. The State Board's program strategies for special populations listed in Section 3 (29) of the Act, including a description of how individuals who are members of special populations will be provided with equal access to activities assisted under the Act are:

The State Board assures individuals who are members of special populations will be provided with equal access to activities assisted under the Act in the following ways:

- (a) The State Board's oversight of local plans includes assurances that the plans will be implemented in compliance with the following: the Individualized Education Disabilities Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX, the Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. Supervision of the local programs ensures special population students will

be provided the full range of career and technical education services, including exploratory and occupationally specific programs of study, career development services, cooperative education and apprentice programs and related services.

The State Board assures that individuals with disabilities will participate in funded activities in the least restrictive environment in accordance with IDEA. Individualized education programs will be implemented. Individuals with disabilities without individualized education programs will be afforded the rights and protections guaranteed to students under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), pertaining to access to CTE programs.

The State Board will review LEA disaggregated enrollment data. Monitoring to ensure proper publishing of nondiscrimination policies and grievance procedures is ongoing, with special focus on identification of the designated compliance coordinator and complete contact information.

- (b) The State Board assures that special population students will not be discriminated against on the basis of their status as members of special populations.

The State Board assures that special population students enrolled in CTE programs shall be afforded all the rights and protections guaranteed under IDEA, Section 504, of the Rehabilitation Act, and the Americans With Disabilities Act, Title IX and Vocational Education Program Guidelines for Eliminating Discrimination.

- (c) Special population students will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the State Board will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

The State Board will ensure that LEA's are aware that services to special population students are required under the Perkins Act of 2006 rather than permissible as they were in the Carl Perkins Act of 1998. LEA's will develop local plans using accountability data as it pertains to special populations. LEA's will be able to reference a comprehensive set of success strategies for special populations for use in planning. Plans will be approved based upon contents demonstrating a commitment to addressing deficits in the state adjusted levels of performance by members of special population groups.

Strategies for success of special population students include, but are not limited to the following:

- Flexibility in programming and services delivery.
- Making accommodations to meet student needs.
- Integration of programs and resources within the local education agency or postsecondary educational institutions to provide coordinated services.
- A learning environment that acknowledges the importance of career and technical education for all individuals who want and can benefit from it, regardless of the ethnic, racial or cultural background, sex or disabling conditions.
- Incorporate and develop workplace readiness and social skills.
- Promote client self-advocacy.
- Exposure of students to experiences that contribute to informed and meaningful career choices, specifically in nontraditional careers.
- Develop basic skill programs to help students succeed in career and technical programs.
- Career development activities that focus on high-skill, high wage, or high demand occupations.
- On-site monitoring and evaluation will include a review of plan effectiveness and technical assistance to implement adjustments as necessary. LEA's will be required to update local plans every two years consistent with negotiated performance levels.
- Promote the use of qualified personnel, appropriate materials, equipment and facilities to accommodate individual student needs.
- Equal access to quality career and technical education programs for all secondary, postsecondary, and adult students, including members of special populations.
- Support of local career development designed to prepare students for non-traditional careers.

IV. ACCOUNTABILITY AND EVALUATION

PART A. STATUTORY REQUIREMENTS

1. The State Board will use these procedures to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]
 - The State Board determines measurement definitions and approaches through cooperation with the Office of Vocational and Adult Education and its planning processes, which have included the Data Quality Institutes, the Next Steps Working Groups, and NASDCTEc. These measurement definitions enumerated in Part C are accepted by the State Board to establish reliable measures across all states and to be consistent with the Carl Perkins Act of 2006.
 - Approaches are determined by the best methodology available for collecting timely, valid, and reliable data. Emphasis is placed on obtaining as much data as possible through electronic data records exchanges.
 - The State Board receives input and advice from a Data Advisory Committee. The committee consists of members from state staff, local directors at the secondary level, and representatives at the postsecondary level.
 - There will not be any additional indicators of performance identified by the eligible agency.
2. The State Board will use these procedures to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.
[Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]
 - The State Board has a web based electronic data collection system, Local Consolidated Accountability Performance (LCAP). LCAP contains all historical data on a student unit record basis using a unique identifier used to produce the Consolidated Annual Report (CAR). The historical LCAP data are used to baseline past performance using the new definitions described in Part C. The data is aggregated to determine the State baseline levels of performance. Data is also obtained directly from other data sources including the Department of Public Instruction (DPI) for secondary, and the Higher Education Computer Network (HECN) for postsecondary.

- The data collected will provide schools and institutions with the information necessary to enhance their programs and better meet the needs of students. The State Board for Career and Technical Education will use the data and information to compare schools, institutions, or programs to the level of performance established. The focus of the standards and measures is on local program improvement. The main outcome is to better prepare North Dakota students for careers in a global economy and lifelong learning.
 - There will not be any additional indicators of performance identified by the eligible agency.
 - The first program year covered by the transition plan will be used to establish baseline data.
3. Part C: Accountability Forms describes the valid and reliable measurement definitions and approaches that the State Board will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.
[Sec. 113(b)(2)(A)-(B)]
- See Part C for measurement definitions and approaches.
 - There will not be any additional indicators of performance identified by the eligible agency.
 - Data collected must meet two conditions to be considered accurate: they must be valid and reliable.
 - A data collection item is valid to the degree that it actually measures what it claims to measure. The performance measures established in cooperation with OVAE and its many partners do measure what is to be measured.
 - A measure is reliable to the degree that its meaning is stable. Reliability is an assurance that the measure is consistent. Consistent responses suggest reliability, and consistent responses to different items that seek to measure the same knowledge or behavior provide greater confidence of reliability.
 - The LCAP system is programmed to collect consistent, valid, and reliable data based on the above principles and to collect unduplicated data that can be disaggregated.
4. The State Board, in the course of developing core indicators of performance and additional indicators of performance, will align the indicators, to the greatest extent

possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

- The State of North Dakota has begun establishment of an Integrated Performance Information process of which Career & Technical Education is a significant member. This process provides a blueprint for simplifying measures that are used to report results across programs at all levels of the workforce development system – from institutions, to local areas, to states, or for programs as a system. It responds to the longstanding challenge and frustration caused by multiple, inconsistent, performance measures, a multiplicity that impedes collaboration – in both planning and service delivery – and befuddles policy makers. It also responds to shortcomings in programs' management information systems that do not track participants over time or report performance in a consistent manner.

Integrated performance information is more than a shared information system or set of consistent measures. It also requires institutions and practices to support shared accountability results.

- There will not be any additional indicators of performance identified by the eligible agency.
5. On the forms provided in Part C, the State Board submits performance levels for the one-year transition plan for the indicators. [Sec. 113(b)(3)(A)(i)-(ii)]
 6. The State Board has the described process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]
 - Using LCAP data measuring past performance, each eligible recipient will have an established baseline of performance modified to reflect any new definitions established under the measures of performance. This data will be made available to each eligible recipient through the annual planning process. It is not the intent of the State Board to negotiate performance levels that are substantially different from those developed under this methodology. In order to obtain a State adjusted level of performance, all local adjusted levels of performance must aggregate to this measure. Deviation from this method does not mathematically allow the State to meet performance.

- Per the provisions of the Act, performance goals are set for each two-year period. Performance levels will be adjusted for each two-year period to reflect the goal of continually making progress toward improved performance of career and technical education students.
7. The State Board uses the described objective criteria and methods to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.
[Sec. 113(b)(4)(A)(vi)]
- The State Board has established a hearing process for requests due to unanticipated circumstances. The State Board receives the appeal, places it on the agenda for the next Board meeting, publicizes the meeting agenda, hears the appeal at the public meeting, and decides the outcome of the appeal by recorded vote.
8. The State Board reports data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations, and the State Board ensures that the data reported by local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable.
[Sec. 122(c)(13); sec 205]
- Whenever possible, data is gathered through an electronic data exchange with DPI or HECN.
 - All eligible recipients are required to complete electronic web based enrollment reports. The LCAP system will identify in an unduplicated count, those numbers of students to be reported in the CAR meeting the definitions described under Part C.
 - LCAP will identify special populations and enrollments in nontraditional programs served by career and technical education.
 - The enrollment information collected will be the basis for follow up procedures. All students identified, as completing career and technical education, will be followed for purposes of reporting placement. Postsecondary students will be tracked for retention and transfer.
 - LCAP information is received by this agency from the eligible recipients, appropriate agency staff personnel will review it and verify the information's accuracy.

- Local and state administrators will certify the accuracy of all information by releasing the plant data to the agency.
 - Results of this information collection will be reported where appropriate as identified by the 2006 Perkins Act.
9. The State Board plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]
- LCAP has the ability to disaggregated data to the consortium level and beyond to the individual plant level. Following the submission of the CAR on December 31 of each year, disaggregated data at the consortium or single district level is available through LCAP reports.
 - During the first quarter of the calendar year, initial performance levels will be provided to eligible recipients based on the immediate past performance levels. This will be done along with initial budget allocations. Each eligible recipient must use the performance data to determine needs for the annual plan.
 - Annual plans with any proposed changes in performance levels will be returned to the agency. Data will then be aggregated by the State and compared with the State measures of performance. New performance measures will be negotiated keeping in mind that the goal is to have continuous improvement in outcomes over the life of the Act.
10. The State Board will annually evaluate the effectiveness of career and technical education programs, and, to the extent practicable, coordinate those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]
- The State Board will conduct adequate monitoring of projects, services and activities conducted by eligible recipients to ensure that eligible recipients are meeting all requirements of the law including adequate goals, size, scope and quality requirements.
 - All recipients of secondary and postsecondary programs shall use sufficient funds to ensure that the career programs and supportive activities for special populations are of such size, scope, and quality to bring about measurable improvements in the quality of the career education program being offered, as evidenced through monitoring and evaluation.

- On a five-year rotation, all programs are required to do a program self-evaluation. Of approved programs, twenty-five percent are selected through a ranking process to have an on-site evaluation/review.
 - The on-site review consists of:
 - Overview of Program Standards/Self Review with the instructor(s).
 - Fifteen minute Exit Review with the instructor(s), administration, and program supervisor.

The review consists of:

 - **Commendations-** Strengths of the program.
 - **Suggestions-** Opportunities that can improve the program.
 - **Recommendations-** Requirements to fulfill the intent of the law/policy.
 - On-line Survey – Participants response to the overall process.
 - Within 30 days the School/Institution will receive a written report form the Department of Career and Technical Education.
 - If a program area(s) received “Recommendations”, the School/Institution completes a “Plan of Action” within 90 days from the issuing date of written report to NDCTE.

NON DUPLICATION WITH OTHER EXISTING FEDERAL PROGRAMS

- The State Board coordinates its programs to avoid to whatever extent is possible, any duplication with other existing federal programs. This is accomplished by:
 - The administrators and state supervisors of the State Board serve on numerous committees for other state and federal agencies and keep them apprised of program offerings in career education.
 - A list of all career and technical education programs is sent to various state and federal agencies in order for them to utilize the career and technical education delivery system for their clients and to avoid duplication of programs.
 - Other agencies utilize the secondary and postsecondary delivery system of career education to provide programs for their clients.
 - The Superintendent of Public Instruction, Chancellor of Higher Education, and the Executive Director of Job Service serve as voting members of the State Board.

- Local career and technical directors work with regional Job Service offices to provide coordinated services for students and clients.
- Cooperation with the Bureau of Apprenticeship and Training on programs, projects, and services available for the apprentice program.

B. Other Department Requirements

1. The State Board, submitting a one-year transition plan, provides all the information requested on the forms provided in Part C to report accountability data annually to the Secretary under section 113(c)(1)-(2).
2. There are no identified program areas for which the State has technical skill assessments.

The State Board does not currently have any students taking technical skills assessments that are administered nor scores tracked in an organized and required manner. Different programs areas have national certification examinations administered locally, but not from a statewide perspective. Therefore, NDCTE does not expect to report any students in the State's calculation of CTE concentrators who took assessments.

During the one-year transition period, NDCTE will evaluate availability and validity of technical assessments through vendors and those used by other states for purposes of implementing statewide technical skill assessments. As more program area technical skills assessments are implemented, the percentage of students reported will increase each year.

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

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

Concentrators- A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its eligible recipients.

B. 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.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/01/05- 6/30/06)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE concentrators</u> 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.</p> <p>Denominator: Number of <u>CTE concentrators</u> 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.</p>	State and Local Administrative Records	B: 62.00%	L: 63.00% A:	L: 64.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/01/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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 AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> 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.</p>	<p>State and Local Administrative Records</p>	<p>B: 49.00%</p>	<p>L: 50.00% A:</p>	<p>L: 51.00% A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>National/State Standards and Local Assessment Systems</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/01/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> 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.</p> <p>Denominator: Number of <u>CTE concentrators</u> 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.</p>	State and Local Administrative Records	B: 82.37%	L: 83.37% A:	L: 84.37% A:

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Administrative Records Exchanges/ Matching Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p>6S1 Non-traditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>6S2 Non-traditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	National/State Academic Assessment System	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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.</p> <p>Denominator: Number of <u>CTE concentrators</u> 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 a degree in the previous reporting year.</p>	<p>Administrative Records Exchanges/ Matching Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Administrative Records Exchanges/ Matching Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>5P1 Non-traditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>5P2 Non-traditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. The State Board for Career and Technical Education from its allotment for the basic programs authorized by Section 111 of the Act including funds authorized under Section 202(a) Consolidation of Funds under Title II of the Act shall reserve the following: [Section 122(c)(6)(A); Sec. 202(c)]

The budget figures for the transition year are on the PERKINS IV BUDGET TABLE – PROGRAM YEAR 1 on page 56 of this section.

The State Board will distribute funding to secondary and postsecondary recipients in a manner that was determined initially by public input as a point of interest at public hearings. Considerable testimony was received and taken into consideration by the State Board for Career and Technical Education. Criteria used included: (1) the percentage of total program costs at the secondary and postsecondary levels, and (2) a comparison of program enrollments. The State Board for Career and Technical Education unanimously voted in favor of the split. For the transition period, in lieu of being able to hold public hearings or to obtain public input, the following split of funds will be utilized:

Secondary	65%	Postsecondary	35%
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2. The specific dollar allocation made available by NDCTE using the above described procedure, provides a specific allocation to local education agencies, area career and technical education schools, and educational service agencies of \$2,500,091. The recipient is informed of the allocation through the annual budgeting process.
3. The specific dollar allocation made available by NDCTE using the above described procedure, provides a specific allocation to postsecondary institutions of \$1,346,203.
4. NDCTE allocates funds among any consortia to be formed by secondary schools through consolidation of the individual LEA funds determined in the allocation process. Funds will be allocated among the members of the consortia using the following procedure:

Procedure to Determine Uses of Funds within a Consortium

- A. Each member of the consortium shall be represented by one individual.
- B. One member of the consortium shall be designated the fiscal agent for the consortium and a representative from that district, area career and

technology center, or postsecondary institution shall be designated the consortium manager.

- C. A consortium shall hold at least two meetings annually.
- D. Consortium accountability data will be reviewed as part of the planning process. Priorities for the use of funds will focus on meeting the accountability measures and shall be mutually beneficial to all consortium members. Needs shall be supported by the intent of the Carl Perkins Act.
- E. Members shall set priorities and determine which activities will be approved for the year. Funds may not be reallocated (sub-granted) to individual members of the consortium for purposes benefiting individual members of the consortium.

[Section 122(c)(6)(A)(B)]

- 5. NDCTE allocates funds among any consortia to be formed by postsecondary institutions through consolidation of the postsecondary institution funds determined in the allocation process. Funds will be allocated among the members of the consortia using procedure described in number 4 above.
- 6. To reflect any changes made in school district boundaries, including educational agencies without geographical boundaries, adjustments to consortiums allocations will be made based on student enrollment moving from one school district to another.

At the secondary level, with the exception to the waiver, schools/consortia must meet the \$15,000 minimum allocation to be eligible for a grant.

[Section 131(c)(1)]

The State Board may waive the \$15,000 for secondary LEA's if:

- A. The LEA is located in a rural, sparsely populated area; or

The LEA is a public charter school operating secondary school career and technical education programs; and

- B. The LEA demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

[Section 131 (c)(2)]

- 7. No Alternative allocation formula will be proposed.

B. Other Department Requirements

1.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A) Total Title I Allocation to the State	\$4,214,921
B) Amount of Title II Tech Prep Funds to be consolidated with Title I Funds	\$ 338,530
C) Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$4,553,451
D) Local formula Distribution	\$3,850,456
1. Reserve (not more than 10% of Line D)	\$ 385,045
a. Secondary Programs (22.1% of line D)	\$ 85,045
b. Postsecondary Programs (77.9% of line D)	\$ 300,000
2. Available for formula allocations (Line D minus D.1)	\$3,465,411
a. Secondary Programs (65% of Line D.2)	\$2,252,517
b. Postsecondary Programs (35% of Line D.2)	\$1,212,894
E) Leadership (not more than 10%) (Line C X 10%)	\$ 452,995
1. Non-traditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$42,149)	
F) State Administration (minimum funded state)	\$ 250,000
G) State Match (non federal)*	\$1,190,000

*The eligible agency must provide non-federal funds for administration of its Title I grant in an amount of not less than the amount it provided in the preceding year.

2.

**Eligible Recipient List
Secondary FY 2007**

L.E.A. Fiscal Agent	Single District/Consortium	Allocation
Beach*	Single District	8,585
Belcourt	Single District	69,516
Bismarck	Single District	192,750
Bottineau	Peace Garden Consortium	18,913
Carrington	Dakota Central Consortium	20,425
Devils Lake	Lake Area Voc Ctr Consortium	75,153
Devils Lake	Lake Area Coop Consortium	53,460
Dickinson	Single District	62,404
Drake	Central Dakota Consortium	26,558
Dunseith	Single District	34,981
Fargo	Single District	229,550
Fort Totten	Single District	35,183
Elgin	Highway 21 Consortium	15,396
Fort Yates	Fort Yates Consortium	27,282
Garrison	Missouri Hills Consortium	24,573
Glen Ullin	Glen Ullin Consortium	23,759
Grafton	North Valley Consortium	75,576
Grand Forks	Grand Forks Consortium	204,458
Harvey	Harvey Consortium	15,419
Hazen	Oliver-Mercer Consortium	28,829
Hettinger	Southwest Consortium	17,876
Hillsboro	Heart of the Valley Consortium	27,201
Hunter	Rural Cass Consortium	31,512
Jamestown	James Valley Consortium	56,236
Kenmare	Upper Souris Consortium	22,452

Killdeer	Killdeer Consortium	23,777
Linton	Linton Consortium	25,563
Mandan	Single District	72,142
Marmot	Single District	19,672
Minot	Single District	170,929
Mohall	Mohall-United Consortium	17,025
New England*	New England Consortium	3,449
New Town	Fort Berthold Consortium	28,042
Selfridge*	Single District	4,383
Solen	Single District	18,374
St. Johns	East Rolette Consortium	36,279
Steele*	Kidder County Consortium	10,542
Tioga	Norwest Consortium	34,931
Turtle Lake	Missouri Valley Consortium	21,094
Valley City	Valley City Center Consortium	56,401
Velva	North Central Consortium	23,303
Wahpeton	Richland County Center Consortium	81,875
Wahpeton	L.E.E.D. Consortium	21,976
Wahpeton	South Central Consortium	15,605
Wahpeton	Southeast Consortium	36,634
Watford City*	Single District	12,765
West Fargo	Single District	83,077
Williston	Williston/Trenton Consortium	67,951

***Waiver granted by State Board for Career and Technical Education for LEA's under \$15,000.**

**Eligible Recipient List
Postsecondary FY 2007**

L.E.A. Fiscal Agent	State Institution/Indian Postsecondary Institution	Allocation
Belcourt – TMCC	Tribal Postsecondary Institution	78,164
Bismarck – BSC	State Institution	166,661
Bismarck – UTTC	Tribal Postsecondary Institution	187,774
Bottineau – MSU	State Institution	73,672
Devils Lake – LRSC	State Institution	91,641
Ft. Yates – SBC	Tribal Postsecondary Institution	112,305
New Town – FBCC	Tribal Postsecondary Institution	85,352
Wahpeton – NDSCS	State Institution	304,572
Williston – WSC	State Institution	123,985

3. The secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) and 132(a) of the Act follow:

The State Board will distribute funds to programs based on the formula allocation in the Act. A waiver of the formula will not be requested at the secondary and the postsecondary level. Eighty-five percent of the funds will be allocated to eligible recipients. [Section 131]

SECONDARY

30% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district as determined on the basis of the most recent data used under section 1124 (c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts statewide.

$$\text{Secondary Allocation} \times .30 \times \frac{\# \text{ of individuals age 5-17 (inclusive)(LEA)}}{\# \text{ of individuals age 5-17 (inclusive)(statewide)}} = \text{CTE Enrollment Allocation}$$

70% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district and are from families below the poverty level for the preceding fiscal year as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school district.

$$\text{Secondary Allocation} \times .70 \times \frac{\# \text{ of individuals (below poverty line)(LEA)}}{\# \text{ of individuals (below poverty line) (statewide)}} = \text{CTE Poverty Allocation}$$

[Section 131(b)(1)(2)]

POSTSECONDARY

The following factors are used in determining the formula for postsecondary institutions with students enrolled in career and technical education programs. Each eligible institution shall be allocated an amount that has the same relationship to the portion of funds made available as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the BIA enrolled in programs offered in the preceding fiscal year bears to the sum of the total number of such recipients enrolled.

[Section 132 (a)(2)]

Postsecondary Allocation = The number of Pell Grant recipients in an approved CTE program at an institution divided by the total number of Pell Grant recipients statewide in approved programs.

[Section 132(a)(2)]

No postsecondary institution or consortium shall receive an allocation if the amount is less than \$50,000

[Section 132(c)(1)]

4. Of the minimum 85% of funds that must flow to the local level, the State Board may set aside up to 10% for reserve funds, to be distributed to local eligible recipients for uses described in Section 135. The funds will be made available to career and technical education programs in;
 - 1) Rural Areas, or
 - 2) Areas with high percentages of CTE students, or
 - 3) Areas with high numbers of CTE students

The State Board will award reserve funds by providing grants to eligible recipients for special activities identified by the State Board or to be determined through a Request for Proposal submitted by the eligible LEA.

C. The procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act are:

Applications submitted under the Requests for Proposal process will be reviewed by selected staff members of NDCTE. The priorities as set by the State Board will be used to evaluate the applications. Proposals most closely meeting the goals outlined by the State Board will receive the highest priority.

6. A rural, sparsely populated area is one that is geographically isolated that has limited access to any comprehensive career and technical education offerings within 50 miles, AND,

An area that is likewise sparsely populated and does not have the ability to provide adequate resources (tax base) for comprehensive career and education programs, OR

An institution that serves 100% special population students who are incarcerated. Students are confined to the institution; therefore, they can not access programs or services in a consortium. In addition, student services and programs are unique, OR

The LEA is a public charter school that operates a secondary career and technical education program and demonstrates it is unable to enter into a consortium for purposes of providing activities under this part.
[Section 131(c)(2)]

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. Edgar Certifications

1. I hereby certify:
 - a) That the State Board for Career and Technical Education in this State is eligible to submit the State Plan for Career and Technical Education as authorized in the Carl D. Perkins Career and Technical Education Act of 2006 (105-220);[34 CFR 76.104(a)(1)]
 - b) That the State Board for Career and Technical Education has authority under state law to perform the function of the state under the program; [34 CFR 76.104(a)(2)]
 - c) That the state can legally carry out each provision of the foregoing plan; [34 CFR 76.104(a)(3)]
 - d) That all provisions of the foregoing plan are consistent with state law; (34 CFR 76.104(a)(4)]
 - e) That the State Director and Executive Officer has authority under state law, to receive, hold, and disburse federal funds made available under the foregoing plan. [34 CRF 76.104(a)(5)]
 - f) That the State Director and Executive Officer has authority to submit the foregoing plan; [34 CFR 76.104(a)(6)]
 - g) That the State Board for Career and Technical Education has adopted and formally approved the foregoing plan; [34 CFR 76.104(a)(7)]
 - h) That the foregoing plan is the basis for state operation and administration of the plan; [34 CFR 76.104(a)(8)]

North Dakota State Board for Career and Technical Education

Signature _____ Date _____

Wayne Kutzer
State Director and Executive Officer

B. Other Assurances

1. The State Board assures that it will submit a copy of the State Plan to the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
2. The State Board will provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug free workplace requirements.
3. A complete and signed Assurance for Non-Construction Programs Form is attached to this document.
4. The State Board assures that it will comply with the requirements in Title I and will comply with the provisions of the State Plan. The State will make provisions for fiscal control, fund accounting procedures, and financial audit of funds as may be necessary to secure proper disbursement of, and accounting for, federal funds paid to the state, including the provision of a financial audit of such funds received under this act which may be included as part of another Federal Audit. [Section 122(c)(11)]
5. The State Board assures that no funds will be used to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate. [Section 122(c)(12)]
6. The State Board assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the LEA is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium.
7. The State Board assures that it will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. The State Board assures that the state and eligible recipients that receive funds for in-service and pre-service career and technical education professional development programs for CTE teachers, administrators, and other personnel shall, upon written request permit the participation of CTE teachers, administrators, and personnel of nonprofit private schools offering CTE secondary programs located in and area served by the eligible agency. [Sec. 317(a)]

9. Except as prohibited by law an eligible recipient may, upon written request, use funds under this act to provide for participation in CTE programs and activities for secondary students attending nonprofit private schools who reside in the area served by the eligible recipient.

10. Eligible recipients that receive an allotment under this act will consult, upon written request, with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the participation in CTE programs and activities receiving funding under this Act. [Sec. 317(b)(2)]

North Dakota State Board for Career and Technical Education

Signature

Wayne Kutzer
State Director and Executive Officer