



Consolidated Annual Report 2003

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

WAYNE KUTZER

STATE DIRECTOR AND EXECUTIVE OFFICER

**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.

FORWARD

This performance report is for program year 2003 (July 1, 2002 - June 30, 2003) on the accomplishments and benefits to individuals in North Dakota as a result of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998, PL. 105-352. This report reflects direct accomplishments as a result of federal funds and does not include the total state and local effort by North Dakota.

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

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

**Carl D. Perkins Act of 1998
Consolidated Annual Report
State of North Dakota
FY 2003
Narrative**

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility)

The 2003 North Dakota legislative session approved a name change from Vocational and Technical Education to Career and Technical Education. The governing board is named the State Board for Career and Technical Education and the agency is named the Department of Career and Technical Education.

The State Board for Career and Technical Education is responsible for administering career and technical education in North Dakota as administered under Public Law 105-332. Reference to the “State Board” throughout this narrative refers to this official board. The State Board consists of nine members, six of who are appointed by the Governor from a list of persons submitted by a nominating committee. The other members are individuals either elected or appointed to their positions as prescribed in State Law. They are the elected Superintendent of Public Instruction, the appointed Chancellor of Higher Education and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct career and technical education programs. It works with public school districts, Bureau of Indian Affairs schools, tribally controlled colleges, state colleges, state universities and other agencies that conduct career and technical education programs. The State Board’s responsibilities to these various educational agencies and other agencies include assistance in planning, assisting curriculum development and implementation and evaluating their programs.

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

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

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

Mr. Wayne Kutzer serves as the State Director for the State Board. The administration responsibilities of Perkins are placed at the secondary and postsecondary level. The State Board provides the State Plan oversight and fulfills reporting responsibilities.

Secondary/Postsecondary

The Department of Career and Technical Education administers Perkins III implementation at the secondary and postsecondary level. The Department for Career and Technical Education administers a number of federal and state programs, including Perkins III and state-funded career and technical education program reimbursement.

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

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

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

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

Secondary Enrollment

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Total Enrolled	3863	2049	2072	7442	447	1223	2884	217	8890	1576	31844	1115	1047	1582	34256		
Male	2937	1731	1139	3849	119	569	1172	86	3564	1150	1604	613	840	1455	19829		
Female	926	318	933	3593	328	654	1712	131	5326	426	3240	502	207	127	14427		
American Indian or Alaska Native	241	201	69	581	49	57	49	18	637	47	111	45	37	130	2272		
Asian	6	11	19	57		5	4	1	56	10	7	6	3	11	196		
Black or African American	9	13	21	78		15	4	15	114	7	12	11	14	12	325		
Hispanic or Latino	16	17	23	57	6	6	8	3	86	13	1	13	13	12	10	284	
Native Hawaiian or Other Pacific Islander	3	3	4	17	1	2	2		12	5					2	51	
White	3574	1800	1930	6625	390	1137	2813	180	7958	1481	21696	1038	980	1416	31022		
Unknown/Other	14	4	6	27	1	1	4		27	13	5	2	1	1	106		
Individuals with Disabilities	345	247	146	522	64	65	36	28	837	80	217	55	96	218	2956		
Economically Disadvantaged	831	381	260	1466	110	206	101	42	1785	221	1302	109	215	300	6330		
Nontraditional Enrollees	238	286	188	537	53	68	183	22	697	235	291	64	145	160	3167		
Single Parents	135	32	28	168	12	27	13	3	208	37	19	11	17	11	721		
Displaced Homemakers		1	2	2		2	3			2	1		2		15		
Other Educational Barriers	244	161	63	325	86	33	34	13	392	46	83	57	16	164	1717		
Limited English	28	49	33	241	15	37	9	14	182	6	27	7	17	32	697		

Postsecondary Enrollment

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Total Enrolled	480	912	90	1110	1334	20	22	888	148	310	761	279	160	64	564	509	7651
Male	392	809	38	320	625	7	10	84	103	39	444	78	150	30	462	494	4085
Female	88	103	52	790	709	13	12	804	45	271	317	201	10	34	102	15	3566
American Indian or Alaska Native	9	103	29	285	302		22	169	64	174	166	86	14	5	77	58	1563
Asian											1						1
Black or African American		20		15	55			2	2	1	12	1		3	9		120
Hispanic or Latino		5	1	9	26			8	1	3	4	2			4	3	66
Native Hawaiian or Other Pacific Islander		2		5	20			7			7	2				2	45
White	462	777	59	787	914	20		693	77	123	560	179	146	54	469	444	5764
Unknown/Other	9	5	1	9	17			9	4	9	11	9		2	5	2	92
Individuals with Disabilities	15	41	3	37	20			22	2	11	35	11	8	2	17	34	258
Economically Disadvantaged	96	240	30	403	182	9		338	22	68	289	89	70	26	145	232	2239
Nontraditional Enrollees	78	4	1	113	108		11	69	18	54	227	60	6	2	64	15	830
Single Parents	4	20	5	107	93	2	6	95	8	61	44	33	1	8	28	15	530
Displaced Homemakers		16	1	24	1			27		17	35	17			13	10	161
Other Educational Barriers	20	138		61	94	5		68	11	37	91	5	30		25	121	706
Limited English				1							3						4

b. Report on State Leadership [Section 124]

Administration is responsible for the development and implementation of the State Plan. The North Dakota State Plan was submitted on February 2, 1999 and was approved by OVAE. This plan described the programs that would be carried out, the criteria that would be used in approving applications, how the programs would prepare students for opportunities and how funds would be used to develop new career and technical education courses.

Secondary/Postsecondary State Leadership Activities

Required Program Indicators	Activities
1. Assessment of Career and Technical Education	<ul style="list-style-type: none"> • Five year rotation cycle/ five categories • On-line program questionnaire/evaluation system to evaluate the alignment of program delivery with Program Standards for Career and Technical Education. www.state.nd.us/cte/services/prog-eval • On-line statewide accountability system http://www.state.nd.us/cte/accountability/ • On-line survey of Team Evaluation process • On site team evaluation

	<ul style="list-style-type: none"> • Technical Assistance • State Board Policy for Enrollment/Accountability data
2. Developing, improving and expanding the use of technology in career and technical education	<ul style="list-style-type: none"> • All Service Conference www.state.nd.us/cte/all-service/ • Center for Innovation in Instruction's Leadership Conference • Department of Public Instruction's Educational Improvement Conference • Milken Educator's Conference • Teaching and Technology Conference (TNT) • Teaching with Technology Initiative http://www.ndtw.org/
3. Professional Development	<ul style="list-style-type: none"> • All Service Conference www.state.nd.us/cte/all-service/ • On-line coursework • Transition to Teaching Program http://www.state.nd.us/cte/statewide-inits/trans-to-teach.html • Teacher Training opportunities by service areas
4. Improve Academic and Career and Technical Skills	<ul style="list-style-type: none"> • Applied Academics • Curriculum Development • Curriculum Enrichment • Industry Certification • National Standards implemented into service areas
5. Nontraditional Training	<ul style="list-style-type: none"> • Incorporation of Accountability Data • Mini-grants: targeting nontraditional careers • Non-traditional Career Fairs • Private Industry Partnerships • Teacher Education-Preparing teachers for nontraditional • Website development • http://www.state.nd.us/cte/services/spec-pop/nontrad.html
6. Supporting Partnerships	<ul style="list-style-type: none"> • Articulation agreements • Dual Credit • Job Service • Area Centers • ND Career Resource Network - http://www.ndcrn.com/ • Single District Consortia • School-to-Work • Tech Prep
7. State Institutions Correctional Facilities	<ul style="list-style-type: none"> • Technical Assistance • Family and Consumer Sciences Programs • Technology Education Programs • Trade, Industry, Technical and Health Programs
8. Special Populations	<ul style="list-style-type: none"> • Tutoring Programs • Basic Skills Programs • Career and Technical Resource Educators • http://www.state.nd.us/cte/services/spec-pop/

Permissible Indicators	Activities
1. Technical Assistance	<ul style="list-style-type: none"> • www.state.nd.us/cte • Secondary/Postsecondary • Program Evaluation-Five year rotation • Single and Multi District Consortiums
2. Improvement of Career Guidance	<ul style="list-style-type: none"> • http://www.state.nd.us/cte/secondary/programs/career-dev/ • ND Career Resource Network –http://www.ndcrn.com/ • Sixteen Career Clusters
3. Establishment of Agreement Between Secondary and Postsecondary	<ul style="list-style-type: none"> • Tech Prep • Articulation Agreements • CISCO • NATEF • NCCER
4. Cooperative Education	<ul style="list-style-type: none"> • Component of all Career and Technical Education Programs • School-to-Work • Tech Prep
5. Student Organizations	<ul style="list-style-type: none"> • Implemented into the web based accountability system • Program Standard • http://www.state.nd.us/cte/students/
6. Support for Family & Consumer Sciences	<ul style="list-style-type: none"> • http://www.state.nd.us/cte/secondary/programs/family-consumer-sciences/
7. New Career and Technical Education Courses	<ul style="list-style-type: none"> • Information Technology service area implemented • Summer Academies • Teacher training for new coursework • Website- www.state.nd.us/cte

c. Implications for Fiscal Year 2004

Administration

Implications for FY2004 reflect priority issues around data including Perkins III data related training:

- Secondary/Postsecondary data collection and data system development.
- Continued improvement for the data system that is in place, additional focus must be made to increase communication and training on complete, accurate, valid and reliable data collection at the secondary and postsecondary level. Data input and reporting must be monitored.
- Both secondary and postsecondary Perkins III recipient's need additional training related to core indicators, stating goals, identification of appropriate strategies and measuring outcomes.
- Both secondary and postsecondary core indicator measures must be reevaluated.
- New local Carl Perkins coordinators/administrators must be provided with a thorough orientation and training sessions.
- Major training efforts on core indicators must take place at spring and fall conferences.
- Data linkages must be made between Secondary and Postsecondary to follow up on placement of secondary completers in higher education.
- Provide an alternative or interim method to assist postsecondary recipients with data collection for Limited English Proficiency, Single Parent/Single Pregnant Woman and Displaced Homemakers, which are not a "standard" admissions item, but is included in our data system and required for Perkins III.
- Emphasis for identifying a Tech Prep Student at the Secondary and Postsecondary level.
- Design/implement a quality follow-up system for all schools/institutions

II. Program Performance

a. **State Performance Summary**

The web based data collection system is in the third year of implementation for providing information for measuring the four core indicators. As a result of concerted efforts of individuals from local districts and institutions, North Dakota was one of sixteen states recognized for achieving and ranking above the performance levels of the core indicators. The past two years the State of North Dakota has received incentive funding. Data has greatly improved and will continue to improve with the continued support of local administration. Emphasis will be placed on the determination of information to identify special populations. Follow-up information continues to be a very difficult task for local districts; collaborative efforts are being made to utilize the FINDET Program (Follow up Information on North Dakota Education and Training) in assisting local districts. Legislative issues are being pursued to assist in this matter.

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the U.S. Department of Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Secondary Performance Levels

Core-Sub Indicator	Measurement Definition	Statewide Percentage	Agreed Upon Baseline	Percentage Score + / -
1S1 Academic Attainment	Numerator: Number of North Dakota Secondary CTE "Concentrators" who have a composite ACT score of 17 or above. Denominator: Number of North Dakota Secondary CTE "Concentrators" who took the ACT.	82.31% 3480 / 4228	86.50 %	- 4.19 %
1S2 Skill Proficiencies	Numerator: Number of North Dakota Secondary CTE "Concentrators" who have earned at least a "C" average or above in a CTE Program. Denominator: Number of North Dakota Secondary CTE "Concentrators".	95.26% 5151 / 5439	93.24 %	+ 2.02 %
2S1 Completion	Numerator: Number of North Dakota Secondary CTE "Concentrators" who attained a diploma. Denominator: Number of North Dakota Secondary CTE "Concentrators".	97.02% 5277 / 5439	92.20 %	+ 4.82 %
3S1 Placement	Numerator: Numerator: Number of North Dakota Secondary CTE "Completers" who were placed in Postsecondary, Employment or Military. Denominator: Number of North Dakota Secondary CTE "Completers".	92.72% 4893 / 5277	94.75 %	- 2.03 %
4S1 Participate Non- Traditional	Numerator: Number of North Dakota Secondary CTE "Participants" in underrepresented gender group in a non-traditional program. Denominator: Number of North Dakota Secondary CTE "Participants" in a non-traditional program.	22.03% 946 / 4295	15.29 %	+ 6.74 %
4S2 Completion Non- Traditional	Numerator: Number of North Dakota Secondary CTE "Completers" in underrepresented gender group in a non-traditional program. Denominator: Number of North Dakota Secondary CTE "Completers" in a non-traditional program.	22.19% 896 / 4038	15.66 %	+ 6.53 %

Postsecondary Performance Levels

Core-Sub Indicator	Measurement Definition	Local Percentage	Agreed Upon Baseline	Percentage Score +/-
Combined Academic Attainment	Numerator: Number of North Dakota Postsecondary CTE "Concentrators" who have a cumulative grade point average of a "C" or above. Denominator: Number of North Dakota Postsecondary CTE "Concentrators".	93.00 % 2138 / 2299	98.63 %	- 5.63 %
Combined Skill Proficiencies	Numerator: Number of North Dakota Postsecondary CTE "Concentrators" enrolled in a CTE program, which had a grade point average of a "C" or above. Denominator: Number of North Dakota Postsecondary CTE "Concentrators".	91.87 % 2112 / 2299	86.34 %	+ 5.53 %
Combined Completion	Numerator: Number of North Dakota Postsecondary CTE "Concentrators" who attained a Certificate, Diploma, or Degree. Denominator: Number of North Dakota Postsecondary CTE "Concentrators".	56.35 % 1286 / 2282	61 %	- 4.65 %
Combined Placement	Numerator: Number of North Dakota Postsecondary CTE "Completers" who were placed in Advanced Education, Employment or Military. Denominator: Number of North Dakota Postsecondary CTE "Completers".	85.77 % 1103 / 1286	81 %	+ 4.77 %
Combined Participate Non-Traditional	Numerator: Number of North Dakota Postsecondary CTE "Participants" in underrepresented gender group in a non-traditional program. Denominator: Number of North Dakota Postsecondary CTE "Participants" in a non-traditional program.	20.49 % 357 / 1742	7 %	+ 13.49 %
Combined Completion Non-Traditional	Numerator: Number of North Dakota Postsecondary CTE "Completers" in an underrepresented gender group in a non-traditional program. Denominator: Number of North Dakota Postsecondary CTE "Completers" in a non-traditional program.	14.78 % 137 / 927	7.50 %	+ 7.28 %

b. Definitions

Secondary Concentrator: A student enrolled in a sequence of two or more courses that provides the academic and technical knowledge/skills/proficiencies within a career & technical education program.

Postsecondary Concentrator: A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.

Tech Prep Student: A Tech Prep secondary student is one who has indicated an intent to pursue, and is enrolled in, courses within a Tech Prep program typically consisting of two years of secondary and two years of postsecondary education. The program of study may be carried out under a written articulation agreement or a dual credit opportunity, allowing the student to earn postsecondary credit while in secondary school. The identified program of study leads to a specific industry certification, postsecondary certificate, degree, technical diploma, or apprenticeship.

c. Measurement Approaches and Data Quality Improvement

The 2003-2004 Program Year will continue to focus on providing technical assistance to schools and institutions in understanding the terminology and processes for identification of Special Populations, Race and Ethnicity, Supplementary Services and Tech Prep students at the Secondary and Postsecondary level. Emphasis will be placed on the early training of the Department of Career and Technical Education staff, to ensure accuracy, continuity, common terminology, consistency and technical skills in the overall use of the on-line accountability system in providing technical assistance. The utilization of accountability information during the team evaluation process will continue to reinforce the need for quality data and improvement opportunities in identifying student needs.

d. Improvement Strategies in Previous Program Year

North Dakota implemented Perkins III beginning July 1, 1999 (FY2000). The FY2003 was the third year for the statewide accountability system; improvement strategies have been placed on building a common understanding of the process. North Dakota will begin analyzing data to determine tendencies to develop improvement strategies. Local districts are beginning to utilize data for the school improvement process. The program year activities continue to focus on implementation, redefining core indicator measures, developing corresponding data systems for collecting and reporting complete, valid and reliable data, and, assisting Perkins III recipients with first year implementation under the new law. Much progress has taken place in understanding and implementing Perkins III at both the secondary and postsecondary levels.

e. Improvement Strategies for Next Program Year (FY2004)

Implementation of Perkins III began July 1, 1999 (Fiscal Year 2000) in North Dakota. Performance results in FY2001 was an excellent step towards building a base for the future. Comparison of performance results and negotiated performance levels for FY2001, FY2002 and FY 2003 will provide information to provide direction for FY2004 improvement strategies. The FY2003 data will provide an opportunity to compare three years of data to create improvement strategies for the core indicators. The Department of Career and Technical Education will develop a "Plan of Action" for schools to utilize for meeting or exceeding baseline standards within the core indicators. A policy will be developed, for board approval, to implement the plan of action at the local level.

Administrator/Coordinator Training

One improvement strategy relates to training of local Carl Perkins administrators/coordinators. Both secondary and postsecondary Perkins administrators/coordinators need to have statewide regional meetings to develop awareness and consistency. From what was learned in FY2003, training is needed in the areas of understanding terminology.

Local Plan Format

Local Carl Perkins administrators/coordinators will be provided technical assistance in the analysis of their local data in order to increase alignment of program indicators to core indicators, and/or modify local Carl Perkins plans to target performance improvement efforts.

The local plan format also needs reexamination to determine how it might be improved to become a better planning document. The improvement strategy would include input from local administrators/coordinators, particularly those who have advanced experience in continuous improvement processes and data usage. Revision of the local plan would explore data usage leading to further alignment of program indicators to core indicator performance, measurement of student learning (academic and technical) and delivery of quality program services.

Planning and Data Needs

Another improvement strategy is the availability of current year data for planning. Perkins III budgets, activities and reporting are based on a fiscal year calendar (July 1 - June 30). State and local planning for a subsequent program year formally begins in February, final forms of the local application are sent out in April, reviewing local plans takes place in April, the local plan submission deadline is April 30, with approval granted in May. Student record data for a fiscal year will be "closed" on June 30. State and local Perkins administrators/coordinators are subjected to a one-year lag in application of data for planning and evaluation purposes. Results from implementation and improvement strategies are not available until approximately four months into a current year planning activity. An improvement goal is to work with the data systems and reporting capabilities to provide "on demand" data reports. On demand reports of current data can minimize the lag time and track progress *within* a fiscal year. Adjustments to plans can then take place within the fiscal year, as current data becomes available to monitor improvement strategies and provide direction for the next round of planning.

Secondary & Postsecondary Issues

This report focuses on outcomes for each required activity. The outcomes reported are used as a basis for, or to guide, subsequent Carl Perkins planning. They also serve to provide information to state level staff that monitors technical assistance needs. As a result of reviewing FY2003, it is apparent that additional technical assistance is needed in the area of identification and development of appropriate goals/strategies/measures/budgets for the Perkins program indicators, and building the relationship between the program indicators and core indicator outcomes. As part of the improvement strategy to strengthen this area, the Department of Career and Technical Education will continue and enhance the data usage project and provide technical assistance at the local level.

As data is available for the core indicators and reflective of career and technical participants, concentrators and completers, it will be used to guide state and local improvement strategies. This will include the option for state level designation of activities and budget allocation targeted at improving performance under the core indicators.

A critical improvement strategy for the Department of Career and Technical Education is to identify and implement more accurate measures of student attainment of skills. The Department of Career and Technical Education must explore more accurate methodologies for measuring academic and technical skills. One strategy for FY2004, will be to explore the role of skill standards, or national skill standards (such as demonstrated through licensure exams) as a factor in the measurement of student attainment of technical skills. A portion of the incentive dollars North Dakota received will be utilized for skills testing. An inventory of recognized skill sets available nationally and corresponding CIP codes will be collected and compared to program content and delivery. From that information, strategies will be determined for improving upon the delivery of recognized skill sets within programs and determine appropriate measures of student learning.

In order to identify improvement strategies that make a difference, more information is required. The proposed improvement strategy for FY2004 is to gain further information related to the findings above. This would involve a study that would address the following:

- Apply statistical analysis to determine if differences are significant
- Determine if there are other reports available that measure the same or similar outcomes for both overall student populations and special populations and investigate patterns for similarities
- Review literature related to student performance on outcomes the same or similar to Perkins
- Identify variables impacting performance
- Recommend improvement strategies based on findings.

While this study is undertaken, additional data for FY2003 is being collected. The FY2003 report can then be compared to FY2001 and FY2002 to determine if a certain pattern appears. Local data can be analyzed to determine if local differences exist. Technical assistance can be provided based on recommended improvement strategies from the study. It may become necessary to target activities and funding through modifications of local plans.