



Consolidated Annual Report 2004

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 2004 (July 1, 2003 - June 30, 2004) 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 2004
Narrative**

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility)

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. Mr. Wayne Kutzer serves as the State Director for the State Board. The State Board provides the State Plan oversight and fulfills reporting responsibilities.

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

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

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

A sound career and technical education program must be concerned with the academic and technical skills of students upon completion of the offering. The program must also recognize the needs of the individual for more than job-entry skills. Compatible skills of math, 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 further education or 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.

Secondary/Postsecondary

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

The Department of Career and Technical Education is responsible for serving as liaison for local Perkins recipients, providing technical assistance in the planning, administration and implementation of local plans. Local

Education Agencies have the direct implementation functions for Perkins. This is a dual role, with responsibilities for Perkins 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	3968	2084	2122	7108	508	1217	6963	253	8412	1268	32009	1001	1126	1637	33685		
Male	2957	1812	1235	3751	137	587	2214	106	3215	966	31797	520	936	1492	19730		
Female	1011	272	887	3357	371	630	4749	147	5197	302	212	481	190	145	13955		
American Indian or Alaska Native	200	218	50	483	53	51	47	15	541	56	118	34	73	113	2052		
Asian	6	10	15	59	1	6	7	2	39	5	6	9	3	9	177		
Black or African American	12	14	21	79	1	17	8	10	118	10	11	6	12	16	335		
Hispanic or Latino	20	19	24	57	1	10	9	2	99	4	16	10	4	16	291		
Native Hawaiian or Other Pacific Islander	3	4	2	10			1		12	4		1	1	4	42		
White	3698	1812	1998	6372	451	1128	6887	224	7554	1182	31843	932	1031	1466	30587		
Unknown/Other	29	7	12	48	1	5	4		49	7	15	9	2	13	201		
Individuals with Disabilities	352	280	167	506	59	76	153	36	811	69	201	66	112	201	2990		
Economically Disadvantaged	790	424	243	1343	107	204	2117	62	1622	214	307	99	200	290	6024		
Nontraditional Enrollees	283	244	198	520	42	88	224	34	654	225	253	50	98	170	3083		
Single Parents	149	53	27	188	15	32	7	3	229	37	23	10	17	17	807		
Displaced Homemakers	2	3	4	6		2	1		10	1	1	1	1		33		
Other Educational Barriers	166	134	43	296	62	11	15	11	332	45	91	41	52	102	1401		
Limited English	18	34	28	144	6	25	120	15	130	7	35	5	27	41	536		

Postsecondary Enrollment

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Total Enrolled	404	715	99	1301	1460	16	24	1097	113	341	684	205	132	87	813	544	8035
Male	341	664	40	404	702	4	4	108	89	54	431	71	125	43	677	531	4288
Female	63	51	59	897	758	12	20	989	24	287	253	134	7	44	136	13	3747
American Indian or Alaska Native	8	103	43	368	276		24	218	16	207	110	71	11	10	104	53	1622
Asian																	
Black or African American		4		14	60			7	1	1	9		2		20	2	120
Hispanic or Latino		2		11	25			9	2	4	5	1		2	13	4	78
Native Hawaiian or Other Pacific Islander		2	2	4	17			7			3	3			4	1	43
White	389	601	51	891	1045	16		849	91	126	553	126	119	73	669	483	6082
Unknown/Other	7	3	3	13	37			7	3	3	4	4		2	3	1	90
Individuals with Disabilities	11	27	9	45	26	1	2	38	4	8	25	4	5	4	13	28	250
Economically Disadvantaged	88	269	41	505	282	12	22	518	35	100	251	44	39	38	143	223	2610
Nontraditional Enrollees	58	7	9	73	88		20	68	5	38	182	57	5	3	90	17	720
Single Parents	1	9	8	110	59		7	73	2	71	24	21	3	5	21	5	419
Displaced Homemakers		20	8	56	7		18	33	1	25	18			2	6	1	195
Other Educational Barriers	30	92	9	105	96	3	12	48	9	35	58		21	6	18	78	620
Limited English		1	1	2	1						1			1			7

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

	<ul style="list-style-type: none"> • On site team evaluation • Technical Assistance • State Board Policy for Enrollment/Accountability data
2. Developing, improving and expanding the use of technology in career and technical education	<ul style="list-style-type: none"> • 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 • Teaching and Technology Conference (TNT) • Teaching with Technology Initiative http://www.ndtwt.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 • Information Technology Teacher Training – DOE Grant
4. Improve Academic and Career and Technical Skills	<ul style="list-style-type: none"> • Applied Academics • Standards and Curriculum Development • Standards alignment with CTE and Academics • Curriculum Enrichment • Understanding By Design (UBD) implementation cross curricular • Dual Credit • Industry Certification • National Standards implemented into service areas
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 • Website development • http://www.state.nd.us/cte/services/spec-pop/nontrad.html
6. Supporting Partnerships	<ul style="list-style-type: none"> • Articulation agreements • Job Service • North Dakota University System • ND Association of General Contractors (AGC) • OSHA • ND Information Technology Council • ND Career Resource Network - http://www.ndcrn.com/ • Workforce Development Council (WIA) • 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/ • Adoption of Sixteen Career Clusters • New ImagineND guidance curriculum • Designed Career Cluster course work
3. Establishment of Agreement Between Secondary and Postsecondary	<ul style="list-style-type: none"> • Tech Prep • Articulation Agreements • CISCO • NATEF • NCCER • Health Careers/HIPPA certification
4. Cooperative Education	<ul style="list-style-type: none"> • Component of all Career and Technical Education Programs • Tech Prep
5. Student Organizations	<ul style="list-style-type: none"> • State CTSO advisors are agency staff • Support common statewide fiscal system • 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 – Oracle, GIS • Career Clusters courses • Summer Academies • Teacher training for new coursework • Website- www.state.nd.us/cte
	<ul style="list-style-type: none"> •

c. Implications for Fiscal Year 2005

Administration

Implications for FY2005 reflect continued priority issues around data including Perkins III data related training:

- Focus on identifying and aligning standards in all CTE program areas, with emphasis on aligning academic standards in CTE instructional programs
- Continued improvement for the data system that is in place, additional focus must be made to increase communication and training on complete, accurate, valid and reliable data collection at the secondary and postsecondary level. Explore ways to monitor data input and reporting.
- Both secondary and postsecondary Perkins III recipient’s need continual training related to core indicators, stating goals, identification of appropriate strategies and measuring outcomes.
- Reevaluation of secondary and postsecondary core indicator performance measures.
- New local Carl Perkins coordinators/administrators must be provided with orientation and training sessions.

- Focus major training efforts on core indicators at spring and fall conferences.
- With the implementation of a new postsecondary data system, explore additional data linkages 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 fourth 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 three years the State of North Dakota has received incentive funding. Data quality and collection has 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 continue to be 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

Overall performance at the secondary level exceeded the core indicators. There are two performance measure that did not meet the agreed upon level; 1S1 Academic Attainment and 3S1-Placement. We are currently developing content standards for all CTE programming and all will be aligned to the state academic standards. We will be working with teachers to help them identify and teach academic standards within their curriculum. To address placement we have instituted ImagineND, a junior high career development activity that will serve to provide focus and relevance to students. We are also piloting a new series of courses in Career Clusters, in grades 9 and 10, which is intended to provide a foundation of knowledge and skills and again more focus for students by demonstrating the relevance of education and learning within any chosen career.

At the postsecondary level the overall performance also exceeded the core indicators. Three indicators did not meet performance goals 1P1-academic attainment, 2P1 –Completion, and 3P1 – Placement. We are working with the community colleges to provide professional development activities to assist instructors in identifying and teaching academic skills within their CTE programs. The yearly fluctuation in 2P1 and 3P1 is reflective of the difficulties in defining completion and placement at the postsecondary level, due to both the mobile nature of students who are difficult to contact, let alone count and when defining completion as a certificate or degree when many students attain the skills they need and enter the workforce. We are working with data systems within state but the general inability to share data between states is a barrier to confirming placement that is very difficult to overcome.

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.	82.01% 3,282/4,002	86.75 %	-4.74%
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".	94.85% 5,042/5,316	93.24 %	+1.61%
2S1 Completion	Numerator: Number of North Dakota Secondary CTE "Concentrators" who attained a diploma. Denominator: Number of North Dakota Secondary CTE "Concentrators".	97.46% 5,181/5,316	92.20 %	+5.26%
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".	90.97% 4,713/5,181	94.70 %	-3.73%
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.	25.58% 1,078/4,214	15.54 %	+10.04%
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.	25.21% 1,002/3,974	15.91 %	+9.30%

Postsecondary Performance Levels

Core-Sub Indicator	Measurement Definition	Statewide Percentage	Agreed Upon Baseline	Percentage Score +/-
1P1 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".	89.31% 1,712/1,917	98.63 %	-9.32%
1P2 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".	87.27% 1,673/1,917	86.59 %	+6.8%
2P1 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".	58.85% 1,127/1,915	61.25%	-2.40%

<p>3P1</p> <p>Combined Placement</p>	<p>Numerator: Number of North Dakota Postsecondary CTE "Completers" who were placed in Advanced Education, Employment or Military.</p> <p>Denominator: Number of North Dakota Postsecondary CTE "Completers".</p>	<p>79.77%</p> <p>899/1,127</p>	<p>81.25%</p>	<p>-1.48%</p>
<p>4P1</p> <p>Combined Participate Non-Traditional</p>	<p>Numerator: Number of North Dakota Postsecondary CTE "Participants" in underrepresented gender group in a non-traditional program.</p> <p>Denominator: Number of North Dakota Postsecondary CTE "Participants" in a non-traditional program.</p>	<p>17.67%</p> <p>229/1,296</p>	<p>7.25%</p>	<p>+10.42%</p>
<p>4P2</p> <p>Combined Completion Non-Traditional</p>	<p>Numerator: Number of North Dakota Postsecondary CTE "Completers" in an underrepresented gender group in a non-traditional program.</p> <p>Denominator: Number of North Dakota Postsecondary CTE "Completers" in a non-traditional program.</p>	<p>14.19%</p> <p>109/768</p>	<p>7.75%</p>	<p>+6.44%</p>

b. Definitions

Secondary Concentrator: A student enrolled in a sequence of two or more credits 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 student is anyone who has earned two or more credits (a concentrator) in an identified North Dakota Tech Prep program.

Tech Prep Program: Tech Prep programs provide links between secondary and postsecondary education that include articulation and/or dual credit opportunities for courses that are rigorous, sequential, and non-duplicative.

c. Measurement Approaches and Data Quality Improvement

The 2004-2005 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 FY2004 was the fourth year for the statewide accountability system; improvement strategies continued to emphasize building a common understanding of the process. Training sessions were held for administrators in understanding and implementing Perkins III at both the secondary and postsecondary levels. A new student data collection system was under development, for release in FY2005, to better enable LEA's to analyze data for developing improvement strategies. Funding for development of the data system continues to be a concern, and without the use of Incentive Funding the state received for meeting all performance measures the development of the system would have been

extremely difficult. There is not sufficient administrative funding, especially for small minimum funded states, to build effective accountability systems.

Local districts are beginning to utilize data for the school improvement process and with additional training we expect more demand for the data. The program year activities continued to focus on implementation, redefining core indicator measures, developing corresponding data systems for collecting and reporting complete, valid, and reliable data, and assisting LEAs in utilizing that data. Performance indicators continue to improve; we are using subgroup data when evaluating local programs, thereby demonstrating to the LEA an effective use of data.

e. Improvement Strategies for Next Program Year (FY2005)

Implementation of Perkins III began July 1, 1999 (Fiscal Year 2000) in North Dakota. Performance results in FY2001 were a step towards building a base for the future. Comparison of performance results and negotiated performance levels for FY2001 through FY2004 will provide information to enhance and establish additional improvement strategies. The online availability of FY2004 data, by LEA, will provide an opportunity for LEAs to compare four years of data and to view and build improvement strategies for the core indicators. The Department of Career and Technical Education is developing, within its online system, 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.

Improvement strategies for subindicators

Academic and Skill Attainment

We have started a process to develop/adopt content standards in all CTE curricular areas. Included in this process will be the alignment of state academic standards into our new program standards and curriculum. By aligning academic standards to CTE courses we will reinforce and better integrate academic performance into courses. We are supporting a new initiative to establish competency based admission requirements for the university system using ACT score data, which is part of our measurement for academic attainment.

Completion

We are establishing a new curriculum built around the career clusters. It will provide students a focus and a relevance to education that is missing for many students who do not graduate. This new curriculum will transition through career pathways into upper level CTE programming. Teachers, at multiple grade levels, will be given professional development to help facilitate the process.

Placement

This performance measure has improved but continues to be below the target. Additional research needs to be undertaken to determine if it is a data discovery problem, i.e. tracking students once they leave the system. We have implemented some programming, mentioned earlier, that will provide focus and relevance for students in high school through better career development which will increase the positive placement of students upon completion of high school. This will be accomplished through increased career development activities that are a result of the new career cluster course available.

Nontraditional participation and completion

We have consistently met this performance measure with the secondary measures showing a consistent improvement. This will positively impact postsecondary. Increased awareness through targeted activities is being continued. Academies to involve junior high females in non-traditional activities will be supported. We have sponsored statewide equity workshops for administrators and staff which have been well attended.