



Consolidated Annual Report 2006

July 1, 2005 - June 30, 2006

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

WAYNE KUTZER

STATE DIRECTOR AND EXECUTIVE OFFICER

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**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 2006 (July 1, 2005 - June 30, 2006) 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 2006
Narrative**

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility)

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

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

The State Board does not conduct career and technical education programs. It works with public school districts, Bureau of Indian Affairs schools, tribally controlled colleges, state colleges, 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, science, communication, decision-making, learning to learn, personal and occupational responsibility, educating students in all aspects of industry, and linking secondary and postsecondary are equally important and equally within the purview of career and technical education. These “true salable skills” and the individual’s capacity to transfer them regularly and usefully to their work and life needs, require career and technical education to emphasize the total education of the individual.

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

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.nd.gov/cte/>

- | | | |
|--------------------------|------------------------------|-------------------------|
| Agriculture Education | Business & Office Technology | Information Technology |
| Career Development | Curriculum Development | Diversified Occupations |
| Education Equity | Family & Consumer Sciences | Marketing Education |
| Non-Traditional Training | Tech Prep | Special Populations |
| Technology Education | 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 Sales & Service |
| 3 - Arts/Audio Video Tech/Comm. | 9 - Hospitality/Tourism | 15 - Science, Technology,
Engineering & Mathematics |
| 4 - Business/Administration | 10 - Human Services | 16 - Transportation, Distribution,
Logistics |
| 5 - Education/Training | 11 - Information Technology | |
| 6 - Finance | 12 - Law/Public Safety & Security | |

Secondary Enrollment

Classifications	Career Cluster																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Total Enrolled	4117	1869	1566	8484	386	120	0	1053	215	8337	1240	0	1360	1181	1925	1538	33391
Gender																	
Female	1156	244	777	4035	284	65	0	849	127	5173	354	0	139	514	302	106	14125
Male	2961	1625	789	4449	102	55	0	204	88	3164	886	0	1221	667	1623	1432	19266
Race																	
American Indian or Alaska Native	172	245	45	634	28	2	0	53	14	645	109	0	81	20	40	128	2216
Asian	15	10	15	55	2	2	0	12	3	66	9	0	3	10	9	14	225
Black or African American	18	21	18	114	0	1	0	15	8	151	9	0	3	13	29	9	409
Hispanic or Latino	25	23	14	79	1	1	0	6	4	94	17	0	17	16	15	13	325
Native Hawaiian or Other Pacific Islander	4	3	2	25	2	1	0	1	0	17	5	0	0	3	1	3	67
White	3850	1549	1466	7511	352	113	0	965	185	7297	1083	0	1249	1110	1822	1363	29915
Unknown/Other	33	18	6	66	1	0	0	1	1	67	8	0	7	9	9	8	234
Special Populations																	
Displaced Homemakers	5	1	2	9	0	0	0	0	0	2	0	0	1	0	0	0	20
Economically Disadvantaged	894	421	204	1842	76	19	0	136	58	1761	245	0	262	121	283	257	6579
Individuals with Disabilities	343	190	121	627	53	3	0	54	46	784	90	0	192	56	154	189	2902
Limited English	10	81	17	193	3	1	0	30	11	243	20	0	17	15	24	28	693
Other Educational Barriers	134	102	35	232	39	2	0	17	9	237	39	0	64	30	28	84	1052
Single Parents	164	40	21	241	17	3	0	5	13	238	29	0	18	10	31	15	845
Other Classifications																	
Nontraditional Enrollees	130	164	23	51	29	0	0	200	16	198	203	0	139	0	74	106	1333
Tech Prep	340	231	56	455	216	21	0	58	27	503	280	0	381	112	141	766	3587

Postsecondary Enrollment

Classifications	Career Cluster																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Total Enrolled	125	427	32	2554	117	0	0	1463	84	136	1703	522	1822	329	315	691	10320
Gender																	
Female	20	25	13	1527	107	0	0	1317	58	100	656	279	237	205	205	138	4887
Male	105	402	19	1027	10	0	0	146	26	36	1047	243	1585	124	110	553	5433
Race																	
American Indian or Alaska Native	17	127	32	322	101	0	0	201	48	112	192	110	30	16	125	202	1635
Asian	0	1	0	15	0	0	0	8	0	0	3	3	5	4	0	2	41
Black or African American	0	0	0	42	0	0	0	16	0	1	35	2	29	19	4	1	149
Hispanic or Latino	0	2	0	27	0	0	0	8	0	0	17	6	39	8	2	2	111
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
White	108	296	0	2129	16	0	0	1199	35	23	1441	399	1644	271	180	484	8225
Unknown/Other	0	1	0	19	0	0	0	31	1	0	13	2	75	11	4	0	157
Special Populations																	
Displaced Homemakers	3	15	0	36	14	0	0	12	0	0	9	9	0	0	0	0	98
Economically Disadvantaged	41	206	0	999	42	0	0	558	13	78	635	162	402	126	21	171	3454
Individuals with Disabilities	0	5	0	5	6	0	0	0	1	0	5	3	0	0	0	0	25
Limited English	5	37	0	60	21	0	0	11	5	0	27	25	0	0	0	0	191
Other Educational Barriers	3	61	0	77	19	0	0	21	2	0	49	12	6	0	0	0	250
Single Parents	5	19	0	62	17	0	0	9	0	9	26	8	0	0	0	2	157
Other Classifications																	
Nontraditional Enrollees	20	20	0	426	10	0	0	85	4	14	44	272	83	0	2	19	999
Tech Prep	67	196	1	380	117	0	0	105	13	29	1496	28	867	29	53	509	3890

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 • Online program questionnaire/evaluation system to evaluate the alignment of program delivery with Program Standards for Career and Technical Education. www.nd.gov/cte/services/prog-eval • Online statewide accountability system http://www.nd.gov/cte/accountability/ • Online survey of Team Evaluation process • On-site Team Evaluation • Technical Assistance • State Board Policy for Enrollment/Accountability Data

<p>2. Developing, improving and expanding the use of technology in career and technical education</p>	<ul style="list-style-type: none"> • Professional Development Conference www.nd.gov/cte/pro-dev/ • Teaching and Technology Conference (TNT) • Funding for delivery of CTE courses via distance learning • Teaching with Technology Initiative http://www.ndtw.org/
<p>3. Professional Development</p>	<ul style="list-style-type: none"> • Professional Development Conference www.nd.gov/cte/pro-dev/ • Online coursework • Transition to Teaching Program http://www.nd.gov/cte/statewide-inits/trans-to-teach.html • Teacher Training opportunities by service areas
<p>4. Improve Academic and Career and Technical Skills</p>	<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 • Breaking Ranks II Workshops • North Dakota P-16 Educational Task Force
<p>5. Non-Traditional Training</p>	<ul style="list-style-type: none"> • Incorporation of Accountability Data • Mini-grants: targeting nontraditional careers • Non-traditional Career Fairs • Private Industry Partnerships • Website development • Title IX Workshops • http://www.nd.gov/cte/services/spec-pop/nontrad.html
<p>6. Supporting Partnerships</p>	<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 • Youth Development Council • State Commission on Community Service
<p>7. State Institutions Correctional Facilities</p>	<ul style="list-style-type: none"> • Technical Assistance • Family and Consumer Sciences Programs • Technology Education Programs • Trade, Industry, Technical and Health Programs
<p>8. Special Populations</p>	<ul style="list-style-type: none"> • Tutoring Programs • Basic Skills Programs • Career and Technical Resource Educators • http://www.nd.gov/cte/services/spec-pop/

Permissible Indicators	Activities
1. Technical Assistance	<ul style="list-style-type: none"> • www.nd.gov/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.nd.gov/cte/secondary/programs/career-dev/ • ND Career Resource Network –http://www.ndcrn.com/ • Adoption of 16 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 • OSHA Safety Training
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 • CTSO Statewide Leadership Conference • Support common statewide fiscal system • Implemented into the web based accountability system • Program Standard • http://www.nd.gov/cte/students/
6. Support for Family & Consumer Sciences	<ul style="list-style-type: none"> • http://www.nd.gov/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.nd.gov/cte • Electronics using online curriculum

c. Implications for Fiscal Year 2006

Administration

Implications for FY2006 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. Standards have been established in six areas in Agriculture plus Career Development, Family and Consumer Sciences, Drafting, and Welding with work progressing on Information Technology, Technology Education, Business & Office Technology, and Marketing Education.
- 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 recipients need continual training related to core indicators, stating goals, identification of appropriate strategies and measuring outcomes.

- Reassessment of secondary and postsecondary core indicator performance measures.
- New local Carl Perkins coordinators/administrators must be provided with orientation and training sessions.
- Focus major training efforts on core indicators at spring and fall conferences.
- Implement a new postsecondary data system connecting to data collected on students of the North Dakota University System using the newly implemented ConnectND statewide data system, while still taking into account the data systems in place at the state tribal colleges. Explore additional data linkages between secondary and postsecondary to follow up on placement of secondary completers in higher education.
- Work with the Department of Public Instruction and local school administrators to integrate data collection systems by connecting local data entered into Power School with the Department of Public Instruction's Online Reporting System, and subsequently the Department of Career & Technical Education's Local Consolidated Accountability Performance System.
- Provide an alternative or interim method to assist postsecondary recipients with data collection for Limited English Proficiency, Single Parent, and Displaced Homemakers, which are not a "standard" admissions item, but is included in our data system and required for Perkins III.
- Emphasis for identifying a Tech Prep Student at the Secondary level, which is now programmed into the data collection system based on the program area, and identifying that student at the 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 sixth year of implementation for providing information for measuring the four core indicators. Because of concerted efforts of individuals from local districts and institutions, North Dakota was one of 23 states recognized for achieving and ranking above the performance levels of the core indicators. The past five 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

Three of the performance measures exceeded the agreed upon level; 2S1 – Completion, 4S1 – Participate Non-Traditional, and 4S2 – Completion Non-Traditional. Performance Indicator 2S1 continues to reflect the high completion rate of all secondary students within the state while 4S1 and 4S2 represent efforts to make career and technical education available and interesting to both traditional and non-traditional students. The non-traditional measures were exceeded even as the thresholds were raised approximately seven percent to reflect past performance. There are three performance measure that did not meet the agreed upon level; 1S1 - Academic Attainment, 1S2 - Skills Proficiency, and 3S1- Placement. Measure 1S1 declined as a greater percentage of concentrators attempted the ACT. Performance Measure 1S2 increased this past year as the Agreed Upon Baseline correspondingly increased to a near perfect 95%. While 3S1 did not meet the performance measure, it is certainly within the range to reflect year-to-year variations.

The web-based data collection system was refined with a goal of collecting data that is more reliable. With changes in the data collection system, many data points are now programmed to report results based on data entered as opposed to free response selection to a series of questions.

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 are 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.

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.	70.00% 2,221/3,173	81.18 %	-11.18%
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".	93.71% 3,951/4,216	95.00 %	-1.29%
2S1 Completion	Numerator: Number of North Dakota Secondary CTE "Concentrators" who attained a diploma. Denominator: Number of North Dakota Secondary CTE "Concentrators".	97.08% 4,093/4,216	90.00 %	+7.08%
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".	89.16% 3,726/4,179	92.10 %	-2.94%
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.	23.51% 803/3,415	22.92 %	+0.59%
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.	23.54% 783/3,326	22.76 %	+0.78%

Postsecondary Performance Levels

North Dakota continues to refine data collection for postsecondary based on a common data platform for all state operations including the North Dakota University System and the Department of Career and Technical Education. The data below is reflective of data obtained through that system by querying the database for the five community colleges within that system. It also reflects the five tribal colleges within the state providing similar data to CTE.

We have continually struggled to refine data collection and reporting within the postsecondary system. As we have moved to a system reporting process instead of from each individual institution, there are many more variables and we are finding it harder to isolate data for our measures. This has led to a wide fluctuation in the outcomes of the performance measures. We do continually refine the system but the level of difficulty is increasing.

At the postsecondary level, 1P1 Academic Attainment, 1P2 – Combined Skill Proficiencies, 2P1 – Combined Completion, 3P1 – Combined Placement, , and 4P2 – Combined Completion Non-Traditional all fell below the Agreed Upon Baseline while 4P1 – Combined Participate Non-Traditional exceed the baseline. On Measure 1P1, we continue working with the community colleges to provide professional development activities to assist instructors in identifying and teaching academic skills within their CTE programs. For 1P2, students continue to perform at a “C” or above level in skills classes within their area of concentration although the percentage fell below the baseline. The fluctuation in 2P1 is due to better identification of Concentrators, particularly due to direct access to university system and tribal data versus self-reporting by campuses. The fluctuation in 3P1 is reflective of the difficulties of campuses doing a five-month follow-up versus the traditional 12-18 month follow-up performed directly by the university system in lieu of individual campuses. There appears to be a trend of students becoming reluctant to report placement data to the colleges. The fluctuations in Measures 2P1 and 3P1 occur from 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. Measures 4P1 and 4P2, remain volatile but are within in the range of past performance as the baseline measure increased by approximately twelve and eight percent, respectively. This may be a reporting problem, and we will investigate the data underlying this change. We are working with data systems within the state but the general inability to share data between states is a barrier to confirming placement that is very difficult to overcome. CTE plans to use the aforementioned FINDET to collect more of this data, while changing the data collection to administrative records exchange and reporting the data after the second quarter following exit from the institution.

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".	85.40% 4,042/4,733	91.88 %	-6.48%
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".	87.18% 4,126/4,733	90.20 %	-3.02%
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".	30.07% 1,423/4,733	55.78%	-25.71%

<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>59.92%</p> <p>945/1,577</p>	<p>77.78%</p>	<p>-17.86%</p>
<p>4P1</p> <p>Combined Participation 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>23.20%</p> <p>1,107/4,772</p>	<p>19.74%</p>	<p>+3.46%</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>12.91%</p> <p>127/984</p>	<p>15.81%</p>	<p>-2.90%</p>

b. Definitions

Secondary/Postsecondary Participant: A student who enrolled in at least one career and technical education course.

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.

Secondary/Postsecondary Completer: A student who has attained the academic and technical knowledge/skills/proficiencies within a CTE program and all requirements for graduation or an approved alternative education program.

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 2006-2007 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. The data collection system will be critically analyzed and improved with a goal of continuously improving data quality. The Department will continue 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 online 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 FY2006 was the sixth year for the statewide accountability system; a rewrite of the data collection system was done to improve data quality while 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 released in FY2006, 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 Workforce Investment Act 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.

e. Improvement Strategies for Next Program Year (FY2007)

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 FY2006 will provide information to enhance and establish additional improvement strategies. The online availability of FY2006 data, by LEA, will provide an opportunity for LEAs to compare six 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. The agency provided funding for Breaking Ranks II training for all state administrators to assist them in evaluating their own schools and the use of data to improve student performance. Active involvement in the P-16 Educational Taskforce, a joint effort of the North Dakota University System, Department of Career and Technical Education, Department of Public Instruction, and Education Standards and Practices Board has strengthened CTE's role in alignment and integration of academic standards.

Improvement strategies for subindicators

Academic and Skill Attainment

We have started a process to develop/adopt content standards in all CTE curricular areas having completed ten programs while four programs are in the development stage. 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 supported 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 piloting, in five schools, a new curriculum built around the career clusters at the 9th and 10th grade levels. 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. Lack of a universal student identifier, Social Security Number, impedes tracking students once they leave the secondary system. A State issued student identifier has now been issued for all K-12 students which will aid in matching students as the postsecondary systems begin capturing these numbers. 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.

For Secondary and Postsecondary, we intend to change the collection method to administrative data records exchange thereby relieving the institutions of trying to collect this information while providing more reliable and valid data.

Non-Traditional 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.