



Consolidated Annual Report 2007

July 1, 2006 - June 30, 2007

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 2007 (July 1, 2006 - June 30, 2007) 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, 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	4032	1701	1033	7360	367	1060	0	1075	241	8485	1253	0	1486	1276	1961	1287	32617
Gender																	
Female	1126	223	519	3490	274	584	0	883	140	5226	343	0	191	579	333	98	14009
Male	2906	1478	514	3870	93	476	0	192	101	3259	910	0	1295	697	1628	1189	18608
Race																	
American Indian or Alaska Native	158	207	30	530	36	56	0	60	21	660	63	0	91	26	62	99	2099
Asian	10	7	5	53	1	7	0	7	1	57	12	0	7	12	10	7	196
Black or African American	19	13	13	131	6	7	0	39	3	157	10	0	9	16	20	13	456
Hispanic or Latino	30	24	12	78	1	3	0	20	3	100	21	0	14	19	17	9	351
Native Hawaiian or Other Pacific Islander	5	6	4	35	0	1	0	4	1	37	7	0	1	4	4	3	112
White	3787	1432	964	6473	320	984	0	935	212	7423	1134	0	1352	1188	1839	1151	29194
Unknown/Other	23	12	5	60	3	2	0	10	0	51	6	0	12	11	9	5	209
Special Populations																	
Displaced Homemakers	6	0	2	2	0	0	0	0	2	2	1	0	0	0	1	0	16
Economically Disadvantaged	886	380	149	1591	78	202	0	158	59	1791	249	0	265	125	276	242	6451
Individuals with Disabilities	346	184	85	571	42	34	0	58	44	804	100	0	230	52	213	173	2936
Limited English	13	106	18	300	12	34	0	56	12	380	40	0	56	28	25	52	1132
Other Educational Barriers	107	47	24	180	34	12	0	15	10	211	36	0	56	27	21	84	864
Single Parents	144	47	13	175	14	30	0	21	16	165	28	0	25	7	31	13	729
Other Classifications																	
Nontraditional Enrollees	691	159	45	150	15	0	0	184	15	154	216	0	191	0	47	98	1965
Tech Prep	244	218	45	330	212	56	0	62	32	462	228	0	370	93	150	714	3216

Postsecondary Enrollment

Classifications	Career Cluster																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Total Enrolled	205	265	9	1907	73	2	0	1248	66	203	754	419	1468	253	165	394	7431
Gender																	
Female	43	11	6	1188	53	0	0	1124	30	178	284	212	206	144	24	15	3518
Male	162	254	3	719	20	2	0	124	36	25	470	207	1262	109	141	379	3913
Race																	
American Indian or Alaska Native	29	93	0	396	54	0	0	101	5	58	85	53	34	13	10	25	956
Asian	0	1	0	18	0	0	0	10	0	1	5	0	8	4	1	0	48
Black or African American	0	1	0	29	0	0	0	13	3	0	31	4	34	12	1	1	129
Hispanic or Latino	0	1	0	16	1	0	0	7	0	1	8	5	33	4	0	3	79
Native Hawaiian or Other Pacific Islander	0	0	0	36	0	0	0	3	1	1	7	8	2	26	3	0	87
White	176	168	9	1402	18	2	0	1087	56	140	608	348	1254	192	145	363	5968
Unknown/Other	0	1	0	10	0	0	0	27	1	2	10	1	103	2	5	2	164
Special Populations																	
Displaced Homemakers	5	34	0	50	19	0	0	5	0	0	13	23	18	0	0	0	167
Economically Disadvantaged	47	99	0	358	58	1	0	203	3	61	71	58	105	7	11	60	1142
Individuals with Disabilities	1	4	0	7	9	0	0	12	0	1	4	5	1	0	0	1	45
Limited English	0	1	0	1	0	0	0	2	0	0	0	0	0	1	0	0	5
Other Educational Barriers	1	16	0	23	13	0	0	2	0	0	4	8	3	0	0	0	70
Single Parents	12	18	0	119	27	0	0	37	0	16	25	75	10	4	2	11	356
Other Classifications																	
Nontraditional Enrollees	43	8	0	308	2	0	0	50	0	0	12	199	43	0	0	15	680
Tech Prep	9	2	0	106	59	0	0	15	0	22	630	8	440	27	2	394	1714

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 • 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 2007

Administration

Implications for FY2007 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 nine 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. The Trade, Industry, and Health area has approved standards in Automotive Technology, Commercial Arts, Drafting, Graphic Arts, Health Careers, and Welding.
- 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.
- 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 and refine the 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 (ORS) and State Automated Reporting System (STARS), 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 secondary web-based data collection system is in the seventh year of implementation for providing information for measuring the four core indicators. Because of concerted efforts of individuals from local districts and institutions, data quality and collection has improved and will continue to improve with the continued support of local administration. Emphasis is 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 were pursued to assist in this matter and passage of a new state law allowing sharing of data collected by FINDET back to the requesting agency was enacted.

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

Four of the performance measures exceeded the agreed upon level; 1S1 - Academic Attainment, 1S2 - Skills Proficiency 2S1 – Completion, and 4S2 – Completion Non-Traditional. Performance Indicator 1S1 improved through the fixing of a programming error and better reporting resulting in a 12.10% improvement over last years reported result. Measure 1S2 continues to reflect a high skill proficiency that is consistent with past performance. Measure 2S1 continues to reflect the very high completion rate of secondary concentrators within the state while 4S2 represents efforts to make career and technical education available and interesting to both traditional and non-traditional students. Only two measures did not meet the agreed upon performance. Measure 3S1 although it improved slightly did not meet performance due to the aforementioned difficulties in obtaining student responses, but still it is at a high level and within 97% of the goal. Measure 4S1 – Participate Non-Traditional also improved this year and missed meeting performance by an insignificant 0.17%.

The web-based data collection system was refined with a goal of collecting data that are 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 also continue to pilot 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.	82.10% 2,615/3,185	79.81 %	+2.29%
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".	93.60% 4,004/4,278	93.24 %	+0.36%
2S1 Completion	Numerator: Number of North Dakota Secondary CTE "Concentrators" who attained a diploma. Denominator: Number of North Dakota Secondary CTE "Concentrators".	96.68% 4,136/4,278	92.20 %	+4.48%
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".	89.29% 3,760/4,211	91.89 %	-2.60%
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.	23.78% 840/3,532	23.95 %	-0.17%
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.	23.86% 815/3,416	23.85 %	+0.01%

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 worked on isolating the data to identify concentrators and the associated measures. We continue to struggle with the data collection and reporting within the postsecondary system. Data is reported from each campus with some standardization from the public colleges, but other data is reported from the individual data system maintained by each campus. Data is reported by the tribal colleges using five different records systems.

At the postsecondary level, 1P1 – Academic Attainment and 1P2 – Combined Skill Proficiencies exceeded the agreed upon performance level. Measure 1P1 exceeded the requirement of maintaining a cumulative grade point average by 3.44% above an already high agreed upon level of 91.88%. For 1P2, concentrators continue to perform well as a “C” or above level in skills classes within their area of concentration exceeding the agreed level by 1.73%. This attests to the performance and motivation of students who achieve concentrator status.

Measure 4P1 – Combined Participate Non-Traditional fell below the agreed upon level, but by an insignificant 0.80% well within acceptable year-to-year data fluctuations.

Measures 2P1 – Combined Completion, 3P1 – Combined Placement, and 4P2 – Combined Completion Non-Traditional all fell below the Agreed Upon Baseline. Failure to meet performance levels for 2P1 occur from defining completion 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. Also, there appears that there was an underreporting of some of the completion statistics this year affecting measures 2P1 and correspondingly measure 4P2. 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. 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".	95.32% 2,831/2,970	91.88 %	+3.44%
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".	91.18% 2,708/2,970	89.45 %	+1.73%
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".	48.35% 1,436/2,970	59.55%	-11.20%

<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>66.43%</p> <p>954/1,436</p>	<p>76.90%</p>	<p>-10.47%</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>18.24%</p> <p>709/3,886</p>	<p>19.04%</p>	<p>-0.80%</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>7.86%</p> <p>79/1,005</p>	<p>16.17%</p>	<p>-8.31%</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 continued 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 FY2007 was the seventh year for the statewide accountability system; a rewrite of the data collection system was done two years ago 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 (FY2008)

The new program year FY 2008 will bring implementation of the Carl Perkins Career and Technical Education Act of 2006, or Perkins IV. With this implementation new accountability measures with new developed baselines will be established based on data already collected or obtained from other sources.

The State Board will continue to build upon initiatives related to Perkins III that 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 FY2007 will provide information to enhance and establish additional improvement strategies. The online availability of FY2007 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 sub-indicators

As the transition to Perkins IV occurs, most of the sub-indicators will require new measurement definitions and the establishment of new baselines. For the three NCLB based measures, administration will work with the Department of Public Instruction (DPI) to incorporate the data reported to the Department of Education paying particular attention to those students within CTE programs.

Other measures for secondary and postsecondary will not need to be reported to OVAE for FY2008, but CTE will work with DPI and the Higher Education Computing Network to integrate data collection to ensure validity and reliability of data.