



Consolidated Annual Report 2008

July 1, 2007 - June 30, 2008

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 2008 (July 1, 2007 - June 30, 2008) on the accomplishments and benefits to individuals in North Dakota as a result of the Carl D. Perkins Career and Technology Education Act of 2006, PL. 109-270. 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 2006
Consolidated Annual Report
State of North Dakota
Program Year 2008
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.

b. Report on State Leadership [Section 124]

Administration is responsible for the development and implementation of the State Plan. The North Dakota Transition Plan was submitted on April 1, 2007 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
2. Developing, improving and expanding the use of technology in career and technical education	<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
3. Professional Development	<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
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 • North Dakota P-16 Educational Task Force
5. Non-Traditional 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 • Title IX Workshops • http://www.nd.gov/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 • Youth Development Council • State Commission on Community Service
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.nd.gov/cte/services/spec-pop/
9. Technical Assistance	<ul style="list-style-type: none"> • www.nd.gov/cte • Secondary/Postsecondary • Program Evaluation-Five year rotation • Single and Multi District Consortiums
Permissible Indicators	Activities
1. 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 • Designed Career Cluster course work • Developed Programs of Study and associated Plans of Study
2. Establishment of Agreement Between Secondary and Postsecondary	<ul style="list-style-type: none"> • Articulation Agreements • CISCO • NATEF • NCCER • Health Careers/HIPPA Certification • OSHA Safety Training
3. Cooperative Education	<ul style="list-style-type: none"> • Component of all Career and Technical Education Programs
4. Student Organizations	<ul style="list-style-type: none"> • State CTSO advisors are agency staff • CTSO Statewide Leadership Conference • Support common statewide fiscal system • Program Standards • http://www.nd.gov/cte/students/
5. Support for Family and Consumer Sciences	<ul style="list-style-type: none"> • http://www.nd.gov/cte/programs/family-consumer-sciences/

6. 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 • Virtual delivery of CTE – online, ITV, Area Centers
7. Recruitment and Retention of Teachers	<ul style="list-style-type: none"> • Transition to Teaching • Postsecondary Clinical Practice
8. Developing and Enhancing Data Systems	<ul style="list-style-type: none"> • STARS • FINDET
9. Supporting Occupational and Information Resources	<ul style="list-style-type: none"> • CRN • Choices • Bank of North Dakota
10. Valid and Reliable Technical Assessments	<ul style="list-style-type: none"> • MarkED • Family and Consumer Sciences

c. Implications for Program Year 2008

Implications for program year 2008 reflect continued priority issues around data including Perkins IV 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 and Family and Consumer Sciences, 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 IV 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 State Automated Reporting System (STARS) of which CTE’s data collection is now an integral part.
- 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 IV.
- Design/implement a quality follow-up system using administrative records exchange and FINDET (Follow up Information on North Dakota Education and Training).

II. Progress in Developing and Implementing Technical Skills Assessments

NDCTE has established guidelines for developing and implementing Technical Skills Assessments:

- Assessments will be given in Spring of program completion year i.e. capstone
 - Three week window as designated by program area
- Concentrators who have completed an identified program of study will take the assessment
 - (others may take the assessment but we will collect information on the “end of program” concentrators)
 - Determination made by enrollment in a particular (capstone) course
- Program of study to be defined by each program area as a particular sequence of courses (a pathway) i.e. FACS may designate 3 pathways
- Assessments will be:
 - Based on content standards
 - online and provide immediate feedback
 - optimally one period in length
- Set level of proficiency for each assessment

The Department of Career and Technical Education is currently testing and will have ready during the 2009 program year an assessment in Marketing using materials and resources developed in conjunction with MarkED based on industry validation. The Marketing assessment will cover approximately 5% of the total concentrators this first year. The Trade, Industry, and Health area will be a pilot state for developing assessments through SkillsUSA with implementation planned as soon as the assessments are made available. NDCTE is also participating with the national Family and Consumer Sciences association to develop assessments. These additional assessments will raise the total assessments to about 40% of the total concentrators.

Timelines for development and implementation of assessments in all program areas have been developed with all areas where appropriate and available to be in place by the final year of the Carl D. Perkins Act of 2006.

III. Program Performance

Secondary/Postsecondary

The Department of Career and Technical Education administers Perkins IV 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 IV State Leadership in the specific programmatic areas: <http://www.nd.gov/cte/>

Agriculture Education
Curriculum Development
Family & Consumer Sciences
Non-Traditional Training
Trade, Industry & Health

Business & Office Technology
Diversified Occupations
Information Technology
Special Populations

Career Development
Education Equity
Marketing Education
Technology Education

To measure student performance and program effectiveness, student populations are defined as follows:

Secondary Student Populations: Transitional Plan
<i>Concentrator:</i> A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its eligible recipients.
<i>Participant:</i> A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Postsecondary Student Populations: Transitional Plan
<i>Concentrator:</i> A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
<i>Participant:</i> A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Participants for the table below are determined by taking a one year “snapshot” of students taking at least one course during the program year for both secondary and postsecondary enrollment.

Enrollment of CTE Participants

Population	Number of Secondary Students	Number of Postsecondary Students
GRAND TOTAL	19843	6771
GENDER		
Male	11022	3478
Female	8821	3293
RACE/ETHNICITY* (1977 Standards)		
American Indian or Alaskan Native	1473	1501
Asian or Pacific Islander	183	54
Black (not Hispanic)	283	87
Hispanic	266	70
White	17613	4788
Unknown	25	271
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)	0	30
Disability Status (ESEA/IDEA) (Secondary Only)	1361	0
Economically Disadvantaged	2215	587
Single Parents	21	531
Displaced Homemakers	0	221
Limited English Proficient	302	124
Migrant Status	0	0
Nontraditional Enrollees	2267	201

For the table below, concentrators are reported based on the definitions of concentrators described above, but the methodology differs. For secondary, the concentrators are measured as a cohort with exiting seniors reported as CTE concentrators. For postsecondary, the concentrators are not treated as a cohort, but the numbers are a reflection of the postsecondary students meeting the concentrator definition and actively enrolled in a CTE postsecondary program within the reporting year.

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

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

Enrollment of CTE Concentrators

Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech., Engin. & Math.	Transp., Distrib. & Logistics	Total
SECONDARY																	
Female	150	29	44	224	64	33	0	287	21	637	24	0	18	115	9	43	1698
Male	525	300	50	225	7	34	0	50	10	206	117	0	184	122	148	577	2555
Total	675	329	94	449	71	67	0	337	31	843	141	0	202	237	157	620	4253
POSTSECONDARY																	
Female	39	15	2	488	132	0	74	1267	25	22	132	62	155	23	20	80	2464
Male	233	239	0	170	19	0	5	117	26	0	230	85	1092	22	68	314	2620
Total	272	254	2	658	151	0	79	1384	51	22	362	147	1247	45	88	322	5084
GRAND TOTAL	947	583	96	1107	222	67	79	1721	82	865	503	147	1449	282	245	942	9337

a. State Performance Summary

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the Office of Vocational and Adult Education of 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 Career and Technical Education Act of 2006, 20 U.S.C. 2301 et seq., as amended by Public Law 109-270.

Secondary Performance Levels

During program year 2008, the transition year for Perkins IV, three measures related to No Child Left Behind (NCLB) are required. These measures are 1S1 – Academic Achievement- Reading/Language Arts, 1S2 – Academic Achievement – Mathematics, and 4S1 – Student Graduation Rates. Each of the have performance standards must be achieved at a 90% adjusted level of performance. The table below illustrates that for measures 1S1 and 1S2 that NDCTE has exceeded the adjusted level of performance for 1S1 at a 105% level and 1S2 at a 98% level. For 4S1 the level of achievement above the measure is at a 112% level.

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	62.00 %	64.83% 2,616/4,035	+2.83%	Yes
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	49.00 %	48.05% 1,939/4,035	-0.85%	Yes
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	82.30 %	92.58% 2,918/3,152	+10.28%	Yes

Implementation of State Program Improvement Plans

The Department of Career and Technical Education has met the achievement levels for measures 1S1 - Academic Achievement - Reading/Language Arts, 1S2 – Academic Achievement – Mathematics, and 4S1 – Student Graduation Rates. For the three NCLB based measures, administration will continue to 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 and working toward continuous improvement in collection and reporting.

NDCTE will continue to be involved 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.

NDCTE has implemented a Math in CTE program to improve the mathematics skills of CTE students. The Math-in-CTE model is a curriculum integration model designed to enhance mathematics that is embedded in career and technical education content. It is a process that provides the opportunity for math and CTE teacher teams to

work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math-in-CTE model has been shown to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

Other measures for secondary and postsecondary will not need to be reported to OVAE for program year 2008. As the transition to Perkins IV is completed, more sub-indicators requiring new measurement definitions and new achievement targets for both secondary and postsecondary will be put in place. CTE will work with DPI and the Higher Education Computing Network to integrate data collection to ensure validity and reliability of data.

Implementation of Local Program Improvement Plans

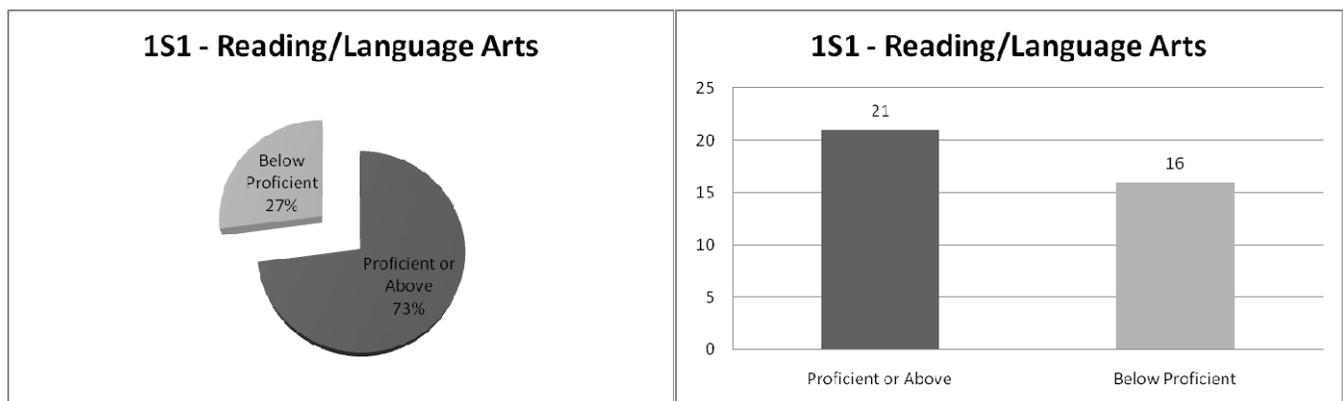
There are 37 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (27) or single school districts (10) that receive Carl D. Perkins funding. For each eligible recipient targets were set for the three NCLB related performance measures based upon baseline performance in FY2007. These targets were communicated to the Eligible Recipient in the form a Local Final Agreed Upon Performance Level document which was signed and returned as part of the annual plan.

All eligible recipients will be notified of their performance results with those falling below standard (18 for either 1S1 or 1S2 or both and five for 4S1) marked for improvement. Of the eligible recipients missing the academic attainment measures, one did not achieve at the 90% level of performance on measure 4S1 while another did not report all data to make the measure. Local program improvement plans are required for those deficient in a performance area outlining local steps to be taken or need for state assistance to improve performance. Should the eligible recipient not achieve performance levels for three consecutive reporting periods the state require eligible recipients to direct funds towards areas of deficiency.

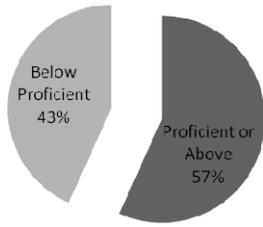
Because of the relatively small population of students within North Dakota and within the eligible recipients, large fluctuations in percentages can occur locally from year to year. We would expect that many eligible recipients that missed the 90% adjusted target may achieve that level in subsequent years with others falling below the 90% adjusted target due to the outcomes on assessments of a handful of students, or in a number of cases one student, within the eligible recipients.

Results

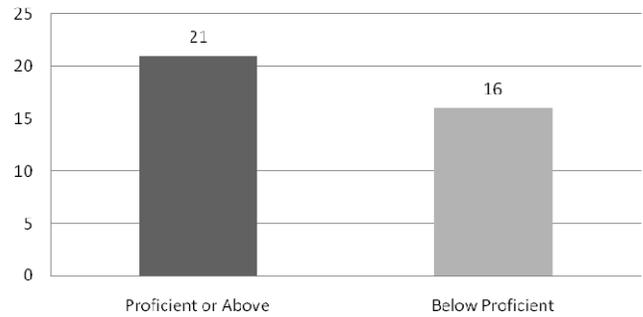
The results identifying the percentage and number of eligible recipients are illustrated below. All charts report proficient or achieved at the 90% adjusted performance level.



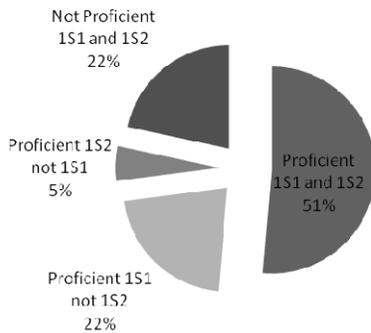
1S2 - Mathematics



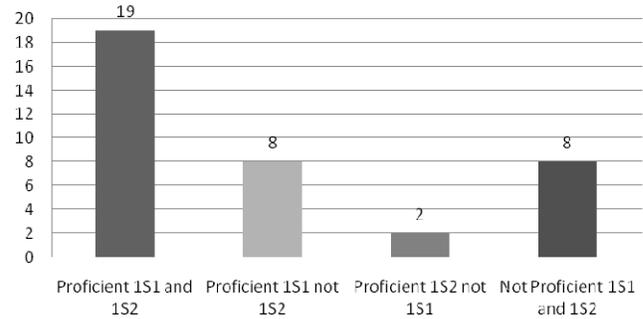
1S2 - Mathematics



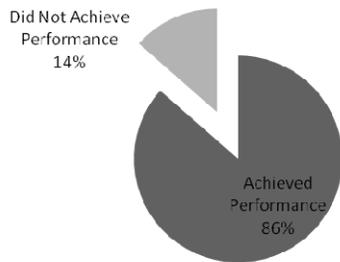
1S1 and 1S2



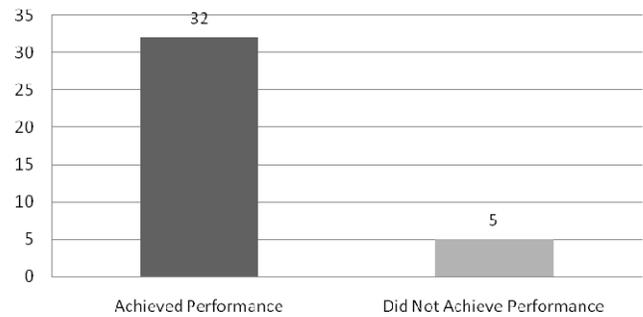
1S1 and 1S2



4S1 - Student Graduation Rates



4S1 - Student Graduation Rates



Analysis

Since this is the first year of data reporting no trends have yet been established. North Dakota CTE concentrators consists of 92% White, 5% American Indian, and 3% other population groups with the American Indian population concentrated within distinct geographic areas where they are the majority population with small percentages of other races. Race is not relevant by eligible recipient in this analysis as data points are not of sufficient size of greater than ten students (>10). This number was established to comply with FERPA so as not to easily identify individual students.

Looking at other demographics within an eligible recipient that did not achieve the 90% adjusted level of performance, even those containing large school districts, most of the subgroups have either a numerator and/or a denominator that is less than 10 even in the case of trying to analyze gender.

Postsecondary Performance Levels

No performance levels need be reported during the transition year under Carl D. Perkins Act of 2006.

Tech Prep Grant Award Information

The North Dakota State Board for Career and Technical Education has elected to consolidate Title II funds with the Title I portion of the grant.