

**U.S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century
Act (Perkins V) State Plan**

I. COVER PAGE

- A. State Name: North Dakota
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
North Dakota State Board for Career and Technical Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

1. Name: Wayde Sick
2. Official Position Title: State Director
3. Agency: North Dakota Department of Career and Technical Education (ND CTE)
4. Telephone: (701)328-2259 6. Email: wasick@nd.gov

- D. Individual serving as the State Director for Career and Technical Education:

Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: _____
2. Official Position Title: _____
3. Agency: _____
4. Telephone: (_____) _____ 5. Email: _____

- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*

State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:¹

State Plan (FY 2020-23) - if an eligible agency selects this option, it will then complete Items H, I, and J

State Plan Revisions (Please indicate year of submission:) - if an eligible *agency selects this option, it will then complete Items H and J*

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:²

Yes (*If yes, please indicate year of submission: _____*)

No

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):³

Date Governor was sent State Plan for signature:

January 16, 2020

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Wayde Sick	701-328-2259
Signature of Authorized Representative	Date:

¹ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

² Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

³ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

The State Plan was developed in consultation with all groups required by Perkins V. Every time ND CTE engaged with the groups listed below, feedback was gathered either through a series of engaging questions or an online survey tool. The following methods were taken:

Representatives of secondary and postsecondary career and technical education programs.

The North Dakota Department of Career and Technical Education (ND CTE) meets quarterly with local CTE Directors. Since August of 2018, every quarterly meeting, Perkins V was discussed, and input was gathered. Local CTE Secondary and Postsecondary Directors meetings, in which Perkins V was discussed, occurred February 25-26, May 13-14 and August 7. State Director Sick also presented at multiple conferences and with various boards involved in education. They include the North Dakota Department of Public Instruction (ND DPI) Administrator Workshop on August 8, 2019, ND Council of Education Leaders Spring 2019 Conference on June 14, ND CTE Professional Development Conference on August 5, and the 2019 ND DPI Teachers Conference on October 10. Feedback was gathered through engaging questions, small group discussions, large group discussions, and surveys.

During the CTE PDC Conference, each specific program area discussed Perkins V.

The Department consulted with the North Dakota Tribal Colleges Presidents on February 27th, providing them an overview of Perkins V as well as engaging questions to provide feedback to ND CTE, which was completed.

Interested community representatives, including parents, students and community organizations.

ND CTE deployed a survey through our listserv channels for parents and students to complete in May 2019. These listservs cover all program areas, including career development and special populations. Over 550 students and parents completed the survey.

ND CTE also presented to the ND School Boards Association Board of Directors at their summer 2019 meeting on June 24, 2019.

On July 30th, ND CTE presented to the North Dakota Afterschool Network on Perkins V and discussed partnership opportunities between Afterschool Programs and Career and Technical Education.

State Director Sick gathered feedback from the ND CTE Student Organizations State Officers on June 11.

Representatives of the State Workforce Development Board

State Director Sick presented to the North Dakota Workforce Development Council multiple times on Perkins, as he is a member of the Council. Also, a survey tool was distributed to the members for feedback. These meetings occurred on November 19, 2018 and June 12, 2019. It was also discussed with the Workforce Development Council, Administrative sub-committee on December 19, 2019.

Members and representatives of special populations

ND CTE engaged with the various representatives of special populations at the ND DPI to gather feedback. They took information and engaging questions back to their respective groups for feedback. These meetings occurred on February 27, 2019 and again on March 13, 2019.

Attendees included members of the following Departments:

ND DPI Assistant Superintendent, Student Support and Innovation

ND DPI Assistant Director, Adult Education

ND DPI Director, Special Education

ND DPI Director, Indian/Multicultural Education

ND DPI, Director, Child Nutrition and Food Distribution

ND DPI Assistant Director, Indian/Multicultural Education

ND DPI Assistant Director, Educational Equity

These Departments have oversight over all the Special Populations listed within ESSA and Perkins V.

ND CTE met independently with ND DPI staff in the Adult Education Department again on June 18, 2019.

ND CTE conducted an informational and Perkins feedback webinar in partnership with ND DPI on December 9th with local Homeless Liaisons, Foster Care Representatives and Neglected and Abused Representatives.

Representatives of Business and Industry

ND CTE made a concerted effort with business and industry during the stakeholder engagement process. Below are groups and dates of meetings, presentations, etc. During each meeting, the attendees either answered questions that were used to collect input or were provided the opportunity to respond to a survey, depending on the time allotted. The process ND CTE took was to approach the organizations to become a part of the agenda of a regularly scheduled event, instead of asking them to attend a meeting or event hosted by ND CTE.

The meetings were a combination of consultation with the Executive Directors of these various organizations, their board members, and general members.

Impact Dakota, ND MEP – Manufacturers group – 4/30/19

ND Hospital Association – 5/8/19

ND State Building and Construction Trades Council – 9/27/18 and 5/9/19

TechND – 5/9/19 and 6/18/19

ND Hospital Association – 5/8/19

ND Association of General Contractors – 5/10/19 and 7/17/19

ND Long Term Care Association – 5/16/19 and 6/26/19

ND Implement Dealer’s Association – 6/5/19

ND Grain Dealers Association – 6/5/19

ND Association of Builders – 6/27/19

Greater North Dakota Chamber – 11/19/19

Representatives of agencies serving out of school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youth

ND CTE met with staff from the ND DPI that represent the various special populations and various at-risk youth on February 27, 2019, and again on March 13, 2019. These meetings included the ND DPI coordinators of homeless children and youth in the school system and at-risk youth. Attendees were listed above in the special population’s engagement section.

ND CTE met with staff from Job Service North Dakota, who are the recipients of the Workforce Innovation and Opportunity Act funds on February 27 and March 4, 2019.

Representatives of Indian Tribes and Tribal Organizations

ND CTE received feedback from Indian Tribes and Tribal Organizations by presenting at various meetings and conferences, specific to Native American Education. Again, feedback was collected through conversations, questionnaires, and surveys.

The following meetings and dates reflect the feedback gathered from Native American Education sources:

Higher Education Resource Organization for Students (HEROS) 9/6/18. This is a unique group with the mission statement “To be part of a tribal-state college resource dedicated to provide services and advocacy to Indian students by addressing selected needs and issues with Specialists, Program Leaders, and Administrators throughout North Dakota.”

Tribal College Presidents (NDAIHEC) – 2/27/19

ND Indian Education Summit – 7/12/19

Native American Education Advisory Committee – 1/15/19 and 6/3/19

CTE Directors located at Native American Schools and Colleges – (See the above Secondary and Postsecondary engagement section.)

Individuals with Disabilities

The meetings with ND DPI (2/27/19 and 3/13/19) included staff who work directly with individuals with disabilities. Additionally, ND CTE holds representation on the State's IDEA Committee and has taken the opportunity to invite input on the State Plan by other members statewide. ND CTE will, along with representatives from ND DPI and Vocational Rehabilitation, participate in the National Technical Assistance Center Perkins Collaboration Summit. The Summit is an additional opportunity to solicit input on the State Plan and its implementation in North Dakota.

Governor's Office

Periodic discussions occur between the Governor's Policy advisor and Director Sick concerning CTE and Perkins V. The initial discussion occurred with Jace Beehler, Governor's Education Policy Advisor, on December 18, 2018. Follow-up meetings occurred on February 26, 2019 and November 27, 2019. ND CTE will continue to meet with the Governor's office up to submission of the state plan.

Heads of other State Agencies

The Chancellor of the North Dakota University System, North Dakota Superintendent of Public Instruction, and Executive Director for Job Service North Dakota all serve on the North Dakota State Board for Career and Technical Education. The State Agency has been briefed and have provided input on the state plan. The Commissioner for the North Dakota Department of Commerce has also been briefed on Perkins V and asked to provide feedback to ND CTE.

ND CTE also met with the North Dakota Department of Commerce Commissioner and Deputy Commissioner on March 4, 2019. The Department of Commerce Workforce Director was engaged to gather feedback on November 27, 2019. This was delayed due to this position was vacant between May 2018 to October 2019.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

Currently, due to the scope of secondary programs, the number of programs available, and the students they serve, ND CTE intends to maintain funding levels at 65% secondary and 35% postsecondary. In addition, the state's postsecondary programs can charge tuition to raise revenue, whereas the secondary programs are unable.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

First, the draft state plan will be posted on the ND CTE website. It will be sent through

ND CTE listservs as well as partner listservs. ND CTE's general information email account will be used to collect all public comments. ND CTE will also provide opportunities for public comment via virtual public comment webinar meetings. Utilizing technology will allow the most access, limit the costs and travel expenses of all involved, and hopefully increase attendance as well. Dates for the virtual town hall meetings are as follows:

*January 8, 2020
January 13, 2020
January 14, 2020
January 16, 2020*

In addition, the agency provided the opportunity to provide written public comment from December 17, 2019 to January 31, 2020. The Perkins Performance Measures Targets were open for public comment from October 24, 2019 to December 22, 2019.

All public comments and responses are as follows:

“Thank you for the opportunity to provide public comments on the proposed assessment targets for the Perkins V indicators. In reviewing the proposed performance levels and comparing them to the historical data from the Grand Forks Consortium, my thoughts and perspective on certain indicators are below:

2S1 - Academic Proficiency in Reading/Language Arts - The Grand Forks Consortium actual level of performance for the 17-18 school year was 43.36%, so the baseline level for this indicator (48.76%) seems high. The statewide proficiency was 47% last year according to the DPI dashboard.

With both 2S1, 2S2 (Math), and 2S3 (Science), the student performance is determined by their performance on the NDSA, which is completed in Grade 11. The majority of our CTE Concentrators reach that status in their senior year through the completion of the 2nd credit within a respective CTE program (ex. Autos II). Therefore, I have always felt that it is challenging to measure the positive impact of CTE on a student's reading, math, and science scores when the students are only part way through the CTE program. I do not have an alternate option, other than to only include the students as 11th graders that are CTE concentrators when they complete the NDSA. However, the overall size of the CTE concentrator group may be too minimal in many districts to report on.

5S3 - Program Quality - Participated in Work-Based Learning - This is a new indicator and I believe correctly selected from the optional program quality indicators as defined by Perkins V for the state of North Dakota.”

Response

In order to determine the state baseline, the agency found the average of the last three years and decreased it by 8%. It is not based on just 2017-18 outcomes. Also, the math, reading/language arts, and science outcomes are also based on ACT scores. Many of the larger schools are using ACT scoring in place of the state assessment, thus concentrators are being assessed later in their high school careers.

“I have talked with other rural district administrators - and we are of the opinion that this is one more effort to squeeze out small rural schools and shift the money to larger districts. There is no need to make the process more cumbersome for rural districts. Some districts have lost funding because of the REAP change - we went from receiving the dollars to having to apply for them. The first year of the change - I almost lost \$8000.00 for the district - this is unnecessary - leave it as it is.”

Response

The Comprehensive Local Needs Assessment (CLNA) is a federal mandate. The state must develop the CLNA and all eligible recipients are required to complete. The Department has developed a CLNA that provides either the required data to be analyzed or tools to use to determine Workforce Alignment. The Department has also provided CLNA workshops and will continue until all recipients are reasonably comfortable with the process. The Department also encourages Perkins Consortiums to work together as they progress through the CLNA process.

“I am weighing in on the proposed changes. On average my district receives \$5,000 from the Perkins grant. Unless there are significant more dollars proposed, I oppose comprehensive local needs assessments for this small dollar amount. In our vocational programs \$5,000 is dedicated very quickly on program equipment. It can be assumed and is documented yearly in the grant process where these dollars are spent. Over-complicating the issue means even more hoops for the same amount of money? I would like to know in my district what dollar amount your proposed changes will mean?”

Response

The Comprehensive Local Needs Assessment (CLNA) is a federal mandate. The state must develop the CLNA and all eligible recipients are required to complete. The Department has developed a CLNA that provides either the required data to be analyzed or tools to use to determine Workforce Alignment. The Department has provided CLNA workshops and will continue until all recipients are reasonably comfortable with the process. The Department also encourages Perkins Consortiums to work together as they progress through the CLNA process.

The dollar amounts will not change. The eligible recipient’s allocation is still based on the same formula as was under Perkins IV.

“My name is Brandy Sprunk. I farm with my husband outside of Chaffee, ND and serve on the local school board. As a school board member, I've already signed a letter in support of this venture. Today I'm writing you as a farmer and community member. I would love to see this center take place for a number of reasons.

Being farmers, we struggle every year to find qualified help. Very few people have the option to go through any training to be able to help us on the farm. Not just driving tractors, but knowing tools, being able to fix things, from a flat tire to machinery repairs, even welding. This all takes time to learn, and it is incredibly expensive for us as individuals to do. Not only the time, but the equipment has gotten to be so valuable, it's hard to justify us training people that may or may not stay with our farm. Same goes for the cattle operation.

We need people who are comfortable around animals and have had some basic training before we can let them work with our herd. If people had a place they could learn these trades, and then find a farm to work for, we would all benefit.

This is also too much for individual schools to take on. Schools have a hard enough time hiring qualified personal. We need something in place that will help all kids be successful members of society, without putting more burdens on the schools. And those same kids need to have a place to explore interests before signing on to colleges.

We hear again and again how today's students aren't prepared, aren't trained for the jobs we have. With this education option in place, we get much closer to preparing and training these people for workforce we are in need of. Working directly with businesses, getting immediate feedback, will make this successful for those hiring and those looking for a job. Win-win.

Thank you for your time and commitment to this great venture.”

Response

Thank you for your comments. We appreciate your support.

“My question is this: With Carl Perkins V and some of the emphasis on Workplace Readiness and having every student explore career and technical education opportunities, what changes or ramifications does this have on Postsecondary programs with strong Cooperative Education/Experience or Internships in place? I do realize it is different from exploring as many students who enroll in CTE programs at the Postsecondary level has chosen a career path. Yes some will change as they find out one area is not for them.”

Response

Perkins V will not have impact on Postsecondary, work-based learning experiences as work-based learning will only be used as the secondary program quality indicator.

“Healthcare is one of North Dakota’s largest employers in the state, and we are seeing shortages of nurses and other needed health professionals across the state especially in rural areas. The current aging population and retirement of the baby boomers is contributing to the increased need for more health care workers. HOSA-Future Health Professionals, administered by the ND Area Health Education Center (AHEC) in partnership with the Center for Rural Health, UND, School of Medicine and Health Sciences, can play a vital role to address this issue. Educating North Dakota students about health careers can help us “grow our own” by allowing our students the opportunity to learn about health care careers at an earlier age.

HOSA - Future Health Professionals, established in 2012, is the only statewide student organization solely focused on health careers. As a result of interest from students, as well as teachers and advisors, HOSA has grown significantly. In 2012, HOSA - Future Health Professionals started with 4 chapters and 30 members and has grown to 16 chapters and 674 members during the 2018-19 school year. There is considerable interest, across the state, in HOSA and the opportunity to expand the resources and experiences to rural schools. However, HOSA is not recognized by the state as a CTSO, therefore the Perkins funding is out of reach creating a barrier to those schools, especially our small rural, interested in developing a chapter for their students.

HOSA-Future Health Professionals is engaged with and filling the pipeline of tomorrows workforce. Its mission is to enhance the delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills and leadership development of all health science students, and helping students meet the needs of the healthcare community.

With this said, the Area Health Education Center (AHEC) is submitting this formal suggestion that the North Dakota, Department of CTE consider recognizing HOSA-Future Health Professionals as a state CTSO, so that HOSA chapters have the same opportunities to apply for Perkin’s funding as the other CTSO’s in the state (FBLA, FFA, FCCLA, DECA, and SkillsUSA). This would create an opportunity for rural schools, that are more limited in resources and opportunities, to start their own HOSA chapters for their students interested in health careers. HOSA is currently recognized as a CTSO on the federal level. We hope that the reach and impact that HOSA has demonstrated, in the past 8 years, will strengthen and justify our request to be recognized by our state as a CTSO.

Thank you for your consideration.”

Response

Currently programs can utilize their Perkins funds to support HOSA activities, without the Department managing the state organization. The Department is looking at opportunities of how State General Fund dollars can be used to further support HOSA.

“In response for public comment on the proposed ND Perkins V State Plan, I am in agreement with the majority of the plan and selecting work-based learning as the accountability of results. Work-based learning opportunities would assist in meeting a school’s Choice Ready ND DPI accountability.

With the push from the Governor’s office and workforce development to provide increased work-based learning for students, sustained interactions with industry or community professionals can overwhelm a community. Minot Public Schools is seeing job shadows, internships and clinical site placements we have established now being limited to our students due to the increase of the surrounding schools promoting/coordinating more work-based learning.

The option of a simulated environment at the educational institution opens up the opportunity to develop more work-based learning projects within a class as well as assist in meeting or exceeding the agreed upon measures when sustained interactions with industry are unavailable. Having the state CTE supervisors provide guidance on simulated environments is a great benefit to teachers and administrators.

My concern rises when attaching the Career Ready Practices (CRP) to the work-based learning sustained interactions and simulated environments. Reducing the required number of CRP from the initial 12 to a specific 5 is helpful but requiring teachers and employers to score all of the competencies (a total of 43) within those 5 CRPs in my opinion is unrealistic. Requiring an overall score for each CRP would be more manageable. The competencies need to be included to define what exactly is a responsible employee or teamwork, but each competency should not have to be rated. In a larger school like Minot Public Schools, teachers providing a simulated environment may have upward to 100 students. Scoring each of these components takes time away from researching new content, prepping, and instructing. A teacher with 100 students will need to rate 4300 competencies versus 500 if they only have to provide an overall score.

As for employers, spending 40 hours with a student under sustained interactions may not provide them enough time to feel comfortable scoring each competency or they may not have the knowledge to score a competency. Allowing them to provide an overall score using the competencies as guidance would be more appropriate.

The proposal requires all 43 competencies within the 5 specific Career Ready Practices to be entered into PowerSchool for monitoring and determination of compliance. Is there a benefit to the student or are we only creating work to meet compliance? Is this something schools will be required to share with students, put on the transcript or allow for student access in PowerSchool? Time is a precious commodity for everyone. Providing an overall score on each of the CRPs would save time and meet compliance if the plan does not provide for any real benefit to the student.”

Response

Thank you for your comments. In reviewing your request, it is the directive of the State Board for Career and Technical Education that the Work-based Learning Assessment is an appropriate tool to measure WBL opportunities.

“Please accept this letter of support for HOSA — Future Health Professionals to be designated as a state Career and Technical Support Organization (CTSO) as you develop the proposed State Plan for Strengthening Career and Technical Education for the 21st Century Act or Perkins V.

Healthcare is one of the state's largest employers and we have critical shortages of nurses and other health professionals, especially in rural areas. HOSA-Future Health Professionals, administered by the North Dakota Area Health Education Center (AHEC), in partnership with the Center for Rural Health, UND, School of Medicine and Health Sciences, plays a vital role in addressing this growing need. Educating North Dakota students about health careers can help us "grow our own" by giving our students the opportunity to learn about health care careers at an earlier age.

HOSA is a national career and technical student organization endorsed by the U.S. Department of Education and the Health Occupation Education Division of the Association for Career and Technical Education. Nationally, HOSA has reached over 245,000 members through 54 chartered HOSA Associations in all states, American Samoa, District of Columbia, Canada, Germany, Italy and Puerto Rico. HOSA-Future Health Professionals is filling the pipeline of tomorrow's health care workforce. Its mission is to enhance the delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills and leadership development of all health science students and help students meet the needs of the health care community.

The North Dakota HOSA - Future Health Professionals was established in 2012 and is the only statewide student organization solely focused on health careers. As a result of interest from students, as well as teachers and advisors, HOSA has grown significantly in the state. HOSA - Future Health Professionals started with four chapters and 30 sizenmembers and has grown to 16 chapters and 674 members. There is considerable interest across the state in HOSA and the opportunity to expand the resources and experiences to rural schools. HOSA is not, however, recognized as a CTSO and so Perkins funding is not available. This lack of funding creates a barrier to those schools, especially those in rural areas, interested in developing a chapter for their students.

The North Dakota Hospital Association respectfully requests that the North Dakota Department of Career and Technical Education recognize HOSA-Future Health Professionals as a state CTSO so that HOSA chapters have the same opportunities to apply for Perkin's funding as other CTSO's. This would allow rural schools, that are more limited in resources and opportunities, to start their own HOSA chapters. We hope that the growth and impact that HOSA has demonstrated in the past eight years and the critical shortage of health care workers in our state will strengthen and justify the request to be recognized as a CTSO.”

Response

Currently, programs can utilize their Perkins funds to support HOSA activities, without the Department managing the state organization. The Department is looking at opportunities of how State General Fund dollars can be used to further support HOSA.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

There are several state-supported workforce development programs in North Dakota. Below is a summary of the existing and new programs that were introduced during the 2019 Legislative Session.

- *Operation Intern is a program, administered by the ND Department of Commerce that provides matching funds to support the development of internships, apprenticeships, and work-based learning opportunities.*
- *Nonresidential Nurse Employment Recruitment Program – A funding program that provides funding to out of state nurses who agree to relocate to North Dakota, remain, and work for four years.*
- *TrainND – This is funding that flows through the ND Department of Career and Technical Education for the support of customized, contractual workforce training, provided by our TrainND regions, which are housed at four of our community colleges.*
- *Skilled Workforce Education scholarship and student loan repayment program is a program designed to provide scholarships and student loan repayment for students and graduates that completed or are pursuing postsecondary education that leads to a career that is deemed in-demand by the ND Workforce Development Council.*

Moving forward with Perkins V, funding will be used to support programs that lead to occupations that are included on the ND Workforce Development Council's in-demand list or occupations that are deemed in demand by local employers and data.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The Mission of the North Dakota State Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Starting in mid-2018, ND CTE began to redraft its strategic plan to align with the priorities of the North Dakota K12 Strategic Vision and the North Dakota Workforce

Development Council Strategic Themes. The Strategic Goals of the ND CTE are:

- 1) Expand capacity of Career and Technical Education programs*
- 2) Increase enrollment in Career and Technical Education programs*
- 3) Continue to improve the quality of the state's Career and Technical Education programs*
- 4) Continue to recruit, retain and develop succession planning for high quality teachers, counselors and administrators*
- 5) Support postsecondary and incumbent workforce training*

Metrics have been developed to align with Perkins performance indicators.

The following includes the North Dakota K12 Strategic Vision and the North Dakota Workforce Development Council Strategic themes. It is clear that all three support each other with similar goals and objectives.

The North Dakota K12 Strategic Vision process began in 2017, with the ND DPI engaging stakeholders from across the state to develop a vision for all entities providing education services to strive for.

According to the K12 Strategic Vision the long-term outcomes for students are:

- Increase students who enter kindergarten prepared to learn*
- Increase students who demonstrate reading proficiency in 3rd grade*
- Increase students who meet expected learning gains each year*
- Increase students who engage in learning*
- Increase students who graduate choice ready*
- Reduce the disparity in achievement for students in poverty and for Native American students*

All involved have a focused effort within these strategic themes:

- Quality early childhood education*
- Support for safe and healthy behaviors*
- Career exploration*
- Quality education personnel*
- Quality instruction for personalized learning*

Below is the link K12 Strategic Vision Framework.

www.nd.gov/dpi/sites/www/files/documents/Superintendent/NDEducationVisionAlignedInitiatives.pdf

Prior to the 2019 Legislative Session, the North Dakota Workforce Development Council completed an extensive review of workforce development programs and workforce needs through data review and stakeholder engagement. The result of this study is the development of a report to the Governor and the Legislative body of the Workforce Development Council's priorities. The report can be found at the link below.

www.workforce.nd.gov/uploads/8/WDCReportFINAL2018.pdf

The five strategic themes along with how ND CTE can help meet these goals are listed below:

- 1. Addressing the Technical Skills Gap;
Career and Technical Education not only lays the foundation for high school students, but also provides postsecondary training at our Community and Tribal Colleges.*
- 2. Need for Youth Engagement and Earlier and More Diverse Career Exploration;
Career and Technical Education is the leader in North Dakota for providing opportunities to students to explore careers either virtually on the RUPReady.ND.gov platform, virtual centers, or in the comprehensive high schools and area career and technology centers.*
- 3. Nursing and Healthcare Technician Shortage;
An area of growth in our high schools is the expansion of students enrolling in our Health Science programs.*
- 4. Support for Populations with Barriers to Employment;
The Department of Career and Technical Education provides funding and technical assistance to the North Dakota Youth Correctional Center. ND CTE is exploring how Perkins funding could support adult offenders. The state is making a concerted effort to expand access of quality CTE programs to our Native American students. In addition, ND CTE provides salary support for Career and Technical Resource Education teachers serving Perkins V special population students in local high schools and provides funds to support the professional development needs of these teachers.*
- 5. Need for Net In-Migration of North Dakotans;
The State has learned that residents are more interested in a sense of place when determining where they want to live, work, and play. A quality education system, with strong CTE programs, can be considered as recruiting tools for employers across the state.*


The Department of Career and Technical Education is working closely with the North Dakota Workforce Development Council, the Governor's Office and the Legislative Branch to develop initiatives to address the five strategic themes. This work will be ongoing, moving into the 2021 Legislative Session and beyond.

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

In surveying a sample of students and parents, they stated the number one reason for students not to take Career and Technical Education courses is scheduling. Other classes that meet high school graduation requirements hold a higher priority in the eyes of students, parents, and educators. Currently, a group of local education


leaders from across the State of North Dakota, are meeting to discuss current graduation requirements and exploring competency-based models, that may include more CTE options. This initiative is jointly funded through WIOA, ND CTE, and ND DPI funds.

The ND DPI has submitted a plan under the federal ESSA law which is part of the accountability for secondary education, leading to planning into postsecondary, called Choice Ready. The following chart is the state plan which incorporates elements of work-based learning, career ready practices, and emphasis on Career and Technical Education. With the updated versions of data collection, ND CTE is preparing to address the performance of all students.



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY.**




ESSENTIAL SKILLS

Earn a North Dakota high school diploma

Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18), Financial Literacy (15.1-21-21), and pass ND Civics Test (15.1-21-27) and four or more additional indicators:

- 25 hours of Community Service
 - 95% Attendance (not counting school related absences)
 - Work-based Learning Experience
 - Two or more years in organized Co-Curricular Activities
- Two or more years in organized Extra-Curricular Activities
 - Successfully complete a Capstone Project
 - Successfully complete an on-line learning course
 - Demonstrate competency in 21st Century Skills

Students shall then complete two or more of the **CHOICE READY** components below.




POST-SECONDARY READY

Complete a Four Year Rolling Plan, and earn a 2.8 GPA or greater, and complete one academic indicator set below:

ACT/SAT minimum subsection scores ACT:
 English—18 SAT Reading/Writing—480
 ACT Reading—22 SAT Math—530
 ACT Math—21
 ACT Science—23
 or

Two or more additional indicators:


- Advanced Placement Course (A, B or C) or (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B or C) or (4, 3 or 2)
- Algebra II (A, B or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission CLEM/CREAM (Eng/Math) Course (70% or greater)



WORKFORCE READY

Complete a Four Year Rolling Plan, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B or C) or (4, 3, or 2)
- Work Keys (Gold or Silver)
- Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs)
- CLEM/CREAM (Eng/Math) Course (70% or greater)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)



MILITARY READY

Complete a Four Year Rolling Plan, ASVAB score of 31 or greater (as determined by branch), Quality Citizenship (No Expulsions/Suspensions), Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and Complete two or more additional indicators from the Post Secondary or Workforce options.

Revised 7-1-2019

The State’s strategy for joint planning, alignment, coordination and leveraging of funds between CTE programs and programs of student and the workforce development system lies in the responsibility of the North Dakota Workforce Development Council (NDWDC). As a member of the NDWDC, the CTE State Director has direct contact with other state agencies, higher education, employers, and organized labor, that allows a joint mission. The October 2018 NDWDC report of legislative recommendations is included as an attachment the Perkins V Plan. The NDWDC continues to work off that report, developing priorities and determining how to align funding and policy.

An example of how this alignment is already in progress is the Skilled Workforce Grant and Student Loan Repayment program, passed in the 2019 ND State Legislative Session. This program provides scholarship and student loan repayment funds, that require a 50-50 Private Sector match, for students and graduates who will or have pursued a post-secondary program that aligns with the State’s in-

demand occupations. The in-demand occupations list was developed by the NDWDC. The Department of Career and Technical Education also utilizes the NDWDC in-demand occupation list as a tool for local CTE programs to determine if their programs lead to in-demand occupations. The In-Demand Occupations lists are included as an attachment to the Perkins State Plan.

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act.

Non-Traditional

North Dakota's use of the non-traditional funds consists of competitive grants to schools for the purpose of hosting hands-on events to foster enrollments into CTE programs leading to non-traditional fields. The criteria for the competitive grant can be found at the following link.

www.cte.nd.gov/sites/www/files/documents/Educators/EducationalEquity/RFANontradProposal.pdf

Such use of these funds, along with technical assistance, have demonstrated effectiveness assisting schools to reach/exceed the Perkins Indicators, as verified by annual monitoring. Annual monitoring by LEA has also resulted in technical assistance being directed to those schools most in need of improvement. With the changes in Perkins V to the non-traditional indicators, adjustments to the grant program will be effected with more emphasis on retention.

Individuals in State Institutions

North Dakota has solely funded programs for incarcerated youth. The focus of these funds may shift to programs for adults, based upon stakeholder input, workforce needs, and input from corrections officials. This is to ensure that the funds will support the intent of Perkins V and positive outcomes for CTE. Currently funds are provided to the North Dakota Youth Correctional Center to support their CTE offerings.

Recruiting, preparing, or retaining CTE teachers, faculty, etc.

ND CTE plans to continue to support teacher preparation programs at North Dakota State University and Valley City State University. The Transition to Teaching program with Valley City State University was created to specifically address the need to attract industry professionals into teaching while taking courses to improve classroom management and lesson planning. ND CTE has worked with the University to help attract and inform interested parties into the program. The work with North Dakota State University provides a unique strategy in which ND CTE funds and gives professional support to the sole state teacher preparation programs in Agricultural Education and Family and Consumer Science Education. This aids in attracting people into these teacher preparatory programs, provides them with support after graduation, and keeps these program area teacher pools viable. Also, ND CTE provides statewide professional development that is program specific.

Technical Assistance for eligible recipients

ND CTE provides technical assistance systematically to Local Education Agencies. CTE Supervisors visit each new CTE teacher or career development counselor, providing guidance on program standards and other essential information. In addition, LEAs are scheduled for site-visits on a five-year rotating basis. LEAs are also monitored annually with regard to performance on the Perkins indicators. Schools with performance gaps are provided technical assistance from the State Agency as needed to develop required Improvement Plans. Monitoring continues at the state level to ensure Improvement Plan strategies are effective. Technical assistance in evaluating root causes and adjusting strategies will be provided by the State Agency as necessary to address performance gaps.

Report on the effectiveness of funds

ND CTE will utilize Leadership funds to upgrade data collection and analyzing systems to meet the reporting requirements of Perkins V. ND CTE will continue its current practice of monitoring performance, identifying areas where technical assistance or professional development is needed, and reporting annually as required.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The ND CTE has developed and supports quality technical education programs that are provided for students at the secondary, postsecondary, and adult level to 154 secondary eligible recipients and 10 postsecondary eligible recipients, according to the most current data from the 2019-2020 year. The programs and their respective programs of study available to eligible secondary recipients include Agricultural Education, Business Education, Career Development, Culinary Arts, Family and Consumer Sciences Education, Health Sciences Education, Information Technology Education, Marketing Education, Career and Technical Resource Education, Technology & Engineering Education, and Trade, Industry & Technical Education (which includes specifically Auto Collision, Automated Manufacturing, Auto Technology, Aviation, Building Trades, Diesel Technology, Electronics, Facilities Maintenance, Graphic Communications, Power Sports Technology, and Welding Technology). In 2019-2020, the number of secondary eligible recipients enrolling in courses in these areas were as follows: Agricultural Education (108 eligible recipients), Business Education (133), Career Development (117), Culinary Arts (17), Family and Consumer Sciences Education (105), Health Sciences Education (83), Information Technology Education (70), Marketing Education (59), Career and Technical Resource Education (16), Technology & Engineering Education (47), and Trade, Industry & Technical Education [which includes specifically Auto Collision (4), Automated Manufacturing (1), Auto Technology (36), Aviation (27), Building Trades (35), Diesel Technology (1), Electronics (3), Facilities Maintenance (4), Graphic Communications (25), Power Sports Technology (2), and Welding Technology (17)].

The programs available to eligible postsecondary recipients include Agricultural Education, Business Education, Career Development, Culinary Arts, Family and Consumer Sciences Education, Health Sciences Education, Information Technology Education, Marketing Education, Career and Technical Resource Education, and Trade, Industry & Technical Education (which includes specifically Auto Collision, Automated Manufacturing, Auto Technology, Building Trades, Diesel Technology, Electronics, Facilities Maintenance, Graphic Communications, Power Sports Technology, and Welding Technology).

The intentions of the Department would be to further support existing programs while developing additional programs in new eligible recipient locations. In addition, reserve funds will be used to encourage the development of new programs in conjunction with the recommendations of key stakeholders and driven by identified workforce needs. The Department has developed career cluster plans of study documents for students, schools, and counselors to use to help guide them on how students can plan classes and activities to obtain different jobs in the seventeen career clusters the state has identified. The website where these documents are located can be found below:

www.cte.nd.gov/career-clusters

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the Local Application under section 132⁷ will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Most of the eligible recipients are currently grouped into eligible consortia to receive allocations, while larger recipients with more fiscal authority have elected to receive funds directly. All areas or programs of study (listed above in Section a) have been deemed valuable and needed to address North Dakota's workforce development. Current programs are assessed and approved on a yearly basis through submission of a required budget, proof of ability to fill the teaching position with a qualified and highly skilled educator, and proof that the program is meeting bi-annually with an advisory committee of community/business leaders. The programs receive yearly reviews and a visit every five years from the state supervisor to ensure program quality and instructional standards are being upheld. If a new instructor is hired, the state supervisor makes at least one visit during the year of hire. This in-person contact was established to promote and verify continuous improvement, academic achievement and technical skill attainment.

All eligible recipients (secondary and postsecondary) are then placed on a five-year cycle and selected for a comprehensive, on-site review of the programs offered in that location. The site visit includes completion of a program self-evaluation, on-site

observation, and an evaluation report by applicable state supervisors and the assistant director of the department. The special populations state supervisor participates in all five-year on-site evaluations, reviewing Perkins Performance data with local administrators, and providing technical assistance as needed for improvement.

In addition, Perkins Performance Data for all subrecipients are monitored yearly by the special populations state supervisor. If an eligible recipient fails to meet Perkins Performance Standards for three consecutive years, that recipient is required to submit an improvement plan to address performance gaps. ND CTE is currently upgrading its data capacity to identify the numbers of special population and underserved students in each LEA in order to utilize disaggregated performance data to identify and address equity gaps.

Any individual eligible recipient may be approved for new eligible programs of study by working directly with the state department. A program application describing monetary need, ability to fill the teaching position, and identified local community need is submitted to the state supervisor of that program. The application is reviewed by the state supervisor and then, if eligible, is considered for approval by the State Board for Career and Technical Education. The new program is then added to the list of already existing programs for that eligible recipient or, in the case of an entirely new eligible recipient, added to a consortium.

All programs of study have also adopted state content standards which include Career Ready Practices or employability skills as defined by AdvanceCTE in 2012. The state department developed rubrics for eligible recipient teachers to use in assessing and identifying these employability skills with students. This allows students, teachers, and communities to agree on the common definition of employability skills and keep uniformity of assessment of these Career Ready Practices across the state.

North Dakota has chosen work-based learning experiences as a program quality indicator. As part of its focus on “quality”, ND CTE’s plan for work-based learning includes evaluation of participating students on five select Career Ready Practices, thereby ensuring that the students gain employability skills with each work-based learning opportunity.

In an effort to address identified workforce needs and to ensure access to quality programs for special population students, ND CTE will use reserve funds to implement a competitive grant program encouraging local recipients to identify and implement innovative programs leading to high wage, high skill and high demand occupations. Grant applications will require information on how selected programs will be accessible and responsive to the needs of special population students.

- c. Describe how the eligible agency will—
- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Eligible recipients statewide have access to career development counseling programming (grades 6-12) due to significant investment through state general funds and technical assistance. Based on stakeholder feedback, the grade levels were expanded, as stated. On a biennial basis, additional funds are requested of the legislature to expand access to career development programming. These counselors are aided and monitored by the state agency's career development state supervisor, who helps the counselors and instructors develop appropriate career exploration, work-based learning opportunities, dual or concurrent enrollment program opportunities, guidance and advisement resources. These counselors and advisors are monitored by ND CTE to make sure that this information is available to students, parents, representatives of secondary and postsecondary education, and special populations in a language and method that students, parents, and educators can understand. ND CTE also employs personnel to administer the Career Resource Network (CRN), which further aids the Career Counseling state supervisor and all supervisors in finding resources to link industry to education. The CRN publishes a periodical describing the workforce needs in the state, workforce data, links between secondary and postsecondary educational opportunities, and highlights the career pathways in detail so that students, parents, and educators are informed of option and choices available in the state.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

ND CTE has been and will continue facilitating meetings among eligible recipients to encourage collaboration on development and coordination of CTE programs and programs of study which include multiple entry and exit points. ND CTE provides numerous opportunities for eligible recipients to collaborate, including regular meetings and professional development opportunities for directors, instructors and counselors. ND CTE utilizes outside, postsecondary and secondary evaluators in the five-year review process to increase collaboration and idea sharing. The intent is to learn best practices and lessons learned in implementation.

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The North Dakota Workforce Development Council creates an in-demand occupations list utilizing data and a weighting system. This will be used as a benchmark when approving local CTE programs. In addition to this, with the assistance of Job Service North Dakota, Labor Market Information and the State Longitudinal Data System, regional in-demand occupation data will be distributed to the eligible recipients and used by ND CTE to determine funding and program approval. Eligible recipients will also be required in the Comprehensive Local Needs Assessment (CLNA) to consult with local employers, economic development, and chambers of commerce to identify local workforce and emerging needs.

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Equal access by special populations must be guaranteed by eligible recipients submitting Local Applications. Eligible Recipients must provide written evidence of nondiscrimination policies and complaint procedures as a condition for funding. In addition, ND CTE will monitor rates of special population participation in CTE programs, including Career and Technical Student Organizations (CTSOs), as part of its overall monitoring and evaluation of local CTE programs.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Local Workforce Development Boards do not exist in ND. There is only one statewide council. The eligible recipients will be required to engage with the regional Job Service North Dakota offices when completing their CLNA during the stakeholder engagement process.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
 - a. *The selection of work-based learning as a quality indicator will greatly increase and enhance the level of interaction between school and business and industry personnel, as CTE programs strive to provide authentic work-based experiences to students.*
 - b. *By strengthening industry advisory committees, ND CTE will provide guidance and technical assistance in order to develop and utilize industry*

advisory committees to their full potential.

- c. In order to facilitate the alignment between secondary and postsecondary programs, ND CTE has and will continue to coordinate statewide meetings between secondary and postsecondary programs with the intent to review standards, curriculum, etc.*
- d. During the 2019 Professional Development Conference, there were facilitated industry roundtable sessions, that enabled educators to visit with industry leaders from around the state, learning of workforce needs and explore partnership opportunities. ND CTE will continue to provide this activity, having received significant positive response from the conference participants.*

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

With the addition of the Comprehensive Local Needs Assessment process, each eligible recipient will be reviewing data and conducting gap analyses as necessary to identify root causes for performance gaps and proposing strategies with which to close the gaps. Such data analyses will compare performance of all CTE concentrators with that of special population concentrators. The Local Application will subsequently indicate how resources will be applied, as necessary, for improved outcomes for members of special populations. Technical assistance will be provided as necessary by the State Agency with regard to root cause analyses and strategies for improved performance. Monitoring will be conducted annually by the State Agency to ensure continued progress or adjust strategies as necessary to close identified gaps.

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

ND CTE is continuing discussions on dual or concurrent enrollment, early college high school, and competency-based education; however, at this time ND CTE is focusing on work-based learning, based on stakeholder engagement.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Primarily, the eligible agency will play a greater role in developing strong industry advisory committees through technical assistance and guidance for the eligible recipients. Secondly, key stakeholders will be invited and encouraged to participate in the state's annual evaluations of local programs. Finally, parents, educators, administrators, counselors, etc. will be required stakeholders during the CLNA process.

Agency staff has leveraged multiple opportunities to encourage key stakeholder involvement in the planning, development, implementation and evaluation of CTE programs by focusing on this particular aspect of Perkins V during professional development opportunities, webinars, and meetings with key stakeholder groups.

- f. Include a copy of the Local Application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

The intent of ND CTE is to have the Local Application collected within the existing Budget and Reimbursement Process (BRP) portal. The eligible recipient will be able to access the CLNA, Local Application, and state and federal reimbursement through the BRP portal. The Local Application template can be found below.

A draft of the Local Application has been included as an attachment.

- g. Include a copy of the Comprehensive Local Needs Assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.

The intent of ND CTE is to have the Comprehensive Local Needs Assessment collected within the existing Budget and Reimbursement Process (BRP) portal. The eligible recipient will be able to access the CLNA template, Local Application, and state and federal reimbursement through the BRP portal. Below is guidance and the template for the Comprehensive Local Needs Assessment.

A draft of the Comprehensive Local Needs Assessment has been included as an attachment.

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

ND CTE will undertake an effort to strengthen and align existing standards with those suggested by ACTE in its Quality CTE Program of Study Framework. Based on the feedback with stakeholder groups, these definitions were confirmed as important to any successful CTE program. This feedback was given through in-person meetings, online surveys, and independent correspondence, specifically with local CTE Administrators. Evaluation criteria will be updated and implemented for use in future evaluations procedures.

Size/Scope/Quality – Secondary

Size:

1) *The minimum number of students enrolled in an approved CTE program shall be:*

<i>For schools with 100 or fewer students in grades 9-12</i>	<i>2-year avg of 5</i>
<i>For schools with 101- 500 students in grades 9-12</i>	<i>2-year avg of 10</i>
<i>For schools with 501 or more students in grades 9-12</i>	<i>2-year avg of 15</i>

2) *Minimum number of CTE Programs offered by the LEA:*

<i>Size of student population in grades 9-12</i>	<i>Minimum # of CTE Programs (not courses) offered in-house</i>
<i>50 or fewer</i>	<i>One program</i>
<i>51-100</i>	<i>Two programs</i>
<i>101-500</i>	<i>Three programs</i>
<i>501 or more</i>	<i>Four programs</i>

Scope:

The scope of the program must include classroom instruction, lab, a CTSO (or a documented, organized sequence of instructional activities designed to foster leadership skills) and work-based experiences. The program must offer the student multiple pathways/options upon successful completion: continuing to postsecondary education or training, entering the world of work or military. Programs offered are based on available labor market data, with flexibility given to local community and school needs.

Quality:

A quality CTE program meets the Twelve CTE Standards and all applicable Perkins Performance Indicators.

The Twelve CTE Standards:

1. Instructional Planning and Organization

- a) *Has the Local Application been developed consistent with results of Comprehensive Local Needs Assessment (CLNA)?*
- b) *Is there is a plan to address performance gaps identified by the CLNA?*
- c) *Does each CTE program offer the student multiple pathways/options upon successful completion, including continuing to postsecondary education or training, entering the world of work or military? (Scope)*

- d) *Does the LEA provide organized career exploration and guidance activities for all students?*
- e) *Is the LEA strengthening CTE programs through integration of academic and technical program components?*
- f) *Is there opportunity for CTE students to gain postsecondary credits while in high school? (Scope)*
- g) *Does the LEA comply with requirements to offer a minimum number of CTE programs based upon enrollment? (Chart)*

2. *Instructional Materials*

- a) *Selected with consultation by key stakeholders?*

3. *Instructional Personnel*

- a) *Does the LEA demonstrate a commitment to support the preparation, retention, training and professional development of CTE Administrators, faculty and support staff?*

4. *Enrollment and Student-Teacher ratio*

- a) *Do CTE programs have the required number of students for program approval?*
- b) *Is the student-teacher ratio controlled for safety of students?*
- c) *Are support personnel available as necessary for the safety and success of special population students?*

5. *Equipment and Supplies*

- a) *Are equipment and supplies chosen in consultation with key stakeholder recommendations?*

6. *Instructional Facilities*

- a) *Are facilities of adequate size to accommodate CTE program requirements? Are they well-maintained and conducive to learning? Are they barrier free to accommodate students with disabilities?*

7. *Safety and Sanitation*

- a) *Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)*

8. *Stakeholder Consultation and Program Advisory Committees*

- a) *Are required stakeholders in place for consultation on Perkins Applications? As follows:*
 - 1. *Secondary and postsecondary educators;*
 - 2. *Administrators and other support staff;*
 - 3. *State or local workforce boards;*
 - 4. *Business and industry representatives;*

5. *Parents and students;*
 6. *Representatives of special populations;*
 7. *Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth;*
 8. *Representatives of Indian Tribes and Tribal Organizations (where applicable).*
- b) *Do advisory committees include representatives of business and industry? Do they advise regarding quality of course content?*
 - c) *Do advisory committees include representatives of special populations to provide expertise/strategies for the success of special population students?*
 - d) *Does advisory committee approve continuation, recommend transformation, or terminate the program?*
 - e) *Does advisory committee provide input and suggestions in development of work-based learning opportunities?*

9. Leadership Development

- a) *Do all CTE students have the opportunity to develop leadership skills through a CTSO?*
- b) *If a CTSO is not offered, is there evidence of an organized sequence of instructional activities designed to foster leadership skills?*

10. Work-based Experience

- a) *Do all CTE students have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)*

11. Special Populations

- a) *How will special population students be prepared for high-skill, high-wage or in-demand occupations?*
- b) *How is equal access provided to CTE courses, programs, and programs of study?*
- c) *How does the school ensure that members of special population groups are not discriminated against based upon their status as members of such groups?*

12. Educational Equity

- a) *What opportunities does the LEA provide to prepare students for nontraditional fields?*
- b) *Is the LEA making progress demonstrating equitable access in enrollments into high quality CTE courses and programs of study?*

Size/ Scope/ Quality – Postsecondary

Size:

Programs must have at least 10 students by the third year of operation.

Scope:

A program consists of a sequential list of courses that leads to a certificate, diploma, or an associate degree.

Quality:

A quality CTE program meets the Twelve CTE Standards and all applicable Perkins Performance Indicators.

The Twelve Postsecondary CTE Standards:

1. Instructional Planning and Organization

- a) Has the Local Application been developed consistent with results of Comprehensive Local Needs Assessment (CLNA)?*
- b) Does the eligible recipient have the resources to address any gaps in achievement identified in the Comprehensive Local Needs Assessment? (Examples: Disability Services/Developmental Coursework/Tutorial Services)*
- c) Does each CTE program provide successful graduates with high-wage, high-tech or high-demand job opportunities?*
- d) Does each CTE program include classroom instruction, lab, a student organization and a work-based experience? (Scope)*
- e) Does each CTE program offer the student multiple pathways/options upon successful completion: continuing postsecondary education, entering the world of work or military? (Scope)*
- f) Does the college provide career exploration and guidance services for all students?*
- g) What has been done by the college to ensure alignment with programs at the secondary level? Is dual credit an option for secondary students? (Scope)*

2. Alignment with Labor Market

- a) Does successful completion in the program culminate in the credentials (degree/diploma/certifications) required for employment in this state's labor market?*
- b) Are there labor market data that support this program's continuation for the next five years? Is there data projecting growth in the occupation(s) for which the program is preparing students? Describe.*
- c) What is the "in field" placement rate for the last cohort of graduates?*
- d) What is the average initial salary offered to the last cohort of graduates?*
- e) Is programmatic accreditation required for entry into the labor market? If so, does the program hold such accreditation? If not, are there plans in place to achieve such accreditation? Describe.*

f) *How does the program prepare students for employment in a diverse labor market?*

3. *Instructional Materials, Equipment and Supplies*

- a) *Are the materials, equipment and supplies used to teach this program reviewed and selected in consultation with key stakeholders? Are they consistent with current industry or business practices?*
- b) *Are there adequate resources to acquire and maintain the equipment/learning resources/library materials required to prepare students for employment in the current labor market?*

4. *Instructional Personnel*

- a) *Does the college demonstrate a commitment to support the training and retention of program faculty?*
- b) *Are faculty able to attend professional development opportunities as needed to keep abreast of labor market trends and requirements?*

5. *Enrollment and Student-Teacher Ratio*

- a) *What is the number of students required to sustain the program? (Size)*
- b) *Do students with special needs receive support as necessary to succeed in the program? Examples:*
- c) *What does the college do to support student recruitment and retention in your program? (Size)*
- d) *Does the college employ adequate numbers of faculty to facilitate student success in this program?*

6. *Instructional Facilities*

- a) *Are facilities of adequate size to accommodate CTE program requirements?*
- b) *Are facilities well-maintained and conducive to learning?*
- c) *Are they barrier free to accommodate students with disabilities?*

7. *Safety and Sanitation*

- a) *Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)*
- b) *Are there any safety issues in the program based upon student/teacher ratio? Describe.*

8. *Program Advisory Committees/Stakeholder Involvement*

- a) *Does the Advisory Committee for this program include key business/industry stakeholders?*
- b) *How often is the Advisory Committee consulted for guidance on keeping the program content consistent with the requirements of the labor market?*
- c) *Does the Advisory Committee have key members as needed to provide expertise/strategies for fostering the success of special population students?*
- d) *Does advisory committee approve continuation, recommend transformation, or terminate the program?*
- e) *Does advisory committee provide input and suggestions in development of work-based learning opportunities?*

9. Leadership Development

- a) *Do all CTE students have the opportunity to develop leadership skills through a CTSO? Are there alternative leadership development opportunities on campus available to CTE students?*

10. Work-based Experience

- a) *Have key stakeholders from business/industry committed to providing work-based experiences for students? Describe.*
- b) *Do all students in the CTE program have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)*
- c) *Do special population students have access to any supports as needed to participate in work-based experiences? Describe.*

11. Special Populations

- a) *Does the program prepare special population students for high-skill, high-wage or in-demand occupations? (Compare completion and placement rates for special population students with that of all students.)*
- b) *What is the college doing to ensure equal access to CTE courses, programs, and programs of study by special population students?*

12. Educational Equity

- a) *Is the college making progress demonstrating gender equity in enrollments into high quality CTE programs?*
- b) *Are male and female students enrolled in this program equally successful in completion of the program and placement thereafter?*
- c) *What training has the college provided for the prohibition of sexual harassment and bias?*
- d) *Does the college have personnel and procedures in place to address student concerns for equity?*

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;

The State Agency will provide equal access to activities assisted under this Act, as follows:

- *Local Applications will contain assurances that proposed activities to be carried out with Perkins V funding will comply with the provisions of the IDEA, Section 504 of the Rehabilitation Act, the ADA, Title IX, and the Vocational Education Guidelines for the Elimination of Discrimination and Denial of Services based upon race, color, national origin, sex, disability, or age. Local Applications submitted without such assurances will not be funded.*
- *CTE staff will continue on-site monitoring and evaluation of LEAs, including a review of published nondiscrimination policies. Staff will ensure that LEAs have identified compliance administrators and provided required complaint procedures.*

The State of North Dakota also requires that schools publish anti-bullying policies, another tool to foster equal access to programs funded under the Act.

- *To ensure equal access to CTE programs and activities assisted under this Act, CTE will dedicate resources as required to measure enrollment data disaggregated by race, gender, economically disadvantaged, youth who are in or who have aged out of foster care, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents, out-of-work individuals, and students pursuing nontraditional careers. Disparities in rates of enrollment into CTE programs will be identified and addressed. Local Applications will be adjusted, as necessary, to foster interest in, or to expand access to CTE activities funded under this Act.*
- *To promote enrollment into CTE programs of study leading to nontraditional fields, funds are provided annually in the form of competitive grants. The grants are used primarily to fund hands-on activities designed to help the student explore fields that are nontraditional, based upon the student's gender. These efforts have demonstrated success in many LEAs; consequently, this grant program will continue if these activities produce positive results for CTE Concentrators.*

- ii. will not be discriminated against on the basis of status as a member of a special population;

The State Agency assures that special population students enrolled in CTE will be afforded all the rights and protections guaranteed under IDEA, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX, and the Vocational Education Program Guidelines for Eliminating Discrimination. Local applicants for funds will need to provide documentary proof of anti-discrimination and anti-bullying policies, compliance administrators, and complaint procedures.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

LEAs will be reviewing Perkins data, identifying, and addressing any performance gaps by members of special populations. Root causes for such gaps will be identified, and Local Applications will include information on strategies (and resources to fund such strategies) designed to close the gaps. Additional focus will be placed on professional development, strengthening CTE instructor proficiencies in teaching students who are members of special populations. ND CTE will explore options to change funding mechanisms designed to support Career and Technical Resource Educator (CTRE) positions to increase specialized support for CTE classroom teachers and special population students.

- iv. will be provided with appropriate accommodations; and

Upon completion of gap-analyses of the performance of special populations on the Perkins Core Indicators, LEAs will develop and implement strategies to close identified gaps. Regarding students with disabilities, on-site monitoring routinely documents excellent working relationships among CTE and special education faculty.

There are consistent reports of compliance with recommended modifications/accommodations for students with disabilities by CTE instructors, statewide.

The special populations state supervisor serves on North Dakota's Special Education Advisory Panel, and as such, has regular contact with the special education community. During the current school year, a state-level collaboration was launched with the ND DPI to properly identify and accommodate students with disabilities enrolled in CTE classes delivered by distance education. These efforts will be continued and expanded as necessary to ensure CTE students with disabilities receive recommended accommodations, whether they are learning on-site or through distance education.

Certain LEAs have chosen to use Perkins funds to support Career and Technical Resource Educators, CTE Basic Skills Educators, Tutors and Mentors whose role is to provide the academic support required for CTE students, but particularly CTE special population students, to gain the skills and knowledge required to succeed in CTE programs. These personnel typically have networks that include community supports and resources available to help special population students succeed in school.

As a part of the State Plan, CTE will develop a strategy to harness the creativity of CTSO student leaders to increase involvement by special population students in student organizations. Drawing on the expertise of key stakeholders, CTE will identify barriers to participation faced by special population students and identify sample strategies with which to make improvements.

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

As completion of work-based learning opportunities has been selected as a quality indicator for ND CTE, and as equal access to such opportunities by special population students will be essential to achieving and maintaining such quality, it will be critical to ensure adequate financial support (including state support) of CTRE programs. CTRE programs are designed to support the success of special populations students in CTE programs. With increased focus on performance gaps and the implementation of improvement strategies, along with work-based learning as a quality indicator, the mission of the CTRE will expand. In addition to academics, career development, service learning, and development of career ready practices, CTREs will also need to support access to and successful completion of work-based learning opportunities.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed

to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

The state intends to support the recruitment and preparation of teacher via individualized technical assistance from program supervisors, assigning mentors to teachers who are completing the transition to teaching program as well as supporting the CTE teacher preparation programs at the state's various universities. The state also hosts an annual professional development conference where secondary and postsecondary instructors from all program areas, including career technical resource educators, counselors, and administrators from across the state attend to receive professional development. ND CTE also uses Leadership funds to support additional professional development, program area specific, and Perkins funds can be leveraged by eligible recipients to provide individualized professional development. Demographic information on state teachers is collected and reviewed by ND CTE for gaps and improvement.

It is anticipated that the development of Local Needs Assessments and identification of performance gaps will result in more professional development opportunities focused on the learning needs of special population students; e.g., instruction in Universal Design for Learning.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
 - a. each eligible recipient will promote academic achievement;
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
 - c. each eligible recipient will ensure the Comprehensive Local Needs Assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The state agency will review each local assessment and plan, and determine:

1. *Has the eligible recipient identified any areas of concern regarding performance of CTE Concentrators and Special Population students? If so, has the eligible recipient offered a reasonable plan for performance improvement?*
2. *Has the eligible recipient described the resources it will use to implement performance strategies?*
3. *Are funding requests consistent with proposed performance strategies?*
4. *Are funding requests supported with input from local key stakeholders and labor market data?*

In identifying key stakeholders, eligible recipients will be guided by local labor market data. Eligible recipients will be encouraged to invite representatives of in-demand industry sectors to serve in advisory capacities as key stakeholders and/or Advisory Committee members. ND CTE will write policy that states Perkins funds will only be used for programs that rise as priorities in the CLNA, which can include local economic and education needs.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

The State Agency for Career and Technical Education from its allotment for the basic programs authorized by Section 111 of the Act shall reflect the following: Section 122(d)(8)(A).

Funding for Year 1: \$ 3,710,574

The State Agency will distribute funding to secondary and postsecondary recipients. Criteria used include (1) the percentage of total program costs at the secondary and postsecondary levels and (2) a comparison of program enrollments.

Secondary – 65% (2,411,873) Postsecondary – 35% (\$1,298,701)

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

School districts that intend to access Perkins funding during the FY2021 will have two opportunities or options, listed below.

The Department of Career and Technical Education will provide support for CTE administrators, in the form of in-person meetings, virtual meetings, and programmatic guidance.

Option 1: Standalone District

Membership: A single district with a Perkins allocation of \$15,000 or higher.

Mutual benefit: None

Operation costs: Funded by the district and may not exceed 5% of the Perkins allocation

Responsible for:

- *Completing the Comprehensive Local Needs Assessment*
- *Completing the Local Application*
- *Coordinating budget requests*
- *Offer Career and Technical Education programs to district students based on the state's definitions of size, scope, and quality*
- *Coordinating data entry*
- *Coordinating long term planning for the district which addresses the next four years*

- *Developing policies and procedures that align with state guidelines (e.g. inventory policies, budget request procedures, data collection procedures)*
- *Budgeting and spending the district's Perkins Allocation*

Option 2: Perkins Consortium

Membership: School districts whose Perkins allocations are below \$15,000 will need to join a Perkins consortium, which becomes the eligible recipient. If a school district, with an allocation below \$15,000, chooses to not join a consortium, it will forfeit its Perkins allocation. The forfeited funding will be redistributed statewide. If a school does not offer any CTE programming, the funds will be redistributed statewide. Districts that have Perkins allocations above \$15,000 have the option to join a consortium, if it so chooses. Area Career and Technical Centers are encouraged to be members of a Perkins Consortium. Area Career and Technical Centers will be eligible for Perkins allocations through agreement among the Perkins consortium and according to the percentage of students from each school district attending programs provided by the Area Career and Technical Centers. The Consortia are encouraged to include a postsecondary partner within the consortium to assist with program alignment and dual credit opportunities. Consortium members will have the option to opt in or opt out of a consortium every two years, during the Comprehensive Local Needs Assessment updates.

Mutual Benefit: Benefits are determined by members of the local consortium, but can include shared coursework, coordinated plan of study collaboration, professional development, shared equipment, shared staff, etc.

Consortium member responsibilities: Members must attend all consortium meetings to discuss and complete the CLNA and assist in determining consortium funding priorities. They are also responsible to provide data and expenditure documentation to the consortium fiscal agent.

Operation Costs: Costs are funded by the consortium, with operational costs to not exceed 5% of the Perkins allocation. If there are additional costs, they are to be covered by the member districts and/or partners.

The fiscal agent is responsible for:

- *Coordinating an annual consortium meeting where CLNA are reviewed and priorities are determined*
- *Completing the Local Application*
- *Coordinating budget requests*
- *Ensuring access to at least three program areas to member districts within the consortium*
- *Coordinating long-term planning for the consortium which addresses the next four years*
- *Developing policies and procedures for consortium operations that align with state guidelines (e.g., inventory policies, budget request procedures, data collection procedures)*
- *Participating in monitoring and technical assistance visits with the Department of Career and Technical Education*

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

30% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts statewide [Section 131(a)].

$$\begin{array}{rcl} \text{Secondary 30\%} & \frac{\text{\# of individuals age 5-17 (inclusive)(LEA)}}{\text{\# of individuals age 5-17 (inclusive)(statewide)}} & = \text{CTE} \\ \times & & \text{Enrollment} \\ \text{Allocation} & & \text{Allocation} \end{array}$$

70% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district and are from families below the poverty level for the preceding fiscal year as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school district.

$$\begin{array}{rcl} \text{Secondary 70\%} & \frac{\text{\# of individuals (below poverty line) (LEA)}}{\text{\# of individuals (below poverty line) (statewide)}} & = \text{CTE} \\ \times & & \text{Poverty} \\ \text{Allocation} & & \text{Allocation} \end{array}$$

Eligible Recipient List: Secondary FY2021

<i>L.E.A. Fiscal Agent</i>	<i>Single District/Consortium</i>	<i>Allocation</i>
<i>Belcourt</i>	<i>Single District</i>	<i>68,946</i>
<i>Bismarck</i>	<i>Single District</i>	<i>223,140</i>
<i>Bottineau</i>	<i>Peace Garden Consortium</i>	<i>35,602</i>
<i>Cass County CTC</i>		<i>****</i>
<i>Central Region CTC</i>		<i>****</i>
<i>Devils Lake</i>	<i>Lake Area Coop Consortium</i>	<i>56,942</i>
<i>Devils Lake</i>	<i>Lake Area CTC Consortium</i>	<i>77,139</i>
<i>Dickinson</i>	<i>Single District</i>	<i>76,131</i>
<i>Drake</i>	<i>Central Dakota Consortium</i>	<i>57,719</i>
<i>Dunseith</i>	<i>Single District</i>	<i>34,325</i>
<i>Fargo</i>	<i>Single District</i>	<i>268,644</i>
<i>Fort Totten</i>	<i>Single District</i>	<i>41,338</i>
<i>Fort Yates</i>	<i>Fort Yates Consortium</i>	<i>57,086</i>
<i>Garrison</i>	<i>Missouri Hills Consortium</i>	<i>29,649</i>
<i>Grafton</i>	<i>North Valley Consortium</i>	<i>61,973</i>
<i>Grand Forks</i>	<i>Grand Forks Consortium</i>	<i>190,719</i>
<i>Grand Forks Area CTC</i>		<i>****</i>
<i>Great Northwest CTC</i>		<i>****</i>
<i>Hazen</i>	<i>Oliver-Mercer Consortium</i>	<i>25,866</i>
<i>Hettinger</i>	<i>Southwest Consortium</i>	<i>34,232</i>
<i>Hillsboro</i>	<i>Heart of the Valley Consortium</i>	<i>22,357</i>
<i>Hunter</i>	<i>Rural Cass Consortium</i>	<i>31,328</i>
<i>James Valley CTC</i>		<i>****</i>
<i>Jamestown</i>	<i>James Valley Consortium</i>	<i>53,349</i>
<i>Kenmare</i>	<i>Upper Souris Consortium</i>	<i>27,492</i>
<i>Killdeer</i>	<i>Killdeer Consortium</i>	<i>29,125</i>
<i>Lake Region CTC</i>		<i>****</i>
<i>Linton</i>	<i>Linton Consortium</i>	<i>35,394</i>
<i>Mandan</i>	<i>Single District</i>	<i>80,198</i>
<i>Marmot</i>	<i>Single District</i>	<i>7,265</i>
<i>Minot</i>	<i>Single District</i>	<i>146,025</i>
<i>New Salem</i>	<i>New Salem Consortium</i>	<i>30,590</i>
<i>New Town</i>	<i>Fort Berthold Consortium</i>	<i>43,928</i>
<i>North Valley CTC</i>		<i>****</i>
<i>Roughrider Area CTC</i>		<i>****</i>
<i>Saint John</i>	<i>East Rolette Consortium</i>	<i>34,119</i>
<i>Sheyenne Valley CTC</i>		<i>****</i>
<i>Southeast Area CTC</i>		<i>****</i>
<i>Tioga</i>	<i>Northwest Consortium</i>	<i>66,605</i>
<i>Valley City</i>	<i>Valley City Center Consortium</i>	<i>49,243</i>
<i>Velva</i>	<i>North Central Consortium</i>	<i>29,888</i>

<i>Wahpeton</i>	<i>Richland County Consortium</i>	<i>47,799</i>
<i>Wahpeton</i>	<i>Southeast Region Consortium</i>	<i>69,181</i>
<i>West Fargo</i>	<i>Single District</i>	<i>156,565</i>
<i>Williston</i>	<i>Williston-Trenton Consortium</i>	<i>94,590</i>
<i>Wilton</i>	<i>Missouri Valley Consortium</i>	<i>17,381</i>
	<i>TOTAL</i>	<i>2,411,873</i>

***** Area Career and Technical Education Centers will receive an allocation from each school district based on the number of students participating in the Center (Unduplicated count, Grades 7-12) divided by the school's total CTE students (Unduplicated count, Grades 7-12).*

- For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The following factors are used in determining the formula for postsecondary institutions with students enrolled in career and technical education programs. Each eligible institution shall be allocated an amount that has the same relationship to the portion of funds made available as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the BIA enrolled in programs offered in the preceding fiscal year bears to the sum of the total number of such recipients enrolled. [Section 132(a)(2)]

Postsecondary Allocation = The number of Pell Grant and BIA Grant recipients in an approved CTE program at an institution divided by the total number of Pell Grant and BIA Grant recipients statewide in approved programs. [Section 132(a)(2)]

No postsecondary institution or consortium shall receive an allocation if the amount is less than \$50,000 [Section 132(c)(1)].

Eligible Recipient List: Postsecondary FY2021

<i>L.E.A. Fiscal Agent</i>	<i>State Institution/Tribal Postsecondary Institution</i>	<i>Allocation</i>
<i>Belcourt – TMCC</i>	<i>Tribal Postsecondary Institution</i>	<i>159,196</i>
<i>Bismarck – BSC</i>	<i>State Institution</i>	<i>241,187</i>
<i>Bismarck – UTTC</i>	<i>Tribal Postsecondary Institution</i>	<i>153,211</i>
<i>Bottineau-DC, Williston-WSC, New Town-NHSC</i>	<i>Consortium</i>	<i>146,628</i>
<i>Devils Lake-LRSC, Ft. Totten-CCCC</i>	<i>Consortium</i>	<i>181,339</i>
<i>Ft. Yates – SBC</i>	<i>Tribal Postsecondary Institution</i>	<i>115,507</i>
<i>Wahpeton – NDSCS</i>	<i>State Institution</i>	<i>301,633</i>
	<i>TOTAL</i>	<i>1,298,701</i>

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

To reflect any changes made in school district boundaries, including educational agencies without geographical boundaries, adjustments to consortiums allocations will be made based on student enrollment moving from one school district to another. [Section 131(a)(3)].

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

A waiver of the formula will not be requested at the state level.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

A waiver of the formula will not be requested at the postsecondary level.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

ND CTE will utilize Reserve Funds to continue funding a statewide online career exploration program. This tool is currently used by most school districts and students across the state to build career paths during high school. Funds will also be granted to institutions of higher education to provide bootcamps and technical assistance to CTE instructors and counselors.

The State Agency for Career and Technical Education will establish a competitive innovation grant program for both secondary and postsecondary institutions utilizing the Reserve Funds. The intent of the grant is to provide seed or startup funds to develop innovative Career and Technical Education Programs. The programs must meet the criteria listed in the Perkins V law

and must foster industry partnerships, develop work-based learning opportunities, recognize dual credit opportunities, and/or offer industry recognized credentials. These funds are to be used for the development or expansion of programs. The state will follow guidance provided by Perkins V, giving priority to rural schools and schools serving a large number or percentage of special populations and minority students.

Guidance for this grant is currently being drafted and will be provided to the North Dakota State Board for Career and Technical Education for approval in the spring of 2020.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The Department of Career & Technical Education will establish a new baseline of \$1,458,366 fiscal aggregate expenditures for the Secretary's annual determination on whether the State has maintained its fiscal effort. The fiscal effort aggregate expenditures for the preceding fiscal year was \$1,535,123.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. *the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)*

The State of North Dakota has determined our secondary program quality indicator will be the percentage of CTE concentrators graduated from high school having participated in work-based learning. After consultation with various stakeholder groups, such as business/industry partners, school administration, Workforce Development Council, etc., the overwhelming majority agreed that the state indicator should be work-based learning opportunities, rather than dual credit or credentials of value. Feedback was gathered through face-to-face meetings and survey results, with over 500 survey results collected.

The State's definition and assessment tool can be found below:

The term, "work-based learning" means (for the purposes of Perkins V funding):

-sustained interactions with industry or community professionals in real workplace settings, to the extent practicable

OR

-simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

For practical application and data collection, this means that hours can be accumulated by the student throughout his/her enrollment in a program of study in one of the two options:

Option 1: Sustained interactions (as in Co-operative Experiences, etc.) should strive for a minimum of 40 hours of one supervised experience on the worksite. Although the student may spend more than 40 hours on the worksite, 40 hours should be the minimum goal.

Option 2: Simulated environments in an educational setting (which means any CTE funded course) should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. The entire of series of projects should have a goal of equaling 40 hours or more total during enrollment in the program.

Examples of simulated environments include, but are not limited to:

Agriscience Research, Business Plan Development, Stock-Market Simulation, School Store/School-based Business, Recycle, Redesign projects, Food Truck Business Model, Children's Sleep Deprivation Research, Concept-Design-Final Product for 3-D Printing, CNC Machining, Laser Engraving, SAE projects, Pre-School Business Simulation, Occupational Building Trades, Auto, Technology, Welding Technology

*Activities that are **NOT allowable** toward simulated environment hours include, but are not limited to:*

Career Fairs, Field Trips, Guest Speakers

Required Documentation sent to the State Office (ND Department of CTE)

Assessment of the student's ability/achievement must be recorded using the Career Ready Practice Rubrics. Assessment for each student must include the use of Career Ready Practices #1. Responsible Employee, 2. Technical Skills, 4. Communication, 8. Problem Solving, and 12. Teamwork, in their entirety (meaning all individual competencies associated with each of these, as printed by the ND Department of CTE document, must be assessed). The scores will be recorded at least once during the course of the 40 hours using PowerSchool. PowerSchool is the state mandated reporting system, which is accessible by ND CTE, and reports will be monitored annually through this method for determination of compliance.

#1 RESPONSIBLE EMPLOYEE	Score: 4-3- 2-1
Appropriate appearance and behavior	
Attitude	
Ethical	
Adaptability in position	
Adaptability to change	
Time management in work	
Focusing on a project	
Responsibility	
Inspiring others through selflessness	
Leadership	
Appropriate questioning	
Understanding the system	
Sub-Score	
Divide By:	+12
SCORE	



Career Ready Practice Rubrics
Individual's Name: _____

Work-Based Learning
Assessment

#2 TECHNICAL SKILLS	Score: 4-3- 2-1
Math skills	
Using past knowledge	
Reading and interpreting	
Writing	
Problem solving and critical thinking	
Using resources to complete work	
Sub-Score	
Divide By:	+6
SCORE	

#4 COMMUNICATION	Score: 4-3- 2-1
Communicating well	
Communicating through presentation	
Communicating new ideas	
Timely listening/speaking	
Listening well	
Communicating w/ tech.	
Communicating through written form	
Sub-Score	
Divide By:	+7
SCORE	

#8 PROBLEM SOLVING	Score: 4-3- 2-1
Reasoning skills	
Using information	
Understanding the system	
Asking to understand	
Using multiple techniques	
Using feedback	
Learning from the past	
Learning from mistakes and success	
Seeking solutions	
Sub-Score	
Divide By:	+9
SCORE	

#12 TEAMWORK	Score: 4-3- 2-1
Engaging actively and respectfully	
Respecting other ideas	
Listening well	
Sharing and supporting	
Open to compromise	
Participating	
Balancing all views	
Understanding culture	
Understanding the larger community	
Sub-Score	
Divide By:	+9
SCORE	

Score Key:
4=Exceeds Competency
3=Meets Competency
2=Approaching Competency
1=Not Yet Reached Competency

COMPLETE CRP SCORE	
Total of All Sub-Scores	
Divide By:	+43
TOTAL SCORE	

2.7.19

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

ND CTE does not intend to use a secondary quality indicator.

- Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Refer to table near the end of this submission.

- Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance;
 - an explanation for the State determined levels of performance that meet each of the statutory requirements; and
 - a description of how the State determined levels of performance set by the

eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

The agency will receive public comment by distribution of the state plan through its various agency listservs and posting on ND CTE's website. It will also receive public comment through the hosting of virtual town hall meetings via Zoom. If necessary, in person town hall meetings will be held in various parts of the state. An on-site meeting will also be provided to accommodate individuals who may prefer an in-person rather than a virtual meeting.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

ND CTE determined levels of performance by reviewing the previous three years of measurements and selecting the lowest of the three years. It was then decided to reduce the baseline by 8% to anticipate any changes in data collection or any disruption that may occur. Growth for each measure was then added at a rate of 2% per fiscal year. These targets will be re-evaluated every year to determine a need to adjust.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

Public comments and responses are mentioned earlier in the state plan.

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

No changes were made as only one public comment was received. The Department utilized previous year's data to determine targets.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Performance on the Perkins Indicators will be monitored and reported to the eligible recipient annually. Eligible recipients with performance gaps will be instructed to track areas of disparity, and review strategies for improvement with CTE staff. Technical assistance will be provided by the state agency in support of eligible recipient efforts.

In addition, eligible recipients with performance gaps will be reminded that meaningful progress in addressing disparities must be made prior to the third program year, or the state agency will require an Improvement Plan. The Plan will describe strategies the eligible recipient will implement in efforts to improve performance. Those consortia falling below standards and show gaps or disparities will be monitored for improvement using this method. Should the eligible

recipient not achieve performance levels for three consecutive reporting periods, the state will require eligible recipients to direct funds toward areas of deficiency. Local program improvement plans would then be required to be submitted for those deficient in a performance area, with the eligible recipient outlining local steps to be taken and/or the need for state agency assistance to improve performance. ND CTE will then approve or deny the proposed improvement plan.

In addition to the identification of strategies, the Improvement Plan will also require the eligible recipient to list the personnel and resources required to support the implementation of the identified strategies. The state agency will reserve the right to redirect Perkins funding as needed to ensure those efforts are supported and will also require a timeline by which the strategies will be implemented. The state agency will provide technical assistance to eligible recipients as needed to implement Improvement Plans.

Finally, the state agency will monitor the collective performance of all eligible recipients on each of the Perkins Indicators, identifying those areas where resources or expertise may be necessary for improvement. In planning and delivery of professional development, the state agency will focus on common areas of disparity, ensuring that ND CTE staff, statewide, have access to expertise as needed to improve.

As a means of being proactive, ND CTE incorporates the use of accountability data in all program visits that are conducted throughout the year. Mini-grants targeting activities which promote and enhance nontraditional careers and nontraditional career fairs are also granted on a yearly basis. Private industry partnerships are fostered with the aid of ND CTE for any interested eligible recipient.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State

plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

7. It is eligible to submit the Perkins State plan.
8. It has authority under State law to perform the functions of the State under the Perkins program(s).
9. It legally may carry out each provision of the plan.
10. All provisions of the plan are consistent with State law.
11. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
12. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
13. The entity has adopted or otherwise formally approved the plan.
14. The plan is the basis for State operation and administration of the Perkins program.

B. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: North Dakota

Fiscal Year: 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$5,135,742
2	State Administration	5%	\$256,787
3	State Leadership	10%	\$513,574
4	• Individuals in State Institutions	1%	\$51,357
4a	- Correctional Institutions	Not required	
4b	- Juvenile Justice Facilities	Not required	
4c	- Institutions that Serve Individuals with Disabilities	Not required	
5	• Non-traditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	.1%	\$5,135
7	Local Formula Distribution	85%	\$4,365,381
8	• Reserve	15%	\$654,807
9	- Secondary Recipients	78%	\$510,750
10	- Postsecondary Recipients	22%	\$144,057
11	• Allocation to Eligible Recipients	85%	\$3,710,574
12	- Secondary Recipients	65%	\$2,411,873
13	- Postsecondary Recipients	35%	\$1,298,701
14	State Match (from non-federal funds)	Not applicable	\$256,787

V. STATE DETERMINED PERFORMANCE LEVELS

A. Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form,

provide— Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plans pursuant to section 123(a) of Perkins V.

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ⁴	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) <i>(optional)</i> : The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

⁴ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. ⁵	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ⁶	3P1	Non-traditional Program Concentration

⁵ This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

⁶ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B: State Determined Performance Levels (SDPL) Form

State Name: North Dakota

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	87.86%	89.62%	91.41%	93.24%	95.10%
1S2: Extended Graduation Rate	NA				
2S1: Academic Proficiency in Reading Language Arts	48.76%	49.74%	50.73%	51.74%	52.78%
2S2: Academic Proficiency in Mathematics	32.20%	32.84%	33.50%	34.17%	34.85%
2S3: Academic Proficiency in Science	50.40%	51.41%	52.44%	53.48%	54.55%
3S1: Post-Program Placement	62.56%	63.81%	65.09%	66.39%	67.72%
4S1: Non-traditional Program Concentration	14.64%	14.93%	15.23%	15.53%	15.84%
5S1: Program Quality – Attained Recognized Postsecondary Credential	NA				
5S2: Program Quality – Attained Postsecondary Credits	NA				
5S3: Program Quality – Participated in Work-Based Learning	8.22%	8.38%	8.55%	8.72%	8.89%
5S4: Program Quality – Other ⁷	NA				

⁷ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	74.12%	75.61%	77.12%	78.66%	80.23%
2P1: Earned Recognized Postsecondary Credential	36.14%	36.86%	37.60%	38.35%	39.12%
3P1: Non-traditional Program Concentration	16.74%	17.08%	17.42%	17.77%	18.12%

Provide any additional information regarding SDPLs, as necessary: