



Consolidated Annual Report 2015

July 1, 2014 – June 30, 2015

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Wayne Kutzer

STATE DIRECTOR AND EXECUTIVE OFFICER

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NORTH DAKOTA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

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In accordance with Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, it is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, and employment policies.

Equal opportunity in education is a priority of the Board. In accordance with state and federal law, the Board policy does not advocate, permit, or practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability.

INTRODUCTION

This performance report is for program year 2015 (July 1, 2014 – June 30, 2015), and outlines the accomplishments and benefits to individuals in North Dakota as a result of federal funding received from the Carl D. Perkins Career and Education Act of 2006 (PL 109-270). This report reflects direct accomplishments as a result of Perkins funding and does not include additional state and local funding.

This annual accountability report is submitted in compliance with the Perkins Act and is intended to provide information about the North Dakota Department of Career and Technical Education's success in meeting program goals, and to provide direction for future programs and activities in the state. It follows a prescribed format as required by the US Department of Education and is submitted as part of the State of North Dakota's annual Performance, Enrollment, Accountability, and Financial Status Report. Additional data has been included to fully describe each activity or program.

Carl D. Perkins Vocational and Technical Education Act of 2006
Consolidated Annual Report
State of North Dakota
Program Year 2015
Narrative

I. Program Administration [Section 122 (c)]

a.) Report on State Administration (roles/responsibility)

North Dakota's governing board for career and technical education is the State Board for Career and Technical Education. The responsible agency is the Department of Career and Technical Education. The agency head is Mr. Wayne Kutzer, who serves as State Director and as Executive Officer for the State Board. The State Board provides state plan oversight and fulfills reporting responsibilities.

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

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

The State Board is responsible for the administration of programs; federal and state legislation; and the administration of funding made available from Congress and the state. Career and technical education consists of high-quality instructional programs requiring less than a bachelor's degree, which are designed to give individuals the skills to continue in further education and/or the job market.

A sound career and technical education program must be concerned with the academic and technical skills of students upon completion of the offering. The program must also recognize the needs of the individual on a more substantive level than just job skills. Mathematical and scientific proficiency, communication, decision making, learning to learn, and personal and occupational responsibility are equally critical skills that must be conveyed. Educating students in all aspects of their chosen industry and linking secondary and postsecondary education is also extremely important. All of these things are equally within the purview of career and technical education, and require an emphasis on the total education of the individual.

The uniqueness of career and technical education is in its capacity to not only prepare for further education or employment, but to enable individuals to develop the human "transformation and coping skills" essential to occupational mobility and personal success over a student's lifetime.

b.) Report on State Leadership [Section 124]

Administration is responsible for the development and implementation of the state plan. The North Dakota plan was submitted on April 1, 2008 and was approved by OVAE. This plan described the programs that would be carried out; the criteria that would be used in approving applications; how the programs would prepare students for opportunities; and how funds would be used to develop new CTE courses.

Secondary/Postsecondary State Leadership Activities:

Required Program Indicators	Activities
1R. Assessment of Career and Technical Education	<ul style="list-style-type: none"> • Five year rotation cycle/five categories. • Online program questionnaire/evaluation system to determine alignment of program delivery with program standards for career and technical education: www.nd.gov/cte/services/program-eval • Online statewide accountability system: http://www.nd.gov/cte/services/accountability • Online survey of team evaluation process. • On-site team evaluation. • Technical assistance. • State Board policy for enrollment/accountability data.
2R. Developing, improving, and expanding the use of technology in career and technical education	<ul style="list-style-type: none"> • Professional Development Conference: www.nd.gov/cte/pdc • Virtual area career and technical centers. • Funding for delivery of CTE courses via distance learning. • Funding to update program equipment.
3R. Professional Development	<ul style="list-style-type: none"> • Professional Development Conference: www.nd.gov/cte/pdc • Online coursework. • Transition to Teaching Program: http://www.nd.gov/cte/teacher-cert/transition-to-teaching.html • Teacher training opportunities by service area.
4R. Improve Academic, Career, and Technical Skills	<ul style="list-style-type: none"> • Applied academics. • Standards and curriculum development. • Standards alignment with CTE and academics. • Curriculum enrichment. • Understanding by Design (UBD) cross-curricular implementation. • Dual credit. • Industry certification. • Career-Ready Practices • Common Career Technical Core • Common Core State Standards • National standards implemented into service areas. • North Dakota P-20 Educational Task Force. • Math in CTE project.
5R. Nontraditional training	<ul style="list-style-type: none"> • Incorporation of accountability data. • Mini-grants targeting nontraditional careers.

	<ul style="list-style-type: none"> • Nontraditional career fairs. • Private industry partnerships. • Website development. • Title IX workshops.
6R. Supporting Partnerships	<ul style="list-style-type: none"> • Articulation agreements • Job Service North Dakota • North Dakota University System • North Dakota Association of General Contractors (AGC) • Bank of North Dakota • Information Technology Council of North Dakota • North Dakota Career Resource Network: http://www.nd.gov/cte/crn • Workforce Development Council (WIA) • Youth Development Council • State Commission on Community Service
7R. State Institutions – Correctional Facilities	<ul style="list-style-type: none"> • Technical assistance • Family and Consumer Sciences programs • Technology Education programs • Trade, Industry, Technical and Health Programs
8R. Special Populations	<ul style="list-style-type: none"> • Tutoring Programs • Basic Skills Programs • Career and Technical Resource Educators • http://www.nd.gov/cte/services/special-pops/
9R. Technical Assistance	<ul style="list-style-type: none"> • www.nd.gov/cte • Secondary/postsecondary • Program evaluation: five year direct rotation. • Single and multi-district consortia

Permissible Indicators	Activities
1P. Improvement of career guidance	<ul style="list-style-type: none"> • http://www.nd.gov/cte/programs/career-dev/ • ND Career Resource Network: http://www.nd.gov/cte/crn • Career Resource Coordinators • Adoption of 16 career clusters • Designed career cluster coursework • Developed programs of study and associated plans of study. • Career Advisors
2P. Establishment of agreement between secondary and postsecondary	<ul style="list-style-type: none"> • Articulation agreements • ITCND Career Awareness and Coordination Project • CISCO • NATEF • NCCER • Health Careers/ HIPAA Certification • OSHA safety training
4P. Student organizations	<ul style="list-style-type: none"> • State CTSO advisors are agency staff. • CTSO Statewide Leadership Conference. • Support common statewide fiscal system. • Program standards. • http://www.nd.gov/cte/students/ctso.html
6P. Cooperative education	<ul style="list-style-type: none"> • Component of all career and technical education programs.
7P. Support for Family and Consumer Sciences	<ul style="list-style-type: none"> • http://www.nd.gov/cte/programs/family-consumer-sciences/
9P. New Career and Technical Education Courses	<ul style="list-style-type: none"> • Information Technology • Career clusters courses • Summer academies • Teacher training for new coursework • Website: www.nd.gov/cte • Distance delivered welding via two-way interactive video • Virtual delivery of CTE – online, ITV, area centers
14P. Valid and reliable technical assessments	<ul style="list-style-type: none"> • MBA Research Center • SkillsUSA • National Health Sciences • NATEF • CertiPort
15P. Developing and enhancing data systems	<ul style="list-style-type: none"> • State Automated Reporting System (STARS/ND Department of Public Instruction) • State Longitudinal Data System (SLDS)
16P. Recruitment and retention of teachers	<ul style="list-style-type: none"> • Transition to Teaching • Postsecondary clinical practice.
17P. Supporting occupational and information resources	<ul style="list-style-type: none"> • CRN • RUReadyND – online career planning • Bank of North Dakota

c.) Implications for Program Year 2015

Implications for Program Year 2015 reflect continued priority issues concerning data, including Perkins IV data-related training:

- Focus on identifying and aligning standards in all CTE program areas, with emphasis on aligning academic standards in CTE instructional programs.
- Continued improvement of the data system that is in place, with additional focus on increasing communication and training for complete, accurate, valid and reliable data collection at the secondary and postsecondary level.
- Both secondary and postsecondary Perkins IV recipients need continual training related to core indicators, stating goals, identification of appropriate strategies, and measuring outcomes.
- Reassessment of secondary and postsecondary core indicator performance measures.
- New local Perkins coordinators/administrators must be provided with orientation and training sessions.
- Focus major training efforts on core indicators at spring and fall conferences.
- Implement and refine the new public postsecondary data system, ConnectND, while still taking into account the data systems in place at state tribal colleges. Explore additional data linkages between secondary and postsecondary to follow up on placement of concentrators exiting secondary into the state higher education system.
- Work with the Department of Public Instruction and local school administrators to integrate data collection systems by connecting local data entered into PowerSchool and the Department of Public Instruction's State Automated Reporting System (STARS). STARS is used as a primary source of data collection for CTE.
- Provide an alternative or interim method to assist postsecondary recipients with data collection for the Limited English Proficiency, Single Parent, and Displaced Homemaker special populations.

The State has funded the development of a State Longitudinal Data System (SLDS) to disseminate data reports among agencies. This system is undergoing the development of a reporting system that will improve Perkins accountability reporting.

II. Progress in Developing and Implementing Technical Skills Assessments:

The student technical skills assessment measure used for this reporting year is a hybrid model. It uses nationally recognized end of program assessments, and when the assessment is not appropriate or available is based on student performance in CTE courses at the “C” (2.0) level or above. This is intended to ensure full coverage of the student population.

NDCTE has established guidelines for developing and implementing technical skills assessments for secondary education:

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

NDCTE secured funding through the state legislative process to defray the costs of skill assessments effective July 1, 2009. This funding was renewed for the 2015-2017 biennium.

The Department of Career and Technical Education is using an assessment in Marketing with materials and resources developed in conjunction with the MBA Research Center and based on industry validation.

The Trade and Industry program area has implemented assessments in all the areas for which they are available through SkillsUSA. Health Careers is using assessment tests through National Consortium for Health Science Education.

In the area of Information Technology, NDCTE has signed an agreement with CertiPort to offer industry-recognized credentials that will be used to satisfy this accountability measure.

Postsecondary industry based technical assessments will be administered and the data collected. However, data will continue to be reported based on attainment in technical skills coursework.

Implementing technical skills assessments has been a more difficult challenge than anticipated. Many programs do not have technical skills assessments that meet the appropriate or available standard. Assessments are based upon industry standards as are state CTE standards and associated coordinated plans of study, but there tends to be differences in content between the two.

NDCTE endeavors to continue implementing technical skills assessments in more program areas.

III. Program Performance

Secondary/Postsecondary

The North Dakota Department of Career and Technical Education administer Perkins IV implementation at the secondary and postsecondary level, as well as state-funded career and technical education programs.

The Department of Career and Technical Education is responsible for serving as liaison for local Perkins recipients, providing technical assistance in the planning, administration and implementation of local plans. Local education agencies have most of the direct implementation responsibilities for Perkins grants. However, the state has leadership responsibilities in our specific programmatic areas:

Agriculture Education
Business Education
Career Development
Curriculum Development
Diversified Occupations
Education Equity
Family & Consumer Sciences
Information Technology
Marketing Education
Nontraditional Training
Special Populations
Technology & Engineering Education
Trade, Industry & Health Sciences

(See also <http://www.nd.gov/cte/>)

Definitions:

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

Secondary level:

Participant:	<i>A secondary student who has completed one (1) or more course(s) in any career and technical education program area.</i>
Concentrator:	<i>A secondary student who has earned two (2) or more credits in a single CTE program area recognized by the state (see above list)</i>

Postsecondary/Adult level:

Participant:	<i>A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.</i>
Concentrator:	<i>A postsecondary/adult student who:</i> <ol style="list-style-type: none"><i>1. Completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic/technical credits and culminates in the award of an industry-recognized credential, certificate, or degree or:</i><i>2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.</i>

Enrollment Totals:

a.) Total Enrollment:

POPULATION	NUMBER OF SECONDARY STUDENTS	NUMBER OF POSTSECONDARY STUDENTS
GRAND TOTAL	20,291	9478
GENDER		
Female	9,705	4231
Male	10,586	5247
RACE/ETHNICITY		
American Indian or Alaska Native	1,425	1263
Asian	295	108
Black or African American	712	471
Hispanic/Latino	570	258
Native Hawaiian/Pacific Islander	37	12
White	17,090	6981
Two or More Races	162	220
Unknown/Other	0	165
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals with Disabilities (ADA)	0	17
Disability Status (ESEA/IDEA)	2,893	0
Economically Disadvantaged	5,597	2496
Single Parents	5	446
Displaced Homemakers	0	204
Limited English	397	204
Migrant	21	0
Nontraditional Enrollees	8,854	1611

Enrollment for Career and Technical Education is identified by "Career Cluster":

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

Enrollment of CTE Concentrators:

POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	291	17	30	255	78	112	0	386	19	1,201	24	0	44	136	47	59	2,699
Male	754	304	46	367	8	104	0	107	22	573	129	0	311	190	311	721	3,947
TOTAL	1,045	321	76	622	86	216	0	493	41	1,774	153	0	355	326	358	780	6,646
POSTSECONDARY																	
Female	104	18	63	378	86	0	0	1,141	25	103	50	113	132	19	30	23	2,285
Male	534	299	51	213	19	0	2	133	20	11	186	149	1,115	16	109	362	3,219
TOTAL	638	317	114	591	105	0	2	1274	45	114	236	262	1247	35	139	385	5,504
GRAND TOTAL	1,683	638	190	1,213	191	216	2	1,767	86	1,888	389	262	1,602	361	497	1,165	12,150

IV. State Performance Summary

Listed are the statewide percentages and adjusted performance levels agreed upon by the state and the US Department of Education’s Office of Career, Technical, and Adult Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) or the Carl D. Perkins Career and Technical Education Act of 2006, 20 USC 2301 et. seq. as amended by Public Law 109-270.

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

Secondary Performance Levels:

Indicator	Definition	Adjusted Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90% Target
1S1: Academic Attainment – Reading/ Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 111(b) (3) of the Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind, as based on the scores that were included in the State’s computation of adequate yearly progress (AYP), and who left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who left secondary education during the reporting year.</p>	65.00%	66.53% 1,966/2,955	+1.53%	Yes
1S2: Academic Attainment – Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 111(b) (3) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, as based on the scores that were included in the State’s computation of adequate yearly progress (AYP), and who left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who left secondary education during the reporting year.</p>	55.00%	59.22% 1,750/2,955	+4.22%	Yes
2S1: Technical Skills Attainment	<p>Numerator: Number of CTE concentrators who passed technical skill assessments as aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took technical skills assessments during the reporting year.</p>	90.00%	93.68% 2,786/2,974	+3.68%	Yes

Indicator	Definition	Adjusted Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90% Target
3S1: School Completion	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, a General Education Development (GED) credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or who earned a proficiency credential, certificate or degree in conjunction with a secondary school diploma during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	98.00%	98.49% 2,929/2,974	+0.49%	Yes
4S1: Student Graduation Rates	<p>Numerator: Number of CTE concentrators in the current reporting year who were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators in the current reporting year who were included as graduated in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	94.00%	94.91% 2,908/3,064	+0.91%	Yes
5S1: Placement	<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training; in military service; or into employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2014 would be assessed between October 1, 2013 and December 31, 2014).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	67.00%	65.46% 2,293/3,503	-1.54%	Yes
6S1: Nontraditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program leading to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program leading to employment in nontraditional fields during the reporting year.</p>	21.00%	21.61% 576/2,665	+0.61%	Yes
6S2: Nontraditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program leading to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program leading to employment in nontraditional fields during the reporting year.</p>	15.35%	17.35% 341/1,965	+2.00%	Yes

Implementation of State Program Improvement Plans:

Seven performance measures - 1S1 – Academic Achievement - Reading Language Arts, 1S2 – Academic Achievement Mathematics, 2S1 – Technical Skills Attainment, 3S1 – School Completion, 4S1 – Student Graduation Rate, 6S1 - Nontraditional Participation, and 6S2 – Nontraditional Completion, all exceeded the targets.

One performance measure - 5S1 – Placement met the 90% Agreed-Upon Level of Performance. As such no improvement plans are necessary.

NDCTE administration will continue to work with the Department of Public Instruction (DPI) to incorporate the data reported to the Department of Education, paying particular attention to students within CTE programs and working toward continuous improvement in collection and reporting.

NDCTE will continue to be involved in the Joint Boards/P-20 Educational Taskforce, a joint effort of the North Dakota University System; the Department of Career and Technical Education; the Department of Public Instruction; and the Education Standards and Practices Board. Participation in P-20 has strengthened CTE's role in alignment and integration of academic standards.

NDCTE uses the Math in CTE program to improve the mathematics skills of CTE students. The Math in CTE model is a curriculum integration model designed to enhance mathematics using career and technical education content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math in CTE model has been shown to have significant positive impact on student learning in mathematics, with no loss to career and technical area content. The Math in CTE program was offered in 2013-2014, but was not conducted due to low registration. It will continue to be offered in future years, and has had a positive impact.

Implementation of Local Program Improvement Plans:

There are 36 secondary Perkins Eligible Recipients in the form of Perkins Consortia (26) or single school districts (10) that receive Perkins funding. For each eligible recipient, targets were set for the eight performance measures based upon baseline performance in FY 2008. These targets were communicated to the eligible recipient in the form of a Local Final Agreed Upon Performance Level document, which was signed and returned as part of the annual plan.

All eligible recipients are notified of their performance results, with those falling below standard marked for improvement. Local program improvement plans are required for those deficient in a performance area, outlining local steps to be taken and/or the need for state assistance to improve performance. Should the eligible recipient not achieve performance levels for three consecutive reporting periods, the state requires eligible recipients to direct funds toward areas of deficiency.

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

Results:

1S1 – Academic Achievement – Reading/Language Arts - nine schools/consortiums failed to meet the 90% adjusted performance level this year. There are no schools/consortiums that have failed the measure for the past three years therefore no schools/consortiums will be placed on an improvement plan.

1S2 – Academic Attainment – Mathematics, six school/consortiums failed to meet 90% of the adjusted performance level in the current reporting year. No schools have failed to meet the 90% adjusted performance target for mathematics for the last three consecutive years.

For measure 2S1 – Technical Skills Attainment, no schools/consortium has fallen below the 90% target.

For measure 3S1 – Student Completion, no schools/consortium has fallen below the 90% target.

For measure 4S1 – Student Graduation Rate, no school/consortium has fallen below the 90% target.

For measure 5S1 – Placement, no school/consortium has fallen below the 90% target.

For measure 6S1 – Nontraditional Participation, fourteen schools/consortiums with an enrollment numerator >10 failed to meet 90% of adjusted performance. Five failed to meet 90% of adjusted performance for three consecutive years, and will be required to submit an improvement plan.

For measure 6S2 – Nontraditional Completion, nine schools/consortiums with an enrollment numerator >10 failed to meet 90% of adjusted performance. Only one school has not met the performance for the past three years, they will be required to submit an improvement plan.

Postsecondary Performance Levels:

Indicator	Definition	Adjusted Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90% Target
1P1: Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.</p>	84.00%	89.80% 2,939/3,273	+5.80	Yes
2P1: Credential	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	45.00%	46.16% 1,929/4,179	+1.16	Yes
3P1: Student Retention/ Transfer	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4 year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	68.00%	62.57% 1,366/2,183	-5.43%	Yes
4P1: Student Placement	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2014 would be assessed between October 1, 2014 and December 31, 2014.)</p> <p>Denominator: Number of CTE concentrators who earned a credential, certificate, or degree.</p>	67.00%	73.01% 1,231/1,686	+6.01%	Yes
5P1: Nontraditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program leading to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program leading to employment in nontraditional fields during the reporting year.</p>	20.00%	20.16% 1,610/7,985	+0.16%	Yes
5P2: Nontraditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program leading to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program leading to employment in nontraditional fields during the reporting year.</p>	11.00%	11.39% 176/1,545	+0.39%	Yes

Implementation of State Program Improvement Plans:

The North Dakota Department of Career and Technical Education exceeded the achievement levels for all measures; 1P1: Technical Skills Attainment, 2P1: Credential Attainment, 3P1: Student Retention or Transfer, 4P1 Student Placement, 5P1: Nontraditional Participation and 5P2: Nontraditional Completion. No improvement plans are necessary for these measures.

NDCTE is more extensively using National Student Clearinghouse records to track out of state transfers. The data received provides a more complete picture of transfer and retention of postsecondary students to public and private institutions within the state, as well as capturing many students who continue postsecondary education at an out of state institution.

Implementation of Local Program Improvement Plans:

There are eight postsecondary Perkins Eligible Recipients in the form of one Perkins Consortium and seven colleges that receive Perkins Act Funding. For each eligible recipient, targets were set for the six performance measures based upon baseline performance in FY 2008.

Eligible recipients are notified of their performance results, with those falling below standard marked for improvement. A technical assistant is assigned to each eligible recipient and reviews the results with that recipient. Local program improvement plans are required for those deficient in a performance area. These plans must outline local steps to be taken or a need for state assistance to improve performance. Should the eligible recipient not achieve performance levels for three consecutive reporting periods, the state requires eligible recipients to direct funds toward areas of deficiency.

Results:

For 1P1: Technical Skill Attainment, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 2P1: Credential, Certificate or Degree, six eligible recipients met or exceeded their individual performance goal. Two eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 3P1: Student Retention or Transfer, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 4P1: Student Placement, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 5P1: Nontraditional Participation, four eligible recipients met or exceeded their individual performance goal. Four eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 5P2: Nontraditional Completion, two eligible recipients met or exceeded their individual performance goal. Six eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.