



Consolidated Annual Report 2020

July 1, 2019 – June 30, 2020

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Wayde Sick

STATE DIRECTOR AND EXECUTIVE OFFICER

600 E Boulevard Ave, Dept. 270, Bismarck, ND, 58505-0610

# NORTH DAKOTA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Jeff Fastnacht, Chair.....Mandan  
Sonia Meehl, Vice-Chair..... Oakes  
Kirsten Baesler ..... Bismarck  
Maria Effertz Hanson ..... Velva  
Burdell Johnson ..... Tuttle  
Dr. Steven Holen..... Watford City  
Bryan Klipfel..... Bismarck  
Josh Johnson ..... Valley City  
Dr. Mark Hagerott..... Bismarck

**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 2019 (July 1, 2019 – June 30, 2020), 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) as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (amendment effective July 1, 2019). 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 2019**  
**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. Wayde Sick, 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 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]**

Perkins V transition plan was submitted in May, 2019 and approved by the Office of Career, Technical, and Adult Education. (OCTAE)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"> <li>• Five-year rotation cycle/five categories.</li> <li>• Online program questionnaire/evaluation system to determine alignment of program delivery with program standards for career and technical education: <a href="https://www.cte.nd.gov/educators/administration/program-evaluations">https://www.cte.nd.gov/educators/administration/program-evaluations</a></li> <li>• Online statewide accountability system: <a href="http://www.cte.nd.gov/services/accountability">www.cte.nd.gov/services/accountability</a></li> <li>• Online survey of team evaluation process.</li> <li>• On-site team evaluation.</li> <li>• Technical assistance.</li> <li>• State Board policy for enrollment/accountability data.</li> </ul>
2R. Developing, improving, and expanding the use of technology in career and technical education	<ul style="list-style-type: none"> <li>• Professional Development Conference: <a href="http://www.cte.nd.gov/pdc">www.cte.nd.gov/pdc</a></li> <li>• Virtual area career and technical centers.</li> <li>• Funding for delivery of CTE courses via distance learning.</li> <li>• Funding to update program equipment.</li> </ul>
3R. Professional Development	<ul style="list-style-type: none"> <li>• Professional Development Conference: <a href="http://www.cte.nd.gov/pdc">www.cte.nd.gov/pdc</a></li> <li>• Online coursework.</li> <li>• Transition to Teaching Program: <a href="http://www.cte.nd.gov/teacher-licensing">www.cte.nd.gov/teacher-licensing</a></li> <li>• NDSU Teacher Induction Program (TIP)</li> <li>• Teacher training opportunities by service area.</li> </ul>
4R. Improve Academic, Career, and Technical Skills	<ul style="list-style-type: none"> <li>• Applied academics.</li> <li>• Standards and curriculum development.</li> <li>• Standards alignment with CTE and academics.</li> <li>• Curriculum enrichment.</li> <li>• Understanding by Design (UBD) cross-curricular implementation.</li> <li>• Dual credit.</li> <li>• Industry certification.</li> <li>• Career-Ready Practices</li> <li>• Common Career Technical Core</li> <li>• National standards implemented into service areas.</li> </ul>

5R. Nontraditional training	<ul style="list-style-type: none"> <li>• Incorporation of accountability data.</li> <li>• Mini-grants targeting nontraditional careers.</li> <li>• Nontraditional career fairs.</li> <li>• Private industry partnerships.</li> <li>• Website development.</li> <li>• Title IX workshops.</li> </ul>
6R. Supporting Partnerships	<ul style="list-style-type: none"> <li>• Articulation agreements</li> <li>• Job Service North Dakota</li> <li>• North Dakota University System</li> <li>• North Dakota Association of General Contractors (AGC)</li> <li>• Bank of North Dakota</li> <li>• TechND</li> <li>• North Dakota Career Resource Network <a href="http://www.cte.nd.gov/crn">www.cte.nd.gov/crn</a></li> <li>• Workforce Development Council (WIOA)</li> <li>• State Commission on Community Service</li> </ul>
7R. State Institutions – Correctional Facilities	<ul style="list-style-type: none"> <li>• Technical assistance</li> <li>• Agriculture Education programs</li> <li>• Family and Consumer Sciences programs</li> <li>• Technology Education programs</li> <li>• Trade, Industry, Technical and Health Programs</li> </ul>
8R. Special Populations	<ul style="list-style-type: none"> <li>• Tutoring Programs</li> <li>• Basic Skills Programs</li> <li>• Career and Technical Resource Educators <a href="http://www.cte.nd.gov/special-populations-educational-equity">www.cte.nd.gov/special-populations-educational-equity</a></li> </ul>
9R. Technical Assistance	<ul style="list-style-type: none"> <li>• <a href="http://www.cte.nd.gov">www.cte.nd.gov</a></li> <li>• Secondary/postsecondary</li> <li>• Program evaluation: five-year direct rotation.</li> <li>• Single and multi-district consortia</li> </ul>

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

### **C.) Implications for Program Year 2019**

Implications for Program Year 2019 reflect continued priority issues concerning data, including Perkins V 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 V 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.
- Technical assistance delivered to administrators.
- Focus major training efforts on core indicators at spring and fall conferences.
- Refine the new public postsecondary data system, ConnectND, while still considering 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 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.
- Developing work-based learning guidance that includes the collection of data using the states web-based K-12 student information system. (PowerSchool).

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. SLDS is assisting with data visualization, such as enrollments, performance indicators, location of CTE programs, and method of delivery.

## **II. Progress in Developing and Implementing Work Based Learning:**

The state selected work-based learning as its program quality indicator for CTE programs. The work based learning measure used for future reporting years connects classroom education with on-the-job experience that states can deploy to help businesses and workers better meet their current needs while enhancing states' ability to prepare their future workforce for success. As the nature of work and careers changes, work-based learning can prepare students to engage in active learning both at work and in the classroom and develop new skills throughout their careers.

This quality indicator now replaces the Perkins IV indicator of Technical Assessment. Perkins V provides definitions and options for work-based learning. The definitions of both options selected are below:



Option 1: Sustained interaction (e.g. Cooperative Work Experiences) 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.

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 series of projects/labs should have a goal of equaling 40 hours or more total during enrollment in the program.

A face-to-face sustained interaction and/ or a simulated work-based learning experiences for the intent of Perkins V can be utilized.

NDCTE will provide established guidelines that will provide information, resources and best practices on how to develop work-based learning experiences as well as what qualifies as a work-based learning experience, whether that is a sustained interaction or simulated experience. The intent is to provide training and resources to allow local programs to begin working on opportunities for our students to engage with employers and enhance their technical and career ready skills.

### **III. Program Performance**

#### **Secondary/Postsecondary**

The North Dakota Department of Career and Technical Education administer Perkins V 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 [www.cte.nd.gov](http://www.cte.nd.gov))

**Definitions:**

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

**Secondary level:**

<b>Participant:</b>	<i>A secondary student who has completed one (1) or more course(s) in any career and technical education program area.</i>
<b>Concentrator:</b>	<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:**

<b>Participant:</b>	<i>A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.</i>
<b>Concentrator:</b>	<i>A postsecondary/adult student who:</i> <ol style="list-style-type: none"> <li><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></li> <li><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></li> </ol>

**Enrollment Totals:**

**a.) Total Enrollment:**

POPULATION	NUMBER OF SECONDARY STUDENTS	NUMBER OF POSTSECONDARY STUDENTS
<b>GRAND TOTAL</b>	<b>23,007</b>	<b>8,929</b>
<b>GENDER</b>		
Female	10,802	4,132
Male	12,205	4,797
<b>RACE/ETHNICITY</b>		
American Indian or Alaska Native	1,748	1,269
Asian	339	94
Black or African American	930	353
Hispanic/Latino	1,092	369
Native Hawaiian/Pacific Islander	43	8
White	18,290	6,403
Two or More Races	565	349
Unknown/Other	0	84
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>		
Individuals with Disabilities (ADA)	0	229
Disability Status (ESEA/IDEA)	3,343	0
Economically Disadvantaged	6,885	2,730
Single Parents	0	336
Out of Workforce Individuals	0	7
Limited English	576	246
Migrant	40	2
Individuals Preparing for Non-Traditional fields	6,792	1,644
Youth in Foster Care	92	15
Homeless Individuals	319	6
Youth with Parent in Active Military	207	0-not collected-no source available

**Enrollment for Career and Technical Education is identified by “Career Cluster”:**

- |   |                                      |   |
|---|--------------------------------------|---|
| 1 Agriculture, Food & Natural Resources | 6 Finance                            | 11 Information Technology                     |
| 2 Architecture & Construction           | 7 Government & Public Administration | 12 Law, Public Safety, Corrections & Security |
| 3 Arts, A/V Technology & Communications | 8 Health Science                     | 13 Manufacturing                              |
| 4 Business Management & Administration  | 9 Hospitality & Tourism              | 14 Marketing                                  |
| 5 Education & Training                  | 10 Human Services                    | 15 Science, Technology, Engineering & Math    |
|   |                                      | 16 Transportation, Distribution & Logistics   |

**Enrollment of CTE Participants by Career Clusters:**

TOTAL ENROLLMENT OF CTE PARTICIPANTS BY CAREER CLUSTERS-NEW																	
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
<b>SECONDARY</b>																	
Female	784	79	106	2063	12	282	0	921	35	5,153	127	0	105	617	447	71	10,802
Male	1925	519	60	2591	6	300	0	200	24	2526	526	0	560	986	1273	709	12,205
<b>TOTAL</b>	<b>2,709</b>	<b>598</b>	<b>166</b>	<b>4654</b>	<b>18</b>	<b>582</b>	<b>0</b>	<b>1121</b>	<b>59</b>	<b>7,679</b>	<b>653</b>	<b>0</b>	<b>665</b>	<b>1603</b>	<b>1720</b>	<b>780</b>	<b>23,007</b>
<b>POSTSECONDARY</b>																	
Female	160	26	58	1355	192	0	0	1518	26	189	191	162	129	43	64	19	4,132
Male	753	355	47	970	80	0	0	238	15	25	588	159	1,065	55	113	334	4,797
<b>TOTAL</b>	<b>913</b>	<b>381</b>	<b>105</b>	<b>2325</b>	<b>272</b>	<b>0</b>	<b>0</b>	<b>1,756</b>	<b>41</b>	<b>214</b>	<b>779</b>	<b>321</b>	<b>1,194</b>	<b>98</b>	<b>177</b>	<b>353</b>	<b>8,929</b>
<b>GRAND TOTAL</b>	<b>3,622</b>	<b>979</b>	<b>271</b>	<b>6,979</b>	<b>290</b>	<b>582</b>	<b>0</b>	<b>2,877</b>	<b>100</b>	<b>7,893</b>	<b>1,432</b>	<b>321</b>	<b>1,859</b>	<b>1,701</b>	<b>1,897</b>	<b>1,133</b>	<b>31,936</b>

**Enrollment of CTE Concentrators by Career Clusters:**

TOTAL ENROLLMENT OF CTE CONCENTRATORS BY CAREER CLUSTERS																	
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
<b>SECONDARY</b>																	
Female	487	30	20	648	2	126	0	373	10	1,511	37	0	16	82	60	37	3,439
Male	1,342	205	19	905	1	130	0	73	14	675	154	0	152	198	397	425	4,690
<b>TOTAL</b>	<b>1,829</b>	<b>235</b>	<b>39</b>	<b>1553</b>	<b>3</b>	<b>256</b>	<b>0</b>	<b>446</b>	<b>24</b>	<b>2,186</b>	<b>191</b>	<b>0</b>	<b>168</b>	<b>280</b>	<b>457</b>	<b>462</b>	<b>8,129</b>
<b>POSTSECONDARY</b>																	
Female	80	18	38	322	40	0	0	1,097	20	92	72	60	108	4	11	14	1,976
Male	383	278	34	195	4	0	0	140	10	14	346	84	922	11	62	293	2,776
<b>TOTAL</b>	<b>463</b>	<b>296</b>	<b>72</b>	<b>517</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>1,237</b>	<b>30</b>	<b>106</b>	<b>418</b>	<b>144</b>	<b>1,030</b>	<b>15</b>	<b>73</b>	<b>307</b>	<b>4,752</b>
<b>GRAND TOTAL</b>	<b>2,292</b>	<b>531</b>	<b>111</b>	<b>2,070</b>	<b>47</b>	<b>256</b>	<b>0</b>	<b>1,683</b>	<b>54</b>	<b>2,292</b>	<b>609</b>	<b>144</b>	<b>1,198</b>	<b>295</b>	<b>530</b>	<b>769</b>	<b>12,881</b>