



Consolidated Annual Report 2022

July 1, 2021 – June 30, 2022

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Wayde Sick

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 2021 (July 1, 2021 – June 30, 2022) 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 21st 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 2021 Narrative

Program Administration

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 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, who represent groups of counties that are listed in state law, NDCC 15.1-01-01(1). 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 are 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 15, 2020, and was approved by OCTAE. 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.cte.nd.gov/program-vision-visits • 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.cte.nd.gov/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.cte.nd.gov/pdc • Online coursework. • Transition to Teaching Program: www.cte.nd.gov/teacher-licensing • CTE Teacher Induction Program (TIP) - NDSU • 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 • National standards implemented into service areas.
5R. Nontraditional training	<ul style="list-style-type: none"> • Incorporation of accountability data. • Mini grants targeting nontraditional careers. • 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 • TechND • North Dakota Career Resource Network: www.cte.nd.gov/crn • Workforce Development Council (WIOA) • State Commission on Community Service
7R. State Institutions – Correctional Facilities	<ul style="list-style-type: none"> • Technical assistance • Agricultural Education programs • Family and Consumer Sciences programs • Health Sciences Education • Trade, Industry & Technical Education programs
8R. Special Populations	<ul style="list-style-type: none"> • Tutoring Programs • Basic Skills Programs • Career and Technical Resource Educators • www.cte.nd.gov/SpecialPopulationsEducationalEquity
9R. Technical Assistance	<ul style="list-style-type: none"> • www.cte.nd.gov • 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"> • www.cte.nd.gov/careerdev • ND Career Resource Network: www.cte.nd.gov/crn • Adoption of 16 career clusters • Designed career cluster coursework • Developed programs of study and associated plans of study. • Career Advisors • Work-based Learning Coordinators
2P. Establishment of agreement between secondary and postsecondary	<ul style="list-style-type: none"> • Articulation agreements • TECHND 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 Conferences. • Support common statewide fiscal system. • Program standards. • www.cte.nd.gov/educators/ctso
6P. Cooperative/ Work Based Learning 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"> • www.cte.nd.gov/facs
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.cte.nd.gov • Distance delivered welding and auto technology 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 and Curriculum Center • SkillsUSA • National Health Sciences • National Automotive Technicians Education Foundation (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 • CTE Teacher Induction Program (TIP) - NDSU • Troops to Teachers
17P. Supporting occupational and information resources	<ul style="list-style-type: none"> • Career Resource Network www.cte.nd.gov/crn • RUPrepare.ND.gov – online education and career planning • Bank of North Dakota

C.) Implications for Program Year 2021

Implications for Program Year 2021 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 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.
- Developing work-based learning guidance that includes the collection of data using the state's 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.

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.

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:

- Agricultural Education
- Business Education
- Career Development
- Curriculum Development
- Educational Equity
- Family & Consumer Sciences Education
- Health Sciences Education
- Information Technology Education
- Marketing Education
- Non-traditional Occupations
- Special Populations
- Technology & Engineering Education
- Trade, Industry & Technical Education

(See also www.cte.nd.gov)

Definitions:

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

Secondary level:

Participant: A secondary student who has completed one (1) or more course(s) in any career and technical education program area.

Concentrator: A secondary student who has earned two (2) or more credits in a single CTE program area recognized by the state (see above list)

Postsecondary/Adult level:

Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrator: A postsecondary/adult student who:

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:
2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.

Enrollment Totals:**a.) Total Enrollment:**

POPULATION	NUMBER OF SECONDARY STUDENTS	NUMBER OF POSTSECONDARY STUDENTS
GRAND TOTAL	27,198	7,714
GENDER		
Female	12,950	3,609
Male	14,248	4,105
RACE/ETHNICITY		
American Indian or Alaska Native	2,024	769
Asian	338	91
Black or African American	1,155	261
Hispanic/Latino	1,337	349
Native Hawaiian/Pacific Islander	64	6
White	21,429	5,746
Two or More Races	850	318
Unknown/Other	1	174
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals with Disabilities (ADA)	0	19
Disability Status (ESEA/IDEA)	4,017	0
Economically Disadvantaged	6,747	1,953
Single Parents	0	507
Out of Workforce Individuals	0	3
Limited English	594	0
Migrant	49	0
Individuals Preparing for Non-Traditional fields	16,602	2,531
Youth in Foster Care	105	28
Homeless Individuals	301	3
Youth with Parent in Active Military	331	0-not collected-no source available

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 Participants by Career Cluster:

POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	690	80	154	1748	30	348	0	1534	150	6142	270	0	124	853	665	162	12950
Male	1384	625	127	2053	16	517	0	416	136	3233	830	0	643	1333	1551	1384	14248
TOTAL	2,074	705	281	3,801	46	865	0	1,950	286	9,375	1100	0	767	2,186	2,216	1,546	27,198
POSTSECONDARY																	
Female	154	16	46	1,253	131	0	0	1,336	13	143	172	136	102	46	44	17	3,609
Male	667	329	33	896	32	0	0	185	17	19	489	127	864	56	68	323	4,105
TOTAL	821	345	79	2,149	163	0	0	1,521	30	162	661	263	966	102	112	340	7,714
Grand Total	2,895	1,050	360	5,950	209	865	0	3,471	316	9,537	1,761	263	1,733	2,288	2,328	1,886	34,912

Enrollment of CTE Concentrators by Career Cluster:

POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	310	29	47	364	14	163	0	685	103	1621	68	0	43	251	231	77	4,006
Male	709	280	49	545	3	282	0	183	92	888	261	0	316	422	533	875	5,438
TOTAL	1,019	309	96	909	17	445	0	868	195	2,509	329	0	359	673	764	952	9,444
POSTSECONDARY																	
Female	72	16	33	323	39	0	0	1,042	9	91	77	47	96	9	9	14	1,877
Male	407	275	26	205	12	0	0	144	14	6	332	72	781	14	45	290	2,623
TOTAL	479	291	59	528	51	0	0	1,186	23	97	409	119	877	23	54	304	4,500
GRAND TOTAL	1,498	600	155	1,437	68	-	0	2,054	218	2,606	738	119	1,236	696	818	1,256	13,944

I. 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 reflect 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	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90%/90% of Target Level
1S1: Student Graduation Rate	<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>	91.41%	96.97% 3,677/3,792	+5.56%	Yes 82.27%
2S1: Academic Proficiency in Reading/Language	<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>	50.73%	42.75% 1,554/3,635	-7.98%	No 45.66%
2S2: Academic Proficiency in 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>	33.50%	34.38% 1,251/3,639	+0.88%	Yes 30.15%

Indicator	Definition	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90%/90% of Target Level
2S3: Academic Proficiency in Science	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school science 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 science whose scores were included in the State's computation of AYP and who left secondary education during the reporting year.</p>	52.44%	65.22% 2,299/3,525	+12.78%	Yes 47.20%
3S1: Post-Program 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.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	65.09%	89.15% 3,064/3,437	+24.06%	Yes 58.58%
4S1: Non-Traditional Program Concentration	<p>Numerator: Number of CTE concentrators, from underrepresented gender groups, enrolled in career and technical education programs and programs of study that lead to non-traditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields during the reporting year.</p>	15.23%	29.38% 1,111/3,781	+14.15%	Yes 13.71%
5S3: Program Quality-Participated in Work-Based Learning	<p>Numerator: Number of CTE concentrators who graduated from high school having participated in work-based learning (in grade levels 9-12) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who graduated from high school during the reporting year.</p>	8.55%	36.49% 1,360/3,727	+27.94%	Yes 7.70%

Implementation of State Program Improvement Plans:

The North Dakota Department of Career and Technical Education exceeded the achievement levels for following measures; 1S1-Student Graduation Rate, 2S2: Academic Proficiency in Mathematics, 2S3: Academic Proficiency in Science, 3S1: Post-Program Placement, 4S1: Non-Traditional Program Concentration, 5S3: Program Quality-Participated in Work-Based Learning, all exceeded the targets.

One performance measure - 2S1 – Academic Achievement - Reading Language Arts did not meet the 90% Agreed-Upon Level of Performance.

Results:

- 1S1: Student Graduation Rate - no schools/consortiums failed to meet the 90% adjusted performance level this year.
- 2S1: Academic Achievement - Reading Language Arts – 24 schools/consortiums failed to meet the 90% adjusted performance level this year.
- 2S2: Academic Proficiency in Mathematics – 16 schools/consortiums failed to meet the 90% adjusted performance level this year.
- 2S3: Academic Proficiency in Science – 5 schools/consortiums failed to meet the 90% adjusted performance level this year.
- 3S1: Post-Program Placement – 5 schools/consortiums failed to meet the 90% adjusted performance level this year.
- 4S1: Non-Traditional Program Concentration – 5 schools/consortiums failed to meet the 90% adjusted performance level this year.
- 5S3: Program Quality-Participated in Work-Based Learning – 7 schools/consortiums failed to meet the 90% adjusted performance level this year.

Postsecondary Performance Levels:

Indicator	Definition	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	Met 90%/90% of Target Level
1P1: Post-Secondary Placement	<p>Numerator: 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.</p> <p>Denominator: Number of CTE concentrators who completed their program in the reporting year.</p>	77.12%	86.38% 1,522/1,762	+9.26%	Yes 69.41%
2P1: Earned Recognized Postsecondary 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>	37.60%	47.87% 1,797/3,754	+10.27%	Yes 33.84%
3P1: Non-Traditional Program Concentration	<p>Numerator: Number of CTE concentrators from underrepresented gender groups in career and technical education programs and programs of study that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators in career and technical education programs and programs of study that leads to employment in nontraditional fields during the reporting year.</p>	17.42%	15.44% 645/4,178	-1.98%	No 15.68%

Implementation of State Program Improvement Plans:

The North Dakota Department of Career and Technical Education exceeded the achievement levels for two measures; 1P1: Post-Secondary Placement and 2P1: Earned Recognized Postsecondary Credential. 3P1: Non-Traditional Program Concentration did not meet the 90% Agreed-Upon Level of Performance.

Results:

1P1: Post-Secondary Placement – no schools/consortiums failed to meet the 90% adjusted performance level this year.

2P1: Earned Recognized Postsecondary Credential – no schools/consortiums failed to meet the 90% adjusted performance level this year.

3P1: Non-Traditional Program Concentration – no schools/consortiums failed to meet the 90% adjusted performance level this year.