



Consolidated Annual Report 2023

July 1, 2022 – June 30, 2023

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

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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 the program year 2022 (July 1, 2022 – June 30, 2023) and outlines the accomplishments and benefits to individuals in North Dakota because 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 because 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 2022-23**  
**Narrative**

**I. Program Administration [Section 122 (c)]**

**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 levels.

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 consist of high-quality instructional programs that are designed to give individuals the skills to continue in further education and/or the job market.

Career and technical education consists of high-quality instructional programs that are designed to prepare students for a wide range of careers and further education. These programs focus on providing students with the knowledge and skills necessary for success in specific industries or professions. Career and Technical Education (CTE) aims to bridge the gap between academic learning and practical, real-world application.

Key features of high-quality CTE programs include:

**Relevance:** CTE programs are designed to align with the current and future needs of the workforce. They focus on industries that are in demand and offer opportunities for career growth.

**Hands-on Learning:** CTE emphasizes experiential learning through hands-on activities, simulations, and real-world projects. This approach helps students apply theoretical knowledge in practical settings, enhancing their understanding and skills.

**Industry-Standard Equipment and Technology:** High-quality CTE programs use up-to-date equipment and technology relevant to the industry. This exposure ensures that students are familiar with the tools and practices they will encounter in the workplace.

**Partnerships with Industry:** Collaboration with businesses, industries, and community organizations is essential for CTE programs. These partnerships provide students with insights into industry expectations, access to mentorship, and opportunities for internships or apprenticeships.

**Certifications and Credentials:** CTE programs often incorporate industry-recognized certifications and credentials. These qualifications validate a student's skills and enhance their employability.

**Integration with Academic Subjects:** CTE programs should be designed to complement traditional academic subjects, showing students the practical applications of concepts learned in core classes like math, science, and language arts.

**Career Explorations:** CTE helps students explore different career pathways by exposing them to various industries. This exploration is crucial for making informed decisions about future education and career choices.

**Inclusive and Diverse:** High-quality CTE programs are inclusive and provide opportunities for students of all backgrounds and abilities. They promote diversity and prepare students to thrive in diverse workplaces.

**Continuous Improvement:** CTE programs should undergo regular assessments and evaluations to ensure they stay current with industry trends and educational standards. Continuous improvement helps maintain the quality and relevance of the programs.

**Post-Secondary Transitions:** Successful CTE programs facilitate seamless transitions for students from high school to post-secondary education or directly into the workforce. This may involve articulation agreements with colleges, universities, or industry training programs.

In summary, high-quality Career and Technical Education programs are dynamic, relevant, and responsive to the needs of both students and the workforce. They provide a comprehensive educational experience that equips students with the skills and knowledge required for success in their chosen careers.

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.

### **Implications for Program Year 2022-23**

Implications for the Program Year 2022-23 reflect continued priority issues concerning data, including Perkins V data-related training:

- Focus on identifying and aligning standards in all CTE program areas, with an emphasis on aligning academic standards in CTE instructional programs.
- Continued improvement of the data system that is in place, with an additional focus on increasing communication and training for complete, accurate, valid, and reliable data collection at the secondary and postsecondary levels.
- 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 the 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 state's web-based K-12 student information system. (PowerSchool).
- Incorporation of work-based coordinators strategically placed across the state to manage quality work experience for all students in all CTE program areas.

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 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 experience 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. Incorporation of work-based coordinators strategically placed across the state to manage quality work experience for all students in all CTE program areas. A WBL Coordinator will be the point of contact for students, employers, and educators. WBL Coordinators will be endorsed to teach Career Management which is the course that is used as an indicator under the Workforce Ready section of the ND State Scholarship. The WBL endorsement enables WBL Coordinators to be the teacher of record for all work-based learning experiences.

## Program Performance

### Secondary/Postsecondary

The North Dakota Department of Career and Technical Education administers 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 the 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  
Education Equity  
Family & Consumer Sciences  
Information Technology  
Marketing Education  
Nontraditional Training  
Special Populations  
Technology & Engineering Education  
Trade, Industry & Health Sciences  
(See also <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>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>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>25,388</b>	<b>8,392</b>
<b>GENDER</b>		
Female	<b>11,901</b>	<b>4,022</b>
Male	<b>13,487</b>	<b>4,368</b>
<b>RACE/ETHNICITY</b>		
American Indian or Alaska Native	<b>1,994</b>	<b>1,159</b>
Asian	<b>323</b>	<b>78</b>
Black or African American	<b>1,061</b>	<b>271</b>
Hispanic/Latino	<b>1,358</b>	<b>421</b>
Native Hawaiian/Pacific Islander	<b>51</b>	<b>4</b>
White	<b>19,762</b>	<b>5,793</b>
Two or More Races	<b>839</b>	<b>359</b>
Unknown/Other	<b>0</b>	<b>307</b>
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>		
Individuals with Disabilities (ADA)	<b>3,847</b>	<b>9</b>
Disability Status (ESEA/IDEA)	<b>0</b>	<b>0</b>
Economically Disadvantaged	<b>7,829</b>	<b>2,113</b>
Single Parents	<b>0</b>	<b>720</b>
Out of Workforce Individuals	<b>0</b>	<b>194</b>
Limited English	<b>0</b>	<b>198</b>
Migrant	<b>59</b>	<b>0</b>
Individuals Preparing for Non-Traditional fields	<b>5,846</b>	<b>1,591</b>
Youth in Foster Care	<b>79</b>	<b>29</b>
Homeless Individuals	<b>278</b>	<b>158</b>
Youth with Parent in Active Military	<b>1,440</b>	<b>0-not collected-no source available</b>

**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              |

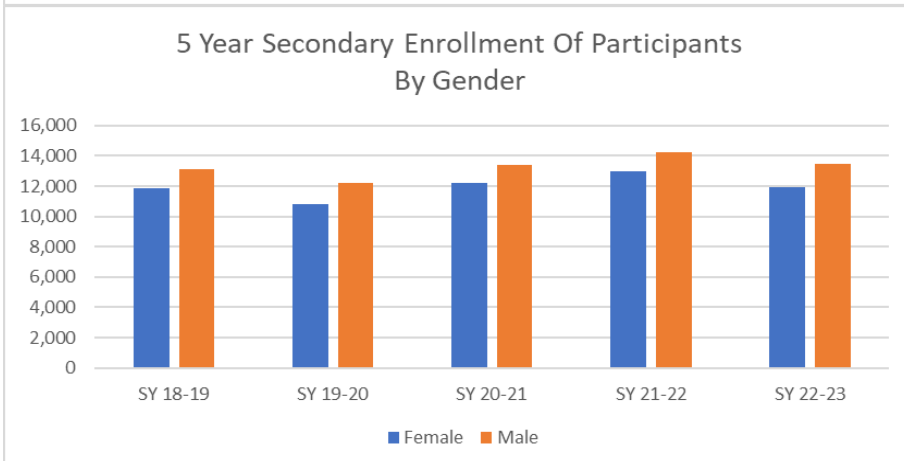
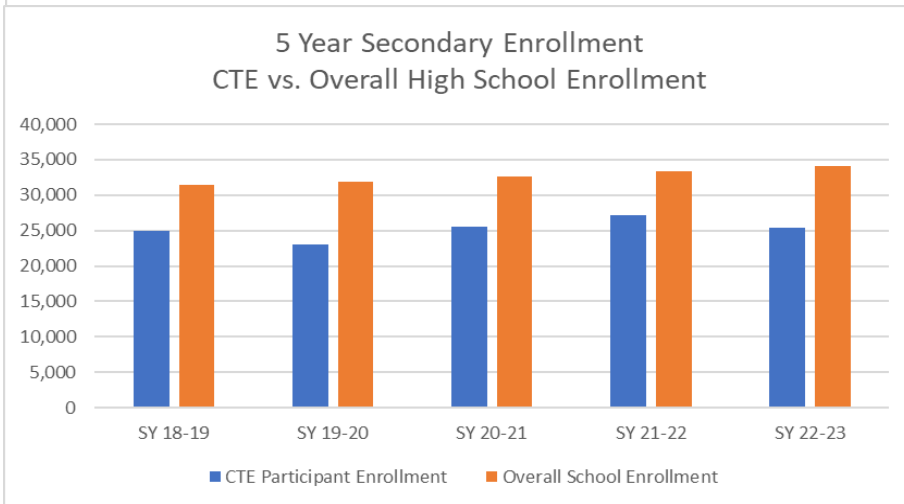
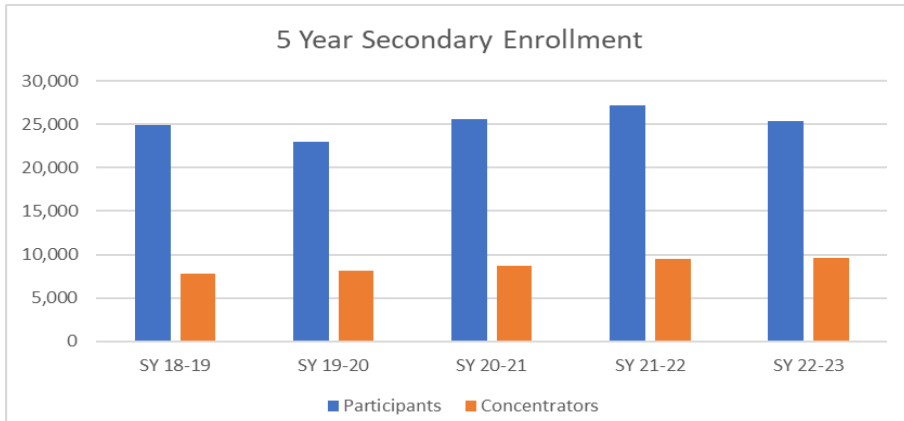
**Enrollment of CTE Participants by Career Clusters:**

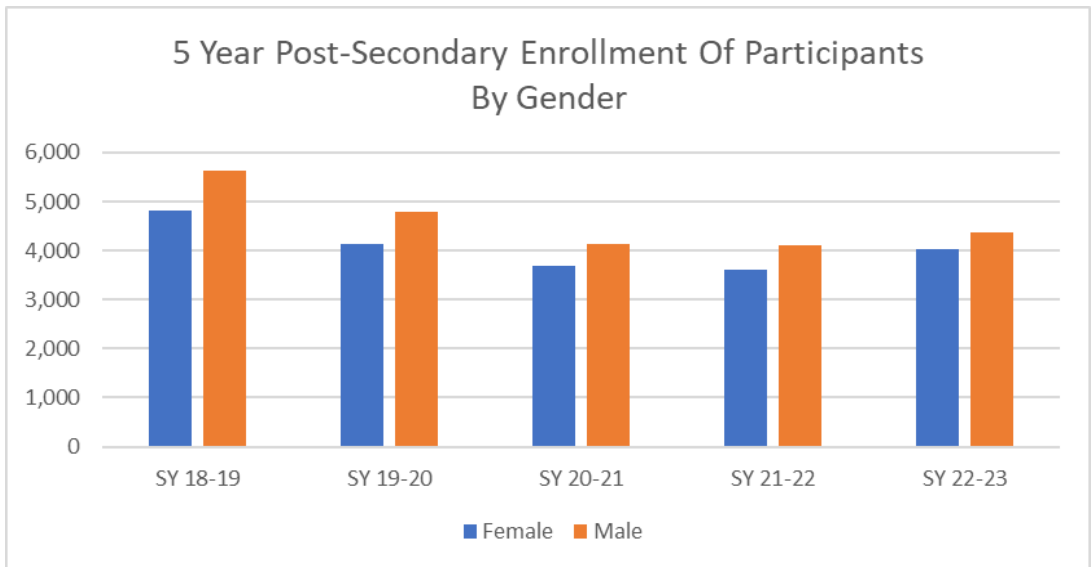
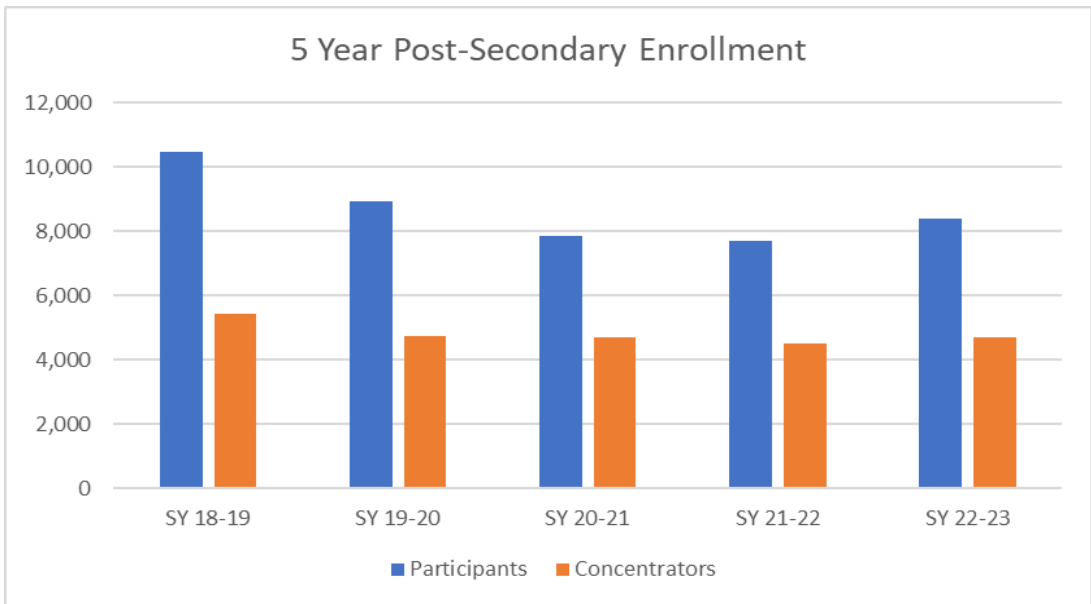
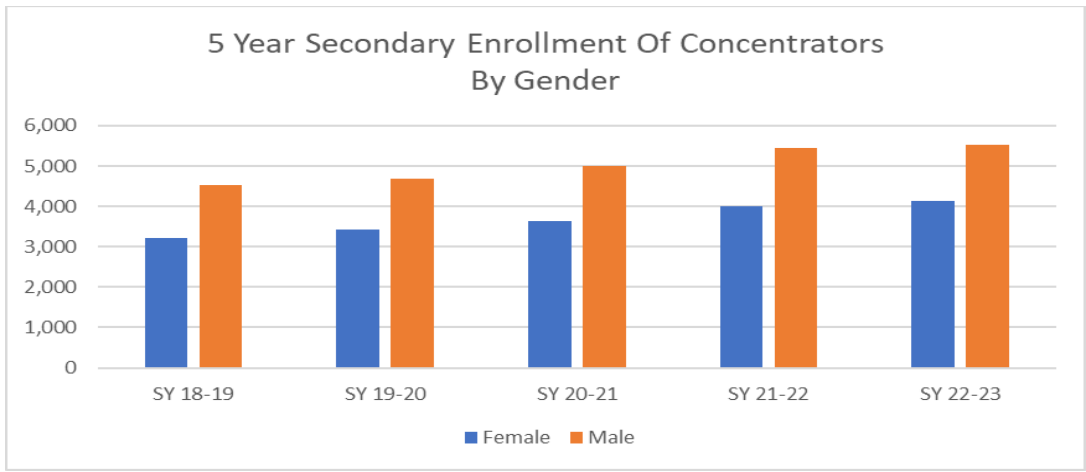
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
<b>SECONDARY</b>																	
Female	611	91	173	1535	33	396	0	1566	135	5332	244	0	192	817	615	161	11,901
Male	1267	630	160	1812	11	488	0	414	126	2940	774	0	720	1258	1441	1446	13,487
<b>TOTAL</b>	<b>1,878</b>	<b>721</b>	<b>333</b>	<b>3,347</b>	<b>44</b>	<b>884</b>	<b>0</b>	<b>1,980</b>	<b>261</b>	<b>8,272</b>	<b>1018</b>	<b>0</b>	<b>912</b>	<b>2,075</b>	<b>2,056</b>	<b>1,607</b>	<b>25,388</b>
<b>POPULATION/ CLUSTER</b>																	
<b>POSTSECONDARY</b>																	
Female	155	20	51	1,361	248	0	0	1,373	16	206	223	136	117	44	57	15	4,022
Male	612	336	26	1,037	98	0	0	192	26	30	579	98	885	52	58	339	4,368
<b>TOTAL</b>	<b>767</b>	<b>356</b>	<b>77</b>	<b>2,398</b>	<b>346</b>	<b>0</b>	<b>0</b>	<b>1,565</b>	<b>42</b>	<b>236</b>	<b>802</b>	<b>234</b>	<b>1,002</b>	<b>96</b>	<b>115</b>	<b>354</b>	<b>8,390</b>
<b>Grand Total</b>	<b>2,645</b>	<b>1,077</b>	<b>410</b>	<b>5,745</b>	<b>390</b>	<b>884</b>	<b>0</b>	<b>3,545</b>	<b>303</b>	<b>8,508</b>	<b>1,820</b>	<b>234</b>	<b>1,914</b>	<b>2,171</b>	<b>2,171</b>	<b>1,961</b>	<b>33,778</b>



**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	341	39	52	427	9	208	0	632	98	1643	64	0	104	228	225	69	4,139
Male	755	292	55	507	4	285	0	187	71	910	230	0	355	428	522	917	5,518
<b>TOTAL</b>	<b>1,096</b>	<b>331</b>	<b>107</b>	<b>934</b>	<b>13</b>	<b>493</b>	<b>0</b>	<b>819</b>	<b>169</b>	<b>2,553</b>	<b>294</b>	<b>0</b>	<b>459</b>	<b>656</b>	<b>747</b>	<b>986</b>	<b>9,657</b>
<b>POPULATION/ CLUSTER</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>TOTAL</b>
<b>POSTSECONDARY</b>																	
Female	95	15	42	384	47	0	0	975	13	140	74	69	103	8	10	12	1,987
Male	387	291	24	250	29	0	0	127	23	16	391	58	765	11	23	314	2,709
<b>TOTAL</b>	<b>482</b>	<b>306</b>	<b>66</b>	<b>634</b>	<b>76</b>	<b>0</b>	<b>0</b>	<b>1,102</b>	<b>36</b>	<b>156</b>	<b>465</b>	<b>127</b>	<b>868</b>	<b>19</b>	<b>33</b>	<b>326</b>	<b>4,696</b>
<b>GRAND TOTAL</b>	<b>1,578</b>	<b>637</b>	<b>173</b>	<b>1,568</b>	<b>89</b>	<b>0</b>	<b>0</b>	<b>1,921</b>	<b>205</b>	<b>2,709</b>	<b>759</b>	<b>127</b>	<b>1,327</b>	<b>675</b>	<b>780</b>	<b>1,312</b>	<b>14,353</b>





## 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	90% of Target Level & Met 90% of Target Level-Y/N
1S1: Student Graduation Rate	<p><b>Numerator:</b> 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><b>Denominator:</b> 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>	93.24%	97.88% 3,785/3,867	+4.64%	Yes 83.92%
2S1: Academic Proficiency in Reading/Language	<p><b>Numerator:</b> 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><b>Denominator:</b> 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>	51.74%	44.13% 1,679/3,805	-7.61%	No 46.57%
2S2: Academic Proficiency in Mathematics	<p><b>Numerator:</b> 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</p>	34.17%	30.15% 1,148/3,808	-4.02%	No 30.75%

	adequate yearly progress (AYP), and who left secondary education during the reporting year.  <b>Denominator:</b> 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.				
2S3: Academic Proficiency in Science	<b>Numerator:</b> 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.  <b>Denominator:</b> 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.	53.48%	51.25% 1,887/3,682	-2.23%	Yes 48.13%
3S1: Post-Program Placement	<b>Numerator:</b> 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, 2020, would be assessed between October 1-December 31, 2020).  <b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.	66.39%	90.09% 3,345/3,713	+23.70%	Yes 59.75%
4S1: Non-Traditional Program Concentration	<b>Numerator:</b> 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.  <b>Denominator:</b> Number of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields during the reporting year.	15.53%	34.20% 1,304/3,813	+18.67%	Yes 13.98%
5S3: Program Quality-Participated in Work-Based Learning	<b>Numerator:</b> Number of CTE concentrators who graduated from high school having participated in work-based learning (in grade levels 9-12) during the reporting year.  <b>Denominator:</b> Number of CTE concentrators who graduated from high school during the reporting year.	8.72%	44.74% 1,715/3,833	+36.02%	Yes 7.85%

### **Implementation of State Program Improvement Plans:**

The North Dakota Department of Career and Technical Education exceeded the targeted achievement levels for the following measures;

1S1 – Student Graduation Rate, 2S3 – Academic Proficiency in Science, 3S1 – Post-Program Placement, 4S1 - Nontraditional Participation, and 5S3: Program Quality- Participated in Work Based Learning

2S1 Academic Proficiency in Reading/Language and 2S2 – Academic Proficiency in Mathematics did not meet the 90% Agreed-Upon Level of Performance.

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 the alignment and integration of academic standards.

### **Implementation of Local Program Improvement Plans:**

There are 35 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (24) or single school districts (11) that receive Perkins funding. For each eligible recipient, targets were set for the seven performance measures.

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.

### **Results:**

1S1- Graduation rate - No schools/consortiums have failed to meet the 90% adjusted performance level this year.

2S1 – Academic Achievement – Reading/Language Arts – six schools and 14 consortiums failed to meet the 90% adjusted performance level this year.

2S2 – Academic Attainment – Mathematics – six schools and 13 consortiums failed to meet the 90% adjusted performance level this year.

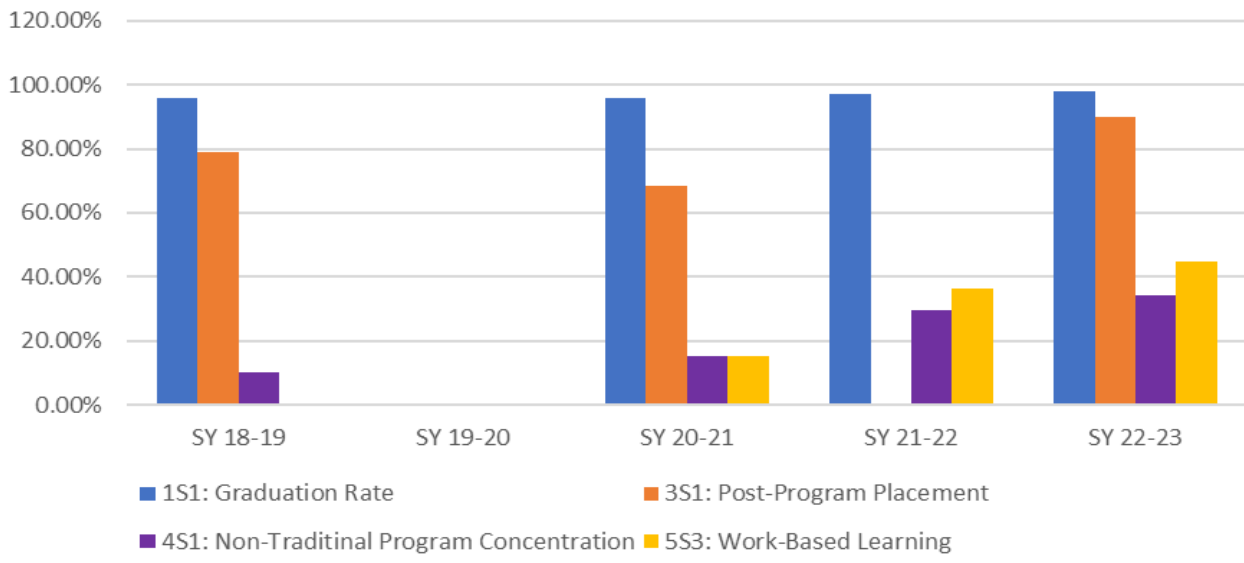
2S3 – Academic Attainment – Science – three schools and nine consortiums failed to meet the 90% adjusted performance level this year.

3S1 – Post- Program Placement- no schools and one consortium failed to meet the 90% target.

4S1 – Non-Traditional Program Concentration- one school and no consortiums failed to meet the 90% target.

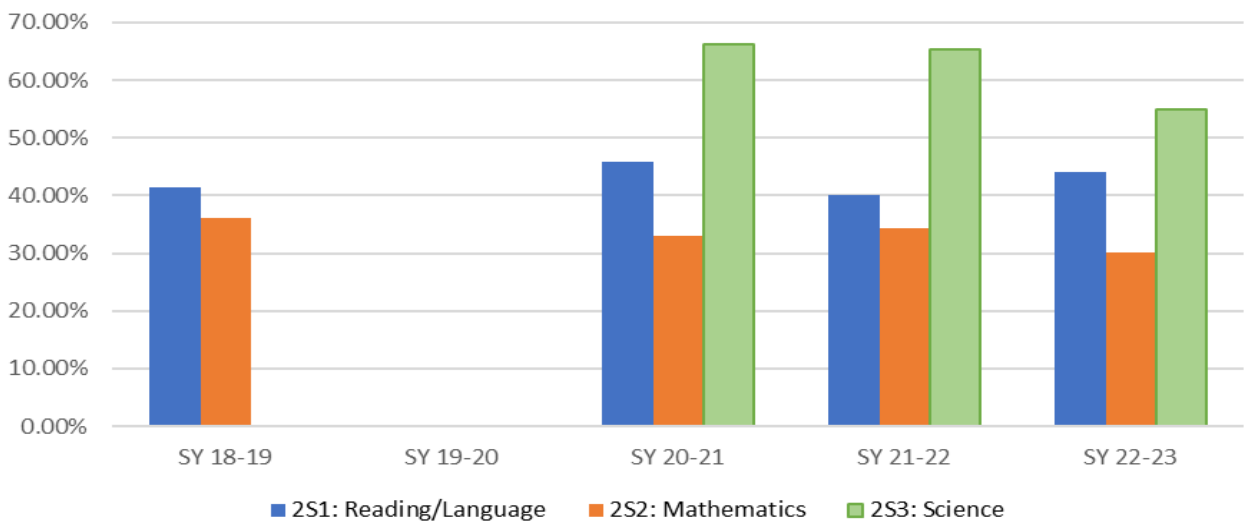
5S3 – Worked -Based Learning two schools and four consortiums failed to meet the 90% target.

## Secondary Measure Indicators-Non Academic Attainment Performance Measures



Note: SY 2019-20 No Performance Data required by Dept of Education-OCTAE due to Perkins V Transitional period. Science Indicator Measure was first introduced for Perkins V in SY 20-21.

## Secondary Measure Indicators-Academic Attainment Performance Measures



**Postsecondary Performance Levels:**

Indicator	Definition	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	90% of Target Level & Met 90% of Target Level-Y/N
1P1: Post-Secondary Placement	<p><b>Numerator:</b> 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><b>Denominator:</b> Number of CTE concentrators who completed their program in the reporting year.</p>	78.66%	76.34% 1,342/1,758	-2.32%	Yes 70.79%
2P1: Earned Recognized Postsecondary Credential	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	38.35%	61.11% 1,760/2,880	+22.76%	Yes 34.52%
3P1: Non-Traditional Program Concentration	<p><b>Numerator:</b> 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><b>Denominator:</b> 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>	17.77%	16.73% 728/4,352	-1.04%	Yes 15.99%

**Implementation of State Program Improvement Plans:** The North Dakota Department of Career and Technical Education exceeded the achievement levels for the three measures; 1P1: Post-Secondary Placement, 2P1: Earned Recognized Postsecondary Credential, and 3P1: Non-Traditional Program Concentration.

**Implementation of Local Program Improvement Plans:**

There are ten postsecondary Perkins Eligible Recipients, three in the form of a Perkins Consortium and seven single post-secondary institutions that receive Perkins Act Funding. For each eligible recipient, targets were set for the three performance measures.

Eligible recipients are notified of their performance results, with those falling below the standard marked for improvement.

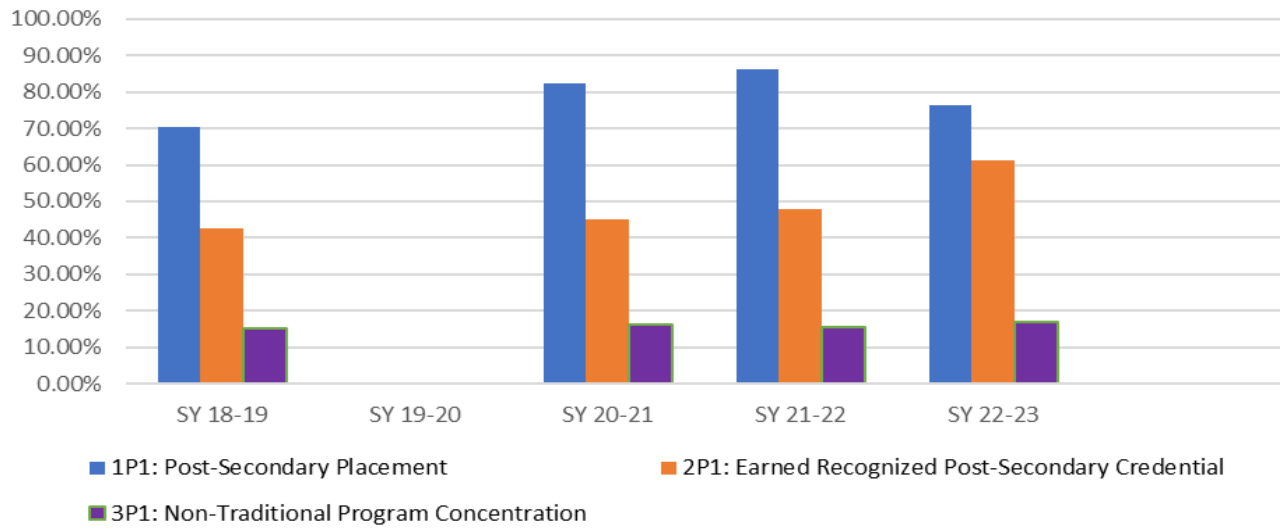
**Results:**

For 1P1: Post-Secondary Placement, all met or exceeded their individual performance goal.

For 2P1: Earned Recognized Post-Secondary Credential, all met or exceeded their individual performance goal.

For 3P1: Nontraditional Program Concentration, all met or exceeded their individual performance goal.

### Post-Secondary Measure Indicators- Performance Measures



Note: SY 2019-20 No Performance Data required by Dept of Education-OCTAE due to Perkins V Transitional period