Consolidated Annual Report 2025

July 1, 2024 – June 30, 2025

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Wayde Sick

STATE DIRECTOR AND EXECUTIVE OFFICER

Hughes Educational Center, 806 N Washington St, Bismarck, ND, 58501

NORTH DAKOTA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

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 2024 (July 1, 2024 – June 30, 2025) 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 21st 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 2024-25
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 2024-25

Implications for the Program Year 2024-25 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 th221e 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 Perkin's 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:

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.*

PARTICIPANT ENROLLMENT TOTALS

a). Total Enrollment

POPULATION	NUMBER OF SECONARY STUDENTS	NUMBER OF POSTSECONDARY STUDENTS
GRAND TOTAL	**26,672**	**9,090**
GENDER		
Female	**12,557**	**4,488**
Male	**14,115**	**4,600**
Unknown	**0**	**2**
RACE/ETHNICITY		
American Indian or Alaskan Native	**1,777**	**1,122**
Asian	**391**	**130**
Black or African American	**1,428**	**399**
Hispanic or Latino	**1,740**	**382**
Native Hawaiian or Other Pacific Islander	**79**	**7**
White	**20,177**	**6,348**
Two or More Races	**1,080**	**481**
Unknown/Other	**0**	**221**
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals with Disabilities (ADA)	**0**	**12**
Disability Status (ESEA/IDEA)	**4,400**	**0**
Economically Disadvantaged	**9,138**	**959**
Single Parents	**0**	**299**
Out of Workforce Individuals	**1**	**0**
Limited English	**1,043**	**0**
Migrant	**51**	**0**
Individuals Preparing for Non-Traditional Fields	**6,076**	**3,240**
Youth in Foster Care	**83**	**9**
Homeless Individuals	**363**	**147**
Youth with Parent in Active Military	**283**	**0-Not Collected-No source Available**

Enrollment for Career and Technical Education is Identified By "Career Cluster", (listed above):

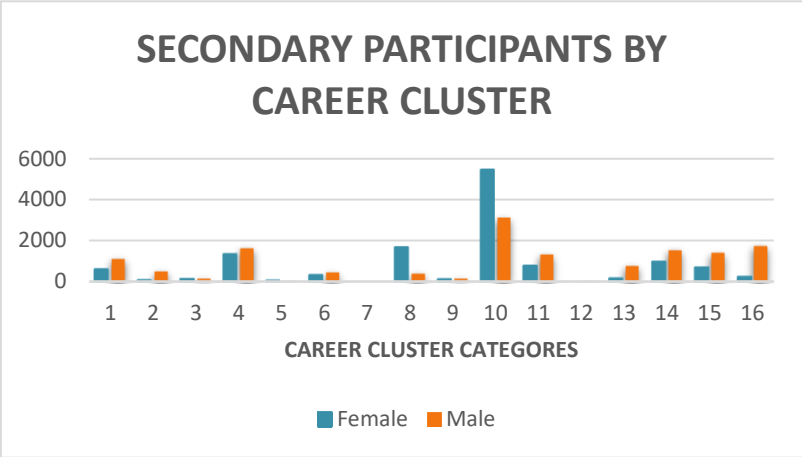
1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information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

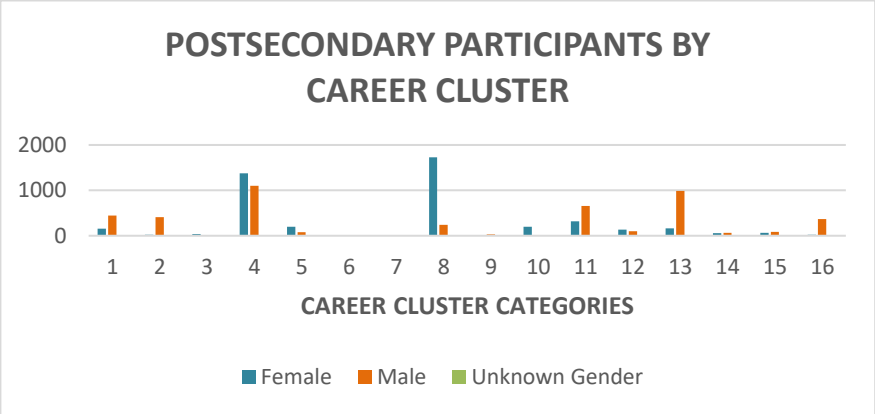
Enrollment of CTE Participants by Career Clusters:

CAREER CLUSTER POPULATION/	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	604	59	126	1,337	57	322	0	1,672	111	5,440	776	0	156	967	686	244	12,557
Male	1,097	484	148	1,608	12	444	0	372	141	3,103	1,316	1	754	1,514	1,394	1,727	14,115
TOTAL	**1,701**	**543**	**274**	**2,945**	**69**	**766**	**0**	**2,044**	**252**	**8,543**	**2,092**	**1**	**910**	**2,481**	**2,080**	**1,971**	**26,672**

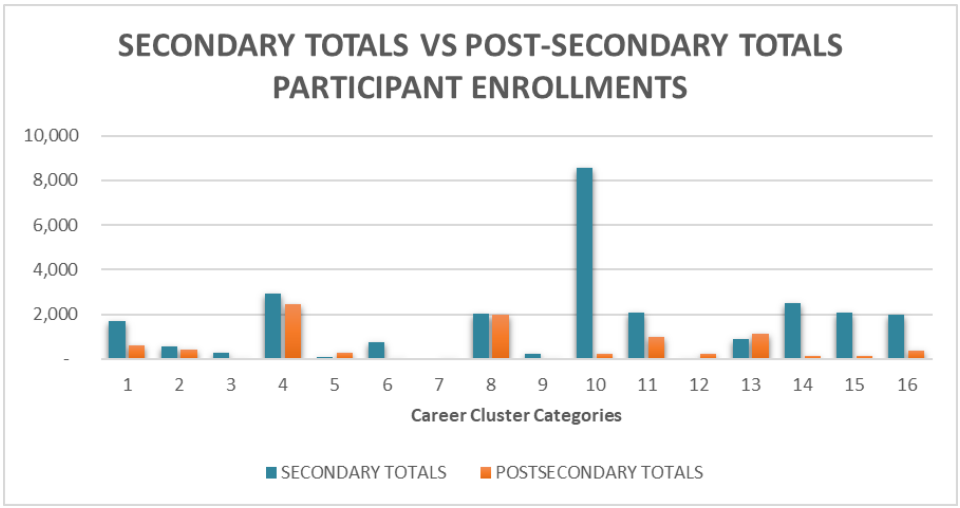
CAREER CLUSTER POPULATION/	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
POSTSECONDARY																	
Female	154	22	39	1,375	195	0	0	1,730	12	199	317	138	160	59	63	25	4,488
Male	446	410	15	1,100	79	0	0	238	27	17	659	103	989	66	84	367	4,600
Unknown Gender	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
TOTAL	**600**	**433**	**54**	**2,475**	**274**	**0**	**0**	**1,968**	**39**	**216**	**976**	**241**	**1,150**	**125**	**147**	**392**	**9,090**

Enrollment of CTE Participants by Career Clusters-Cont:





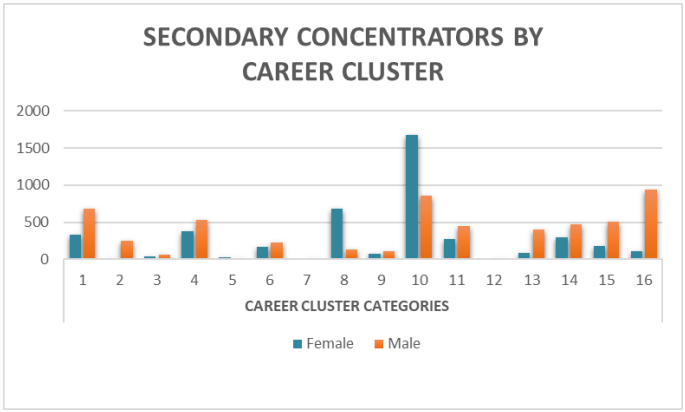
CAREER CLUSTER/ POPULATION-PARTICIPANTS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY TOTALS	1,701	543	274	2,945	69	766	0	2,044	252	8,543	2,092	1	910	2,481	2,080	1,971	26,672
POSTSECONDARY TOTALS	600	433	54	2,475	274	0	0	1,968	39	216	976	241	1,150	125	147	392	9,090
OVERALL GRAND TOTALS	2,301	976	328	5,420	343	766	0	4,012	291	8,759	3,068	242	2,060	2,606	2,227	2,363	35,762

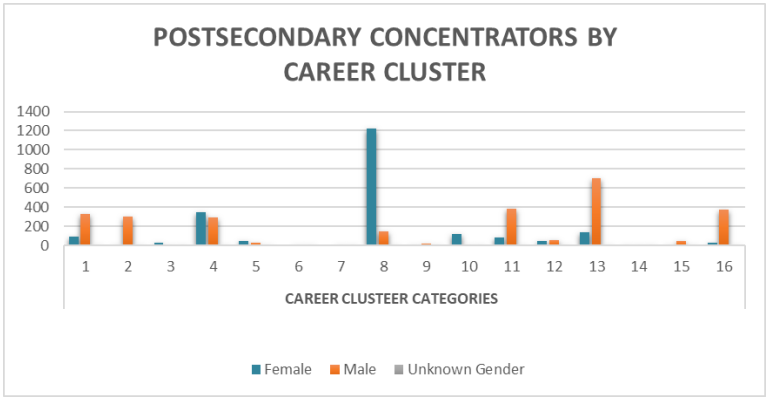


Enrollment of CTE Concentrators by Career Clusters:

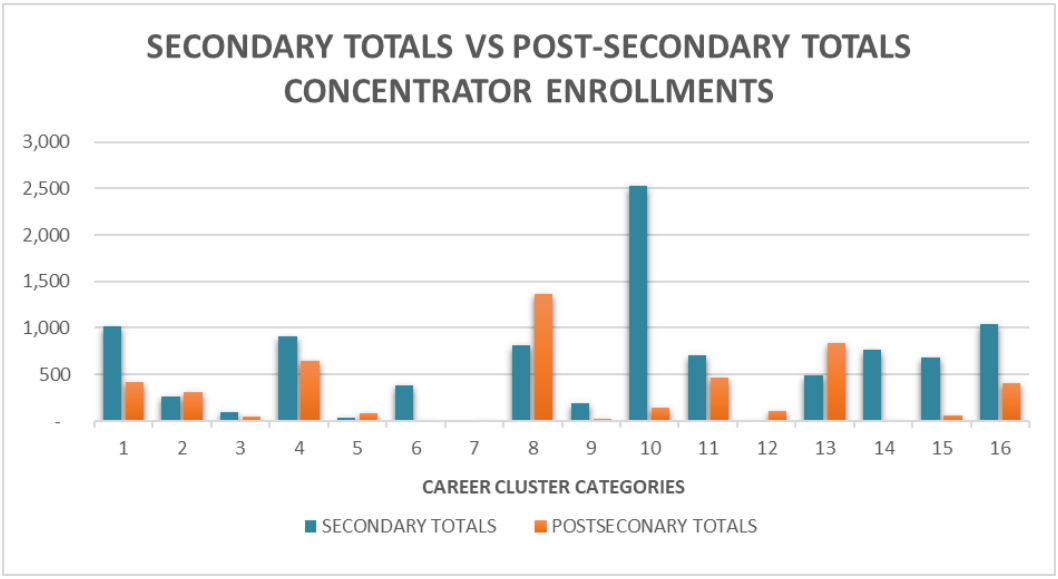
CAREER CLUSTER POPULATION/	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	331	17	34	376	29	165	0	680	78	1,673	270	0	85	294	174	105	4,311
Male	686	247	57	530	5	221	0	136	112	857	442	1	400	469	510	938	5,611
TOTAL	**1,017**	**264**	**91**	**906**	**34**	**386**	**0**	**816**	**190**	**2,530**	**712**	**1**	**485**	**763**	**684**	**1,043**	**9,922**

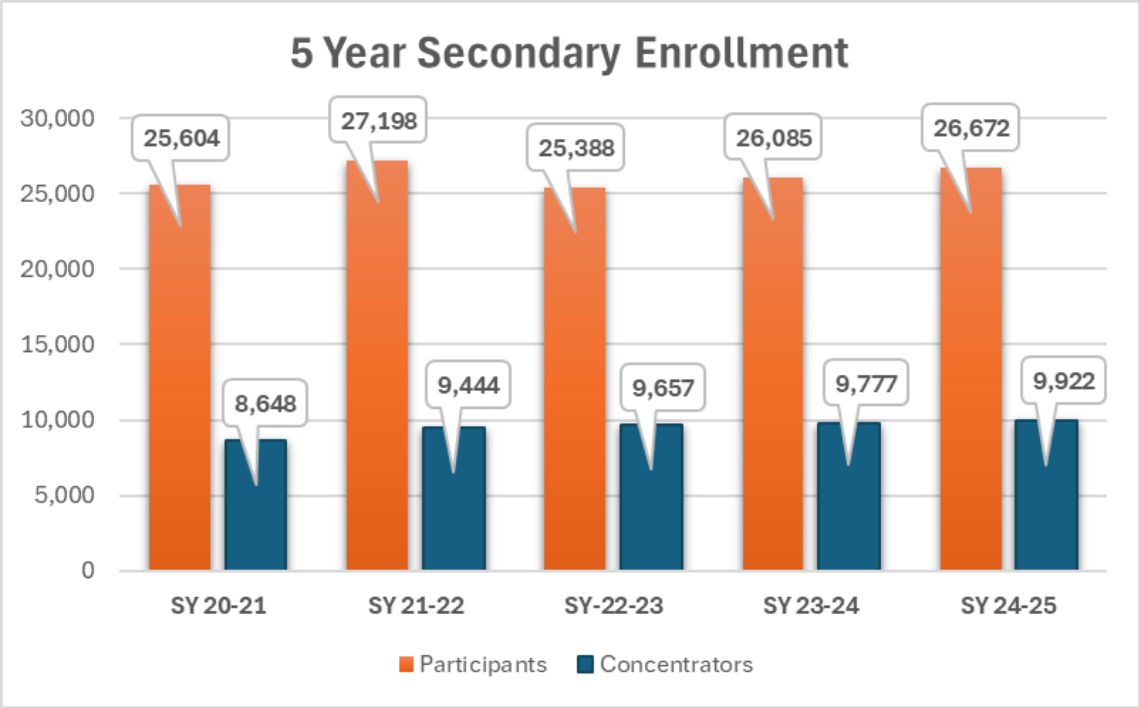
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
POSTSECONDARY																	
Female	90	14	34	353	51	0	0	1,219	6	124	85	49	136	6	16	26	2,209
Male	326	299	10	296	28	0	0	151	17	15	386	55	705	8	44	377	2,717
Unknown Gender	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL	**416**	**314**	**44**	**650**	**79**	**0**	**0**	**1,370**	**23**	**139**	**471**	**104**	**841**	**14**	**60**	**403**	**4,928**

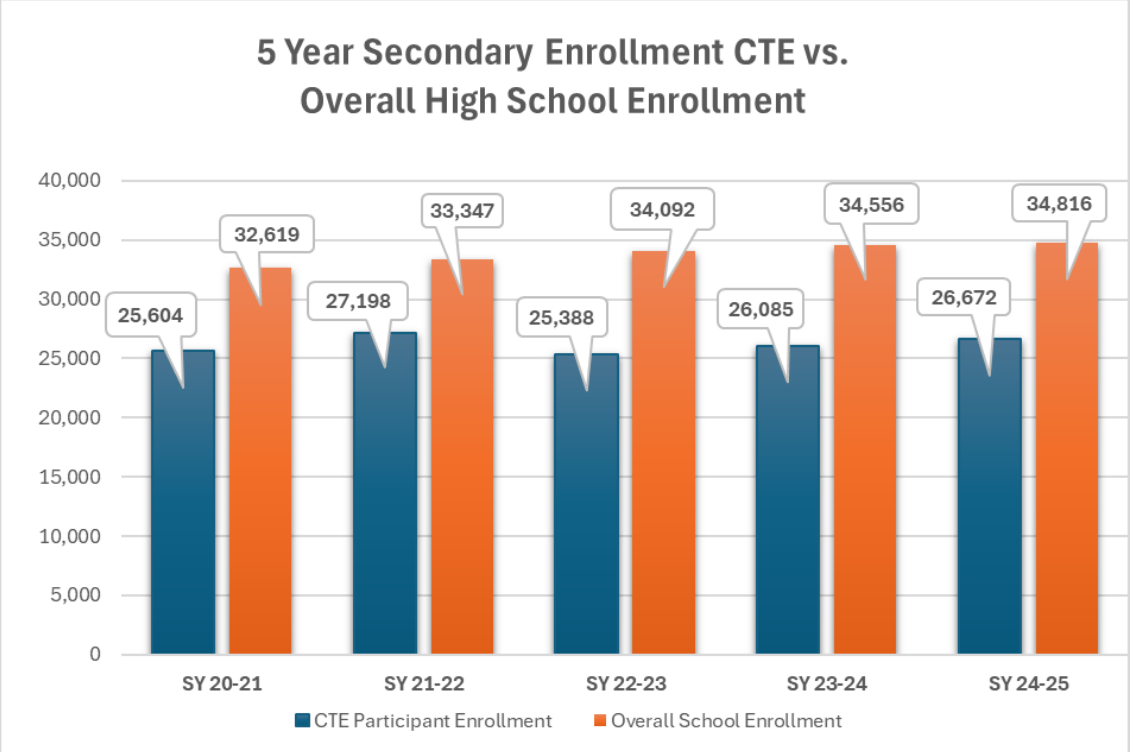


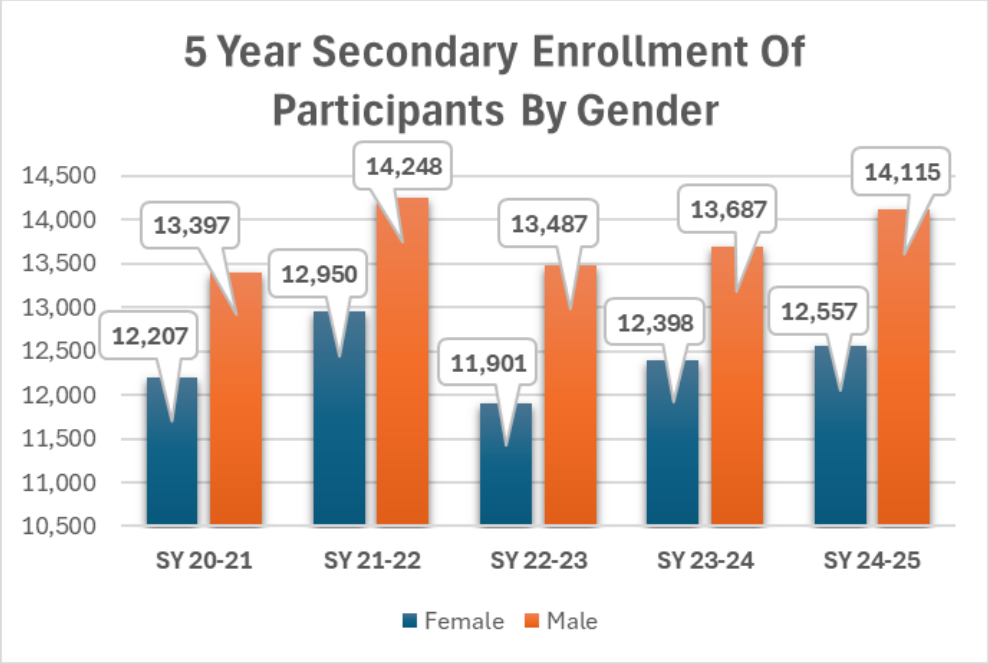


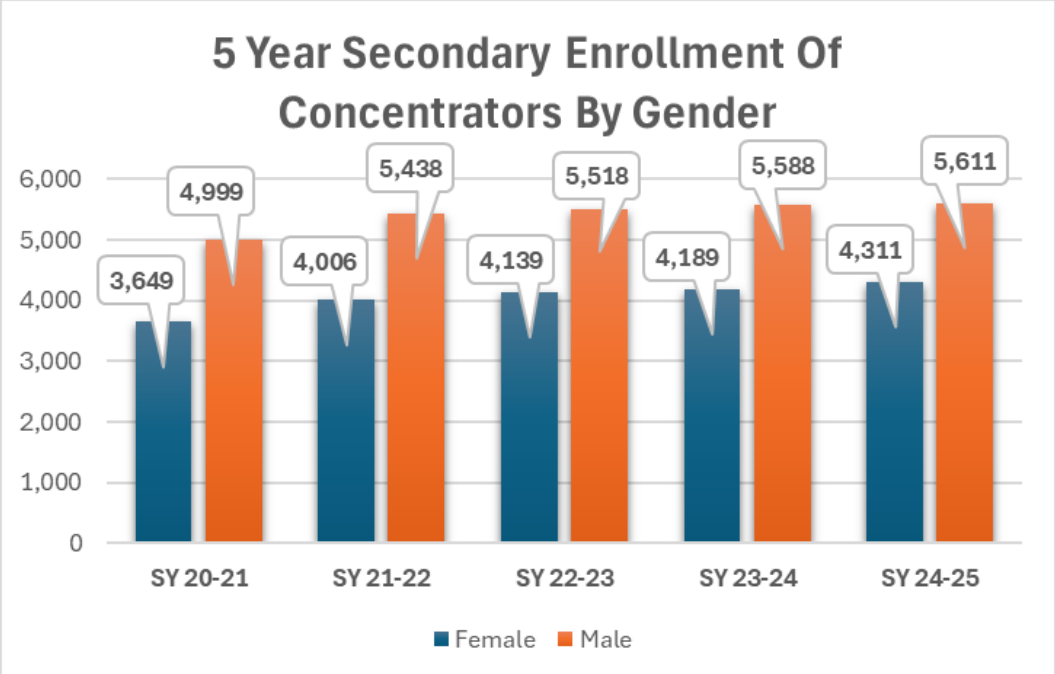
CAREER CLUSTER/ POPULATION-CONCENTRATORS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY TOTALS	**1,017**	**264**	**91**	**906**	**34**	**386**	**0**	**816**	**190**	**2,530**	**712**	**1**	**485**	**763**	**684**	**1,043**	**9,922**
POSTSECONARY TOTALS	**416**	**314**	**44**	**650**	**79**	**0**	**0**	**1,370**	**23**	**139**	**471**	**104**	**841**	**14**	**60**	**403**	**4,928**
OVERALL GRAND TOTALS	**1,433**	**578**	**135**	**1,556**	**113**	**386**	**0**	**2,186**	**213**	**2,669**	**1,183**	**105**	**1,326**	**777**	**744**	**1,446**	**14,850**

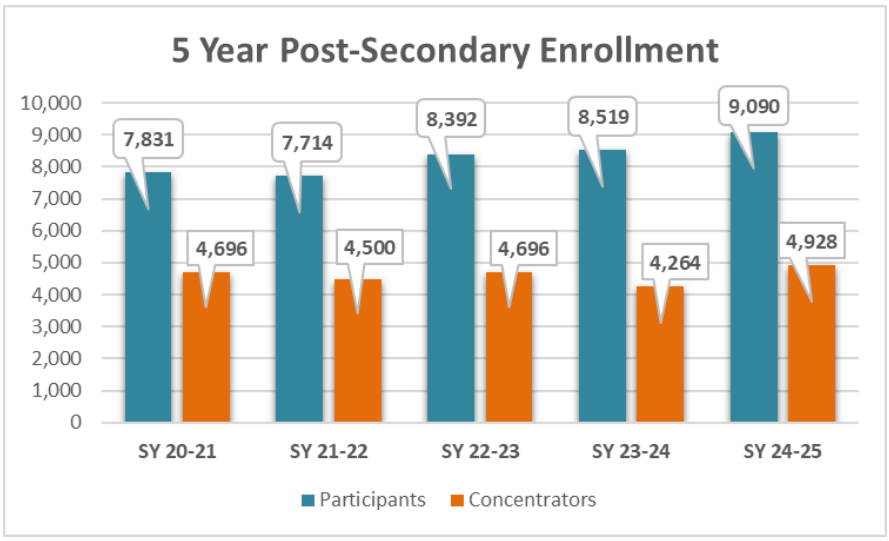


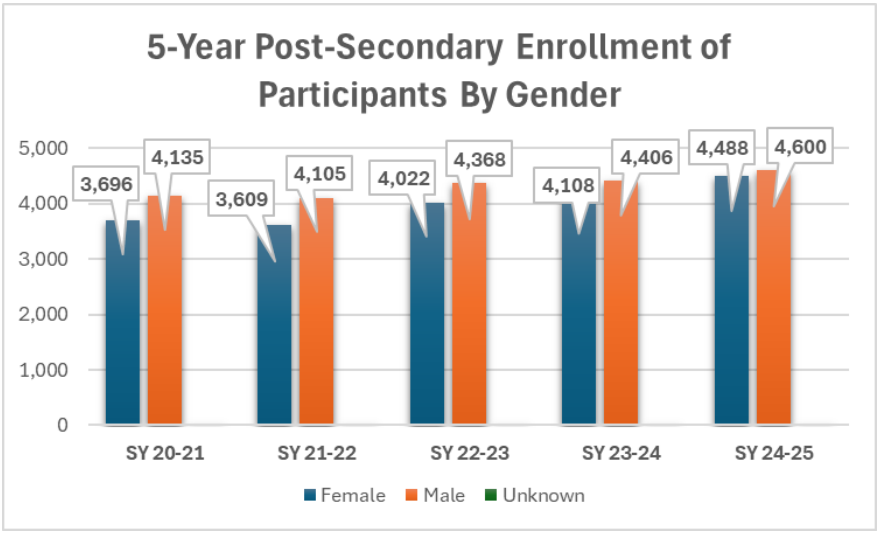

5 Year Secondary Enrollment
30,000
25,000
20,000
15,000
10,000
5,000
0
25,604
8,648
27,198
9,444
25,388
9,657
26,085
9,777
26,672
9,922
SY 20-21
SY 21-22
SY-22-23
SY 23-24
SY 24-25
Participants
Concentrators


5 Year Secondary Enrollment CTE vs.
Overall High School Enrollment
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
25,604
32,619
27,198
33,347
25,388
34,092
26,085
34,556
26,672
34,816
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
CTE Participant Enrollment
Overall School Enrollment

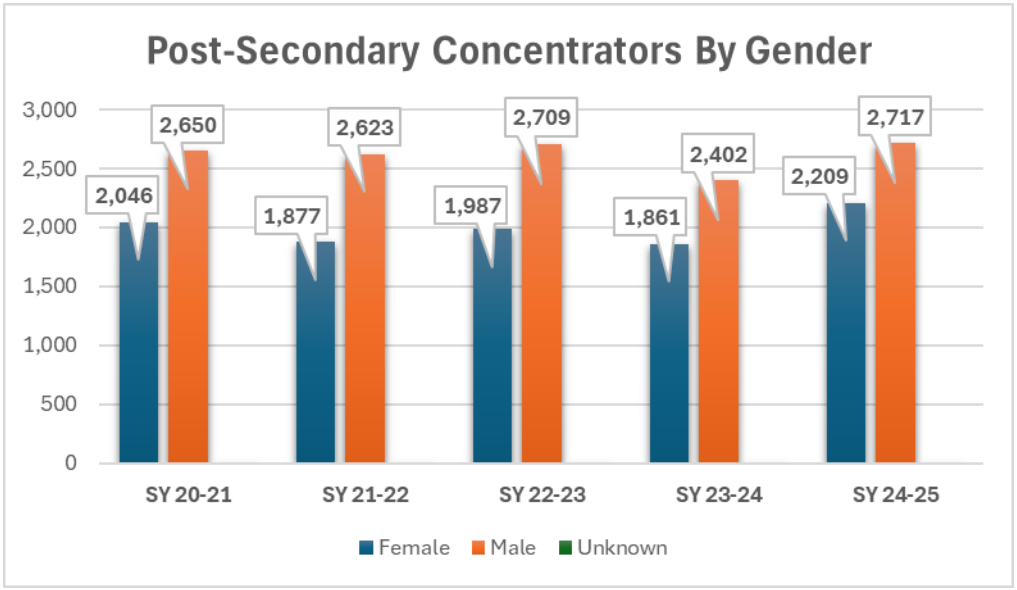

5 Year Secondary Enrollment Of Participants By Gender
14,500
14,000
13,500
13,000
12,500
12,000
11,500
11,000
10,500
12,207
13,397
12,950
14,248
11,901
13,487
12,398
13,687
12,557
14,115
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
Female
Male


5 Year Secondary Enrollment Of Concentrators By Gender
6,000
5,000
4,000
3,000
2,000
1,000
0
3,649
4,999
4,006
5,438
4,139
5,518
4,189
5,588
4,311
5,611
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
Female
Male





(Note: Unknown Gender category shows count of 10 or less).



(Note: Unknown Gender category shows count of 10 or less).

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	**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. **Denominator:** Number of CTE concentrators in the current reporting year who were included 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.	97.44%	97.94% 3,859/3,940	+0.50%	87.70% Yes
2S1: Academic Proficiency in Reading/Language	**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. **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.	43.45%	43.03% 1,673/3,888	-0.42%	39.11% Yes
2S2: Academic Proficiency in Mathematics	**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	32.28%	29.45% 1,145/3,888	-2.83%	29.05% Yes

	left secondary education during the reporting year. **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.				
2S3: Academic Proficiency in Science	**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. **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.	58.25%	62.99% 2,430/3,858	+4.74%	52.43% Yes
3S1: Post-Program Placement	**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, 2020, would be assessed between October 1-December 31, 2020). **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	89.63%	88.34% 3,530/3,996	-1.29%	80.67% Yes
4S1: Non-Traditional Program Concentration	**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. **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.	31.80%	34.47% 1,303/3,780	+2.67%	28.62% Yes
5S3: Program Quality-Participated in Work-Based Learning	**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. **Denominator:** Number of CTE concentrators who graduated from high school during the reporting year.	40.63%	62.90% 2,468/3,924	+22.27%	36.57% Yes

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.

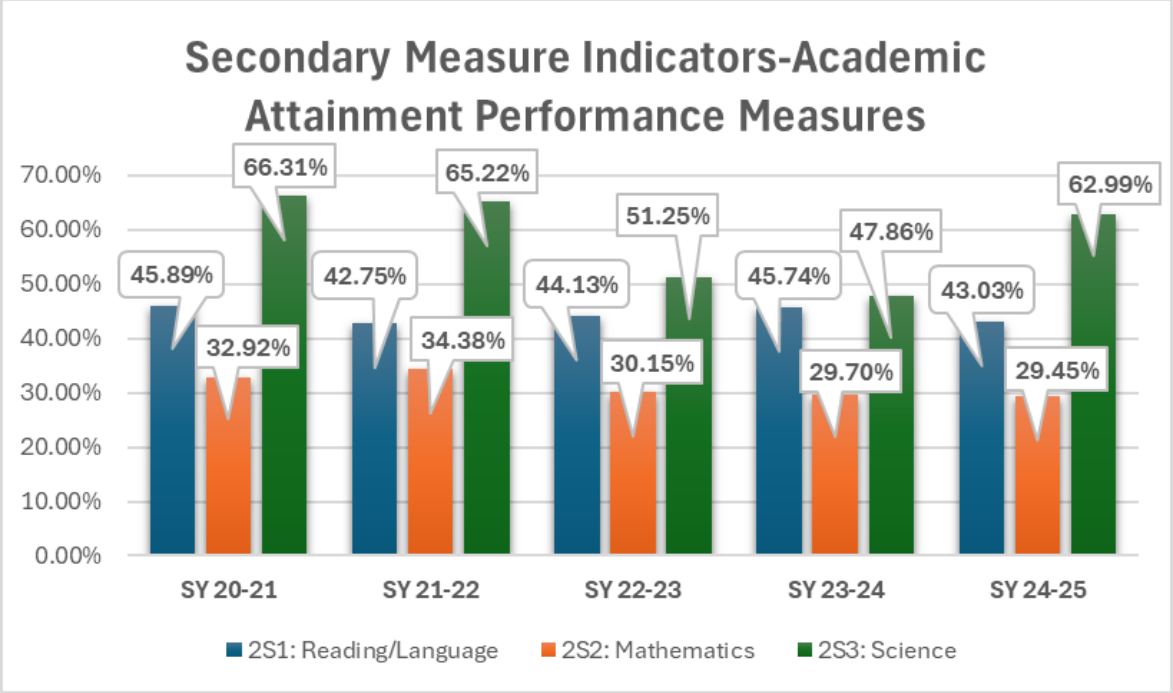
2S2 – Academic Attainment – Mathematics – six schools and 13 consortiums failed to meet the 90% adjusted performance level this year.

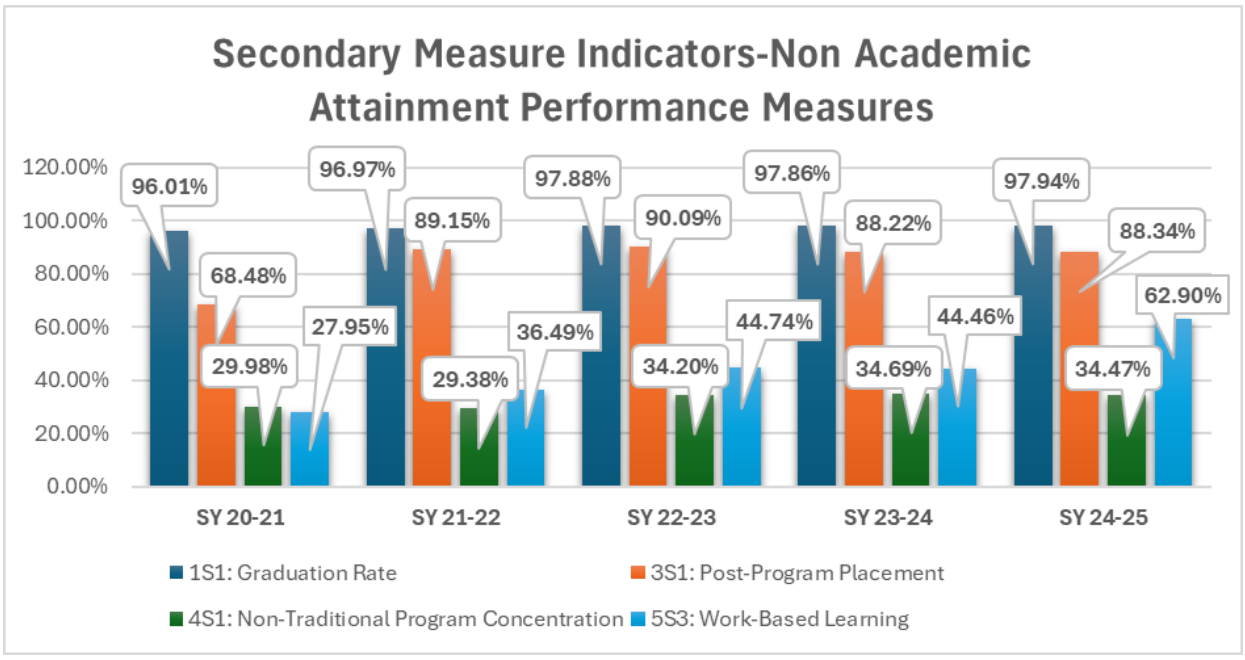
2S3 – Academic Attainment – Science – three schools and nine consortiums failed to meet the 90% adjusted performance level this year.

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-Academic Attainment Performance Measures
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
45.89%
32.92%
66.31%
42.75%
34.38%
65.22%
44.13%
30.15%
51.25%
45.74%
29.70%
47.86%
43.03%
29.45%
62.99%
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
2S1: Reading/Language
2S2: Mathematics
2S3: Science


Secondary Measure Indicators-Non Academic Attainment Performance Measures
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
96.01%
68.48%
29.98%
27.95%
96.97%
89.15%
29.38%
36.49%
97.88%
90.09%
34.20%
44.74%
97.86%
88.22%
34.69%
44.46%
97.94%
88.34%
34.47%
62.90%
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
1S1: Graduation Rate
3S1: Post-Program Placement
4S1: Non-Traditional Program Concentration
5S3: Work-Based Learning

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	**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. **Denominator:** Number of CTE concentrators who completed their program in the reporting year.	81.37%	74.91% 1,281/1,710	-6.46%	73.23% Yes
2P1: Earned Recognized Postsecondary Credential	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	54.50%	36.26% 1,787/4,928	-18.24%	49.05% No
3P1: Non-Traditional Program Concentration	**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. **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.	16.10%	18.04% 832/4,612	+1.94%	14.49% Yes

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.

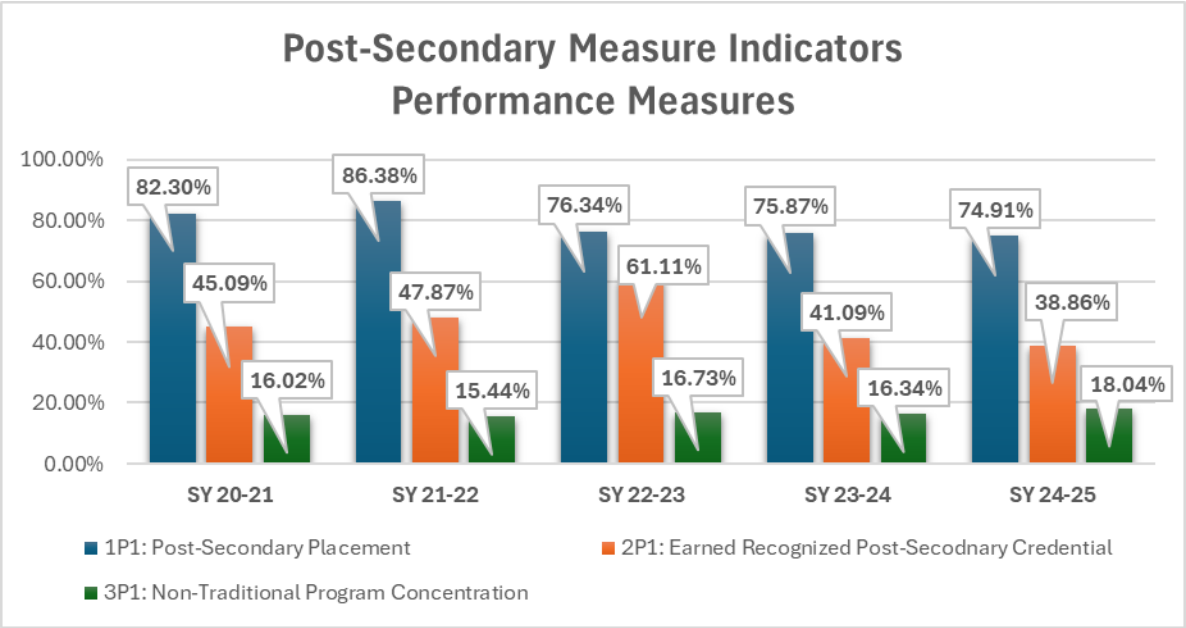
Eligible recipients are notified of their performance results, with those falling below the standard marked for improvement.

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
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
82.30%
45.09%
16.02%
86.38%
47.87%
15.44%
76.34%
61.11%
16.73%
75.87%
41.09%
16.34%
74.91%
38.86%
18.04%
SY 20-21
SY 21-22
SY 22-23
SY 23-24
SY 24-25
1P1: Post-Secondary Placement
2P1: Earned Recognized Post-Secodnary Credential
3P1: Non-Traditional Program Concentration