

Consolidated Annual Report, Program Year 2012 - 2013

North Dakota

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

NDCTE used Perkins resources to identify potential reliable technical skill assessments in addition to the ones NDCTE is currently using, MBA Research Center, Family and Consumer Sciences, SkillsUSA, Career Tech, and Certiport. This is done in collaboration with staff, teachers, and administrators as part of providing technical assistance to programs and meeting Perkins requirements.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

NDCTE continues to refine data collection systems that are in place. This includes the secondary collection and reporting State Automated Reporting System (STARS) developed collaboratively with the Department of Public Instruction. We also continue to develop the resources to collaborate in data collection through the State Longitudinal Data System (SLDS), and we work with the Higher Education System to share data resources.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Through a five year rotation cycle which include five categories, Postsecondary, Area Career and Technology Center, High Schools offering 4 or more occupational programs, High Schools offering three or less occupational programs, and High Schools offering online or interactive video programs.

Also through a series of online instruments and processes:

Online program questionnaire/evaluation system to determine alignment of program delivery with program standards for career and technical education:

Online statewide accountability system:

Online survey of team evaluation process.

On-site team evaluation of a selected number of schools

(<http://www.nd.gov/cte/services/program-eval/docs/5-YearEvalSchedule.pdf>) and with follow up of technical assistance to schools teachers and administrators. .

State Board policy for enrollment/accountability data which requires schools to submit data.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Activities

We conduct annually the Professional Development Conference which is attended by about 85% of CTE instructors. It provides updated information and training to all instructors.

We have developed virtual Area Career and Technical Centers which use the latest delivery methods to instruction enabling remote and small schools access to CTE programming. We incorporate incentive funding for delivery of CTE courses via distance learning to encourage more CTE programming to be delivered via distance.

A substantial amount of Perkins funding is used to update program equipment and training of instructors.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Activities

Our main focus is the annual Professional Development Conference which includes all program areas within CTE in addition to administration and career development and is accessed by both secondary and postsecondary personnel.

We provide a summer training for teachers to better use online coursework, including the development and deployment of curriculum.

Transition to Teaching Program: <http://www.nd.gov/cte/teacher-cert/transition-to-teaching.html>, is an alternative teacher preparation model which has an 85% success retention rate for new teachers.

Teacher training opportunities by service area.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Activities

We incorporate the use of accountability data in all program visits that we conduct throughout the year. We also provide mini-grants targeting activities promoting and enhancing nontraditional careers and nontraditional career fairs.

Private industry partnerships.

Website development, specifically RUPrepareND.com which provides career information to schools and students statewide, free of charge. It also incorporates Roads to Success a 7 - 12 career planning curriculum which we provide training and technical assistance to educators throughout the state.

we cooperate with the ND School Administrator organizations and Dept of Public Instruction on the delivery of Title IX workshops statewide.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Activities

We supported tutoring programs and certified tutors, we helped schools provide the Basic Skills Programs through the use of Career and Technical Resource Educators

<http://www.nd.gov/cte/services/special-pops/>. As mention previously we focus a lot of attention on career planning for all students through RUPrepareND.com and Roads to Success.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Activities

Through our website www.nd.gov/cte which has a wealth of forms and guidance about CTE and the programming we offer.

Assistance and discussions at quarterly administrators meetings including secondary and postsecondary administrators

Transition to Teaching and Clinical Practice secondary/postsecondary teacher prep programs

As mentioned earlier through program evaluations on a five year direct rotation.

Single and multi-district perkins consortia

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

42142

Number of students participating in Perkins CTE programs in state correctional institutions:

72

Describe the CTE services and activities carried out in state correctional institutions.

Activities

Technical assistance

Family and Consumer Sciences programs

Technology Education programs

Trade, Industry, Technical and Health Programs

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

No specific funds are allocated to such institutions.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

NDCTE supports Family and Consumer Science as a standalone program area, and we provide opportunities for Perkins funding based on school need on an annual basis <http://www.nd.gov/cte/programs/family-consumer-sciences/> .

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Activities

CRN

RUReadyND – online career planning

Bank of North Dakota

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Activities

Applied academics.

Standards and curriculum development.

Standards alignment with CTE and academics.

Curriculum enrichment.

We use a number of professional development activities to increase the academic and technical skills of students: Our CTE Professional Development Conference is held each year. It focuses on teachers' development in a number of areas including the integration of academic and CTE. The 2012 – 2013 PDC program is at this link http://www.nd.gov/cte/pdc/docs/PDC_Program.pdf. We have held Math in CTE workshops that bring math and CTE teachers together to build lesson plans that they can take back into their classroom which demonstrates and identifies the academic content that is integrated into CTE course. We hold statewide Standards development/adoption workshops that additionally construct course frameworks that help teachers integrate standards into their lessons. The standards, whether national or industry based, infuse academic content and increase the rigor of CTE courses.

Understanding by Design (UBD) cross-curricular implementation has been addressed through teacher workshops. This activity supports teachers in moving the traditional "shop" class to a design based course. The pre-engineering focus highlights both academic and 21st Century skills that can be integrated into CTE courses.

Dual credit.

Use of industry certification through industry assessments.

Career-Ready Practices workshops and sessions

Common Career Technical Core workshops and conference sessions

Common Core State Standards workshops in cooperation with ND Dept of Public Instruction

National standards implemented into service areas.

We are a founding member of the North Dakota P-20 Educational Task Force whose focus is on alignment of skills through the P-20 continuum. This task force has laid the ground work to identify and recognize academic content in CTE programming by making student eligible for the ND scholarship. Which has in turn increased awareness by CTE teachers that academic content is a key element in CTE courses. Currently in ND there is no academic credit awarded for CTE courses. The Task Force is in discussions on how that might change to allow academic credit for CTE courses, again helping teachers identify and increase the rigor of academic content in CTE courses.

We have used both the Math in CTE project and the Science in CTE project.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Activities

We utilize and assist in the development of articulation agreements

We have a number of formal partnerships with:

Job Service North Dakota

North Dakota University System

North Dakota Association of General Contractors (AGC)

Bank of North Dakota

Information Technology Council of North Dakota

North Dakota Career Resource Network: <http://www.nd.gov/cte/crn>

ND Dept of Commerce

Workforce Development Council (WIA)

Youth Development Council

ND Division of Vocational Rehabilitation

State Commission on Community Service

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

NDCTE continues to fund career guidance activities through support for career development counselors <http://www.nd.gov/cte/programs/career-dev/>. In addition, Perkins funds are used to support the ND Career Resource Network: <http://www.nd.gov/cte/crn> and associated Career Resource Coordinators that provide resources and training to school personnel on a regional basis.

NDCTE has adopted the 16 career clusters and developed associated plans of study <http://www.nd.gov/cte/services/career-clusters/>

Additionally, career cluster coursework has been developed at the secondary level to introduce students to high skill, high wage, and nontraditional occupational careers within the career clusters.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

NDCTE continues to support the establishment of articulation agreements to support easy transition between secondary and postsecondary education. By requiring programs in specific areas to meet national certification standards, such as, CISCO, NATEF, or NCCER skills attained mesh seamlessly between secondary and postsecondary. OSHA safety training and HIPAA Certification is also supported in CTE programs. We also support a state association in the ITCND Career Awareness and Coordination Project,

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

NDCTE supports career and technical student organizations <http://www.nd.gov/cte/students/ctso.html> . State CTSO advisors are agency staff and provide leadership to those student organizations. We support an annual CTSO Statewide Leadership Conference for all of the organizations and each organization runs its own statewide conference and competition. The CTSOs are supported by a common statewide fiscal system, and program standards that require leadership activities as part of an approved program.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

This is a component of all career and technical education programs. Program approval requires such programs meet industry standards. This is accomplished through industry membership on advisory committees.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

Activities

Component of all career and technical education programs.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

NDCTE continues to develop new career and technical courses, provide teacher training opportunities, provide grants for summer learning opportunities, and expand distance education. Career clusters and its associated courses are being constantly refined. Distance delivery of CTE is online, ITV, and through area centers. Perkins funds are used to support programs, such as but not limited to, electronics, information technology, and health careers. Website: www.nd.gov/cte .

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

NDCTE continues to provide opportunities for new new teachers through a secondary Transition to Teaching program that provides the training necessary to be a licensed secondary teacher. We also support a postsecondary Clinical Practice program to certify instructors as CTE qualified instructors <http://www.nd.gov/cte/teacher-cert/transition-to-teaching.html> .

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Perkins funds are used to support Resources Coordinators in each of the states four quadrants working with schools and educators on labor information and training to use the ND career information system <http://www.nd.gov/cte/crn/> .

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

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

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English Proficient	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet performance levels for the upcoming reporting year.	Dwight Crabtree, Assistant State Director	10-31-14

Secondary Program Improvement Plans

Secondary:

Implementation of State Program Improvement Plans:

The North Dakota Department of Career and Technical Education has exceeded the achievement levels for measures 1S1 – Academic Achievement – Reading Language Arts; 1S2 – Academic Achievement – Mathematics; 2S1 – Technical Skills Attainment; 3S1 – School Completion; 4S1 – Graduation Rate; and 6S2 – Nontraditional Completion. It is meeting the 90% Agreed-Upon Level of Performance for 6S1: Nontraditional Participation, and fell short of the achievement level for this measure by a smaller margin in 2012-2013 than it did in 2011-2012.

The Department did not meet its performance goal for measure 5S1 – Placement. NDCTE achieved all of its performance measures at the 90% or above level in 2011-2012. Not making 5S1 - Placement for 2012-2013 is due to yearly fluctuations in the data. The numerator was smaller this last year through data exchanges with Job Service North Dakota that can only match wage records within the state, the National Student Clearinghouse, and FEDES. No improvement plan is currently required.

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

NDCTE has implemented a Math in CTE program to improve the mathematics skills of CTE students. The Math in CTE model is a curriculum integration model designed to enhance mathematics using career and technical education content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math in CTE model has been shown to have significant positive impact on student learning in mathematics, with no loss to career and technical area content. The Math in CTE program was offered in 2012-2013, but was not conducted due to low registration. It will continue to be offered in future years, and has had a positive impact.

Local Program Improvement Plans

Secondary Results:

Implementation of Local Program Improvement Plans:

There are 37 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (27) or single school districts (10) that receive Perkins funding. For each eligible recipient, targets were set for the eight performance measures based upon baseline performance in FY 2008. These targets were communicated to the eligible recipient in the form of a Local Final Agreed Upon Performance Level document, which was signed and returned as part of the annual plan.

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

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

Results:

Of the 37 eligible recipients for 1S1 – Academic Achievement – Reading/Language Arts and 1S2 – Academic Attainment – Mathematics, no school/consortium failed to meet 90% of the adjusted performance level in the current reporting year. One school failed to meet 90% of adjusted performance for Reading/Language Arts last year; however, this school achieved 90% of adjusted performance in the current reporting year. All other schools have met or exceeded the 90% adjusted performance target for both reading and mathematics for the last three consecutive years.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet	Dwight Crabtree, Assistant State Director	10-31-14

Core Indicator	Disaggregated categories of Proficient	Action step to be implemented	Staff member	Timeline
		performance levels for the upcoming reporting year.		

For 2S1 – Technical Skills Attainment, no school/consortium has fallen below the 90% target for three consecutive years.

For measure 3S1 – Student Completion, one school/consortium has failed to meet 90% of adjusted performance for three consecutive years and will be placed on an improvement plan.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English Proficient	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet performance levels for the upcoming reporting year.	Dwight Crabtree, Assistant State Director	10-31-14

For measure 4S1 – Student Graduation Rate, one school/consortium has fallen below the 90% target for three consecutive years and will be placed on an improvement plan.

For measure 5S1 – Placement, every school/consortium failed to meet 90% of the adjusted performance level in the current reporting year. No school/consortium has fallen below 90% for three consecutive years, and as such, no improvement plans are required. We believe the results are due to data collection errors.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English Proficient	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet performance levels for the upcoming reporting year.	Dwight Crabtree, Assistant State Director	10-31-14

For measure 6S1 – Nontraditional Participation, one school/consortium with an enrollment numerator >10 failed to meet 90% of adjusted performance for three consecutive years, and it is continuing on an improvement plan. For measure 6S2 – Nontraditional Completion, no school/consortium with an enrollment numerator >10 failed to meet 90% of adjusted performance for three consecutive years and will be placed on an improvement plan.

Analysis:

With the exception of 5S1 – Placement, most performance measures have improved in the past year. State efforts to improve scores for measures 1S1 – Academic Achievement in Reading/Language Arts and 2S1 – Achievement in Mathematics have continued to be effective. The 5P1 – Placement measure is a collaborative effort between CTE, Job Service North Dakota, and the Department of Public Instruction and results for this measure are largely outside of the department’s control.

Concentrator enrollment at the secondary level continues to increase greatly, while participant enrollment has remained consistent with past years. The North Dakota Legislature has in place a career and technical scholarship program. Students pursuing this scholarship are required to complete at least two credits in a coordinated plan of study plus other elective CTE credits. The largest area of increase is Human Services, covered by our Family and Consumer Sciences program area. We surmise that the scholarship and coordinated plan of study requirement has focused students on CTE programs, and that they are completing the minimum credits for the coordinated plan of study earlier in high school.

Trends have started to reveal themselves as more data is collected. Performance on the measures has improved as data and data collection have become more consistent. North Dakota CTE concentrators consist of 89% White, 6% American Indian, and 5% other population groups, with the American Indian population concentrated in distinct geographic areas where they are the majority population. Race is not relevant by eligible recipients in this analysis as data points are not of sufficient size of greater than ten (>10) students. This number was established to comply with FERPA so as not to easily identify individual students.

Postsecondary Results

Implementation of Local Program Improvement Plans:

There are nine postsecondary Perkins Eligible Recipients in the form of Perkins Consortiums (1) and eight colleges that receive Perkins Act Funding. For each eligible recipient, targets were set for the six performance measures based upon baseline performance in FY 2008.

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

For 1P1: Technical Skill Attainment, four eligible recipients met 90% of their performance goal. The remaining four eligible recipients failed to meet 90% of their performance goal. As all institutions met performance goals last year, no improvement plans a necessary.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet	Dwight Crabtree, Assistant State Director	10-31-14

Core Indicator	Disaggregated categories of Proficient	Action step to be implemented	Staff member	Timeline
		performance levels for the upcoming reporting year.		

For 2P1: Credential, Certificate or Degree, four eligible recipients met or exceeded their individual performance goal. An additional two eligible recipients met the 90% threshold. Two eligible recipients failed to meet their individual performance goal. As all institutions met performance goals last year, no improvement plans a necessary.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English Proficient	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet performance levels for the upcoming reporting year.	Dwight Crabtree, Assistant State Director	10-31-14

For 3P1: Student Retention or Transfer, all reporting eligible recipients met or exceeded their individual performance goal.

For 4P1: Student Placement data is aggregated for the state due to large yearly fluctuations and some postsecondary institutions having relatively small number of graduating students. This is exacerbated by only being able to collect in-state data through records exchanges. Since this measure was met, no improvement plans will be necessary for this reporting year.

For 5P1: Nontraditional Participation, five eligible recipients met or exceeded their individual performance goal. One eligible recipient met the 90% threshold. Two eligible recipients failed to meet 90% of their individual performance goal. As all eligible recipients met the established goals last year, no improvement plans are necessary.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5S1	For disaggregated secondary categories that have a numerator >10, there are two groups that fall significantly below their peers: American Indian or Alaskan Native Limited English Proficient	NDCTE will work with ND SLDS who in turn will secure data from ND Job Service, ND Higher Education, National Student Clearinghouse, and FEDES to provide data that will meet performance levels for the upcoming reporting year.	Dwight Crabtree, Assistant State Director	10-31-14

For 5P2: Nontraditional Completion, all eligible recipients met or exceeded their individual performance goal.

Analysis:

Because of the relatively small population of students within North Dakota and the even smaller total enrollments of most eligible recipient institutions, large fluctuations in the data can occur locally from year to year. Many population subgroups contain less than ten individuals, which inhibits making statements regarding race or special populations.