

Consolidated Annual Report, Program Year 2014 - 2015

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. Perkins funds expended include staff time under state administration and reimbursement of teacher and administrator travel using state leadership dollars.

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. Perkins state administration funding was used for staff time supporting the positions of Assistant State Director and Educational Data and Research Analyst through a time allocation process.

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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 Centers, 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?

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?

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 available 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?

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?

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?

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 consortium visits by program supervisors.

7. Serving individuals in state institutions**Part I: State Correctional Institutions****Amount of Perkins funds used for CTE programs in state correctional institutions:**

42149

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

97

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

Technical assistance for specific programs and assist with modification of programs to fit special delivery needs 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?

Yes

Career Resource Network which provides training and technical assistance for a number of career planning initiatives and online curriculum. RUPrepareND – online career planning for all students in the state, each student is auto loaded into the system and creates a education/career plan by the end of the 8th grade Bank of North Dakota is a partner in RUPrepareND.com. We provide the training and management of the system, they provide the statewide funding for the online system.

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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?

Applied academics, Standards and curriculum development, Standards alignment with CTE and academics, and 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 – 2015 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 a 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 n 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.

NDCTE provides Perkins grants to the North Dakota Career Resource Network: <http://www.nd.gov/cte/crn> through the use of the reserve fund \$280,000 split between four regional grants to promote career planning to students and parents.

In addition Perkins dollars are used to support an industry trade group, Information Technology Council of North Dakota, that is an identified shortage area within North Dakota by providing a portion of a position to aid in this promotion and recruitment in the IT field. This is done through a time allocation process that measures the duration of these activities.

We have a number of formal partnerships with for which Perkins dollars are spent for CTE staff time under state administration in coordinating these relationships. Job Service North Dakota, North Dakota University System, North Dakota Association of General Contractors (AGC), Bank of North Dakota, and ND Dept of Commerce Workforce Development Council (WIA), Youth Development Council, and 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 CTSO's 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?

Yes

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 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,

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 for industry professionals to be a licensed secondary teacher. We also support a postsecondary Clinical Practice program to industry professionals 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/> .

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

1S1 – Academic Achievement – Reading/Language Arts - nine schools/consortiums failed to meet the 90% adjusted performance level this year. There are no schools/consortiums that have failed the measure for the past three years therefore no schools/consortiums will be placed on an improvement plan.

1S2 – Academic Attainment – Mathematics, six school/consortiums failed to meet 90% of the adjusted performance level in the current reporting year. No schools have failed to meet the 90% adjusted performance target for mathematics for the last three consecutive years.

For measure 2S1 – Technical Skills Attainment, no schools/consortium has fallen below the 90% target.

For measure 3S1 – Student Completion, no schools/consortium has fallen below the 90% target.

For measure 4S1 – Student Graduation Rate, no school/consortium has fallen below the 90% target.

For measure 5S1 – Placement, no school/consortium has fallen below the 90% target.

For measure 6S1 – Nontraditional Participation, fourteen schools/consortiums with an enrollment numerator >10 failed to meet 90% of adjusted performance. Five failed to meet 90% of adjusted performance for three consecutive years, and will be required to submit an improvement plan.

For measure 6S2 – Nontraditional Completion, nine schools/consortiums with an enrollment numerator >10 failed to meet 90% of adjusted performance. Only one school has not met the performance for the past three years, they will be required to submit an improvement plan.

For 1P1: Technical Skill Attainment, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 2P1: Credential, Certificate or Degree, six eligible recipients met or exceeded their individual performance goal. Two eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 3P1: Student Retention or Transfer, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 4P1: Student Placement, seven eligible recipients met or exceeded their individual performance goal. One eligible recipient failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 5P1: Nontraditional Participation, four eligible recipients met or exceeded their individual performance goal. Four eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.

For 5P2: Nontraditional Completion, two eligible recipients met or exceeded their individual performance goal. Six eligible recipients failed to meet their individual performance goal. There are no institutions that have failed the measure for the past three years therefore no improvement plans are necessary, but NDCTE will continue to work with these institutions to improve data quality.