



## **State Board for Career and Technical Education Agenda**

**April 27, 2026**

**10:00 AM CT**

**Hughes Center Board Room and Microsoft Teams**

**Microsoft Teams - [Meeting Link](#)**

- 1) Call to Order**
- 2) Be Legendary Governance**
  - a) Input from a CTE student**
  - b) Receive the Director's Action Plan**
  - c) Board Self Evaluation**
  - d) Ad hoc Committee Updates**
    - i) Community Engagement Presentation**
    - ii) Community Engagement Calendar**
  - e) Board Guardrail 2 Review**
- 3) Consent Agenda**
  - a) Approve March 23, 2026 Minutes**
  - b) Accept Director's Report – Agency update**
  - c) Accept March 2026 Financial Reports**
- 4) Items for Discussion and Possible Action**
  - a) Discuss Funding Policy Progress**
- 5) Information Only**
  - a) March 2026 Board Time Tracker**
- 6) Board Comments**
- 7) Adjourn**

NOTE: The exact time each agenda item will be discussed cannot be assured. Therefore, individuals interested in attending any portion of the meeting should plan their schedules accordingly.

Persons requiring auxiliary aids or services must contact CTE at 701-328-3180 at least three working days prior to the scheduled meeting date.

## Responses to Board Questions

3) b) I don't know if others agree, but I find that your report is becoming much more concise and easy to follow. Thank you.

**Thank you. I appreciate the feedback.**

3) b) In your report, you commented on progress on the Secondary Funding Policy. I appreciate the clarity of your report related to this item. The motion to approve the formula at the October meeting was as follows: *Eric Nelson moved to approve the CTE Secondary Program Funding Policy as presented recognizing that there will be additional work by Director Sick on the program tiering system and it was seconded by Mike McHugh. Discussion was held on the program tiering system and aligning with our goals.*

I would like to include CTE Secondary Program Funding Policy tiering update to Items for Discussion and Possible Action. I do not anticipate any action will be taken, but I would like the board to have opportunity to discuss with the Director and one another to remind all of the reasons we are exploring tiering options and discuss the various options that are under consideration.

**We will move that item to the Discussion and Possible Action portion of the agenda.**

3)b) Consent Agenda: Directors Report-Fiscal Management

Considering that the current funding policy was approved with conditions for review and revision (my recollection - I'm not referring to specific meeting records), what recommendations do you have for next steps?

**My first recommendation is to launch the high-cost program grant, as soon as we know what we have in reserve to do so.**

**Secondly, I believe we need to consider a rural multiplier. Although I do not have a recommendation of what that multiplier may be, if we are trying to support access and distance is a barrier, we need to determine a method of incentivizing that enrollment.**

**Finally, if we do intend to have a high-cost multiplier of some sort, which I do believe is appropriate, we need to identify our high-cost courses.**

3) b) Director 360 Survey – I believe this is the first time the 360 Survey was completed in this manner. Last year, the same questions were used as for the board member survey. We determined that those questions were inappropriate for use with staff and CTE directors. How were the questions determined for this year's 360 Survey? After

receiving responses, do you think the questions are good for this purpose? Do you expect to make any changes next year?

**The questions were determined by working with HRMS to identify questions that are typically asked during 360 Surveys. I believe they were good questions, especially the open-ended questions. I am not sure I will make any changes for next year. It would be good to have consistent questions, to develop trends and see if improvement is occurring.**

Consent Agenda: Directors Report-Director 360 Survey

What was the response rate to this survey?

**We had 15 individuals respond to the survey.**

In February you noted that the goal of developing a common course catalog including a review course alignment with standards, etc... may be included in the Director's Implementation Plan. I assume this is the same as the Action plan we are reviewing in this packet? If so, is this initiative embedded in the plan somewhere? I am not seeing any references to this.

**Yes, the Director's Implementation Plan and Action Plan are one in the same. I believe the goal of developing a common course catalog, that was removed, was specific to Virtual Career and Technical Education courses. That is noted in the activities listed under the second initiative of Goal 1. If you are referring to a review of every course and to determine what standards should be taught, many of our courses already have course frameworks developed to do that. Those that do not have specific industry coursework to assist the instructor in providing content.**

**If this doesn't align with what you are thinking, I am happy to discuss it further.**

## **Agenda Item 2)b) Receive the 2026-27 Director's Action Plan**

**Following this memo is the 2026-27 Director's Action Plan.**

**The Director's Plan was developed, in consultation from Elliott and McMahon. Each of the action items align with the three Board Student Outcome Goals. Many of the initiatives included in the previous Strategic Plan were embedded in the Director's Action Plan, as they are still relevant activities.**

**Upon acceptance, the next steps are as follows:**

- 1) Provide training the NDCTE Staff, on the cascading effect of the Be Legendary Governance model and how it directly impacts the work of the Department, through the Director's Action Plan.**
- 2) Publish and share the Director's Action Plan to the CTE Field.**
- 3) Develop procedures, guidance, and targets for each action item.**
- 4) Monitor action items. Report progress to the Board and amend as needed.**

**Any questions to Director Sick should be specific to seeking clarification and not offering suggestions.**

**It is the recommendation of the Director to acknowledge receipt of the Director's Action Plan as presented.**

## Goal 1 — Increase CTE Concentrators (grades 10–12)

*Baseline: 28.5% (Jan 2024) → Target 40% (Jan 2028); as measured by the Consolidated Annual Report with subgroup GPMs for economically disadvantaged, minority, and students with disabilities.*

Initiatives	Activities	Activity Measures
Expand capacity of CTE programs via new/expanding programs and virtual education.	Launch annual New & Expanding Programs grant cycle, prioritizing pathways that fill regional labor-market gaps and increase concentrator access.	# of new/expanding programs per school year (target ≥10 annually, ref. plan); total secondary programs trend.
Streamline distance CTE to widen access (including small/rural schools).	Inventory online and hybrid programming. Launch funding opportunity to offset transportation costs.	HS CTE enrollment % and concentrator % (Consolidated Annual Report).
Adopt the Modernized Career Clusters Framework	Develop revised programs of study, including crosscutting clusters. Market modernized career clusters and programs of study.	Increase of concentrator status, due to additional flexibility.
Market CTE's value to parents, students, and educators.	Develop a statewide CTE marketing toolkit, running campaigns highlighting local success stories.	HS students taking CTE (unduplicated) and % taking CTE (annual).
Strengthen instructor pipeline & quality (Guardrail 2).	Expand transition-to-teacher program. Expand educator prep plan of study. Explore and potentially develop additional CTE educator credential pathways.	% qualified CTE educators (86.9% → 91% by May 2029); PD participation (1,192 → 1,415 by 2029).
Expand Public–private partnerships.	Increase PD options for advisory boards management. Expand WBL coordinator network.	# public/private partnerships (907 → 1,075 by 2029); # trained/employed WBL coordinators.
Focus on concentrator subgroup gains (GPM 1.1–1.3).	Target special population grants for economically disadvantaged, minority, and students with disabilities;	Concentrator % by subgroup: Econ-disadvantaged (26% → 35%), Minority (14% → 24%), Students w/ disabilities (14% → 33%) by 2028.

## Goal 2 — Increase Workforce-Ready Graduates

*Baseline: 88% (2022-23) → Target 93% (2027–28) as measured by ND Choice Ready; with GPMs for Career Ready Practices, WBL, and technical assessments/industry credentials.*

Initiatives	Activities	Activity Measures
Adopt/scale Career Ready Practices (CRP) across CTE.	Increase PD opportunities on CRP adoption. Embed CRP into program approval and quality reviews. Partner with NDDPI to develop Seal of Career Readiness.	CRP proficiency % (24% → 38% by Sept 2028; Choice Ready Report).
Expand Work-Based Learning (WBL) and employer engagement (Guardrail 3).	Train/place WBL coordinators statewide. Partner with Workforce Partners, to launch Workforce Pell, as a next step of WBL. Research and apply for potential Federal grants, to expand/improve WBL access.	% concentrators with WBL (35% → 57% by 2028; CAR) and # WBL coordinators trained/employed (41→100; 13→30).
Increase industry-recognized credentials available & attained.	Develop a process to approve credentials of value Expand the approved credential list.	Student technical assessment/credential % (26% → 38% by 2028; Choice Ready); # secondary credentials available (13 → 15).
Improve program quality to meet labor-market needs.	Annual program reviews using LMI Refresh standards with North Dakota industry input. Strengthen advisory boards through educator professional development. Participate in employer review of Workforce Ready portion of Choice Ready.	WBL completion % and Choice Ready Workforce-Ready % (88% → 93%).

### Goal 3 — Increase HS Students Enrolling in CTE

*Baseline: 75.5% (2024) → Target: 87% (2029) as measured by the Consolidated Annual Report; with GPMs for enrollment based on the provider of the program.*

Initiatives	Activities	Activity Measures
Marketing focused on parents/students to encourage CTE enrollment.	Launch Statewide CTE awareness campaign; Create counselor toolkits	% HS taking CTE (71.2% → 80% target in plan; current 78.49%); HS students taking CTE (unduplicated) (25,604 baseline).
Facilitate distance CTE and cross-enrollment with CTE Centers.	Launch transportation funding, to support travel into Centers and for hands-on days. Launch funding policy, to incentive Centers to serve additional school districts.	CTE Center membership & course enrollment (GPM 3.1–3.4); HS CTE at school of residence (GPM 3.5).
Program quality efforts.	Launch equipment grants, to ensure programs have industry specific equipment.	Total # of secondary programs and new/expanding programs per year.
CTSO expansion	Challenge CTSO State Officers to increase Chapter recruitment. Ensure Program staff emphasizes value of CTSOs during new teacher visits, Vision Visits, and PD opportunities	Increase in the number of CTSO Chapters, members and state event participation.

## **ND CTE Board Self-Evaluation Process**

1. Prior to the meeting at which the board will self-evaluate, the Board Chair, Director, or Administrative Assistant should review and update the Board Progress Tracker for use during the evaluation. The board's time-tracker, currently the vice-chairman, should create a cumulative tracker for the time period being evaluated.
2. The goal is for board members to individually evaluate the board's performance in each of the areas. For the time being, we will likely continue to have the Board Chair highlight the framework for review during the evaluation. Perhaps the Board Chair and Director or Vice Chair can collaborate on this.
3. We agreed that we will evaluate three times per year, currently scheduled for January, April, and October. The form no longer contains the word "Quarterly." There are columns for the most recent three evaluations.
4. The cells highlighted in yellow will need to be changed for each evaluation. The oldest evaluation will need to be deleted and the most recent three evaluations and their dates moved to the left.
5. The board will complete the Current Evaluation Rating and Next Evaluation Goal columns during the meeting. The worksheet can be shared onscreen during the meeting and values entered in real time.
6. The % Student Outcome Minutes will either populate from or be entered from the cumulative time tracker for the period being evaluated.
7. The Vote Count For and Against will be entered during the meeting upon action of the board.
8. The Board Chair and Vice Chair will sign a paper copy in the box provided.
9. Any comments or observations from the evaluation, if any, can be entered into the Evaluation Notes box.



**ND Career and Technical Education**

***Our Vision: A Future -Ready Workforce for North Dakota***

**Student Outcome Goal 1: Concentrators**

*The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report will increase from 28.5% January 2024 (2022-23 school year) to 40% in January 2028 (2026-27 school year).*

<b>Population</b>	Grade 10-12 students identified as concentrators
<b>Baseline</b>	28.5% 2022-23 school year
<b>Target and Date</b>	40.0% 2026-27 school year
<b>Measurement Tool</b>	Consolidated Annual Report

<b>Current Status:</b>	<b>38%</b>	<b>Next Report:</b>	<b>1/1/2027 (2025-26)</b>
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**Student Outcome Goal 2: Workforce Ready**

*The percentage of students who graduate Workforce Ready will increase from 88% in the 2022-2023 school year to 93% in the 2027-28 school year as measured by the North Dakota Choice Ready Report.*

<b>Population</b>	Students who graduate Workforce Ready
<b>Baseline</b>	88.0% 2022-23 school year
<b>Target and Date</b>	93.0% 2027-28 school year
<b>Measurement Tool</b>	N D Choice Ready Report

<b>Current Status:</b>	<b>95%</b>	<b>Next Report:</b>	<b>10/1/26 (2025-26)</b>
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**Student Outcome Goal 3: CTE Enrollment**

*The percentage of high school students that enroll in a CTE course will increase from 75.5% in 2024 to 87% in 2029 as measured by the Consolidated Annual Report.*

<b>Population</b>	High school students enrolled in a CTE course
<b>Baseline</b>	75.5% 2023-24 school year
<b>Target and Date</b>	87.0% 2028-29 school year
<b>Measurement Tool</b>	Consolidated Annual Report

<b>Current Status:</b>	<b>77%</b>	<b>Next Report:</b>	<b>1/1/2027 (2025-26)</b>
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**North Dakota Be Legendary**

# **Career Technology Education Leadership Framework**

# OBJECTIVE 1:

## The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<p>The board does not meet if any of the following are true:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have a vision.</li> <li><input type="checkbox"/> The board does not have goals.</li> <li><input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes.</li> </ul>	<p>The board has:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adopted a vision statement;</li> <li><input type="checkbox"/> owned the vision development process while working collaboratively with the Director;</li> <li><input type="checkbox"/> adopted three to five goals; and</li> <li><input type="checkbox"/> owned the goal development process while working collaboratively with the Director.</li> </ul>	<p>The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a population,</li> <li><input type="checkbox"/> a baseline,</li> <li><input type="checkbox"/> a deadline target,</li> <li><input type="checkbox"/> a measurement tool,</li> <li><input type="checkbox"/> a deadline date, and</li> <li><input type="checkbox"/> annual targets.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All board members and the Director agree that the student outcome goals                             <ol style="list-style-type: none"> <li>1. will challenge the organization;</li> <li>2. require adult behavior change;</li> <li>3. are influenceable by the Director; and</li> <li>4. are the Director's first priority for resource allocation.</li> </ol> </li> <li><input type="checkbox"/> The board relied on a comprehensive student needs assessment and/or student data (CAR) to inform the identification and prioritization of all student outcome goals.</li> </ul>	<p>All board members and the Director</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have committed the vision and student outcome goals to memory;</li> <li><input type="checkbox"/> know the current status of each student outcome goal; and</li> <li><input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.</li> </ul>					

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Jan- March 2026	DATE:	4/21/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	22		← Minutes setting and adopting both student outcome goals and goal progress measures			
		2	← Minutes setting and adopting superintendent and board guardrails, and a theory of action			
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	25		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
			← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		28	← Minutes performing board self-evaluations using the Be Legendary Board Leadership Framework Instrument, developing and creating Director evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices.			
5. Structuring for Success	Minutes discussing and/or taking action on other agenda items (including consent agenda items and reports), Non-Be Legendary Committee meetings, Board Workshops, and/or non-statutorily required Board Hearings →				130	
6. Active Teamwork and Advocacy	27		← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments →					
	Notes:				27	
<b>TOTALS</b>	<b>74</b>	<b>49</b>	<b>253</b>		<b>130</b>	

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	123	+	253	×	100	=	48.62	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome	74	+	253	×	100	=	29.25	% Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
25	2	92.59

Count of 'Other' Agenda Items

10

Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
0	0	#DIV/0!

Consent Items 5. Structuring for Success	Consent Items Removed	% Remaining on Consent Agenda
9	0	100.00

GPMS Discussed 3. Monitoring Goals Progress Measures	GPMS on Target	% on Target
8	6	75.00

Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success	Board Members that Did Not Respond in Alignment with the Agenda Building Calendar	% Timely Response
16	10	61.54

## OBJECTIVE 2:

# The board has adopted goal progress measures aligned to each student outcome goal

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have goal progress measures.</li> <li><input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are goal progress measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has adopted goal progress measures for each student outcome goal.</li> <li><input type="checkbox"/> The Director owned the goal progress measures development process while working collaboratively with the board.</li> <li><input type="checkbox"/> The status of each adopted goal progress measure is able to be updated during each school year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has adopted no more than four goal progress measures for each student outcome goal.</li> <li><input type="checkbox"/> All goal progress measures are student outputs, not adult inputs or outputs, or other outcomes that include               <ol style="list-style-type: none"> <li>1. a population,</li> <li>2. a baseline,</li> <li>3. a deadline target,</li> <li>4. a measurement tool,</li> <li>5. a deadline date, and</li> <li>6. annual targets.</li> </ol> </li> </ul>	<p>All board members and the Director agree that the goal progress measures.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> will challenge the organization;</li> <li><input type="checkbox"/> require adult behavior change;</li> <li><input type="checkbox"/> are influenceable by the Director; and</li> <li><input type="checkbox"/> are all predictive of their respective student outcome goals.</li> </ul>	<p>All board members and the Director agree there is broad community ownership of the goal progress measures through involvement and communication with students, staff and community members.</p>					

# OBJECTIVE 3:

## The board has adopted guardrails

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	5	PROFICIENT	13	ADVANCED	15
		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have guardrails.</li> <li><input type="checkbox"/> The board does not have Director guardrail progress measures.</li> </ul>	<p>The board has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adopted 1 to 5 Director guardrails;</li> <li><input type="checkbox"/> owned the Director guardrails development process while working collaboratively with the Director; and</li> <li><input type="checkbox"/> adopted Director guardrail progress measures for each Director guardrail.</li> <li><input type="checkbox"/> The Director owned the guardrail progress measures development process while working collaboratively with the board.</li> <li><input type="checkbox"/> The status of each adopted Director guardrail progress measure is able to be updated at least once per year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each Director guardrail describes a single operational action or class of actions the Director may not use or allow.</li> <li><input type="checkbox"/> The board has adopted no more than three Director guardrail progress measures for each Director guardrail.</li> <li><input type="checkbox"/> All Director guardrail progress measures include:               <ol style="list-style-type: none"> <li>1. a population,</li> <li>2. a baseline,</li> <li>3. a deadline target,</li> <li>4. a measurement tool,</li> <li>5. a deadline date, and</li> <li>6. annual targets.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has adopted one to five board self-guardrails.</li> <li><input type="checkbox"/> The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of Director guardrails.</li> <li><input type="checkbox"/> All board members and the Director agree that the Director guardrails will challenge the organization to focus on the vision and uphold community values.</li> <li><input type="checkbox"/> All board members and the Director agree that the Director guardrail progress measures               <ol style="list-style-type: none"> <li>1. will challenge the organization to focus on the student outcomes;</li> <li>2. will challenge the organization to uphold community values;</li> <li>3. are all predictive of their respective Director guardrail; and</li> <li>4. are influenceable by the Director.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The board, in collaboration with the Director, has adopted one or more theories of action to drive overall strategic direction.</li> <li><input type="checkbox"/> All board members and the Director agree there is broad community ownership of the Director guardrails through involvement and communication with students, staff, and community members.</li> <li><input type="checkbox"/> All board members and the Director agree there is broad community ownership of the Director guardrail progress measures through involvement and communication with students, staff, and community members.</li> </ul>					

# OBJECTIVE 4:

## The board has adopted a monitoring calendar for student outcome goals and student outcome goal progress measures

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	16	ADVANCED	20
		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<p><input type="checkbox"/> The board does not have student outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures, or annual targets.</p> <p><input type="checkbox"/> The board does not track its use of time in board meetings.</p> <p><input type="checkbox"/> The board does not have a monitoring calendar.</p> <p><input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months.</p>	<p><input type="checkbox"/> The Director owned the monitoring calendar development, working with the board to adopt a calendar that monitors</p> <ol style="list-style-type: none"> <li>Each student outcome goal is monitored at least once per year or more if acquisition of data is possible.</li> <li>No more than two student outcome goals per month;</li> <li>Each Director guardrail at least once per year.</li> </ol> <p><input type="checkbox"/> The calendar spans the length of student outcome goals.</p> <p><input type="checkbox"/> The board tracks its time in meetings, identifying each minute according to the time use tracker.</p> <p>The Board has:</p> <ul style="list-style-type: none"> <li>performed a self-evaluation within the previous 12 months using a research aligned instrument;</li> <li>performed a Director annual evaluation no more than 12 months ago;</li> <li>been provided copies of the Director's implementation plan(s) to make progress towards the student outcome goals; and</li> </ul>	<p>10% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker.</p> <p>The Board :</p> <ul style="list-style-type: none"> <li>performed a self-evaluation using the North Dakota Be Legendary CTE Board Leadership Framework;</li> <li>performed a self-evaluation no more than 60 days prior to the most recent Director's evaluation; and</li> <li>evaluates the Director in part on the results and progress toward the student outcome goals and Director guardrails using information within monitoring reports according to the monitoring calendar.</li> </ul>	<p>25% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker.</p> <p><input type="checkbox"/> Three times per year the board:</p> <ol style="list-style-type: none"> <li>performed a self-evaluation using the North Dakota Be Legendary School Board Leadership Framework; and</li> <li>voted to approve the progress tracker.</li> </ol>	<p>50% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker.</p> <p>The board:</p> <ul style="list-style-type: none"> <li>unanimously approved the current progress tracker;</li> <li>has not modified outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures or targets during the cycle applicable to the annual Director evaluation; and</li> <li>considers Director performance as indistinguishable from system performance by evaluating the Director on results and progress toward student outcome goals and Director guardrails(60%) and other board stated criteria (40%)</li> </ul>					

# OBJECTIVE 5: The board has structured operations for success

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:	The board is novice if the following is true:	The board is partially proficient if all prior conditions and the following are true:	The board is proficient if all prior conditions and the following are true:	The board is advanced if all prior conditions and the following are true:					
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has not received a monitoring report.</li> <li><input type="checkbox"/> There were six or more board meetings in a month..</li> <li><input type="checkbox"/> Any meeting of the board lasted longer than eight hours.</li> <li><input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board meeting.</li> </ul>	<p>The board receives a monitoring report that includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the student outcome goal and goal progress measures;</li> <li><input type="checkbox"/> date;</li> <li><input type="checkbox"/> actual student results compared to board outcome goals and goal progress measures;</li> <li><input type="checkbox"/> an explanation from the Director of the results, status, and next steps.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda.</li> <li><input type="checkbox"/> The adopted monitoring calendar has not been modified since last board self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board members, since the last board self-evaluation               <ul style="list-style-type: none"> <li><input type="checkbox"/> did not exceed                   <ol style="list-style-type: none"> <li>1. an average of four meetings per month;</li> <li>2. an average of three hours per meeting; and</li> <li>3. an average of five topics per meeting beyond the consent agenda.</li> </ol> </li> </ul> </li> <li><input type="checkbox"/> Board has               <ol style="list-style-type: none"> <li>1. reviewed its existing policies; and</li> <li>2. only adopted policies relevant to board responsibilities.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board meetings since the last board self-evaluation did not exceed               <ol style="list-style-type: none"> <li>1. an average of three meetings per month;</li> <li>2. an average of two hours per meeting; and</li> <li>3. an average of three topics per meeting beyond the consent agenda.</li> </ol> </li> <li><input type="checkbox"/> Board members received the preliminary materials to be voted on at least seven calendar days before the meeting.</li> <li><input type="checkbox"/> No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting.</li> </ul>					

# OBJECTIVE 6: The board promotes active teamwork and advocacy

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	18	ADVANCED	20
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<ul style="list-style-type: none"> <li><input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals.</li> <li><input type="checkbox"/> The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board meetings and/or required hearings.</li> <li><input type="checkbox"/> The board has not adopted board operating procedures.</li> <li><input type="checkbox"/> The board has not been able to achieve a quorum in two or more board meetings during the previous three months.</li> <li><input type="checkbox"/> Board members serve on committees formed by the Director or staff.</li> <li><input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.</li> </ul>	<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen for and discuss the student outcomes; and</li> <li><input type="checkbox"/> Director guardrails.</li> </ul> <p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> affirms that, every 2 years, it has reviewed all policies governing board operating procedures;</li> <li><input type="checkbox"/> agrees that a board committees' role is to advise the board, not to advise the staff;</li> <li><input type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and</li> <li><input type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months.</li> <li><input type="checkbox"/> Affirms that all board members have filed an Annual Statement of Interests as required by state law.</li> </ul>	<p>The board has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provided time during regular scheduled board meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and</li> <li><input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals during the previous 12-month period.</li> </ul> <p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> agrees that every board member is responsible for the outcomes of all CTE students in the State of North Dakota</li> <li><input type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings since the last board self-evaluation and</li> <li><input type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members.</li> </ul>	<p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and goal progress measures permanently and publicly on websites and</li> <li><input type="checkbox"/> has led or co-led at least one training on the North Dakota Be Legendary CTE Board Leadership for its stakeholders during the previous six-month period.</li> </ul> <p>The board</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings since the last board self-evaluation;</li> <li><input type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures;</li> <li><input type="checkbox"/> rather than the Director, led the completion of North Dakota Be Legendary CTE Board Leadership expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students have been included in at least one North Dakota Be Legendary CTE Board Leadership training in the previous 12-month period.</li> <li><input type="checkbox"/> Newly selected board members have received an orientation on the North Dakota Be Legendary School Board Leadership by fellow board members or a coach within 60 days of being seated.</li> </ul> <p>All board members and the Director</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have completed the North Dakota Be Legendary CTE Board Leadership Institute;</li> <li><input type="checkbox"/> agree that all board members have adhered to all adopted board guardrails since the last board self-evaluation; and</li> <li><input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members since the last board self-evaluation.</li> </ul>					

NORTH DAKOTA CTE BOARD						
BOARD PROGRESS TRACKER				Evaluation Period:	Jan, Feb, March 2026	
Framework	Previous Evaluation	Previous Evaluation	Most Recent Evaluation	Current Evaluation Rating	Next Evaluation Goal	Total Possible Points
<i>Date:</i>	08/25/25	10/27/25	01/26/26	04/27/26	10/26/26	
1. The board has adopted Student Outcome Goals.	12	12	12			15
2. The board has adopted Goal Progress Measures aligned to each Student Outcome Goal.	12	12	12			15
3. The board has adopted Guardrails.	13	13	13			15
4. The board has adopted a Monitoring Calendar for each Student Outcome Goal and Goal Progress measure.	6	16	16			20
5. The board has structured operations for success.	4	4	4			15
6. The board promotes active teamwork and advocacy.	0	0	2			20
<b>TOTAL SCORE</b>	<b>47</b>	<b>57</b>	<b>59</b>	<b>0</b>	<b>0</b>	<b>100</b>

By signing below, I affirm that the Be Legendary Integrity Instrument was completed and is accurate			
<i>Board Chair &amp; Vice-Chair Signatures:</i>	% Student Outcome Minutes	Vote Count For	Vote Count Against
		48.62%	

**EVALUATION NOTES**

TO: CTE Board Members  
FROM: Sonia Meehl, Community Engagement Team chair  
DATE: April 17, 2026  
RE: Community Engagement Presentation

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Board members Jason Rohr, Mike McHugh, and I have been working on the Community Engagement presentation for the board's use. This memo will remind you why we are creating this presentation.

### **What is the purpose of the Community Engagement presentation?**

- 1) To gain broad community ownership of...
  - a) Vision
  - b) Student Outcome Goals
  - c) Goal Progress Measures
  - d) Director Guardrails
  - e) Director Guardrail Progress Measures
- 2) To serve as a springboard for dialogue from our community/stakeholders and to strengthen alignment of community/stakeholders and ND CTE

### **Who is our community? To whom will we present?**

- Students
- Agency staff
- School and CTE center administrators, boards, and staff
- Industry
- Newly appointed CTE board members (orientation)
- Legislators
- Other state agencies, boards, and commissions
- Others?

During the April 27 meeting, Jason and Mike will make the presentation to the board in its current form. We invite you to review and evaluate the presentation both in advance of the meeting and as presented to provide your suggestions as to how it can be improved.

Once the presentation is in final form and approved by the board, board members will present it to our community. We ask for your input as to when and where we will make the presentation to achieve the goals stated above.

# North Dakota State Board For Career And Technical Education

**Be Legendary Board  
Governance**

**2024-2028**



# What is Be Legendary Governance?

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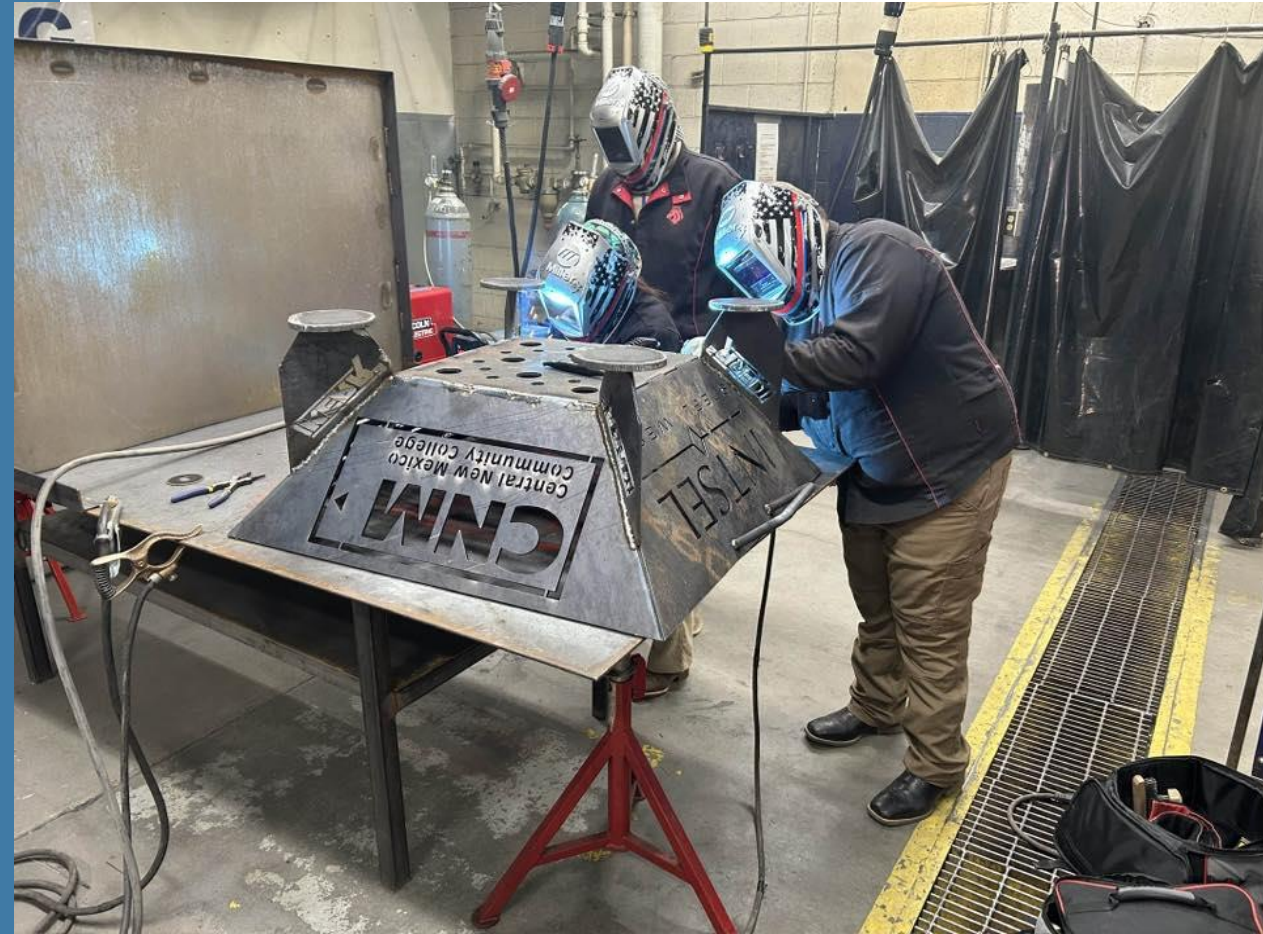


**Research Based**



**Student Focused**

# Student Outcomes Don't Change Until Adult Behaviors Change



# Vision

A Future-Ready Workforce for North Dakota

# Mission

Delivering high-quality Career and Technical Education to empower all students to achieve workforce readiness for lifelong success.

# Behavior Change Begins with the Board

1. **Committed to Goals:** The Board adopts student outcome goals.
2. **Adopted Guardrails:** The Board identifies values to guide our work.
3. **Monitors Results:** The Board monitors student outcome goals using a monitoring calendar and reports.



# Committed to Goals

**Our goals measure how we  
impact what students  
achieve**

# **PK-12 Education Strategic Vision Framework**

**Our vision is that all students  
will graduate choice ready  
with the knowledge, skills,  
and disposition to be  
successful**

# PK-12 Education Strategic Vision Framework

We will make progress toward this vision by achieving these **long-term outcomes** for students

- Increase students who enter kindergarten prepared to learn and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who demonstrate math proficiency in 8th grade
- Increase students who meet expected learning gains each year
- Increase students *who engage in learning*
- Increase students who *graduate Choice Ready*
- *Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students*

# PK-12 Education Strategic Vision Framework

We will drive improvement on these outcomes through  
focused effort within these **strategic themes**

- Quality early childhood experiences
- Support for safe and healthy behaviors
- *Career awareness, exploration, and development*
  - Reduce chronic absenteeism and increase attendance
- *Quality education personnel*
- *Quality student-centered instruction*

# ND CTE's Student Outcome Goals

Our students will:

1. Become CTE Concentrators

2. Achieve Workforce Readiness

3. Have equitable access to high-quality CTE programs

# Each Goal Includes

- Population
- Baseline
- Final target
- Interim targets
- Target achievement date
- Measurement tool

# Student Outcome Goal 1 Concentrators

*The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report will increase from 28.5% January 2024 (2022-23 school year) to 40% in January 2028 (2026-27 school year).*

<b>Population</b>	Grade 10-12 students identified as concentrators
<b>Baseline and Date</b>	28.5% in January 2024 (22-23 school year)
<b>Final Target and Date</b>	40.0% in January 2028 (26-27 school year)
<b>Measurement Tool</b>	Consolidated Annual Report

***Current Status: 38%***

# Adopted Guardrails

- Guardrails prevent us from getting off track and help us protect what we value.
- The Board has established guardrails both for the Director and the Board.



## Board Work

- Write Student Outcome Goals
- Monitor Results
- Develop and Approve Policy
- Statutory Duties
  - Hire and Evaluate Director
  - Approve Budget

vs.

## Director Work

- Develop and Employ Strategies to Achieve Student Outcome Goals
- Identify/Analyze Data and Report Progress to the Board
- Recommend and Implement Policy
- Operational Duties
  - Hire and Manage Staff
  - Administer Budget

# Guardrails for the Director

**The Director WILL NOT operate without systems in place to:**

1. Identify and report inequitable student CTE access.

2. Ensure high quality instructors.

3. Encourage public/private partnerships.

# Guardrails for the Board

## **The Board WILL NOT operate without:**

1. Striving for proficiency in Board behaviors.
2. Setting goals that challenge the organization.
3. Preparing well for meetings by using the agenda calendar and consent agenda.
4. Spending meeting time reviewing and discussing student outcome goals.
5. Completing an annual board retreat for training and reflection.

# Monitors Results

1. What gets measured gets done.

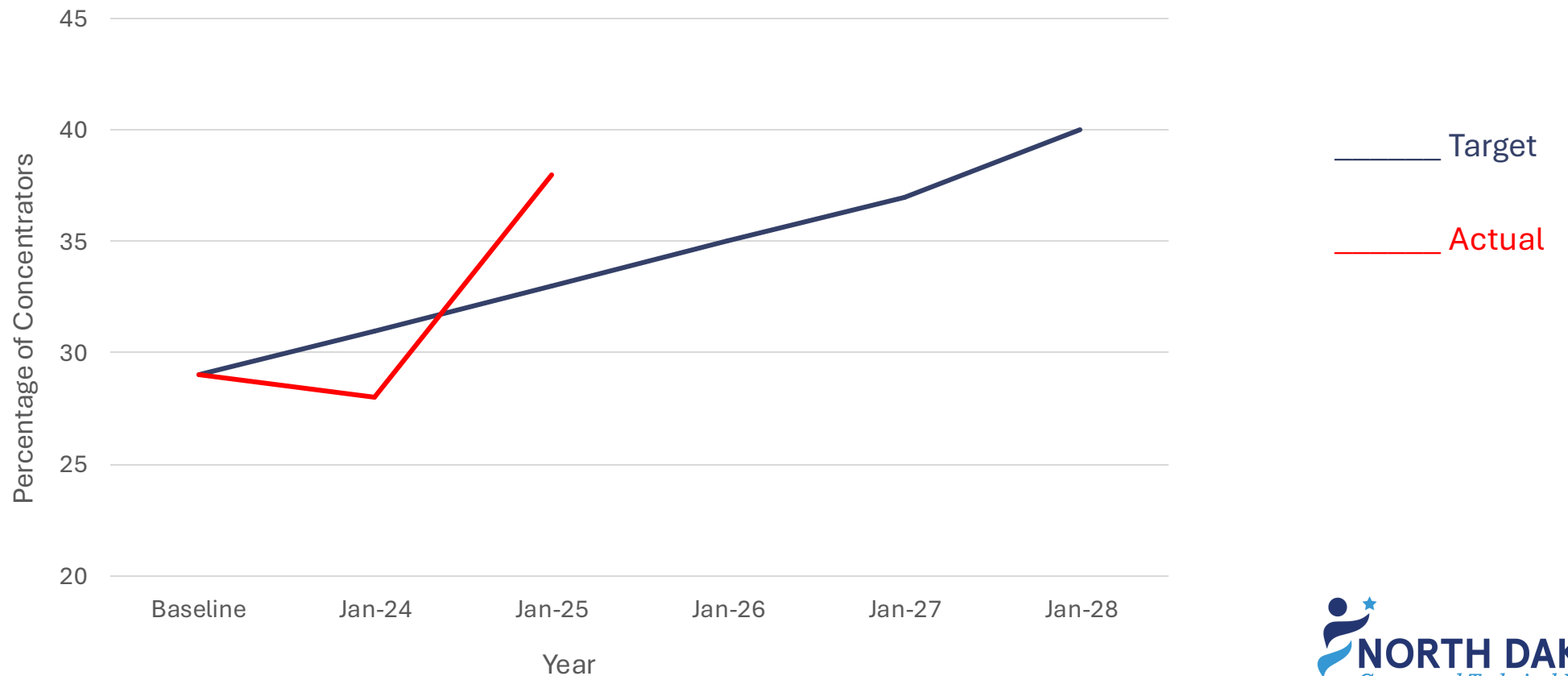
2. We can assess our impact on student outcomes.

3. We can see how our student outcomes align with our Vision and Mission.

# What Do We Monitor and When?

Month	Student Outcome Goals GPMs	Guardrails GrPMs
August		2.1 Qualified CTE Ed. (Prev. Year) 2.2 CTE Ed. Prof. Development (Prev. Yr) 3.3 Public/Private Partnership (Prev)
September	3.1 - Enrollment - 3 or less programs 3.2 - Less than 20 miles 3.3 - Greater than 20 miles 3.4 - Overall CTE Center enrollment 3.5 - HS CTE Enrollment 3.6 - Middle School Enrollment	
October	2.1 - CRP Proficiency 2.3 - TA/Industry Credential	
November		3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)
December		2.2 CTE Ed. Prof. Development (interim)
January		1.1 - Opp. Gap Analysis 3.3 - Public/Private Partnerships (interim)
February	1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator	
March		
April		
May	2.2 - WBL Completion	3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators
June		
July		

# Student Outcome Goal 1 Concentrators



Student outcomes don't change until adult behaviors change.



**Minutes for State Board for Career and Technical Education  
March 23, 2026 Meeting**

**Call to Order:**

The regular meeting of the State Board for Career and Technical Education was held on Monday, March 23, 2026, in the Pioneer Room at the North Dakota State Capitol and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT. Voting members present include:

Board Member Patrick Bertagnolli  
Board Member Lyndsi Engstrom  
Board Member Morgan Forness  
Vice-Chair Mike McHugh  
Chair Sonia Meehl  
Board Member Eric Nelson  
Board Member Jason Rohr  
Commissioner Brent Sanford

Also present: Wayde Sick, John Gruenberg, Gwen Ferderer, Mark Openshaw, Adam Gehlher, Marcia McMahon, Becky Ulberg, Laurie Elliott, Scott Wisness, Mike Hanson, Dan Spellerberg, Wayne Heckamen, Eric Ripley, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

**Be Legendary Governance – Input from Local CTE Director**

Adam Gehlher, CTE Director at the James Valley Career & Technology Center, was asked by Director Sick to present how the Board’s goals support what is happening in Jamestown. Adam indicated that, after reviewing the goals, he interpreted the key focus areas to be increasing student engagement, clarifying the intended student outcomes and ensuring equitable access for all students. He went on to describe how the Center and its member schools are aligning their objectives to support the Board in achieving its goals.

**Revised Goal 3 Progress Measures – CTE Student Enrollment**

Director Sick referred to the updated Goal 3 Progress Measures that were included in the material packet. He explained that the data used for the measures has been fully received and analyzed but current figures are believed to be inaccurate. However, they do provide a baseline and initial targets. Data accuracy issues stem primarily from inconsistent course section categorization at the district level, which can prevent enrollments from being properly attributed to CTE Centers. The transition to Infinite Campus is expected to improve data accuracy and revised targets may be requested this Fall when more reliable data is available. Director Sick requested that the Board accept these proposed progress measures with the understanding they may be adjusted when more accurate data is available.

Morgan Forness moved to accept the Goal Progress Measurers 3.1 through 3.5 as presented with the understanding that they will be revisited in the Fall of 2026 as better data is available and it was seconded by Commissioner Brent Sanford.

With no further discussion a roll call vote was administered:

Board Member Pat Bertagnolli – Yes  
Board Member Lyndsi Engstrom - Yes  
Board Member Morgan Forness - Yes  
Vice-Chair Mike McHugh – Yes  
Board Member Eric Nelson – Yes  
Board Member Jason Rohr - Yes  
Commissioner Brent Sanford - Yes  
Chair Sonia Meehl - Yes  
8-0-1 Absent

### **Board Guardrail 1 Review**

Chair Meehl reviewed Board Self-Guardrail 1 and Objective 1 and reminded members that to move from “proficient” to “advanced” all Board Members and the Director need to memorize the Vision and Student Outcome Goals and know the status of each. By the April meeting, all Members should have memorized our Vision and Student Outcome Goals.

### **Ad hoc Committee Updates:**

Community Engagement Subcommittee: Chair Meehl reported that the Subcommittee has made additional progress with the presentation and that the latest version can be found in the Teams channel. She requested for Members to review and provide any feedback.

Procedural Manual: Lyndsi Engstrom referred to the most recent version of the manual that was included in the material packet along with a variety of questions from other Members. Answers were provided and where appropriate, an inquiry was submitted to Mr. Openshaw to report on during this meeting. Mr. Openshaw then addressed any questions that were directed at him during the discussion.

### **Consent Agenda:**

Mike McHugh moved to approve and accept the items listed on the consent agenda and it was seconded by Commissioner Brent Sanford. With no further discussion a roll call vote was administered:

Board Member Lyndsi Engstrom - Yes  
Board Member Morgan Forness - Yes  
Vice-Chair Mike McHugh – Yes  
Board Member Eric Nelson – Yes  
Board Member Jason Rohr - Yes  
Commissioner Brent Sanford – Yes  
Board Member Pat Bertagnolli – Yes  
Chair Sonia Meehl - Yes  
8-0-1 Absent

**Items for Discussion and Possible Action:**

Preliminary Approval of Board Procedural Manual: Lyndsi Engstrom reported that the Subcommittee requests preliminary approval of the procedural manual with the intent of continuing to revise the document. They propose to meet again in six months as well as including the manual on the monitoring calendar to review on a yearly basis. Mike McHugh moved for preliminary approval of the Procedural Manual as presented and it was seconded by Jason Rohr. With no further discussion a roll call vote was administered:

Board Member Morgan Forness - Yes  
Vice-Chair Mike McHugh – Yes  
Board Member Eric Nelson – Yes  
Board Member Jason Rohr - Yes  
Commissioner Brent Sanford – Yes  
Board Member Pat Bertagnolli – Yes  
Board Member Lyndsi Engstrom - Yes  
Chair Sonia Meehl - Yes  
8-0-1 Absent

**Information Only:**

Chair Meehl reported that the revised Time Trackers for January and February were included in the material packet.

There being no other business brought before the Board, the meeting adjourned at 11:24 am.

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Sonia Meehl  
SBCTE Chairperson

## Agenda Item 3)b)

### CTE State Director's Report April 2026

#### General Updates

##### Executive Officer for State Board for CTE

Staffing update – The following positions have been filled:

Agricultural Education Administrative Assistant – Interviews have been completed and an offer has been accepted.

The Department have three staff apply for the Voluntary Separation Incentive Program. All three applications have been approved. We are waiting for the employees to make their final decisions whether they accept or not.

We will have a Program Specialist vacancy as McKenzie Berube will be relocating and accepting a new position. The position will be posted ASAP.

##### Interpret and Implement Board Policy and State and Federal Law

Perkins State Plan:

Revisions to the Perkins State Plan have been submitted in the Perkins V portal. The changes were primarily an updated budget and minor clarification edits. An example of the changes was an updated Career Ready Practices rubric, which is what the state uses as its WBL assessment.

Consolidated Annual Report:

It was reported in January, during the Board approval of the CAR, that our data may need to be updated from what was approved. After providing clarification from the Office of Career, Technical, and Adult Education (OCTAE), what was reported to and approved by the Board in January, was what OCTAE has accepted. There are no changes to the state level data.

##### Planning and Coordination

Infinite Campus:

The Department continues to work with the Infinite Campus team and receive feedback from CTE Directors on the adoption of Infinite Campus. It has now been decided that NDCTE will no longer serve as the CTE District for the Centers. The additional work, duplication, and complexity at the state and local levels is no longer necessary. Our focus of work with IC now is to ensure data is entered accurately locally and reportable to the state in live time.

Fluxx – Grant Management:

The Department continues to work on building up the Fluxx grant management platform. We plan to launch the system in mid-April, with the launch of the Perkins Comprehensive Local Needs Assessment and Local Application.

Grant Opportunity:

The Department is currently working on a grant application, in partnership with the National Center for Grow Your Own. The focus of the grant application, if awarded, is to align local CTE

programs with apprenticeships and identify and expand attainment of credentials of value. The grant application aligns with the following Board outcome goals.

Goal 1: Increasing Concentrator Status – A portion of the grant must be used to assist students with barriers.

Goal 2: Increasing Workforce Ready – The grant will address pre-apprenticeship, which could serve as an example of WBL, and credential attainment.

The application is due May 1<sup>st</sup>. Maximum award is \$10M annually for five years.

RURReadyND Request for Information:

The Department is working on an RFI, to explore options for our RURReadyND platform. We have used the same vendor for several years, and feel it is appropriate to explore options. This is an interagency effort, including NDDPI, NDUS, ND Commerce, Job Service ND, Vocational Rehabilitation, and NDIT.

Workforce Pell:

I continue to meet with partner agencies, to determine how the state launches the federal Workforce Pell program.

### **Fiscal Management**

New and Expanding Programs:

No new or expanding programs were approved in April.

Secondary Funding Policy update:

The Department continues to explore various tiering options for CTE Programs. This is the work that has been completed since the last Board meeting.

- 1) To address high-cost programs in the short term, the Department will launch a supplemental funding opportunity for high-cost programs. We will utilize any available funds after the 2026-27 payments are made in December 2026. Drafting the guidance for this is underway.
- 2) To determine high-cost programs, we believe it is necessary to identify high-cost courses. We have utilized AI to help identify courses that may be considered high cost. The next step is to share this information with CTE Directors and Department staff for input.
- 3) I also believe it is important not to ignore the individual student. The Board and Department struggled on how to fund a rural vs. urban student, due to equity and definitions. Now that goal progress measures have been identified for goal 3, I believe distance from a CTE Center facility is a potential option to consider for a student multiplier.

### **Advocate for Career and Technical Education**

GNDC Presentation:

I have been asked to present at the GNDC GrowND Workforce Showcase event on April 21<sup>st</sup>. I will provide an overview on the state of CTE in North Dakota.

Advance CTE Presentation:

I have been asked to present at the upcoming Advance CTE spring meetings on industry partnering with education to build strong CTE programs. I will be presenting on the work of the Workforce Cabinet, CareerViewXR, Compass and the work we have done with work-based learning.

#### Turtle Mountain Presentation:

I presented to the community of Belcourt about Career and Technical Education on March 25<sup>th</sup>, along with Pat Bertagnolli (JSND), Patrick Mineer (Golden Path Solutions), and Anne Pollert (AMP Consulting).

#### **Director 360 Survey**

As a portion of the State Director's Evaluation, a survey was distributed to the CTE Directors and NDCTE Staff. The following questions were provided. I have also included the average score for each question, as well as a few comments from the open-ended questions. A total of 15 individuals completed the survey. I did not ask if the individual was a director or a staff, so I am unable to disaggregate the data.

You could use a **1–5 rating scale (Strongly Disagree to Strongly Agree)** for the first eight questions.

#### **Leadership & Vision**

1. The State Director communicates a clear vision and direction for Career and Technical Education in our state. – **4.27**
2. The State Director's decisions align with the mission and priorities of Career and Technical Education. – **4.33**

#### **Communication**

3. The State Director communicates priorities, expectations, and important updates clearly and in a timely manner. – **4.33**
4. I feel informed about major initiatives and decisions affecting Career and Technical Education. – **4.33**

#### **Collaboration & Relationships**

5. The State Director values input from staff and local CTE administrators when making decisions. – **4.40**
6. The State Director fosters positive relationships with educators, partners, and stakeholders across the state. – **4.60**

#### **Support & Leadership**

7. The State Director demonstrates an understanding of the needs and challenges facing local CTE programs. – **4.40**
8. The State Director effectively advocates for Career and Technical Education at the state level. – **4.73**

#### **Open-Ended Questions**

9. What is one thing the State Director does well that should continue?

Forward-thinking leadership. This leadership style strengthens CTE because it goes beyond what exists today, empowering students to succeed and keep pace in an ever-changing world.

Director Sick advocates for CTE within the legislative session, being able to secure additional state funding to support expansion and growth of CTE across the state.

Just stopping by the office to say hello.

10. What is one thing the State Director could do differently to better support staff and local CTE administrators?

Implement a centralized onboarding system where all essential paper documents for new employees are organized and given to new employees, including expectations, job responsibilities, and department policies. As things change, update the paper document.

With new initiatives, providing vision and rationale to how this will improve CTE, along with the ability to see intended and unintended consequences of the decision can be improved.

It might be helpful for the director to accompany staff on a Team Vision Visit to get a better understanding of the process and its value.

**DEPARTMENT OF CAREER AND TECHNICAL EDUCATION**  
**APPROPRIATION STATUS REPORT**  
**FOR THE MONTH ENDED MARCH 31, 2026**

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
<b>EXPENDITURES BY LINE ITEM</b>					
SALARIES AND WAGES	\$5,964,593.00	\$5,838,390.00	\$2,034,684.12	35%	\$3,803,705.88
NEW & VACANT FTE POOL	\$0.00	\$126,203.00	\$0.00	0%	\$126,203.00
OPERATING EXPENSES	\$4,745,611.00	\$4,745,611.00	\$2,035,023.80	43%	\$2,710,587.20
GRANTS	\$14,007,349.00	\$14,007,349.00	\$242,356.88	2%	\$13,764,992.12
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$18,999,535.18	37%	\$33,038,244.82
GRANTS - STEM	\$100,000.00	\$100,000.00	\$10,500.00	11%	\$89,500.00
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$5,247,193.03	96%	\$213,642.86
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$1,437,500.00	41%	\$2,062,500.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$98,561.72	25%	\$301,438.28
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$30,105,354.73</b>	<b>35%</b>	<b>\$56,110,814.16</b>
<b>EXPENDITURES BY SOURCE</b>					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$22,889,571.51	37%	\$39,187,752.49
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$6,304,701.31	28%	\$16,429,169.58
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$911,081.91	65%	\$493,892.09
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$30,105,354.73</b>	<b>35%</b>	<b>\$56,110,814.16</b>

# DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

## CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Mar-26	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
<b>SALARIES</b>	\$5,964,593.00	\$221,117.12	\$2,034,684.12	\$3,929,908.88	34.11%	37.50%
<b>OPERATING EXPENSES</b>	\$4,745,611.00	\$37,826.32	\$2,035,023.80	\$2,710,587.20	42.88%	37.50%
TRAVEL	\$380,000.00	\$7,008.82	\$108,509.76	\$271,490.24	28.56%	37.50%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$3,995.00	\$52,550.12	\$306,560.88	14.63%	37.50%
PROFESSIONAL SERVICES	\$1,361,500.00	\$10,325.00	\$922,859.35	\$438,640.65	67.78%	37.50%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$185.34	\$91,212.90	\$358,787.10	20.27%	37.50%
POSTAGE	\$25,000.00	\$161.68	\$2,343.58	\$22,656.42	9.37%	37.50%
OPERATING FEES	\$200,000.00	\$45.00	\$23,486.85	\$176,513.15	11.74%	37.50%
SUPPLIES	\$1,500,000.00	\$468.58	\$676,941.86	\$823,058.14	45.13%	37.50%
PRINTING & PAPER	\$100,000.00	\$2,899.89	\$15,534.50	\$84,465.50	15.53%	37.50%
TELEPHONE	\$20,000.00	\$643.36	\$5,997.14	\$14,002.86	29.99%	37.50%
ITD	\$200,000.00	\$12,093.65	\$105,398.78	\$94,601.22	52.70%	37.50%
FURNITURE & EQUIPMENT	\$150,000.00	\$0.00	\$30,188.96	\$119,811.04	20.13%	37.50%
<b>TOTAL</b>	\$10,710,204.00	\$258,943.44	\$4,069,707.92	\$6,640,496.08	38.00%	37.50%

**FLUXX software build** \$10,325.00

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Mar-26	DATE:	3/23/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	22		← Minutes setting and adopting both student outcome goals and goal progress measures			
		2	← Minutes setting and adopting superintendent and board guardrails, and a theory of action			
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	0		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		0	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		0	← Minutes performing board self-evaluations using the Be Legendary Board Leadership Framework Instrument, developing and creating Director evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices.			
5. Structuring for Success	Minutes discussing and/or taking action on other agenda items (including consent agenda items and reports), Non-Be Legendary Committee meetings, Board Workshops, and/or non-statutorily required Board Hearings				→	29
6. Active Teamwork and Advocacy	27		← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals			
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments				→	
	Notes:					
<b>TOTALS</b>	<b>49</b>	<b>2</b>	<b>80</b>			<b>29</b>

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:  $\frac{51}{80} \times 100 = 63.75$  % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome:  $\frac{49}{80} \times 100 = 61.25$  % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
8	1	88.89

Count of 'Other' Agenda Items

3

Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
0	0	#DIV/0!

Consent Items 5. Structuring for Success	Consent Items Removed	% Remaining on Consent Agenda
3	0	100.00

GPMS Discussed 3. Monitoring Goals Progress Measures	GPMS on Target	% on Target
5	5	100.00

Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success	Board Members that Did Not Respond in Alignment with the Agenda Building Calendar	% Timely Response
5	4	55.56