



State Board for Career and Technical Education Retreat Agenda

August 24, 2026 - 10:00 AM CT

Board Rooms 1 & 2 - Hughes Education Center

806 N. Washington St., Bismarck, ND

Microsoft Teams - [Meeting Link](#)

- 1) Call to Order**
- 2) Outcome Progress Monitoring**
 - a) Director Guardrail PM 2.1 – Qualified CTE Educator**
 - b) Director Guardrail PM 2.2 – CTE Educator Professional Development**
 - c) Director Guardrail PM 3.3 – Public/Private Partnerships**
- 3) Consent Agenda**
 - a) Approve June 22nd Minutes**
 - b) Directors Report – Agency update**
 - c) Financial Reports – June and July 2026**
- 4) Items for Discussion and Possible Action**
- 5) Board Retreat Topics**
 - a) Procedural Manual Review**
 - i) Approve Board Officer Election Procedure**
 - ii) Board Meeting Cadence Discussion – proposed change**
 - iii) Other Board Recommended Edits**
 - b) Outcome Progress Monitoring Discussion**
 - i) Director Guardrail 1 Discussion – proposed change**
 - ii) Director Guardrail 2 Discussion – proposed change**
 - iii) Redraft of Monitoring Calendar – proposed changes**
 - c) Community Engagement Committee Update**
 - d) 2027 Legislative Session**
 - e) Data Update – Infinite Campus – DPI Presentation**
 - f) Funding Policy Discussion**
 - g) NDCTE and Board Responsibilities outside of the Board’s Outcome Goals (NDCC review)**
 - h) Possible Election of Board Officers (pending Board decision)**
- 6) Adjourn**

The Board will break for a working lunch at approximately noon.

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.

Response to Board Questions

2) a) DGrPM 2.1 – Having a percentage of active educators that are “non-qualified” has a negative connotation. I believe this means that these educators are not fully licensed but are on track to become certified. Please remind us the definition of a “qualified CTE Educator.” Can a non-qualified teacher hold a teaching contract? If not, are they employed as long-term substitutes, or how are they otherwise employed to teach?

The definition the Department is using to define a non-qualified teacher is a teacher that is on a plan of study to become fully licensed and holds some sort of provisional license. Yes, our “non-qualified” teachers do hold contracts. They are simply in the process of completing the plan of study, that was established by the Program Supervisor and local administrator. This measure focuses on the retention of teachers.

2) b) DGrPM 2.2 – This may be addressed later in the packet, or I have forgotten. The GrPM states that we will increase to 1,300 in 2029. The Annual Targets do not match that, showing 1,370 for 2026 and 1,415 in 2028.

DGRPM 2.2 targets were adjusted in 2024-25 due to surpassing the 5 year goal. I made the changes in all the areas, except on that slide. Thank you for bringing this to my attention.

2) b) To what do you attribute the increase of educators enrolling in PD from last year? Is this due to higher participation in the PDC, more PD opportunities throughout the year, or something else?

The largest increase in PD participation came from RUReadyND and Compass training. Due to the upgrades of both of those platforms, we saw an increase in interest. PDC attendance has been relatively stable.

2) c) To what do you attribute the decline of Public-Private Partnerships from last year?

As far as I can tell, we saw slight decreases in sponsorship numbers, but not necessarily the dollar amounts.

I also believe I counted those employers, in Compass, that actually hosted students in past years, which I did not this year. That number was 430, which would have made us surpass the target.

3) a) Minutes – I dislike that Jason Rohr is listed as having abstained from voting on the Director’s Evaluation. I know and appreciate that Lorie sought advice about stating it in this

way. I wonder if it would be better stated that Director Rohr was attending remotely and was temporarily absent from the meeting when the vote was taken.

Noted. We have amended the minutes.

3) b) Director's Report – Can you elaborate on the Federal status update related to adjust access to Perkins funds?

Perkins funds are now being managed by the US Department of Labor. Previously they were managed by the US Department of Education, Office of Career, Technical, and Adult Education. North Dakota has not had any issues accessing Perkins funds, where some states have seen issues.

3) c) Financial Report – Only 29% of the \$100,000 of STEM Grants were distributed in the first half of the biennium. What grants were funded? Were there just not enough applicants to distribute more?

The following grantees were awarded. All submitted applications were awarded.

Recipient	Application	Reimbursed
BASC Stem Days	\$2,000.00	\$ 2,000.00
Jamestown TechSavvy	\$4,000.00	\$ 4,000.00
CRCTC STEM Days	\$2,000.00	\$ 2,000.00
CyberMadness Sponsor	\$1,500.00	\$ 1,500.00
GWTS NorthEast	\$4,000.00	\$ 3,932.02
GWTS NorthWest	\$4,000.00	\$ 2,499.36
GWTS SoutWest	\$4,000.00	\$ 4,000.00
U of Mary	\$2,000.00	\$ 2,000.00
TSA	\$5,000.00	\$ 5,000.00
NDSU RX	\$2,000.00	\$ 1,997.40
VCSU Prairie Waters	\$1,500.00	\$ 413.40

The STEM Ecosystem Board has made the decision to hire an organization to manage the STEM Ecosystem, to attempt to make a greater impact moving forward. Gateway to Science has been issued a one-year contract.

5) b) DGrPM 1.1 i) – I like this proposed change. The words “offer” or “provide” seem better to me than “have access to.” The schools “offer” or “provide.” The students “have access to.”

Thank you for your input. I tend to agree.

5) b) DGrPM 1.1 ii) I also like this, but concerned about how to define a vacancy. If a school or center has a program without a fully-qualified licensed teacher, but it is filled with a qualified long-term substitute, is that a vacancy?

I would like to work with staff to define a vacancy. If the vacancy is filled with an individual on a plan of study, I feel it would not count as a vacancy, but it would, if it is a long-term substitute teacher.

5) b) iii) Redraft Monitoring Calendar – If changes are adopted, I suggest to change the Years to 2027 – 2028, rather than 2023 – 2028.

Noted.

5) c) Community Engagement Update – I like Jason’s input and action steps. I propose that a new committee be established to accomplish this under the guidelines set forth in our Procedural Manual.

The Board Chair can establish a subcommittee to complete this work.



Progress Monitoring
August 2026

Director Guardrail 2

The Director will not allow the Department to operate without systems to ensure high quality instructors.

Director Guardrail Progress Measure 2.1

The % of qualified CTE Educators will grow from 86.9% in May 2024 to 91% in May 2029.

Annual Targets: 2025-87%, 2026-88%, 2027-89%, 2027-90%, 2028-91%

Director Response

2025-26 Target – 88%

2025-26 Progress – 88.2%

Director Response

Baseline – 86.9%

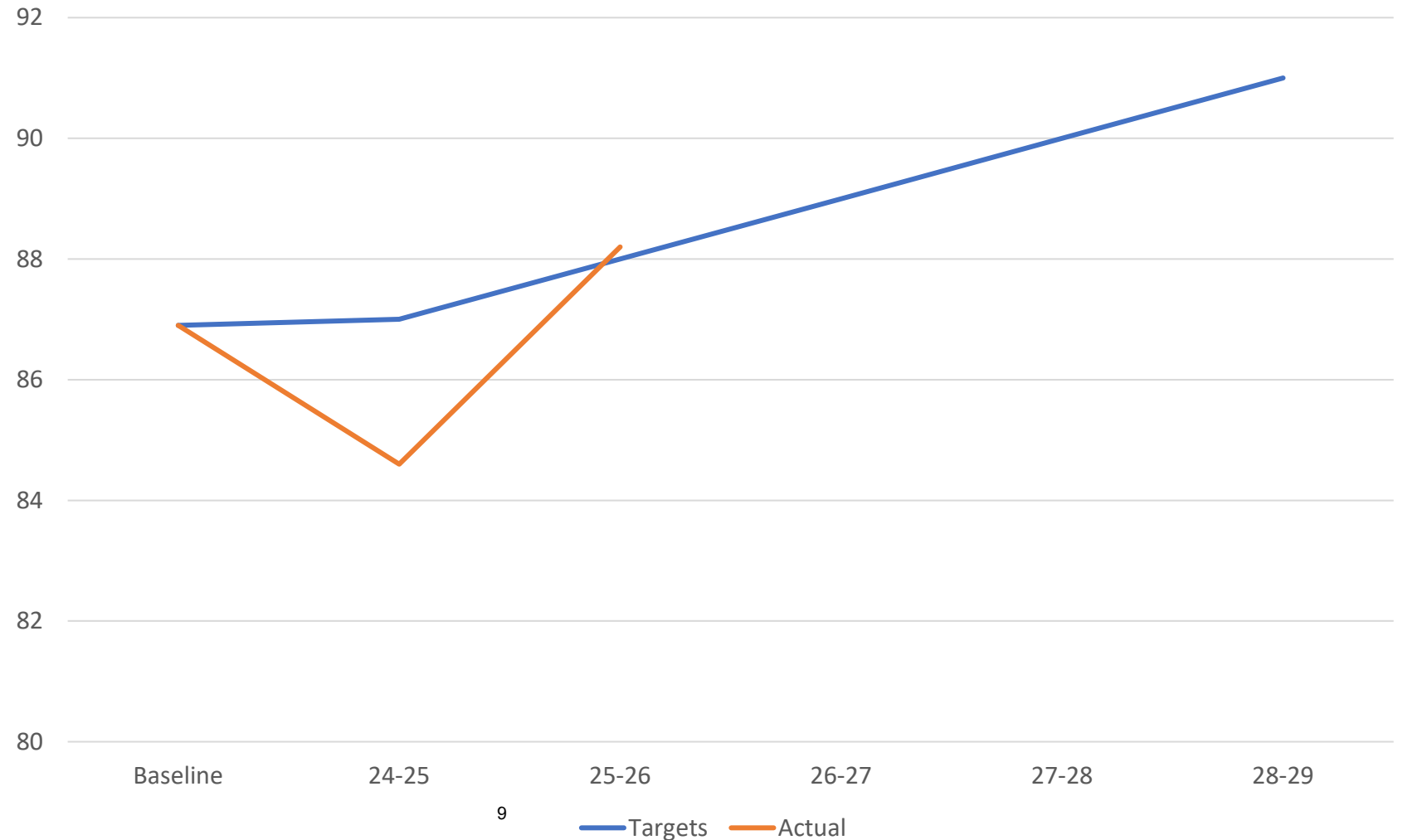
24-25 Target – 87%

24-25 Actual – 84.6%

25-26 Target – 88%

25-26 Actual – 88.2%

Qualified CTE Educator



Next Steps

The Department will continue to monitor all educators who are currently on a plan of study to ensure they continue through completion.

The Department will continue to advocate for CTE educators to utilize the NDRise program, to ensure mentorship opportunities exist for first- and second-year teachers.

NDCTE Staff will continue to partner with ESPB to provide standardized processes across all program areas.

Director Guardrail Progress Measure 2.2

The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1300 in 2029.

Annual Targets: 2025-1200, 2026-1370, 2027-1385, 2027-1400, 2028-1415

Director Response

2025-26 Target – 1370

2025-26 Progress – 1411

Director Response

Baseline – 1192

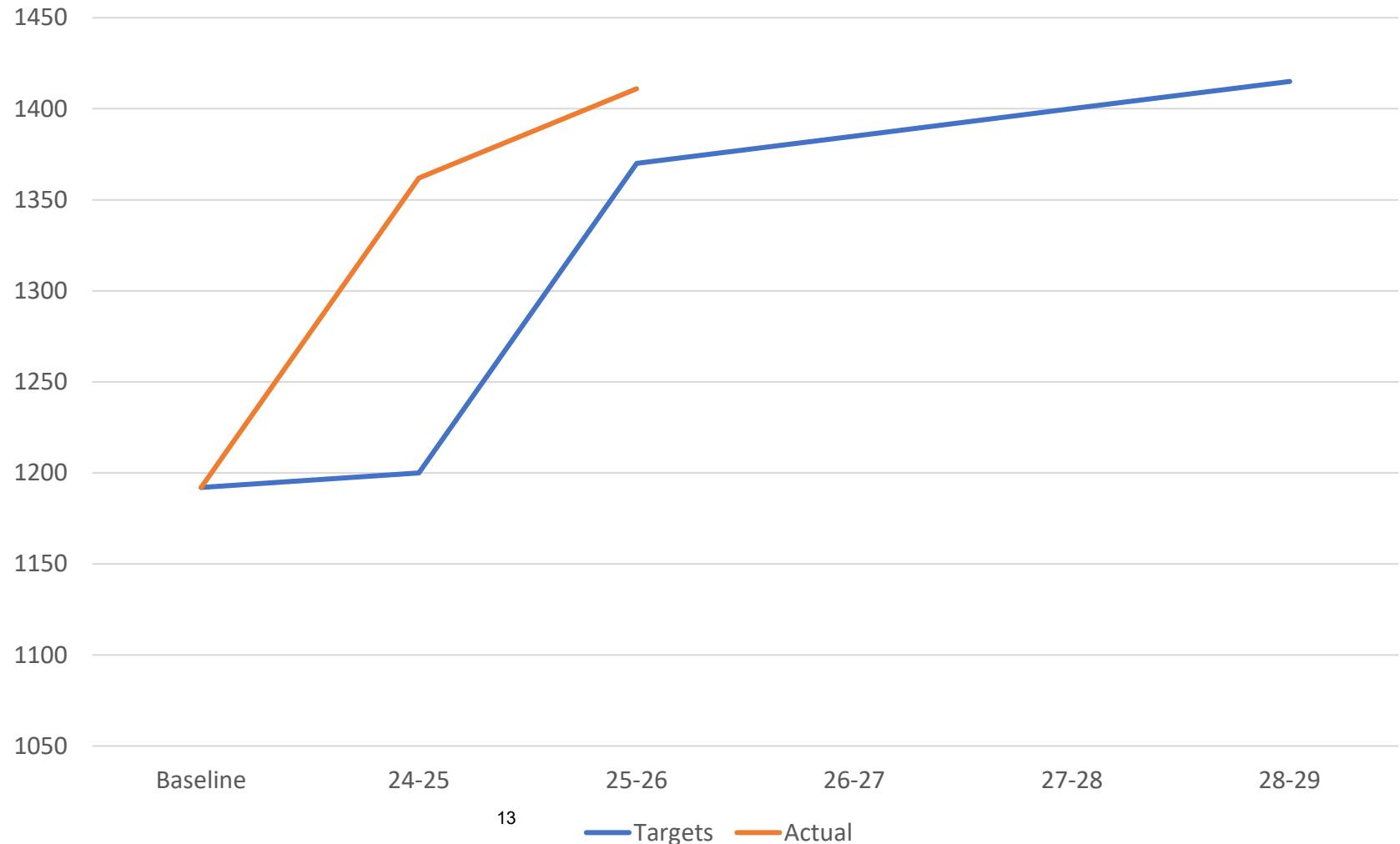
24-25 Target – 1200

24-25 Actual – 1362

25-26 Target – 1370

25-26 Actual - 1411

Professional Development Enrollment



Next Steps

The Department will continue to assess professional development needs of the field and identify, develop and endorse training opportunities.

The Department will review the comments from PDC, to continue to improve upon the conference.

Director Guardrail 3

The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.

Director Guardrail Progress Measure 3.3

The number of public/private partnerships, generated by the Department, will increase from 907 in May 2024 to 1075 in May 2029.

Annual Targets: 2025-910, 2026-1045, 2027-1055, 2027-1065, 2028-1075

Director Response

2025-26 Target – 1045

2024-25 Progress – 977

Director Response

Baseline – 907

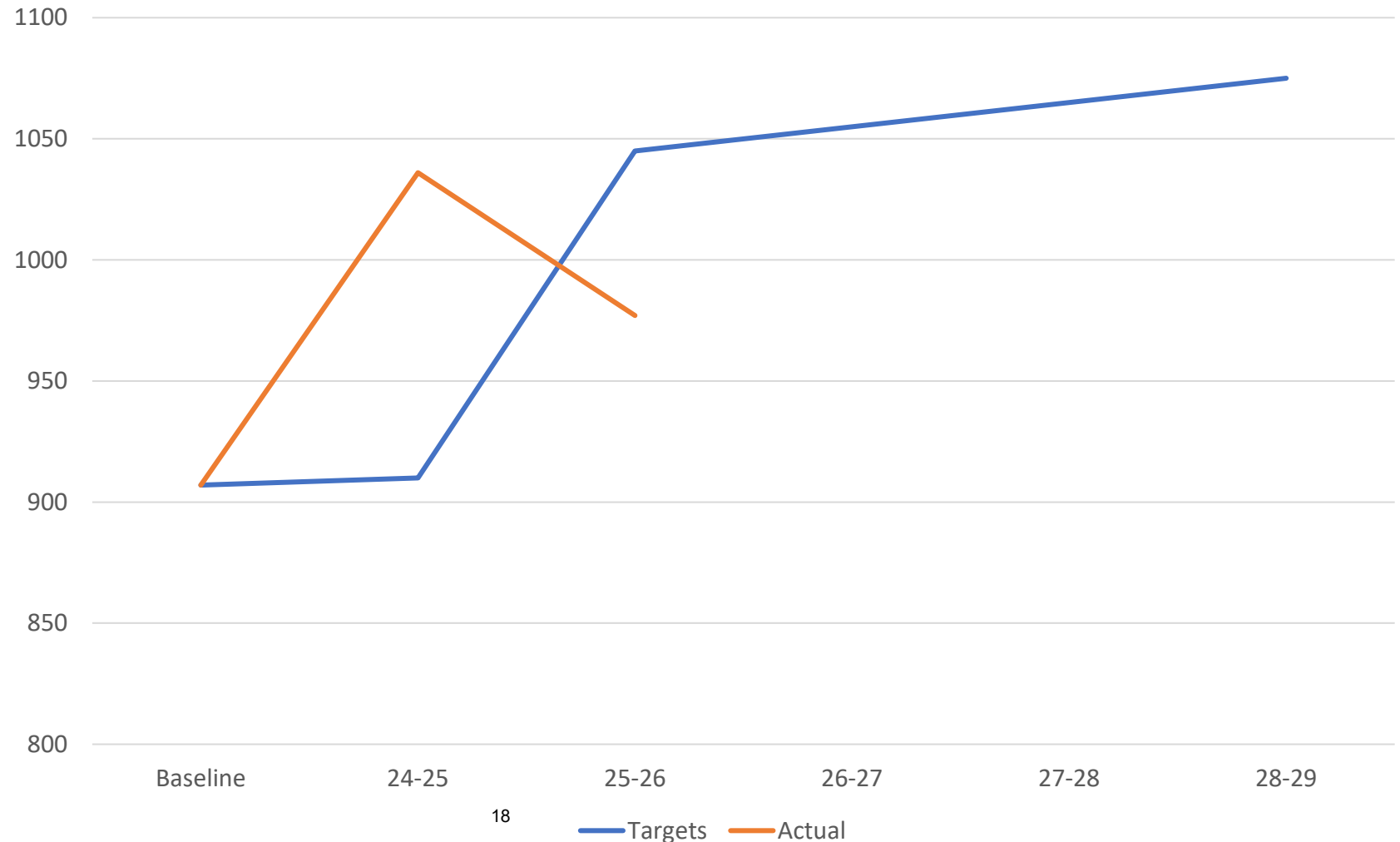
24-25 Target – 910

24-25 Actual – 1036

25-26 Target – 1045

25-26 Actual – 977

Public/Private Partnerships



Next Steps

Program supervisors will continue to engage with the private sector to develop CTSO Partnerships.

The Department will continue to utilize our vendors (Compass) and WBL Coordinator training to expand awareness of Work-Based Learning.

Another future emphasis is to learn more about Pre-Apprenticeship and develop strategies to engage employers and CTE programs in partnerships.

Minutes for State Board for Career and Technical Education
June 22, 2026 Meeting

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, June 22, 2026, in the Hughes Educational Center Board Rooms and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:01 am CT. Voting members present include:

Board Member Phillip Davis
Board Member Lyndsi Engstrom
Board Member Morgan Forness
Deputy Commissioner Lisa Johnson
Vice-Chair Mike McHugh
Chair Sonia Meehl
Board Member Eric Nelson
Board Member Jason Rohr

Also present: Wayde Sick, Gwen Ferderer, John Gruenberg, Mark Openshaw, Nicole Kessler, Daniel Driessen, Lyle Krueger, Becky Ulberg, Pam Strokland, Dan Spellerberg, Benjamin Schafer, Nikki Fideldy-Doll, Wayne Heckaman and Lorie Ruff. Meeting chat information for this meeting does not exist.

Chair Meehl welcomed member Phillip Davis to the Board. Mr. Davis gave a short biographical summary and then each Board member proceeded to introduce themselves.

Consent Agenda:

Morgan Forness moved to approve and accept the items listed on the consent agenda and it was seconded by Mike McHugh. The motion passed unanimously.

Chair Meehl acknowledged Gwen Ferderer as this will be her last meeting. She thanked Gwen for her dedication and wished her well in her retirement. Director Sick then introduced Nicole Kessler, who will be serving as Gwen's replacement.

Items for Discussion and Possible Action:

Review and Approve State Director's Evaluation: Director Sick reviewed the Director Data Outcomes Evaluation that was included in the material packet. This evaluation is comprised of the Board's and Director's Outcome Goals and Guardrails. Director Sick observed that the target numbers included were inaccurate and will send out a revised evaluation to members.

Superintendent Levi Bachmeier arrived at 10:16.

Chair Meehl then reviewed the Director Summative Evaluation Data and referenced the comments submitted by Members that were included in the material packet. If any Member has ideas to improve this process, contact Chair Meehl. Mike McHugh moved to approve the State Director's Evaluation as presented and it was seconded by Levi Bachmeier. Members commended Director Sick for being an excellent advocate for CTE. With no further discussion a roll call vote was administered:

Superintendent Levi Bachmeier – Yes
Board Member Phillip Davis – Yes
Board Member Lyndsi Engstrom - Yes
Board Member Morgan Forness – Yes
Deputy Commissioner Lisa Johnson – Yes
Vice-Chair Mike McHugh – Yes
Board Member Eric Nelson – Yes
Board Member Jason Rohr – Absent for Vote
Chair Sonia Meehl - Yes
8-0-1 Absent

Approve State Director Salary Increase: Chair Meehl referenced the recommendation memo and endorsed for Director Sick to receive a 3% salary increase as this will be consistent with the increase for other employees with an Achieves rating. Levi Bachmeier moved to approve the 3% salary increase as recommended and it was seconded by Phillip Davis. With no further discussion a roll call vote was administered:

Board Member Lyndsi Engstrom - Yes
Board Member Morgan Forness – Yes
Deputy Commissioner Lisa Johnson – Yes
Vice-Chair Mike McHugh – Yes
Board Member Eric Nelson – Yes
Board Member Jason Rohr - Yes
Superintendent Levi Bachmeier – Yes
Board Member Phillip Davis – Yes
Chair Sonia Meehl - Yes
9-0-0 Absent

Discuss Department Budget Request: Director Sick presented the Department's 2027-29 Budget Request. Discussion was held on the six ideas that are currently being considered. No action is needed on this agenda item.

Information Only – May 2026 Board Time Tracker: Chair Meehl referenced the tracker in the material packet and reported that upon review, it was discovered that the non-calculated time had not been properly accounted for in the totals. Chair Meehl and Vice-Chair McHugh will review previous Board Self-Evaluations and correct any percentages.

Board Comments:

Chair Meehl reminded Members that there will not be a meeting in July and that the Planning Retreat in August will be held in Bismarck at the Hughes Educational Center.

Morgan Forness shared that a student from the Fargo Career Innovation Center, who completed the emergency medicine/EMT coursework, successfully saved a life during a medical emergency at a public event. The committee noted this as a strong example of the value of youth training programs in CTE.

There being no other business brought before the Board, the meeting adjourned at 11:17 am.

Agenda Item 3) b)

CTE State Director's Report August 2026

General Updates

Executive Officer for State Board for CTE

Staffing update

The following staff have come on board over the summer.

Started 7/1

Karlee Benth, FACS Supervisor

Callahan Lemar, Ag Ed Assistant Supervisor

Started 7/15

Krista Olson, Career Development Supervisor

We had to repost a Program Specialist position as our selection declined our offer due to another opportunity. The position was posted from late July to early August. Interviews are being scheduled.

We interviewed for Lorie Ruff's replacement in the week of 8/10 and 8/17. Ms. Ruff's last day is August 31st.

Dawn Ulmer was our final VSIP participant. Her last day was August 14th. Due to salary constraints and the payout requirements of the VSIP, we will be unable to fill her position until January 2027. Her duties have been reviewed to determine how to best handle that position to be kept vacant.

Interpret and Implement Board Policy and State and Federal Law

Federal status update – The Department has been able to adjust to access Perkins funds, that are now managed by the US Dept. of Labor.

Planning and Coordination

PDC held 8/3-8/5. We had a total of 567 registered attendees. We will be sending out a follow up survey to gauge attendee satisfaction.

I attended the PK-12 Strategic Vision Steering Committee on July 30, hosted by NDDPI. The discussion revolved around the education stakeholders survey results, redrafting a new PK-12 Strategic Vision and potential measures.

ND STEM Board – 8/10 – This was the first meeting of the Board, after contracting with Gateway to Science to manage the STEM Ecosystem. We discussed plans moving forward as an ecosystem and strategic goals.

Fiscal Management

The Department continues to complete the work to implement the revised Funding Policy.

Audit Report – Our audit report was provided to the Department, with no findings.

I submitted our annual Coronavirus Capital Projects Report on 6/29. The report can be found at the following link. It is an overview of each of the projects.

[NDCTECapitalProjectsPerformanceReportFY2026.pdf](#)

Advocate for Career and Technical Education

I will be presenting at the following events over the next few months.

- 8/26 – Workforce Development Council – Modernized Career Clusters
- 9/1 – Hunt Institute Legislative Retreat – Aligned Credentials and Career Pathways
- 10/7 – Economic Development of North Dakota – CTE Update

Infinite Campus Center Support – Due to the Infinite Campus transition, the Department is setting aside funds to support the additional costs CTE Centers are incurring. The funds DPI are distributing is not available to the Centers.

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
APPROPRIATION STATUS REPORT
FOR THE MONTH ENDED JUNE 30, 2026

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	\$5,964,593.00	\$5,838,390.00	\$2,677,578.40	46%	\$3,160,811.60
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	\$2,300,249.02	48%	\$2,445,361.98
GRANTS	\$14,007,349.00	\$14,007,349.00	\$4,721,353.24	34%	\$9,285,995.76
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$22,406,260.79	43%	\$29,631,519.21
GRANTS - STEM	\$100,000.00	\$100,000.00	\$29,342.18	29%	\$70,657.82
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$5,460,835.89	100%	\$0.00
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$1,651,250.00	47%	\$1,848,750.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$200,000.00	50%	\$200,000.00
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$39,446,869.52	46%	\$46,769,299.37
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$27,223,278.98	44%	\$34,854,045.02
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$11,091,053.22	49%	\$11,642,817.67
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$1,132,537.32	81%	\$272,436.68
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$39,446,869.52	46%	\$46,769,299.37

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Jun-26	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	\$5,964,593.00	\$211,509.72	\$2,677,578.40	\$3,287,014.60	44.89%	50.00%
OPERATING EXPENSES	\$4,745,611.00	\$145,951.23	\$2,300,249.02	\$2,445,361.98	48.47%	50.00%
TRAVEL	\$380,000.00	\$23,023.98	\$156,938.58	\$223,061.42	41.30%	50.00%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$8,665.00	\$62,596.62	\$296,514.38	17.43%	50.00%
PROFESSIONAL SERVICES	\$1,361,500.00	\$1,820.00	\$953,424.78	\$408,075.22	70.03%	50.00%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$185.34	\$121,768.92	\$328,231.08	27.06%	50.00%
POSTAGE	\$25,000.00	\$454.18	\$3,989.92	\$21,010.08	15.96%	50.00%
OPERATING FEES	\$200,000.00	\$1,970.78	\$25,722.63	\$174,277.37	12.86%	50.00%
SUPPLIES	\$1,500,000.00	\$100,614.17	\$782,564.80	\$717,435.20	52.17%	50.00%
PRINTING & PAPER	\$100,000.00	\$567.66	\$20,733.68	\$79,266.32	20.73%	50.00%
TELEPHONE	\$20,000.00	\$699.54	\$7,953.40	\$12,046.60	39.77%	50.00%
ITD	\$200,000.00	\$7,950.58	\$128,494.84	\$71,505.16	64.25%	50.00%
FURNITURE & EQUIPMENT	\$150,000.00		\$36,060.85	\$113,939.15	24.04%	50.00%
TOTAL	\$10,710,204.00	\$357,460.95	\$4,977,827.42	\$5,732,376.58	46.48%	50.00%

Be More Colorful Final Payment

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

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	\$5,964,593.00	\$5,838,390.00	\$2,972,053.68	51%	\$2,866,336.32
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	\$2,680,428.74	56%	\$2,065,182.26
GRANTS	\$14,007,349.00	\$14,007,349.00	\$5,071,347.01	36%	\$8,936,001.99
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$22,449,096.79	43%	\$29,588,683.21
GRANTS - STEM	\$100,000.00	\$100,000.00	\$29,342.18	29%	\$70,657.82
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$5,460,835.89	100%	\$0.00
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$1,651,250.00	47%	\$1,848,750.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$200,000.00	50%	\$200,000.00
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$40,514,354.29	47%	\$45,701,814.60
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$27,597,646.98	44%	\$34,479,677.02
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$11,784,169.99	52%	\$10,949,700.90
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$1,132,537.32	81%	\$272,436.68
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$40,514,354.29	47%	\$45,701,814.60

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Jul-26	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	PRIOR YTD EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	\$5,964,593.00	\$294,475.28	\$2,677,578.40	\$2,972,053.68	\$2,992,539.32	49.83%	54.17%
OPERATING EXPENSES	\$4,745,611.00	\$380,179.72	\$2,299,899.02	\$2,680,428.74	\$2,065,182.26	56.48%	54.17%
TRAVEL	\$380,000.00	\$2,044.11	\$156,938.58	\$158,982.69	\$221,017.31	41.84%	54.17%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$3,225.00	\$62,596.62	\$65,821.62	\$293,289.38	18.33%	54.17%
PROFESSIONAL SERVICES	\$1,361,500.00	\$0.00	\$953,424.78	\$953,424.78	\$408,075.22	70.03%	54.17%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$30,185.34	\$121,768.92	\$151,954.26	\$298,045.74	33.77%	54.17%
POSTAGE	\$25,000.00	\$188.56	\$3,989.92	\$4,178.48	\$20,821.52	16.71%	54.17%
OPERATING FEES	\$200,000.00	\$267.00	\$25,722.63	\$25,989.63	\$174,010.37	12.99%	54.17%
SUPPLIES	\$1,500,000.00	\$343,300.21	\$782,564.80	\$1,125,865.01	\$374,134.99	75.06%	54.17%
PRINTING & PAPER	\$100,000.00	\$969.50	\$20,733.68	\$21,703.18	\$78,296.82	21.70%	54.17%
TELEPHONE	\$20,000.00	\$0.00	\$7,953.40	\$7,953.40	\$12,046.60	39.77%	54.17%
ITD	\$200,000.00	\$0.00	\$128,494.84	\$128,494.84	\$71,505.16	64.25%	54.17%
FURNITURE & EQUIPMENT	\$150,000.00	\$0.00	\$36,060.85	\$36,060.85	\$113,939.15	24.04%	54.17%
TOTAL	\$10,710,204.00	\$674,655.00	\$4,977,477.42	\$5,652,482.42	\$5,057,721.58	52.78%	54.17%

RU Ready 1st 1/2 Payment

North Dakota State Board for Career and Technical Education

PROCEDURAL MANUAL

WHAT IS A BOARD PROCEDURAL MANUAL

The function of the State CTE Board is to represent the vision and values of the CTE stakeholders within the State of North Dakota. This is what it means to govern the state's CTE programs. The function of the Director is to implement the state CTE stakeholders' vision and values; this is what it means to manage the state CTE program within the State of North Dakota.

This document is the Board's procedural manual and is focused on how the State CTE Board governs the CTE Department within the State of North Dakota. In addition, there is the Director's Implementation Plan that is maintained by the director and is focused on how the director will execute the theory of action to achieve the Board goals.

HOW TO USE THIS BOARD MANUAL

This is the official Board Procedural Manual for the North Dakota State CTE Board. The manual is divided into four sections — Goals, Guardrails, Delegation, and Governing — followed by an appendix.

The **Goals Section** focuses on the student outcomes the Board wants the Department to achieve. The Goals section includes the vision, goals, and goal progress measures.

The **Director Guardrails Section** focuses on the protections the Board puts in place regarding behaviors in which the Director may not engage. The Guardrails section includes the Theory of Action, Director Guardrails, and Director Guardrail Progress Measures.

The **Delegation Section** focuses on the Board's cascading of authority to the Director who is directly evaluated by the Board. The Delegation section includes the extent and nature of delegation, Director's role, and Director evaluation procedure.

The **Governing Section** focuses on the Board's roles, Board Member roles, and how Board Members conduct themselves. The Governing section includes Powers and duties, Guardrails for the Board, Board Officer roles and responsibilities, Board committees, Board self-evaluation, monitoring calendar, Board agenda, Board meeting procedures, Board Member Responses to comments and/or complaints, Board Member concerns.

1.0 GOALS

Vision Statement – Our Why

A Future-Ready Workforce for North Dakota

Mission Statement – Our How

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

1.1 Board's Goals and Progress Measures

See Appendix A for annual targets

The Board's goals, as aligned to the vision, are as follows:

- Goal 1: 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 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).
- Goal 2: 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.
- Goal 3: 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.

Goal Progress Measures:

- **1.1** The percentage of economically disadvantaged students identified as a concentrator will increase from 26% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report.
- **1.2** Percentage of minority students identified as a concentrator will increase from 14% in 2023 to 24% in 2028 as measured by the Consolidated Annual Report.
- **1.3** The percentage of students with disabilities identified as a concentrator will increase from 14% in 2023 to 33% in 2028 as measured by the Consolidated Annual Report.
- **2.1** Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.
- **2.2** Percentage of concentrators completing a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Choice Ready Report.
- **2.3** Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.
- **3.1** The percentage of high school students whose school of residence offers less than three CTE programs that enroll in a CTE Center course will increase from x% in 2025 to y% in 2030 as measured by the CTE Center Membership Report.
- **3.2** The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enroll in a CTE Center course will increase from x% in 2023 to y% in 2028 as measured by the CTE Center Membership Report.
- **3.3** The percentage of high school students whose school of residence is more than 20 miles from a CTE Center site that enroll in a CTE Center course will increase from x% in 2023 to y% in 2028 as measured by the CTE Center Membership Report.
- **3.4** The percentage of high school students that enroll in a course at a CTE Center will increase from x% in 2025 to y% in 2030 as measured by the CTE Center Membership Report.
- **3.5** The percentage of high school students that enroll in a CTE course at their school of residence will increase from x% in 2025 to y% in 2030 as measured by the Consolidated Annual Report.
- **3.6** The percentage of 6th-8th grade students that enroll in a CTE course will increase from x% in 2025 to y% in 2030 as measured by the Consolidated Annual Report.

2.0 GUARDRAILS

2.1 Theory of Action

If the North Dakota CTE Board and the CTE Department ensure access to quality programs with qualified educators across all North Dakota communities, urban and rural; create partnerships with private industry and higher education to align curriculum and implement work-based learning opportunities; and enhance public awareness of the effectiveness of CTE programs, then the number of CTE students, CTE concentrators, and workforce ready graduates in North Dakota will increase.

2.2 Director Guardrails and Progress Measures

See Appendix A for annual targets

In attaining the Board's goals, the Director will not:

- Guardrail 1: The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board.
- Guardrail 2: The Director will not allow the Department to operate without systems to ensure high quality instructors.
- Guardrail 3: The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.

Guardrail Progress Measures

- **1.1** The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from 0 in May 2024 to 2 in May 2026.
- **2.1** The percentage of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.
- **2.2** The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1415 in 2029.
- **3.1** The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.
- **3.2** The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.
- **3.3** The number of public/private partnerships generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.

3.0 DELEGATION

3.1 Delegation to the Director

The State CTE Board believes that vision, goal setting, goal monitoring, and the legislation of policies are the most important functions of a Board, and that the execution of the policies should be the Director's function. The application of policies shall be an administrative task to be performed by the Director and his or her staff. The Director shall be held accountable for the effective administration and supervision of the state CTE Department.

All matters to be submitted to the Board shall first be brought before the Director for review and consideration. If these matters require Board action, they shall be presented to the Board by the Director or their designee. All official Board actions and decisions will take place only when the Board convenes formally.

The Director shall be the sole person responsible to the Board for the entire state CTE Department. The Board and the Director will always strive to preserve institutional integrity and support each other as well as

stakeholders. They will strive to maintain mutual respect and be mindful that it is the solemn duty of each to fulfill the hopes and aspirations of the general statewide CTE community and to always act within the framework of the state and federal laws when implementing duly constituted Board policies.

3.2 Director's Role

The Director, as the Board's sole executive officer for managing Department operations, shall be responsible for accomplishing the Board's goals within the parameters provided by the Board's guardrails, and state and federal law.

State and federal law require Board adoption of policies on a variety of topics. The Director shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative procedures. In recommending policy for Board adoption, the Director shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Director.

Among fulfilling a myriad of other appointments and requests, the CTE Director serves on the ND Commerce Cabinet, College Technical Education Council, and PK-12 Strategic Vision Steering Committee per NDCC.

3.3 Director Evaluation

See Appendix B

The Board shall annually evaluate the Director based on the adopted CTE Director's Evaluation procedure which has a strong focus on achievement of the Board's goals and compliance with the Board's guardrails.

4.0 GOVERNING

4.1 Powers and Duties of State CTE Board

Powers of the State CTE Board are outlined in North Dakota Century Code (NDCC) 15-20.1. In addition to NDCC, the duties of Board members include attending Board meetings, discussing items presented on the agenda, suggesting other items for consideration and voting upon motions and resolutions presented. Official decisions of the Board can be arrived at only during official Board meetings. Individual Board Members or groups of Board Members do not have independent authority to speak for the Board and should make no out-of-meeting CTE-related commitments unless directed to do so on behalf of the Board.

4.2 Board Composition

The State Board for Career and Technical Education consists of the members of the State Board of Public School Education, two who must be members of the ND School Boards Association; the Executive Director of Job Service North Dakota; and the Commissioner of Higher Education or the Commissioner's designee. CTE Board members that are school board members traditionally report to the ND School Boards Association quarterly (or upon request of the association).

4.3 Board's Guardrails for the Board

The Board shall operate within the Board's role (as defined above) and the Board's operating procedures (as defined below).

1. The board shall not fail to discuss and adjust board behaviors which are impeding proficiency within each objective.

2. The board shall not operate without outcome goals that challenge the organization.
3. The board shall not fail to review the board packet in a timely manner as defined by the board's agenda calendar and respond appropriately to the director to ensure effective use of consent agenda.
4. The board shall not spend less than 50% of meeting time reviewing and discussing the board's student outcome goals.
5. The board shall not operate without an annual retreat to review and discuss the Be Legendary Framework as well as update training for board members according to needs identified in quarterly board self-evaluations.

4.4 Board Officer Roles & Responsibilities

The Board Chair shall preside at Board meetings, perform all duties imposed by the state statutes, and perform such other duties as may be dictated by action of the Board. The Board Chair shall have the same right as other members to offer resolutions, make motions or second motions, discuss questions, and vote thereon. The Board Chair shall sign official documents. The Vice Chair of the Board shall have the powers and duties of the Board Chair in the event of absence or disability of the Board Chair. The Director, or designee from the department, shall keep a full and accurate record of the proceedings of the Board which shall be transcribed into the official minutes of the Board. The Chair of the CTE Board, or the Chair's designee, serves on North Dakota's K-12 Education Coordination Council by statute NDCC 15.1-01-04. The Board Chair reports the committee's activities back to the CTE board.

4.5 Board Committees

Committees composed of Board Members, may be selected for special assignments. Such committees shall be appointed by the Board Chair and shall terminate upon completing their assignments or may be terminated by a vote of the Board at any time. All committee recommendations must be submitted to the Board for action. The role of the Board's committees is to advise and support the work of the Board, not to advise or direct department staff.

No Committee may meet until the Board Chair has first defined the committee's Chair, members, deliverable(s), and due date for the deliverable(s). Committees that fail to provide their deliverable back to the full board by the due date may be disbanded and the Board Chair may create a new committee to accomplish the deliverable.

4.6 Board Self Evaluation

The Board shall conduct formative self-evaluations per the monitoring calendar (see Appendix C). The Board shall self-evaluate using a research-based evaluation tool.

4.7 Board Meetings

1. Meeting Format - Board meetings are held either in person or virtually via Microsoft Teams. When board meetings are held in person, attendance in person is preferred, but a virtual option is typically made available for unique circumstances. Board members should advise the Board Chair and Director in advance of meetings if attending virtually or unable to attend.
2. Meeting Agenda Format
 - a. Call to Order
 - b. Outcome Progress Monitoring
 - c. Consent Agenda

- i. All agenda items, other than outcome progress monitoring and those that require discussion are placed on the consent agenda by default. The Director shall provide recommendations for items that require Board approval.
- d. Items for discussion and possible action
 - i. The Director shall provide recommendations for items that require Board approval.
- e. Information Only
- f. Board Comments
- g. Adjourn

3. Meeting Materials Preparation and Dissemination

In preparation for Board meetings, the following activities will occur no later than:

- a. 14 Days before the Board Meeting: Items to be considered on the meeting agenda must be submitted to the Director.
- b. 12 Days before the Board Meeting: The Board Chair and Director will meet to draft meeting agenda
- c. 10 Days Before Board Meeting: The Director will provide a preliminary packet with all items to be considered -- including legal documents, support materials, staff presentations, etc. to Board members. Once Board Members receive the materials, they may immediately begin submitting questions to the Director.
- d. 6 days before the Board meeting: All questions from Board Members regarding agenda items must be submitted to the director.
- e. 4 Days Before the Board Meeting: The Director will create a Q&A document of responses to Board questions.
- f. 3 Days Before Board Meeting: Board Members requesting items to be removed from the "consent" agenda and placed in the Items for Discussion and Possible Action section of the agenda. This is the only time before or during Board meetings that items can be moved from the consent agenda.
- g. 3 Days Before Board Meeting: The Department will post the final agenda 72 hours in advance on the Secretary of State and CTE website in accordance with Department procedure and in compliance with state law. Various stakeholders, including the Board, are notified via email. The final Board meeting packet will include a copy of the Q&A document. No additional changes will be made to the Board agenda during the 72-hour period prior to the Board meeting.
- h. Day of Board Meeting: No additional additions to the agenda or removal of items from the consent agenda will be made to the Board agenda during the Board meeting.

4. Meeting Procedures - The State CTE Board shall meet monthly, with the exception of July. A majority of the members of the Board shall constitute a quorum for the transaction of business. All business shall be transacted in open meeting with the Director or their designee present. All action taken by the Board shall become official at the time it is taken. The Director or their designee shall be present at all meetings.

- a. Minutes - The minutes are public record. Draft minutes should be made available to the public even if the minutes have not been approved. Minutes must include, at a minimum, the names of the members attending the meeting; the date and time the meeting was called to order and adjourned; a list of topics discussed regarding public business; a description of each motion made at the meeting and whether the motion was seconded; the results of every vote taken at the meeting; and the vote of each member on every recorded roll call vote. This requirement applies to all governing bodies, including committees and subcommittees.
- b. Voting – Collective, voice votes for procedural agenda items such as accepting minutes, adjourning meetings, etc. are permissible while non-procedural agenda items such as Board actions require a roll call vote. Consent agenda items are not procedural.
- c. Recordings – Meetings may be recorded.

- d. Executive Session -The Board may go into executive session under the circumstances permitted by statute. Executive session must be recorded. Procedures for executive sessions may be found in ND Century Code (NDCC 44-04-19.2).
- e. Special Board Meetings - Topics to be considered are limited to those published in the meeting notification. Procedures for special board meetings may be found in NDCC 44-04-20(5).
- f. Public Comment - members of the public who desire to provide input during board meetings should contact the department to be added to the agenda. Comments in person or via chat will not be accepted during meeting.

5. Joint Boards Meeting - The NDCTE Board meets annually in the Fall with the Public School Education Board, North Dakota University System Board, and Education Standards and Practices Board as the Joint Boards per NDCC 15.1-01-02.

4.8 Board Member Conflict of Interest

Board Members may not take part in decisions if they have a personal or business interest in them. To protect public trust, Board members must avoid real conflicts of interest as well as situations that could appear to be a conflict, as required by N.D. Admin. Code § 115-04-01.

To disclose a conflict of interest, board members must:

1. Identify any potential conflicts before taking any action on the agenda item, preferably prior to the meeting in which the item will be discussed by contacting the Board Chair and Director.
2. When a Board Member declares a conflict of interest at the meeting on a consent agenda item, that item will be moved from the consent agenda to discussion and action.
3. In the event of a potential disqualifying conflict of interest, Board members must disclose the conflict in accordance with N.D. Admin. Code § 115-04. The disclosure of the potential conflict of interest must be made prior to the Board taking any action over the matter in which the conflict lies. After declaring the conflict, the Board member must act in one of the following ways:
 - a. Voluntarily recuse themselves and abstain from further action on the matter; or
 - b. Defer to the Board to determine whether the potential conflict of interest is a disqualifying conflict, in which case the member should recuse themselves and abstain from participating in the matter. The Board may ask clarifying questions and seek further information in making their decision on the potential conflict. The member of the Board with the potential conflict may not participate in the voting of the Board to determine if they may participate.
4. The member with the conflict must complete the form approved by the Ethics Commission and available on their website. The official record of the conflict will be reported in the meeting minutes.

4.9 Board Member Responses to Comments and/or Complaints from the Public

1. Board Members will listen respectfully and remain impartial.
2. Board Members will clarify that it is unethical for them to intervene directly with staff but that it is their role to aid stakeholders in connecting to the appropriate staff members.
3. Board Members will encourage the members of the public to contact the Director.
 - a. If the member of the public remains unsatisfied, the Board Member will encourage the individual to contact the Board Chair
4. This procedure does not apply to comments/complaints alleging criminal activity.

4.10 Board Member Concerns

Director Performance

1. The Board shall annually evaluate the Director based on the adopted CTE Director's Evaluation procedure.
2. If, at any time outside of the annual evaluation process, a Board Member becomes concerned that the Director may have violated a state or federal law, the Board Member concerned shall notify the Board Chair who shall consult with legal counsel.
3. If, at any time outside of the annual evaluation process, a Board Member becomes concerned that the Director may have (1) breached any term of the Director's contract, (2) violated a Board Policy, or (3) failed within a reasonable amount of time to address a specific issue identified by the full Board, the following process will be used:
 - a. Notify the Board Chair and proceed by meeting with the Director to discuss the identified concern(s) and resolve the issue(s). The Board Chair may join the concerned Board Member in meeting with the Director to resolve the issue(s).
 - b. If the concerned Board Member is not satisfied with resolution, the Board Member may request, through the Board Chair, that an item be placed on the next regular meeting agenda for discussion. The concerned Board Member must inform the Board Chair in writing of the specific nature of any concern(s) which prompted the request. The Board Chair will determine if the item should be added to the agenda and address in Executive Session if needed.
 - c. In addition, the Board Chair may, of their own accord, place the concern on a regularly scheduled meeting agenda.
4. If the Board determines that there is a violation or breach of one of the items listed, the following process will follow:
 - a. The exact nature of the deficiency will be documented and discussed with the Director;
 - b. A plan for remediation will be written, to include action(s) to be taken and timelines;
 - c. The Board Chair shall monitor the plan for compliance, and the results will be made part of the Director's annual performance evaluation; and
 - d. It shall be the responsibility of the Board Chair to ensure that all documentation relating to performance deficiencies is placed in the Director's personnel file, as appropriate.

Non-Director Employee Performance

1. If at any time a Board Member becomes concerned about the performance of department employees, they must bring their concerns directly to the Director and inform the Board Chair. Such concerns must be limited to:
 - a. Actions which are illegal,
 - b. Egregious violations of Board policy, or
 - c. Actions which are harmful to the Department's or Board's reputation.
2. Board Members must remain cognizant that department personnel are the responsibility of the Director, not the Board.
3. The Director is obligated to listen to such concerns, review the matter, and notify the Board of the resolution of the matter to the extent allowed by policy.
4. When a Board Member has concerns about the performance of department employees which relate to safety, the Board Member will notify the Director and, when appropriate the police.

Fellow Board Member Performance

1. If at any time, a Board Member believes that another Board Member has violated State or Federal law it is the responsibility of the concerned Board Member to notify the Board Chair who shall consult with legal counsel.

2. If at any time, a Board Member believes that another Board Member has violated Conflict of Interest or Board Policy, it is the responsibility of the concerned Board Member to notify the Board Chair and proceed by meeting with the other Board Member to discuss the alleged violation. The Board Chair may join the concerned Board Member in meeting with the other Board Member to resolve the issue(s).
3. If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, and the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair who will add the item to the next regular board meeting agenda for discussion and possible action.

APPENDIX A: Annual Goal and Goal Progress Measure Targets

GOAL 1

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 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).

Targets	All	Actual			
Baseline	29%				
2024	31%	28%			
2025	33%	38%			
2026	35%				
2027	37%				
2028	40%				

GPM 1.1 The percentage of economically disadvantaged students identified as a concentrator will increase from 26% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report.

Targets	All	Econ. Disadv.	Actual		
Baseline	29%	26%			
2024	31%	28%	28%		
2025	33%	29%	28%		
2026	35%	31%			
2027	37%	33%			
2028	40%	35%			

GPM 1.2 The percentage of minority students identified as a concentrator will increase from 14% in 2023 to 24% in 2028 as measured by the Consolidated Annual Report.

Targets	All Minority	Native America	Black	Hispanic	Actual
Baseline	14%	17%/595	9%/213	14%/344	
2024	16%	19%	11%	16%	14.30%
2025	18%	21%	13%	18%	14.50%
2026	20%	23%	15%	20%	
2027	22%	25%	17%	22%	
2028	24%	27%	19%	24%	

GPM 1.3 The percentage of students with disabilities identified as a concentrator will increase from 14% in 2023 to 33% in 2028 as measured by the Consolidated Annual Report.

Targets	Disabilities	Actual
Baseline	14%/1191	
2024	15%	14.32%
2025	19%	21.40%
2026	23%	
2027	27%	
2028	33%	

GOAL 2

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.

	Targets	Actual							
Baseline	88%								
2024	89%	91%							
2025	90%	95%							
2026	91%								
2027	92%								
2028	93%								

GPM 2.1

Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

	Targets	Actual							
Baseline	24%								
2024	25%	34.38%							
2025	35%	48.91%							
2026	36%								
2027	37%								
2028	38%								

GPM 2.2

The Percentage of concentrators proficient in a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Consolidated Annual Report.

	Targets	Actual							
Baseline	35%								
2024	41%	44.74%							
2025	45%	41.46%							
2026	49%								
2027	53%								
2028	57%								

GPM 2.3

Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

	Targets	Actual							
Baseline	26%								
Year 2024	27%	34.33%							
Year 2025	35%	29.10%							
Year 2026	36%								
Year 2027	37%								
Year 2028	38%								

GOAL 3

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.

	Targets	Actual					
Baseline	76%	76%					
2025	78%	77%					
2026	81%						
2027	83%						
2028	85%						
2029	87%						

GPM 3.1 The percentage of high school students whose school of residence offers less than three CTE programs that enroll in a CTE Center course will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	21%	21.23%					
2026	22%						
2027	23%						
2028	24%						
2029	25%						
2030	26%						

GPM 3.2 The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enrolls in a CTE Center course will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	19%	19.11%					
2026	20%						
2027	21%						
2028	22%						
2029	23%						
2030	24%						

GPM 3.3 The percentage of high school students whose school of residence is more than 20 miles from a CTE Center site that enroll in a CTE Center course will increase from 31% in 2023 to 36% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	31%	31.02%					
2026	32%						
2027	33%						
2028	34%						
2029	35%						
2030	36%						

GPM 3.4 The percentage of high school students that enroll in a course at a CTE Center will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	21%	21.03%					
2026	22%						
2027	23%						
2028	24%						
2029	25%						
2030	26%						

GPM 3.5 The percentage of high school students that enroll in a CTE course at their school of residence will increase from 65% in 2025 to 70% in 2030 as measured by the Consolidated Annual Report.

	Targets	Actual					
Baseline	65%	64.62%					
2026	66%						
2027	67%						
2028	68%						
2029	69%						
2030	70%						

DIRECTOR Guardrail 1	The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board.				
Progress Measure 1	The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.				
Baseline	2025	2026	2027	2028	2029
0%	1	2	TBD	TBD	TBD
Actual	1				
Guardrail 2	The Director will not allow the Department to operate without systems to ensure high quality instructors.				
Progress Measure 1	The % of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.				
Baseline	Target	Target	Target	Target	Target
86.9%	87.0%	88.0%	89.0%	90.0%	91.0%
Actual	84.6%				
Progress Measure 2	The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1415 in 2029.				
Baseline	Target	Target	Target	Target	Target
1192	1200	1370	1385	1400	1415
Actual	1362	583			
Guardrail 3	The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.				
Progress Measure 1	The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.				
Baseline	Target Year	Target Year	Target Year	Target Year	Target Year
41	58	85	90	95	100
Actual	74	108			
Progress Measure 2	The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.				
Baseline	Target Year	Target	Target	Target	Target
13	16	20	20	30	30
Actual	16	20			
Progress Measure	The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.				
Baseline	Target	Target	Target	Target	Target
907	910	1045	1055	1065	1075
Actual	1036				

Appendix B: Director Evaluation Procedure

Revised 9/23/2025

CTE State Director/Executive Officer Evaluation Procedure

An Evaluation of the CTE State Director/Executive Officer will be conducted through monthly Formative Evaluations to determine progress toward meeting the Board's outcome goals. Monthly progress reports monitor the Board Goals and Guardrails, as well as the Director's progress measures, by comparing their achievements to the established annual and deadline targets.

The Board Chair and the State Director will meet at least quarterly, to discuss job performance, in relation to State Director job duties. At any time, Board Members may provide feedback to the Board Chair, which will be discussed during the quarterly meetings.

By March 31, a survey created by the State Director, with assistance from NDHRMS, will be distributed to local CTE Directors and CTE agency employees as part of the annual process to provide feedback to the Board and the State Director/Executive Officer. This survey will be anonymous and compiled by the State Director. An overview of the survey results will be provided during the April Board meeting.

A Summative Evaluation will be completed in May. It will include the Director's Data Summary presentation, Executive Summary of the Director Survey, and Board review of the State Director's Job Performance based on the Job Description.

Duties of the Director for the Department of Career and Technical Education

Summary of Work: The Director provides innovative leadership and management of the Department of Career and Technical Education including the administration, planning, and budgeting for the agency.

The state director is responsible for the State Board for Career and Technical Education; supports and implements board policy, state statutes, and federal statutes in the establishment and continuation of quality career and technical education programming.

This position coordinates all state board activities, prepares agenda and related information for board meetings; coordinates budget preparation and presentation; serves as liaison with the state legislature and federal congress; maintains liaison with state and federal agencies, private organizations, secondary schools, area centers, and postsecondary institutions; and oversees agency personnel.

Performs other duties directed by the state board.

Questions 1 through 5 request your feedback on the director's performance in each of the five areas of his job description. Use the following scoring criteria in providing an overall rating in each area, if that area is applicable to your role. Additional comments are encouraged in each category, particularly providing evidential support of Strong Performance and Areas of Growth.

Part 2 Scoring Criteria:

Performance Level	Developing	Achieves	Excels
Definition	Additional growth needed; inconsistent in achieving goals, competencies and expectations; additional coaching, instruction needed.	Job well done; performs in accordance with expectations; achieved performance goals and competencies.	Consistently delivers high impact outcomes; exceeds performance expectations and competencies routinely; produces outstanding results all the time.

Question 1. Executes the duties of the Executive Officer for State Board for Career and Technical Education

Please provide an overall rating and select 1-2 areas of the subcategories where robust performance is indicated and 1-2 areas for growth. Additional comments are encouraged in each category, particularly providing evidential support in Strong Performance and Areas of Growth.

Overall rating: *Developing* *Achieves* *Excels*

Subcategory Scoring:

Strong Performance	Area of Growth	Subcategories
		a. Administers Board, State, and Federal Policy. Recommends updates to Board Policy
		b. Works with Chairperson and the Board to prepare meeting agendas
		c. Researches and assembles all relevant materials and reports for distribution to the Board
		d. Represents the Board on committees and official activities
		e. Responsible for hiring and overseeing the supervision and Evaluation of all staff
		f. Prepares biennium and fiscal year agency budgets prioritizing the board's outcome goals for Board approval - state and federal - agency operations and grants
		g. Updates the Board utilizing progress monitoring reports progress toward established goals aligned to the adopted board monitoring calendar
		h. Provides the Board with educational opportunities and workshops consistent with the board's role.

Additional Comments:

Question 2. Interpret and Implement Board Policy, State and Federal Law

Please provide an overall rating and select 1-2 areas of the subcategories where robust performance is indicated and 1-2 areas for growth. Additional comments are encouraged in each category, particularly providing evidential support in Strong Performance and Areas of Growth.

Overall Rating: *Developing* *Achieves* *Excels*

Subcategory Scoring

Strong Performance	Area of Growth	Subcategories
		a. Oversee completion and analysis of the Consolidated Annual Report (CAR) for accountability and improved performance report
		b. Oversees the development and implementation compliance of Perkins 5-year state plan (upon reauthorization of federal law)
		c. Uses data available from all sources on which to make decisions based to support the board/s outcome goals

Additional Comments:

Question 3. Planning and Coordination

Please provide an overall rating and select 1-2 areas of the subcategories where robust performance is indicated and 1-2 areas for growth. Additional comments are encouraged in each category, particularly providing evidential support in Strong Performance and Areas of Growth.

Overall Rating: *Developing* *Achieves* *Excels*

Subcategory Scoring

Strong Performance	Area of Growth	Subcategories
		a. Leads change by seeking out the latest/best practices in CTE
		b. Develops five-year targets and annual targets for all progress measures aligned to board goals reflective of ND's PK12 strategic vision for CTE
		c. Responds to rapidly changing and emerging technologies reflective of workforce needs and course availability
		d. Gathers input and assesses guidance available through quarterly statewide meetings with CTE administrators
		e. Partners with other agencies and the private sector on common goals
		f. Plans and implements the systematic updates of program area standards, ensuring alignment with local, national, and industry standards
		g. Assesses, maintains and promotes a system of professional development for staff, CTE instructors, and administrators
		h. Works with postsecondary institutions to plan and coordinate CTE initiatives
		i. Is an active member of appointed and statutory boards

Additional Comments:

Question 4. Demonstrates Fiscal Management

Please provide an overall rating and select 1-2 areas of the subcategories where robust performance is indicated and 1-2 areas for growth. Additional comments are encouraged in each category, particularly providing evidential support in Strong Performance and Areas of Growth.

Overall Rating: *Developing* *Achieves* *Excels*

Subcategory Scoring

Strong Performance	Area of Growth	Subcategories
		a. Ensures that verification and reimbursement processes for individuals and schools reflect Board policy
		b. Recommends and provides rationale for district and area center funding levels based on funding available and prioritizes board goals for Board approval
		c. Ensures the overall reimbursement claim process reflects Board policy
		d. Establishes and makes available fiscal reporting timelines and budget preparation for state and federal funds
		e. Reviews and presents recommendations to the Board concerning new program applications

		f. Monitors state and federal funds
		g. Meets and follows all state and federal audit requirements
		h. Ensures procurement procedures are followed
		i. Implements procedures to administer competitive grants

Additional Comments:

Question 5: Advocate for Career and Technology Education

Please provide an overall rating and select 1-2 areas of the subcategories where robust performance is indicated and 1-2 areas for growth. Additional comments are encouraged in each category, particularly providing evidential support in Strong Performance and Areas of Growth.

Overall Rating: *Developing* *Achieves* *Excels*

Subcategory Scoring

Strong Performance	Area of Growth	Subcategories
		a. Assists in the establishment and maintenance of quality CTE programming
		b. Participates/presents at appropriate state and national meetings, conferences, and workshops
		c. Engages CTE stakeholders throughout the year
		d. Collaborates with Governor's office, legislature, K12 and higher education partners and business and industry to advocate for CTE

Additional Comments:

Members will complete the electronic Summative Evaluation and submit it to the Board Chair in May as requested by the Chair. The Chair will compile an aggregate of the Summative Evaluation and review the summary with the State Director/Executive Officer before the June Board meeting. Board members' comments will be recorded in the Evaluation summary. The State Director/Executive Officer will present the CTE Survey Executive Summary during the April board Meeting and the Director Data Evaluation Summary at the June Board meeting. The Summative Evaluation will be brought to the Board during the June meeting for discussion and approval. The score will be based 60% on the Director Data Evaluation Summary score of targets met and 40% correlated to the job description electronic Evaluation. The calculations formulated in the Summary Rating Spreadsheet determine a final Developing, Achieves, or Excel rating. The final Evaluation rating is calculated as:

Developing- 50% or below

Achieves 50.1% - 85.0%

Excels- Greater than 85%

If the Board identifies unsatisfactory areas, the Director shall develop a corrective action plan to present to the Board in a future meeting.

The Evaluation will be signed by the Board Chair and State Director/Executive Office. The original will be placed in their personnel file.

Appendix C: CTE Board Monitoring Calendar

MONITORING CALENDAR					
Department of Career and Technical Education			Years: 2023 -2028		
Month	Student Outcome Goals GPMs	Guardrails GrPMs	Leadership Evaluations	Trainings	Other
August		2.1 Qualified CTE Ed. (Prev. Year) 2.2 CTE Ed. Prof. Development (Prev. Year) 3.3 Public/Private Partnership (Prev)		Retreat Training	
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				ND DPI Input
October	2.1 - CRP Proficiency 2.3 - TA/Industry Credential		Board Self Evaluation		Local CTE Director
November		3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)			Student Perspective
December		2.2 CTE Ed. Prof. Development (interim)			
January		1.1 - Opp. Gap Analysis 3.3 - Public/Private Partnerships (interim)	Board Self Evaluation		JSND Input
February	1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator				NDUS Input
March					Local CTE Director
April			Board Self Evaluation CTE Director/Agency Staff Survey Overview		Student Perspective
May	2.2 - WBL Completion	3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators			Director Survey Executive Summary
June			Summative Director Evaluation		
July					

APPENDIX D: Policy Delegation

This document is the official Board Procedural Manual for the North Dakota State Board for Career and Technical Education. All other policies and procedures in use are subordinate to and must not conflict with the content of this Board Procedural Manual.

Delegated

Implementation of Board policies is delegated by the Board to the Director. Modification of the following policies require Board approval:

[Secondary Program Approval Policy.pdf](#)
[Secondary Program Funding Policy.pdf](#)
[Secondary Licensing Policy.pdf](#)
[NDSBCTE Policy.pdf](#)
[TrainND Workforce Funding Policy.pdf](#)

Purpose

The purpose of this procedure is to establish a consistent and transparent process for the annual election of the Board President and Vice President.

Election Schedule

1. Officer elections shall be conducted annually during the Board's regular meeting held in **Month** (or at the close of the Board's Annual Retreat?). *What if a specific month is chosen and for some reason no meeting is held that month? Officers serve until the next meeting and elections to be held at that meeting.*
2. Newly elected officers shall assume their duties immediately upon adjournment of the meeting unless otherwise determined by the Board.

Offices to Be Elected

The Board shall elect the following officers:

- President
- Vice President

Eligibility

1. Any current voting member of the Board is eligible to serve as President or Vice President.
2. An individual may serve in more than one officer position over time but may not exceed the term limits established in this procedure.

Nomination Process

1. The presiding officer shall conduct the nomination process.
2. Nominations shall be taken from the Board by voice.
3. Board members may nominate themselves or another eligible Board member.
4. Before nominations are closed, the presiding officer shall ask if there are any additional nominations.
5. When no further nominations are offered, the presiding officer shall declare nominations closed.

Voting Procedure

1. Elections shall be conducted separately for each office, beginning with the President followed by the Vice President.
2. Following the closure of nominations, the Board shall vote by roll call.

3. Each voting member shall verbally cast their vote when their name is called.
4. A candidate receiving a majority of the votes cast shall be elected.
5. If no candidate receives a majority on the first ballot, the Board shall continue voting between the candidates receiving the highest number of votes until one candidate receives a majority.
6. The results of each election shall be announced by the presiding officer and recorded in the meeting minutes.

Terms of Office

1. Officers shall serve a term of one (1) year.
2. Officers may be re-elected, provided they do not exceed the maximum consecutive service established below.

Consecutive Term Limit

1. No individual may serve in the same officer position for more than three (3) consecutive one-year terms.
2. After serving three consecutive terms in the same office, the individual must remain out of that office for at least one full election cycle before becoming eligible for election to that same office again.
3. Service in one officer position does not count toward the consecutive term limit for another officer position.

Vacancies

1. If the office of President or Vice President becomes vacant before the expiration of the term, the Board shall conduct an election at the next regular or special meeting.
2. An officer elected to fill a vacancy shall serve the remainder of the unexpired term. Service of a partial term shall not count toward the three-consecutive-year limit unless the individual serves more than one-half of the term.

Recording of Election Results

The following shall be recorded in the official meeting minutes:

- The nominees for each office.
- The results of the roll call vote.
- The officers elected.
- The effective date of the officers' terms.

Agenda Item 5) a) ii) Board Meeting Cadence Discussion

As the State Board continues to evolve under the Be Legendary Board Governance model, and holds more efficient meetings, I am proposing the Board consider shifting from ten meetings to six meetings a year. This would cut down on travel and encourage in person attendance. Meetings may be longer but may have richer content. This will also allow the Department to complete deeper analysis of progress measure data, will improve progress measure reporting.

The recommendations for meeting months are as follows:

August – Meeting will be held to focus on Board Retreat, Strategic Planning, Policy Review, and Training

September – Meeting will be held in conjunction with Joint Boards

October – No meeting

November – Meeting will be held

December – No meeting

January – Meeting will be held for Consolidated Annual Report review

February – No meeting

March – No meeting

April – Meeting will be held

May – No meeting

June – Meeting will be held to review Director Evaluation and approve Staff Salary increases.

Special meetings can be called at any time, at the discretion of the Board Chair.

If this change is adopted, the Monitoring Calendar will be adjusted as well. A recommendation is provided later in the packet.

Agenda Item 5) b) Outcome Progress Monitoring Discussion

i) Director Guardrail Progress Measure 1.1 Discussion

I propose editing Director Guardrail Progress Measure 1.1. Guardrail 1 has always been confusing and without tangible action. Since this measure focuses on access, I recommend the progress measure to read as follows:

The percentage of high schools that have access to (or offer) more than three state approved CTE programs will increase from 85% in August 2026 to 100% in August 2031.

The intent of this is to show all students have access to more diverse CTE options. This data is readily available, a baseline has been determined, and targets have been selected.

ii) Director Guardrail Progress Measures 2.3 Discussion

I recommend adding Director Guardrail Progress Measure 2.3. The progress measure will read as follows:

The number of CTE Educator vacancies will decrease from x in September 2026 to y in September 2031.

This will be another measure for the Department and Board to monitor and influence. This data should be available, but has not been calculated, as the school year has not begun.

iii) Redraft of Monitoring Calendar

If the meeting cadence recommendation is adopted, the attached monitoring calendar has been proposed.

DIRECTOR Guardrail 1	The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board.				
Progress Measure 1	The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.				
Baseline	2025	2026	2027	2028	2029
0%	1	2	TBD	TBD	TBD
Actual	1				
Guardrail 2	The Director will not allow the Department to operate without systems to ensure high quality instructors.				
Progress Measure 1	The % of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.				
Baseline	2025	2026	2027	2028	2029
86.9%	87.0%	88.0%	89.0%	90.0%	91.0%
Actual	84.6%	88.2%			
Progress Measure 2	The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1415 in 2029.				
Baseline	2025	2026	2027	2028	2029
1192	1200	1370	1385	1400	1415
Actual	1362	1411			
Guardrail 3	The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.				
Progress Measure 1	The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.				
Baseline	2025	2026	2027	2028	2029
41	58	85	90	95	100
Actual	74	123			
Progress Measure 2	The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.				
Baseline	2025	2026	2027	2028	2029
13	16	20	20	30	30
Actual	16	20			
Progress Measure	The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.				
Baseline	2025	2026	2027	2028	2029
907	910	1045	1055	1065	1075
Actual	1036	977			

DIRECTOR Guardrail 1 The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board.

Progress Measure 1 The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.					
Baseline	2025	2026	2027	2028	2029
0%	1	2	TBD	TBD	TBD

Actual 1

Progress Measure 1 The percentage of high schools that have access to (or offer) more than three state approved CTE programs will increase from 85% in August 2026 to 100% in August 2031.					
Baseline	2027	2028	2029	2030	2031
85%	88	91	94	97	100

Actual

Guardrail 2 The Director will not allow the Department to operate without systems to ensure high quality instructors.

Progress Measure 1 The % of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.					
Baseline	2025	2026	2027	2028	2029
86.9%	87.0%	88.0%	89.0%	90.0%	91.0%
Actual	84.6%				

Progress Measure 2 The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1415 in 2029.					
Baseline	2025	2026	2027	2028	2029
1192	1200	1370	1385	1400	1415
Actual	1362	583			

Progress Measure 3 The number of CTE Educator vacancies will decrease from x in September 2026 to y in September 2031.					
Baseline	2027	2028	2029	2030	2031

Actual

Guardrail 3 The Director will not allow the Department to operate without systems in place to

Progress Measure 1 The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.					
Baseline	2025	2026	2027	2028	2029
41	58	85	90	95	100
Actual	74	123			

Progress Measure 2 The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.					
Baseline	2025	2026	2027	2028	2029
13	16	20	20	30	30
Actual	16	20			

Progress Measure The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.					
Baseline	2025	2026	2027	2028	2029
907	910	1045	1055	1065	1075
Actual	1036				

MONITORING CALENDAR					
Department of Career and Technical Education			Years: 2023 -2028		
Month	Student Outcome Goals GPMs	Guardrails GrPMs	Leadership Evaluations	Trainings	Other
August		2.1 Qualified CTE Ed. (Prev. Year) 2.2 CTE Ed. Prof. Development (Prev. Year) 3.3 Public/Private Partnership (Prev)		Retreat Training	
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				ND DPI Input
October	2.1 - CRP Proficiency 2.3 - TA/Industry Credential		Board Self Evaluation		Local CTE Director
November		3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)			Student Perspective
December		2.2 CTE Ed. Prof. Development (interim)			
January		1.1 - Opp. Gap Analysis 3.3 - Public/Private Partnerships (interim)	Board Self Evaluation		JSND Input
February	1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator				NDUS Input
March					Local CTE Director
April			Board Self Evaluation CTE Director/Agency Staff Survey Overview		Student Perspective
May	2.2 - WBL Completion	3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators	Director Survey Executive Summary		
June			Summative Director Evaluation		
July					

MONITORING CALENDAR					
Department of Career and Technical Education			Years: 2023 -2028		
Month	Student Outcome Goals GPMs	Guardrails GrPMs	Leadership Evaluations	Trainings	Other
August				Retreat Training	
September	2.1 - CRP Proficiency 2.3 - TA/Industry Credential	3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)	Board Self Evaluation		ND DPI Input
October					
November	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				Local CTE Director Student Perspective
December					
January	1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator 2.2 - WBL Completion	1.1 - Opp. Gap Analysis 3.3 - Public/Private Partnerships (interim) 2.2 CTE Ed. Prof. Development (interim)	Board Self Evaluation		JSND Input
February					
March					
April		2.1 Qualified CTE Ed. (May-April) 2.2 CTE Ed. Prof. Development (May-April) 3.1 - Trained WBL Coordinators 3.2 Employed WBL Coordinators 3.3 Public/Private Partnership (May - April)	CTE Director/Agency Staff Survey Overview		NDUS Input
May					
June			Board Self Evaluation Summative Director Evaluation		
July					

Agenda Item 5) c)

The information below is an email Board member Jason Rohr provided after presenting to the CTE Directors at PDC.

I have attached a copy of the materials I used at the CTE PDC, including several documents that accompany the PowerPoint presentation. I also added links to several slides that correspond to the handouts. I'm not suggesting that's the best approach, but it was a good starting point. I do like the idea of including a QR code at the end of the presentation so participants can easily access all of the materials in one place.

I also had a few takeaways following the presentation, and Wayde can add his thoughts here or during the retreat. The Directors' group was probably the audience most familiar with the message we are trying to communicate, which made it an excellent group to present to first. Wayde had 30 minutes scheduled for the session. I didn't think to time the presentation itself, but I would estimate that I spoke for about 18–20 minutes, followed by approximately 12–15 minutes of questions and discussion. This is beyond the original target time of 10-15 minutes. That said, I also think some of the extended discussion was due to this group's familiarity with the context and the message we were trying to communicate. Future audiences may not have the same level of background, which could result in a different pace and discussion.

One of my main concerns right now is ensuring that we provide the appropriate context for each audience we present to. We've talked several times about the need to tailor this presentation based on the audience, and I think we're at the point where we need to have a more detailed discussion about what those adjustments should look like. Earlier this year, we considered presenting this to several CTSO groups. However, after yesterday's presentation, I don't think that same message would have been as effective with those audiences. We'll need to be intentional about adapting both the context and the content to ensure it resonates with each group.

Action Steps:

1. Develop a concrete list of potential audiences and dates.
2. Develop "primers" for each intended audience that would provide immediate context.
3. Consider how we are going to integrate all board members into presenting this information.

**North Dakota State Board
For Career And Technical
Education**

**Be Legendary Board
Governance**

2024-2028



1

What is Be Legendary Governance?

 **Research Based**

 **Student Focused**



2

**Student Outcomes
Don't Change Until
Adult Behaviors
Change**




3

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.**

<https://www.cte.nd.gov/about>



4

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.



NORTH DAKOTA
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Committed to Goals

Our goals measure how we
impact what students
achieve

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6

NDDPI NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

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

<https://www.nd.gov/dpi/nd-pk-12-education-strategic-vision-framework>

NORTH DAKOTA
Career and Technical Education

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NDDPI NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

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

<https://www.nd.gov/dpi/nd-pk-12-education-strategic-vision-framework>

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NDDPI NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

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

<https://www.nd.gov/dpi/nd-pk-12-education-strategic-vision-framework>

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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

https://www.cte.nd.gov/sites/www/files/documents/Board%20Documents/Board_Student_Outcome_Goals.pdf

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Each Goal Includes:

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

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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).

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

Current Status: 38%

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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.



13

Board Work

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

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

vs.

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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.

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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.

https://www.cte.nd.gov/sites/www/files/documents/Board%20Documents/Theory_of_Action_and_Board_Guardrails.pdf

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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.



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What Do We Monitor and When?

https://www.cte.nd.gov/sites/www/files/documents/Meetings/February_23_2026_Minutes.pdf

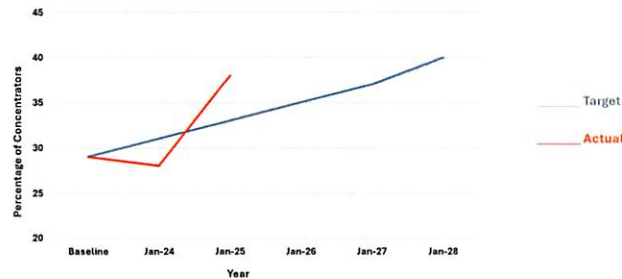


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Month	Student Outcome Goals (GMPs)	Guardrails (GrPMs)
August		2.1 Qualified CTE Ed (Prev Year) 2.2 CTE Ed Prof Development (Prev Yr) 3.3 Public/Private Partnership (Prev)
September	3.1 - Enrollment - 3 or less programs 3.2 - Less than 20 miles 3.3 - 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		

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Student Outcome Goal 1: Concentrators



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Student outcomes don't change until adult behaviors change.



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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

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*

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

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



North Dakota State Board for Career and Technical Education

Board Student Outcome Goals

The State Board for Career and Technical Education, while completing the North Dakota Be Legendary Board Training, have adopted the following Student Outcome Goals, Goal Progress Measures and Director Guardrails.

GOAL 1

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 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).

GPM 1.1

The percentage of economically disadvantaged students identified as a concentrator will increase from 26% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report.

GPM 1.2

Percentage of minority students identified as a concentrator will increase from 14% in 2023 to 24% in 2028 as measured by the Consolidated Annual Report.

GPM 1.3

The percentage of students with disabilities identified as a concentrator will increase from 14% in 2023 to 33% in 2028 as measured by the Consolidated Annual Report.

GOAL 2

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.

GPM 2.1

Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

GPM 2.2

Percentage of concentrators proficient in a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Consolidated Annual Report.

GPM 2.3

Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

GOAL 3

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.

GPM 3.1

The percentage of high school students whose school of residence offers less than three CTE programs that enroll in a CTE Center course will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

GPM 3.2

The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enroll in a CTE Center course will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

GPM 3.3

The percentage of high school students whose school of residence is more than 20 miles from a CTE Center site that enroll in a CTE Center course will increase from 31% in 2023 to 36% in 2028 as measured by the CTE Center Membership Report.

GPM 3.4

The percentage of high school students that enroll in a course at a CTE Center will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

GPM 3.5

The percentage of high school students that enroll in a CTE course at their school of residence will increase from 65% in 2025 to 70% in 2030 as measured by the Consolidated Annual Report.

Director Guardrails

Guardrail 1

The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board.

Progress Measure 1

The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.

Guardrail 2

The Director will not allow the Department to operate without systems to ensure high quality instructors.

Progress Measure 1

The percentage of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.

Progress Measure 2

The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1415 in 2029.

Guardrail 3

The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.

Progress Measure 1

The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.

Progress Measure 2

The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.

Progress Measure 3

The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.



North Dakota State Board for Career and Technical Education

Theory of Action and Board Guardrails

Theory of Action

If the North Dakota CTE Board and the CTE Department ensure access to quality programs with qualified educators across all North Dakota communities, urban and rural; create partnerships with private industry and higher education to align curriculum and implement work-based learning opportunities; and enhance public awareness of the effectiveness of CTE programs, then the number of CTE students, CTE concentrators, and workforce ready graduates in North Dakota will increase.

Board Guardrails

The Board shall operate within the Board's role (as defined above) and the Board's operating procedures (as defined below).

1. The board shall not fail to discuss and adjust board behaviors which are impeding proficiency within each objective.
2. The board shall not operate without outcome goals that challenge the organization.
3. The board shall not fail to review the board packet in a timely manner as defined by the board's agenda calendar and respond appropriately to the director to ensure effective use of consent agenda.
4. The board shall not spend less than 50% of meeting time reviewing and discussing the board's student outcome goals.
5. The board shall not operate without an annual retreat to review and discuss the Be Legendary Framework as well as update training for board members according to needs identified in quarterly board self-evaluations.

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

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, February 23, 2026, in the Hughes Educational Center Boardroom 2 and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT. Voting members present include:

Superintendent Levi Bachmeier
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
Deputy Commissioner Lisa Johnson proxy for Commissioner Brent Sanford

Also present: Wayde Sick, John Gruenberg, Marcia McMahon, Mark Openshaw, Lyle Krueger, Mike Hanson, Dan Spellerberg, Kelly Pierce, Pat Phillips, Pam Stroklund, Kenzie Brown, Eric Ripley, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Be Legendary Governance

Goal Progress Measure 1.1 – Economically Disadvantaged Concentrator: Director Sick provided an overview of Goal 1 and Progress Measure 1.1 for attendees. He noted that the target for 2024–25 was 29% and current data indicates we are at 27.8%, reflecting progress toward the goal but slightly below the established benchmark. Next steps to achieve this measure include identifying consortiums where economically disadvantaged individual concentrator rates are low and determining opportunities to increase concentrator rates, reviewing Special Population Grant guidance to determine opportunities to focus on and encouraging consortiums whose economically disadvantaged individual concentrator rates are low to apply for the Special Population Grant.

Goal Progress Measure 1.2 – Minority Concentrator: After reviewing the measurer, Director Sick reported that our target for 2024-25 was 18% but we only achieved 15.6%. We did not achieve this measure. Next steps to enhance our percentages include further analyzing the Opportunity Gap Analysis and communicating gaps to CTE Directors to determine how they can engage and support, and continue working with the ND Indian Education Advisory Committee on the value of CTE for Native American students and reporting data.

Goal Progress Measure 1.3 – Individuals with a Disability Concentrator: Director Sick described the measure and reported that the 2024-25 target was 19%. We met the measure by completing 21.4%. We will continue efforts to improve by identifying consortiums where individuals with disabilities concentrator rates are low to identify opportunities to increase rate, reviewing Special Populations Grant guidance to determine opportunities to focus on this specific population and encouraging consortiums where individuals with disabilities concentrator rates are low to apply for the Special Populations Grant.

Discussion was held on the fact that the goal is based on grades 10-12 and the progress measures are grades 9-12. Chair Meehl, Director Sick and the trainers will review this during their post-meeting discussion and report back to Board members at the next meeting.

Morgan Forness moved to accept the Goal Progress Measurers as reported by Director Sick and it was seconded by Mike McHugh. The motion passed unanimously.

Ad hoc Committee Updates:

Community Engagement Subcommittee: Chair Meehl reported that the presentation was included in the packet for member feedback. If you have not had the opportunity to review, please do so and contact Chair Meehl with any comments. The Subcommittee will reconvene Thursday to review feedback that they have received.

Procedural Manual: Lyndsi Engstrom informed members that the manual was submitted to Mr. Openshaw for his legal input and that the subcommittee will meet again on March 6. Their intention is to bring the final manual to the full Board at the March meeting.

Board Policies: Director Sick updated members that the subcommittee consists of Morgan Forness, Lisa Johnson and himself and that they met last week to review five policies. They determined if the policies were the responsibility of this Board or if it was to be delegated to Director Sick. The policies were then forward to the Procedural Manual Subcommittee to be included in the final document.

Consent Agenda:

Levi Bachmeier moved to approve and accept the items listed on the consent agenda and it was seconded by Lyndsi Engstrom. The motion passed unanimously.

Items for Discussion and Possible Action:

There are no items for discussion and possible action.

Information Only:

Chair Meehl reported that an error was discovered on the January Time Tracker that was included in the material packet. Mike McHugh will meet with E&M, LLC and update the tracker which will be included with the March material packet.

Deputy Commissioner Lisa Johnson presented a comprehensive overview of NDUS and their agency's alignment with CTE goals and priorities. Members expressed their appreciation for the presentation and the insights they gained.

Board Comments:

Chair Meehl commented on the favorable attention she is seeing in news articles regarding CTE in various parts of the state.

There being no other business brought before the Board, the meeting adjourned at 11:22 am.

MONITORING CALENDAR					
Department of Career and Technical Education			Years: 2023 -2028		
Month	Student Outcome Goals GPMs	Guardrails GrPMs	Leadership Evaluations	Trainings	Other
August		2.1 Qualified CTE Ed. (Prev. Year) 2.2 CTE Ed. Prof. Development (Prev. Year) 3.3 Public/Private Partnership (Prev)		Retreat Training	
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				ND DPI Input
October	2.1 - CRP Proficiency 2.3 - TA/Industry Credential		Board Self Evaluation		Local CTE Director
November		3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)			Student Perspective
December		2.2 CTE Ed. Prof. Development (interim)			
January		1.1 - Opp. Gap Analysis 3.3 - Public/Private Partnerships (interim)	Board Self Evaluation		JSND Input
February	1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator				NDUS Input
March					Local CTE Director
April			Board Self Evaluation CTE Director/Agency Staff Survey Overview		Student Perspective
May	2.2 - WBL Completion	3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators			Director Survey Executive Summary
June			Summative Director Evaluation		
July					

Retreat Agenda Item 5.c.

Community Engagement Committee Update – Potential Conference Options

Below is a list of upcoming conferences and meetings for the Community Engagement Committee to consider presenting at. This is not an all-inclusive list, as the Board may have other ideas.

ND PTA Meeting – September 26th (Virtual)

Joint Boards – September 29th – The agenda may be full, but it may still be an option

ND School Boards Association Conference – October 8th-9th

ND Council of Educational Leaders Conference – October 16th – 18th

ND K12 Coordinating Council Meeting – November 12th

ND Workforce Development Council Quarterly Meeting – December 15th

ND Counselor's Association Conference – February 7th-9th

Other options:

For the past two Legislative sessions, the NDDPI and NDCTE have been able to present to a Joint Education Committee during the first two weeks of session.

In the 2025 Legislative Session, NDCTE was able to present to the Senate Workforce Committee.

CTE Center Board meetings – By invitation

ND Regional Education Association Meetings - By invitation

Agenda Item 5) d) – 2027 Legislative Session

Important dates:

July 15 – Budgets due to OMB

November 25 – Agency Bill Deadline

1st Week of December – Governor Budget Address

January 5 – 1st Day of Session

January 18 – Deadline for Representatives to introduce a bill

January 18 – Deadline for a Senator to introduce a bill with an appropriation

January 25 – Deadline for Senators to introduce a bill

February 23 – Bills and resolutions must be reported out of committee in house of origin

February 26 – March 3 – Crossover Recess

April 7 – Bills must be reported out of 2nd house

April 30 – 80th Legislative Day

Revised Budget Forecast is normally released in March

Department Budget Priorities

- 1) Program Expansion Funding – The Department will again ask for dollars, to support the expansion costs for programs. The intent is to request funds, to address the tiering of programs and program expansions. A 3% and 3% increase is approximately \$1,500,000
- 2) New Programs –\$2,000,000
- 3) CTE Capital Equipment Grant – One-time budget request for large equipment grants - \$5,000,000
- 4) Operating Expenses – The Department plans to request a modest increase, to address our increased rent costs, due to our unexpected relocation. The request will total \$50,000.

These priorities will support the Board's goals by continuing to expand access to CTE programs, which drive enrollment, concentrator status, WBL completion and ultimately Choice Ready status.

Our strategy is to follow the Governor's Budget Guidelines of a conservative budget, while continuing to expand access. Our program expansion and New Program funding requests will include specific examples of proposed programs for the 2027-29 biennium. The ND Career and Technical Education Administrators group is in the process of collecting that information.

Potential Policy Requests

- Postsecondary Career Schools Statute
- CTE Board Structure

Agenda Item 5) f)

The Department continues to work on the implementation of the revised Funding Policy. The following are in the process:

- 1) We have asked CTE Directors to review our CTE Center program and member school list, to ensure it is accurate.
- 2) We have engaged with SLDS to ensure we will have access to WBL and Concentrator rates, down to the local program level.
- 3) We have requested from DPI and Infinite Campus to have access to state level reports, to determine CTE Center enrollments.

In response to conversations with several CTE Directors, we have now determined a definition for a full-time FTE. There are two variables we need to consider when determining an FTE.

- Length of Contract in Days. We are proposing the base is 180 days. Anything above or below will adjust the percentage.
- Number of hours a day committed to Career and Technical Education.

The equation we are exploring is the following:

$$\text{FTE} = \text{Base \$} \times \text{Contract Days \%} \times (\text{CTE Time} / \text{Total Instructional Time in a day})$$

We would continue to fund based on the percentage of time formula the Department determined years ago, which includes funding CTE prep hours. I would like to explore funding actual instructional time and potentially not funding prep time. This may open the door for funding middle school coursework.

Tiers discussion

We continue to explore how to determine tiers. I still believe this needs to go down to the course level, and determine each course as exploratory, foundational, or advanced and alignment with in demand occupations.

CHAPTER 15-20.1 CAREER AND TECHNICAL EDUCATION

15-20.1-01. Definitions.

In this chapter, unless the context otherwise requires:

1. "Career and technical education" includes vocational education.
2. "Department" means the department of career and technical education, which consists of the director and other persons appointed or designated by the state board or the director to carry out the duties of the state board.
3. "Director" means the director of career and technical education.
4. "Regulations" means regulations made by the director with the approval of the state board.
5. "State board" means the state board for career and technical education.

15-20.1-02. State board for career and technical education - Director of career and technical education - Appointment, qualifications, assistants, duties.

The state board for career and technical education consists of the members of the state board of public school education, the executive director of job service North Dakota, and the commissioner of higher education or the commissioner's designee. The state board shall oversee the department and appoint a director and executive officer of career and technical education who are charged with the administration, under the direction and supervision of the board, of the provisions of this chapter relating to career and technical education. The state board shall designate such assistants to the director as may be necessary to carry out the provisions of this chapter. The duties, terms of office, and compensation of the director and of the director's assistants must be determined by the state board. The director shall hold as a minimum a baccalaureate degree received from a recognized college or university. The director shall enforce such rules and regulations as the state board may adopt and shall prepare such reports concerning career and technical education as the state board may require.

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.
2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.
3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.
6. To make studies and investigations relating to career and technical education.
7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.

8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.

15-20.1-03.1. Postsecondary career and technical education reciprocity with Minnesota.

The state board may enter into agreements with the Minnesota higher education coordinating board or with the governing board of any public postsecondary career and technical institute in that state to enable, on a reciprocal basis, any resident of North Dakota to attend an approved career and technical education program in Minnesota and to permit any resident of Minnesota to attend an approved career and technical education program in North Dakota without being required to pay nonresident tuition fees. For the purposes of this section, "approved career and technical education program" means any postsecondary career and technical program offered by a Minnesota area career and technical institute or a district-operated junior college in North Dakota. Any agreement made pursuant to this section may provide for the transfer of funds between the states and any payment to Minnesota by North Dakota must be within the limitations of the payment due North Dakota from Minnesota under the authority contained in chapter 15-10.1. Any payment to North Dakota by Minnesota must be deposited in the state's general fund.

15-20.1-04. Acceptance of benefits of federal acts in career and technical education - Cooperation with federal government.

The state of North Dakota hereby accepts all of the provisions and benefits of the acts of Congress to assist states to maintain, extend, and improve existing programs and develop new programs in career and technical education.

15-20.1-05. Custody and payment of career and technical education funds.

The state board is charged with the duty of administering all funds that are received from federal and state sources and shall accept and use gifts made unconditionally by will or otherwise for purposes of carrying out this chapter for career and technical education. All such moneys received must be placed in the custody of the state treasurer and must be paid in accordance with legislative appropriations by the office of management and budget as directed by the director of career and technical education.

15-20.1-06. Reimbursement of schools teaching subjects in career and technical education.

The state board may reimburse approved public or private institutions or agencies, or political subdivisions of this state or of another state, giving instruction in career and technical education from funds allocated for that purpose. The state board may prorate the sums available if funds are insufficient to reimburse at the rate established by the state board.

15-20.1-07. Cooperation of school boards in career and technical education.

The governing body of any school district may cooperate with the state board in the establishment and maintenance of schools, departments, or classes giving instruction in career and technical education as approved by the state board and may use any moneys raised by public taxation for such purposes in the same manner as the moneys for other school purposes are used for the maintenance and support of public schools. When any school, department, or class giving instruction in career and technical education has been approved by the state board, it may be entitled to share in any federal and state funds available for career and technical education.

15-20.1-08. Mill levy for vocational education programs.

Repealed by S.L. 1983, ch. 608, § 22.

15-20.1-09. Board membership - Powers and duties.

Repealed by S.L. 1993, ch. 62, § 20.

15-20.1-10. Specific powers - Tuition payments - Bond issues.

Repealed by S.L. 2003, ch. 138, § 104.

15-20.1-11. Curriculum - General powers and duties.

The curriculum offered students by an area career and technology center must be as determined by the school board; provided, that such curriculum must be submitted annually to the state board for approval, and only an approved curriculum may be offered.

15-20.1-12. Director of vocational rehabilitation division.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-13. Administration of vocational rehabilitation.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-14. Rehabilitation services provided to any disabled individual - Eligibility.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-15. Rehabilitation services provided to disabled individuals requiring financial assistance.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-16. Gifts - Authorization to accept and use.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-16.1. Gifts - Authorization to accept and use.

The director, with the approval of the state board, may accept and use gifts made unconditionally by will or otherwise for carrying out the purposes of this chapter. Gifts made under such conditions as in the judgment of the state board are proper and consistent with the provisions of this chapter may be so accepted and must be held, invested and reinvested, and used in accordance with the conditions of the gift.

15-20.1-16.2. Science - Technology - Engineering - Mathematics - Grants - Continuing appropriation - Report.

1. The department of career and technical education may accept gifts, grants, and donations for the purpose of providing science, technology, engineering, and mathematics advancement grants.
2. Grant recipients shall focus on facilitating, coordinating, and advancing science, technology, engineering, and mathematics initiatives in this state, and shall work with representatives of elementary and secondary education, tribal schools, higher education, and private sector industries to strengthen educational opportunities, align the educational opportunities with economic development and workforce needs, and ensure the existence of a creative and productive workforce with the skills and knowledge to be globally competitive.
3. All moneys received under this section are appropriated on a continuing basis to the department of career and technical education for the purpose of providing science, technology, engineering, and mathematics advancement grants. The department of career and technical education shall report to the appropriations committees of each legislative assembly on funds received and the use of the funds.

15-20.1-17. Maintenance not assignable.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-18. Hearings allowed to aggrieved persons.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-19. Misuse of vocational rehabilitation lists and records.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-20. Limitation of political activity.

Repealed by S.L. 1973, ch. 383, § 17.

15-20.1-21. Biennial report.

The state board may submit a biennial report to the governor and the secretary of state in accordance with section 54-06-04. If submitted, the report must set forth the condition of career and technical education in the state, a list of the schools to which federal and state aid for career and technical education has been given, and a detailed statement of the expenditures of federal and state funds for that purpose.

15-20.1-22. Grants for innovation.

1. The department shall provide grants to eligible recipients for the funding of:
 - a. Science projects or programs;
 - b. Technology projects or programs; and
 - c. Innovation programs for kindergarten, elementary, or high school students.
2. An eligible recipient for purposes of this section is a teacher, a school, a school district, or an institution of higher education.
3. A grant awarded under this section is competitive, may not exceed twenty thousand dollars if the recipient is an institution of higher education, and may not exceed seven thousand five hundred dollars in the case of any other recipient.
4. In awarding a grant under this section, the department may require dollar-for-dollar matching funds. If the department requires matching funds, an eligible recipient may obtain those matching funds from any public or nonpublic source.
5. The department shall consult with the department of commerce in making award determinations under this section.

15-20.1-23. North Dakota elementary student entrepreneurship program.

1. There is created a North Dakota elementary student entrepreneurship program under the authority of the state board. The state board shall adopt policies to create a program of grants to support entrepreneurship education that is coordinated with classroom curriculum, standards, and activities encouraging and showcasing entrepreneurial activities at the elementary education level.
2. The grants must be awarded to school districts and require matching funds of up to fifty percent of the curriculum and activity costs.
3. At the request of a school district, the state board may forward the district's grant directly to an entity providing services in accordance with this section.

15-20.1-24. Career development facilitation - Certificate - Qualifications.

1. The department shall develop a program leading to a certificate in career development facilitation. The department shall award the certificate to any individual who:
 - a. Holds a baccalaureate degree from an accredited institution of higher education;
 - b. Has at least a five-year employment history; and
 - c. Successfully completes the department's programmatic requirements.
2. An individual holding a certificate awarded under this section is a career advisor.

15-20.1-25. Career development facilitation - Provisional approval.

1. The department may provisionally approve an individual to serve as a career advisor if the individual:
 - a. Holds a baccalaureate degree from an accredited institution of higher education;
 - b. Has at least a five-year employment history; and
 - c. Provides the department with a plan for completing the department's programmatic requirements within a two-year period.
2. Provisional approval under subsection 1 is valid for a period of two years and may not be extended by the department.

CHAPTER 15-20.4

POSTSECONDARY CAREER SCHOOLS

15-20.4-01. Definitions.

As used in this chapter:

1. "Authorization to operate" or like term means approval of the board to operate or to contract to operate a private postsecondary career school in this state.
2. "Board" means the state board for career and technical education.
3. "Education" or "educational services" or like term includes any class, course, or program of training, instruction, or study.
4. "Educational credentials" means degrees, diplomas, certificates, transcripts, reports, documents, or letters of designation, marks, appellations, series of letters, numbers, or words which signify, purport, or are generally taken to signify enrollment, attendance, progress, or satisfactory completion of the requirements or prerequisites for education at a postsecondary career school operating in this state.
5. "Entity" includes any company, firm, society, association, partnership, corporation, limited liability company, and trust.
6. "Executive officer" means the director of career and technical education.
7. "Postsecondary career school" means a private, vocational, technical, home study, business, professional, or other private school or college, or other private organization or person, operating in this state, offering educational credentials, or offering instruction or educational services, primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory high school attendance, for attainment of educational, professional, or vocational objectives at a level no higher than the associate of applied science level.
8. "To grant" includes awarding, selling, conferring, bestowing, or giving.
9. "To offer" includes, in addition to its usual meanings, advertising, publicizing, soliciting, or encouraging any person, directly or indirectly, in any form, to perform the act described.
10. "To operate" a career school, or like term, means to establish, keep, or maintain any facility or location in this state where, from, or through which, education is offered or given, or educational credentials are offered or granted, and includes contracting with any person, group, or entity to perform any such act.

15-20.4-02. Exemptions.

The following education and educational schools or institutions are exempted from the provisions of this chapter:

1. Schools or institutions exclusively offering instruction at any or all levels from preschool through the twelfth grade.
2. Education sponsored by a bona fide trade, business, professional, or fraternal organization, so recognized by the board, solely for that organization's membership, or offered on a no-fee basis.
3. Education solely avocational or recreational in nature, as determined by the board, and schools or institutions offering such education exclusively.
4. Certain education provided through short-term programs as determined by the board.
5. Education offered by charitable schools or institutions, organizations, or agencies, so recognized by the board, provided the education is not advertised or promoted as leading toward educational credentials.
6. Schools of barbering regulated under chapter 43-04.
7. Schools of cosmetology regulated under chapter 43-11.
8. Native American colleges operating in this state, established by federally recognized Indian tribes.
9. Postsecondary career schools not operating in this state.
10. Postsecondary career schools whose only physical presence in this state consists of students enrolled in practicums or internships in this state.
11. Postsecondary educational institutions regulated under chapter 15-18.1.

15-20.4-02.1. Voluntary application for authorization to operate.

Although a postsecondary career school not operating in this state is exempt from this chapter by section 15-20.4-02, the school may subject itself to the requirements of this chapter by applying for and being awarded an authorization to operate by the board. An authorization to operate, as applied to a postsecondary career school not operating in this state, means approval of the board to offer to students in this state educational services leading to educational credentials.

15-20.4-03. Board powers and duties.

The board has, in addition to the powers and duties now vested in it by law, the following powers and duties to:

1. Establish and require compliance with minimum standards and criteria for postsecondary career schools under this chapter. The standards and criteria must include quality of education, ethical and business practices, health and safety and fiscal responsibility, which applicants for authorization to operate shall meet:
 - a. Before such authorization may be issued; and
 - b. To continue such authorization in effect.The criteria and standards developed will effectuate the purposes of this chapter, but will not unreasonably hinder legitimate educational innovation.
2. Prescribe forms and conditions for, receive, investigate as it may deem necessary, and act upon applications for authorization to operate postsecondary career schools.
3. Maintain a list of postsecondary career schools authorized to operate in this state under the provisions of this chapter. The list must be available for the information of the public.
4. Negotiate and enter into interstate reciprocity agreements with similar agencies in other states, if in the judgment of the board such agreements are or will be helpful in effectuating the purposes of this chapter; provided, however, that nothing contained in any such reciprocity agreement may be construed as limiting the board's powers, duties, and responsibilities with respect to independently investigating or acting upon any application for authorization to operate, or any application for renewal of such authorization to operate, a postsecondary career school, or with respect to the enforcement of any provision of this chapter, or any of the rules or regulations promulgated hereunder.
5. Receive and cause to be maintained as a permanent file, copies of academic records specified by the board in the event any postsecondary career school required to have an authorization to operate under this chapter proposes to discontinue its operation.
6. Promulgate such rules, regulations, and procedures necessary or appropriate for the conduct of its work and the implementation of this chapter, and to hold such hearings as it may deem advisable in accordance with chapter 28-32 or as required by law in developing such rules, regulations, and procedures, or in aid of any investigation or inquiry.
7. Investigate as it may deem necessary, on its own initiative or in response to any complaint lodged with it, any person, group, or entity subject to, or reasonably believed by the board to be subject to, the jurisdiction of this chapter; and in connection therewith to subpoena any persons, books, records, or documents pertaining to such investigation. The board may require answers in writing under oath to questions propounded by the board and may administer an oath or affirmation to any person in connection with any investigation. The board may, after hearing, revoke or suspend authorizations to operate. Subpoenas issued by the board are enforceable by any district court.
8. Require fees and bonds from postsecondary career schools in such sums and under such conditions as it may establish; provided, that fees established may not exceed the reasonable cost of the service being provided.
9. Exercise other powers and duties implied but not enumerated in this section but in conformity with the provisions of this chapter which, in the judgment of the board, are necessary in order to carry out the provisions of this chapter.

15-20.4-03.1. Career school fee fund.

There is created a career school fee fund into which fees provided to the board upon application for authorization to operate a postsecondary career school under section 15-20.4-03 must be deposited. The fund and interest earned on the fund may be spent by the board pursuant to legislative appropriation exclusively to carry out the intent and purpose of this chapter. This fund is not subject to section 54-44.1-11.

15-20.4-04. Minimum standards - Exceptions.

1. All postsecondary career schools must be accredited by national or regional accrediting agencies recognized by the United States department of education. The board may additionally require such further evidence and make such further investigation as in its judgment may be necessary. Any postsecondary career school operating in this state seeking its first authorization to operate may be issued a provisional authorization to operate on an annual basis until the school becomes eligible for accreditation by a recognized accrediting agency. Schools issued a provisional authorization to operate must demonstrate a substantial good-faith showing of progress toward such status. Only upon accreditation shall a school become eligible for a regular authorization to operate. A school shall give written notification to the board within thirty days of any change to the school's accreditation status.
2. This section does not apply to postsecondary career schools operating in this state that do not grant degrees and that offer mainly hands-on training in low census occupations, as determined by the board. "Degree" as used in this subsection means a document that provides evidence or demonstrates completion of a course of instruction that results in the attainment of a rank or level of associate or higher.

15-20.4-05. Prohibition.

A person, group, or entity of whatever kind, alone or in concert with others, may not:

1. Operate, in this state, a postsecondary career school not exempted from the provisions of this chapter, unless said school has a currently valid authorization to operate issued pursuant to the provisions of this chapter.
2. Instruct or educate, or offer to instruct or educate, including advertising or soliciting for such purpose, enroll or offer to enroll, contract or offer to contract with any person for such purpose, or award any educational credential, or contract with any school or party to perform any such act, at a facility or location in this state unless such person, group, or entity observes and is in compliance with the minimum standards and criteria established by the board pursuant to subsection 1 of section 15-20.4-03, and the rules and regulations adopted by the board pursuant to subsection 6 of section 15-20.4-03.
3. Use the term "university", "institute", or "college" without authorization to do so from the board.
4. Grant, or offer to grant, educational credentials, without authorization to do so from the board.

15-20.4-06. Refund of tuition fees.

1. Postsecondary career schools shall refund tuition and other charges, other than a reasonable application fee, when written notice of cancellation is given by the student in accordance with the following schedule:
 - a. When notice is received prior to, or within seven days after completion of the first day of instruction, or after receipt of the first correspondence lesson by the school, all tuition and other charges must be refunded to the student.
 - b. When notice is received prior to, or within thirty days after completion of the first day of instruction, or prior to the completion of one-fourth of the educational services, all tuition and other charges except twenty-five percent thereof must be refunded to the student.

- c. When notice is received upon or after completion of one-fourth of the educational services, but prior to the completion of one-half of the educational services, all tuition and other charges except fifty percent thereof must be refunded to the student.
- d. When notice is received upon or after the completion of fifty percent of the educational services, no tuition or other charges may be refunded to the student.
- 2. The provisions of this section do not prejudice the right of any student to recovery in an action against any postsecondary career school for breach of contract or fraud.
- 3. A postsecondary career school may implement a refund schedule that deviates from subsection 1 if the proposed refund schedule is more favorable to the student than the schedule described in subsection 1.

15-20.4-07. Negotiation of promissory instruments.

Repealed by S.L. 2009, ch. 161, § 7.

15-20.4-08. Cancellation of contract for instrument.

Any person has the right for any cause to rescind, revoke, or cancel a contract for educational services at any postsecondary career school within seven days after entering into such contract without incurring any tort or contract liability. In such event, the postsecondary career school may retain the amount of tuition and other charges as set forth in subsection 1 of section 15-20.4-06.

15-20.4-09. Remedy of defrauded student - Treble damages.

Any person defrauded by any advertisement or circular issued by a postsecondary career school, or by any person who sells textbooks to the school or to the pupils thereof, may recover from such school or person three times the amount paid.

15-20.4-10. Board review.

Any person aggrieved by a decision of the board respecting denial or revocation of an authorization to operate, or the placing of conditions thereon, whether on initial application or on application for renewal, and any person aggrieved by the imposition of a penalty by the board under section 15-20.4-12, has the right to a hearing and review of such decision by the board and to judicial review in accordance with chapter 28-32.

15-20.4-11. Violations - Civil penalty.

Any person, group, or entity, or any owner, officer, or employee thereof, who violates the provisions of section 15-20.4-05, or who fails or refuses to deposit with the board the records required by the board under this chapter, is subject to a civil penalty not to exceed one hundred dollars for each violation. Each day's failure to comply with the provisions of said sections is a separate violation. Such fine may be imposed by the board in an administrative proceeding or by any court of competent jurisdiction.

15-20.4-12. Violations - Criminal penalty.

Any person, group, or entity, or any owner, officer, or employee thereof, who willfully violates the provisions of section 15-20.4-05, or who willfully fails or refuses to deposit with the board the records required by the board under this chapter, is guilty of a class B misdemeanor. The criminal sanctions may be imposed by a court of competent jurisdiction in an action brought by the attorney general of this state or a state's attorney pursuant to section 15-20.4-14.

15-20.4-13. Jurisdiction of courts - Service of process.

Any postsecondary career school not exempt from this chapter, which has a place of business in this state, and which instructs or educates, or offers to instruct or educate, enrolls or offers to enroll, or contracts or offers to contract, to provide instructional or educational services in this state, whether such instruction or services are provided in person or by correspondence, to a resident of this state, or which offers to award or awards any educational credentials to a

resident of this state, submits such school, and if a natural person, the person's personal representative, to the jurisdiction of the courts of this state, concerning any claim for relief arising therefrom, and for the purpose of enforcement of this chapter by injunction pursuant to section 15-20.4-14. Service of process upon any such school subject to the jurisdiction of the courts of this state may be made by personally serving the summons upon the defendant within or outside this state, in the manner prescribed by the North Dakota Rules of Civil Procedure, with the same force and effect as if the summons had been personally served within this state. Nothing contained in this section limits or affects the right to serve any process as prescribed by the North Dakota Rules of Civil Procedure.

15-20.4-14. Enforcement - Injunction.

1. The attorney general of this state, or the state's attorney of any county in which a postsecondary career school is found, at the request of the board or on the attorney general's own motion, may bring any appropriate action or proceeding, including injunctive proceedings, or criminal proceedings pursuant to section 15-20.4-12, in any court of competent jurisdiction for the enforcement of the provisions of this chapter.
2. Whenever it appears to the board that any person, group, or entity is, is about to, or has been violating any of the provisions of this chapter or any of the lawful rules, regulations, or orders of the board, the board may, on its own motion or on the written complaint of any person, file a petition for injunction in the name of the board in any court of competent jurisdiction in this state against such person, group, or entity, for the purpose of enjoining such violation or for an order directing compliance with the provisions of this chapter, and all rules, regulations, and orders issued hereunder. It is not necessary that the board allege or prove that it has no adequate remedy at law. The right of injunction provided in this section is in addition to any other legal remedy which the board has, and is in addition to any right of criminal prosecution provided by law; provided, however, the board may not obtain a temporary restraining order without notice to the person, group, or entity affected. The existence of board action with respect to alleged violations of this chapter does not operate as a bar to an action for injunctive relief pursuant to this section.

15-20.4-15. Unlawful to issue, manufacture, or use false academic degrees - Penalty.

Repealed by S.L. 2013, ch. 137, § 14.

15-20.4-16. Unlawful to use degree or certificate when coursework not completed - Penalty.

Repealed by S.L. 2013, ch. 137, § 14.

15-20.4-17. Consumer protection - False academic degrees.

Repealed by S.L. 2013, ch. 137, § 14.

15-20.4-18. Unlawful to operate accreditation mill - Penalty.

Repealed by S.L. 2013, ch. 137, § 14.

15-20.4-19. Compliance with professional board registration and certification requirements.

A postsecondary career school shall give written notification to potential students applying for enrollment in a course or program that customarily leads to professional registration or certification of the status of the course or program compliance with the registration or certification requirements of the appropriate professional board in the state. A postsecondary career school shall give written notification to all students enrolled in a program or course that customarily leads to professional registration or certification of any change in the status of the course or program compliance with the registration or certification requirements of the appropriate professional board in the state.

Agenda Item 5) g) NDCTE Responsibilities outside of the Board Outcome Goals and NDCC Review

Over the past two years, the Board has focused on drafting and monitoring the Outcome measures, as mentioned, the Department and Board have responsibilities outside the selected goals. This discussion is to ensure all Board members are aware of those responsibilities.

First, I have included the two chapters of North Dakota Century Code, that govern the State Board.

NDCC 15-20.1 – Career and Technical Education

This chapter creates the Board and Department and lists those items we are statutorily bound to perform.

NDCC 15-20.4 – Postsecondary Career Schools

This chapter details Postsecondary Career Schools and gives the State Board for Career and Technical Education the authority to approve their operations.

Other Programs the Department are responsible for that are not reflected in Progress Monitoring or included in century code:

TrainND/Workforce Training – TrainND provides non-credit training that helps businesses close skill gaps and helps individuals move their careers forward.

In December 2024, the State Board approved a funding policy for TrainND. The funds flow to the four regions of Southwest (BSC), Northwest (WSC), Northeast (LRSC), and Southeast (NDSCS).

UAS Grant – In the 2023 and 2025 Legislative Sessions, NDCTE was provided with funds to support UAS training in Northwest North Dakota. The recipient of the funds for each biennium was TrainND NW. In 2023-25, the funding was used to develop curriculum, purchase equipment and develop a UAS park. In 2025-27, the funds are being used to develop drone racing chapters at WSC, Williston Basin CTC and Bakken Area Skills Center.

Mine Safety and Health Administration Grant – NDCTE is the pass-through grant recipient for the Mine Safety and Health Administration Grant. The funds flow to the North Dakota Safety Council, to provide MSHA compliant courses for surface coal, or sand and gravel mining operations.

Managing the State's CTSOs – Each of State Program Supervisors serve as the State Advisor for our recognized CTSOs. They are responsible for organizing events, training

and managing the state officers, providing training and support for local chapter advisors, working with the national organization, managing organization finances, etc.

Office for Civil Rights Compliance – An educational institution's compliance with the Office for Civil Rights Compliance Guidelines and the Carl D. Perkins Career Education Act is an important aspect of excellence in career and technical education. Guidelines and laws are used to assure citizens, parents, and legislators that every career and technical education program in every public school in the State of North Dakota is meeting the basic expectations as set forth by the U.S. Department of Education and the Department of Justice. The NDCTE office is responsible for ensuring schools are complying.

Career Resources – The Department manages the RUReadyND platform and respective contract and provides professional development to professionals across the state on the use and functionality.

Electrician Continuing Education Instructor Certification – The Department certifies any instructor who teaches classroom continuing education units to ND Licensed Electricians in order for those CEU's to be approved by the ND State Electrical Board.