



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

**May 18, 2026**

**10:00 AM CT**

**Sakakawea Room and Microsoft Teams**

Microsoft Teams - [Meeting Link](#)

- 1) Call to Order**
- 2) Be Legendary Governance**
  - a) Progress Monitoring**
    - i) Student Outcome Goal GPM 2.2 – WBL Completion**
    - ii) Director Guardrail 3.1 – Trained WBL Coordinators**
    - iii) Director Guardrail 3.2 – Employed WBL Coordinators**
- 3) Consent Agenda**
  - a) Approve April 27, 2026 Minutes**
  - b) Accept Director’s Report – Agency update**
- 4) Items for Discussion and Possible Action**
  - a) Approve the TMACTC Proposal**
- 5) Information Only**
  - a) CTE Board Chair Asst. Attorney General Advice**
  - b) ND FFA State Convention Invite**
  - c) April 2026 Board Time Tracker**
- 6) Board Comments**
- 7) Adjourn**

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

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

## Responses to Board Questions

2) a) i) WBL Completion: GPM 2.2 – please remind us what it means to be “proficient” in a WBL experience.

**When a student is placed on a WBL experience, they are assessed utilizing the 6 foundation Career Ready Practices. We have set the expectation they need to have at least a 3 out of 4 score.**

2) a) ii and iii) WBL Coordinators: We have 123 trained WBLC’s and only 20 employed. Why are there not more employed? For those that are trained but not employed, are they (or how are they) using their training to advance WBL, even though they are not employed as a WBLC?

**The 20 that are reported are those that are funded by the WBL Coordinator Grant. There are also 11 individuals that are not funded but are conducting WBL work. It may not be the main emphasis of their job duties, which would make them ineligible for the grant. We require a minimum of 50% of their time to be focused on WBL duties. The remaining individuals likely received the training to better understand work-based learning. They may be also conducting WBL work, but it has not been reported to us.**

3) b) Directors Report: I know you are still reviewing and digesting "The Connected Path," but I'm curious what, if any, impact do you expect this to have for North Dakota? I think we generally were more interested in our state's strategic vision than national initiatives (except those funded or mandated), but maybe I'm not accurate in that assessment. High level, it looks like it makes sense and is a coherent vision, but I'm sure the devil is in the details here.

**To begin with, this is simply a guide for states to determine how far and if they lean in, but I believe several of the principles align with what North Dakota is currently working on. I believe the first step is to engage in expanding on Principle 1, which is a CTE system, codesigned by education and industry. I believe the remaining principles are impacted if we do that well first. I believe the State is making headway there, with the work of the Workforce Cabinet and developing a seamless and easy to navigate workforce system. Also, my emphasis on attempting to reach out to employer groups works along this principle. Another step the Department is taking is to review and strengthen the Industry Advisory Committee guidance and increase PD opportunities for managing an Industry Advisory Committee.**

3) b) Directors Report: Just so I am clear, is everyone going on Infinite Campus July 1st? Also, can I get a scope of the infinite campus rollout? I know this is a little extra-scope for you, but it feels like its implementation permeates through all our data.

**Yes, that is the planned timeline. The Infinite Campus rollout is a replacement of PowerSchool, as the State’s Student Information System. Every school building,**

**in every school district, including Career and Technology Centers, will need to start using Infinite Campus for the 2026-27 school year. This also includes a data migration of all PowerSchool data. Every CTE Center will be identified as either a school district or a school building under a school district, depending on what works best for that CTE Center. This will allow for cleaner and clearer data and access to live data for our CTE Centers.**

**Initially, it was decided that NDCTE would be a district and all the CTE Centers would be school buildings under NDCTE, but we learned that would be cumbersome and was unnecessary. The role of NDCTE in Infinite Campus would be simply access to necessary data, for reporting purposes.**



Be Legendary Governance  
May 2026

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# Goal 2

The percentage of students who graduate Workforce Ready will increase from 88% in the 2022-23 school year to 93% in the 2027-28 school year as measured by the North Dakota Choice Ready Report.

# Goal Progress Measure 2.2

The percentage of concentrators proficient in a Work-based Learning experience will increase for 35% in September 2023 to 57% in September as measured by the North Dakota Consolidated Annual Report.

Annual Targets: Baseline: 35%, 23-24: 41%, 24-25: 45%, 25-26: 49%, 26-27: 53%, 27-28: 57%

# Director Response

2024-25 Target – 45%

2024-25 Progress – 62.9%

# Director Response

Baseline – 35%

23-24 Target – 41%

23-24 Progress – 44.74%

24-25 Target – 45%

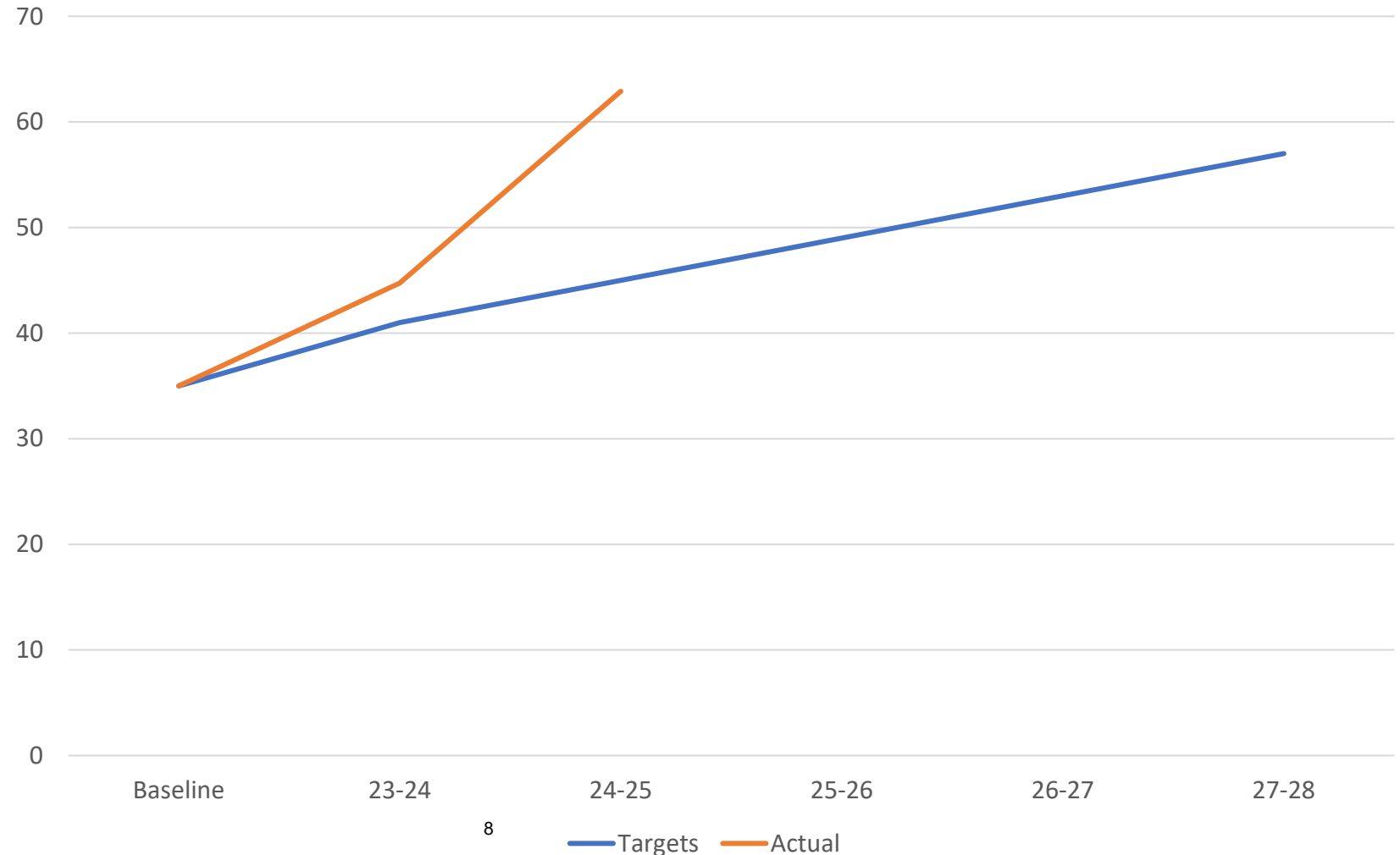
24-25 Progress – 62.90%

25-26 Target – 49%

26-27 Target – 53%

27-28 Target – 57%

## Work-Based Learning Experience



# Next Steps

1. Identify consortiums that may not have met the WBL Target.
2. Provide Technical Assistance to specific schools/consortiums.

# Director Guardrail 3

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

# Guardrail Progress Measure 3.1

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

Annual Targets: Baseline: 41, 24-25:58, 25-26:85, 26-27:90, 27-28: 95, 28-29:100

# Director Response

2025-26 Target – 85

2025-26 Progress – 123

# Director Response

Baseline – 41

24-25 Target – 58

24-25 Progress – 74

25-26 Target – 58

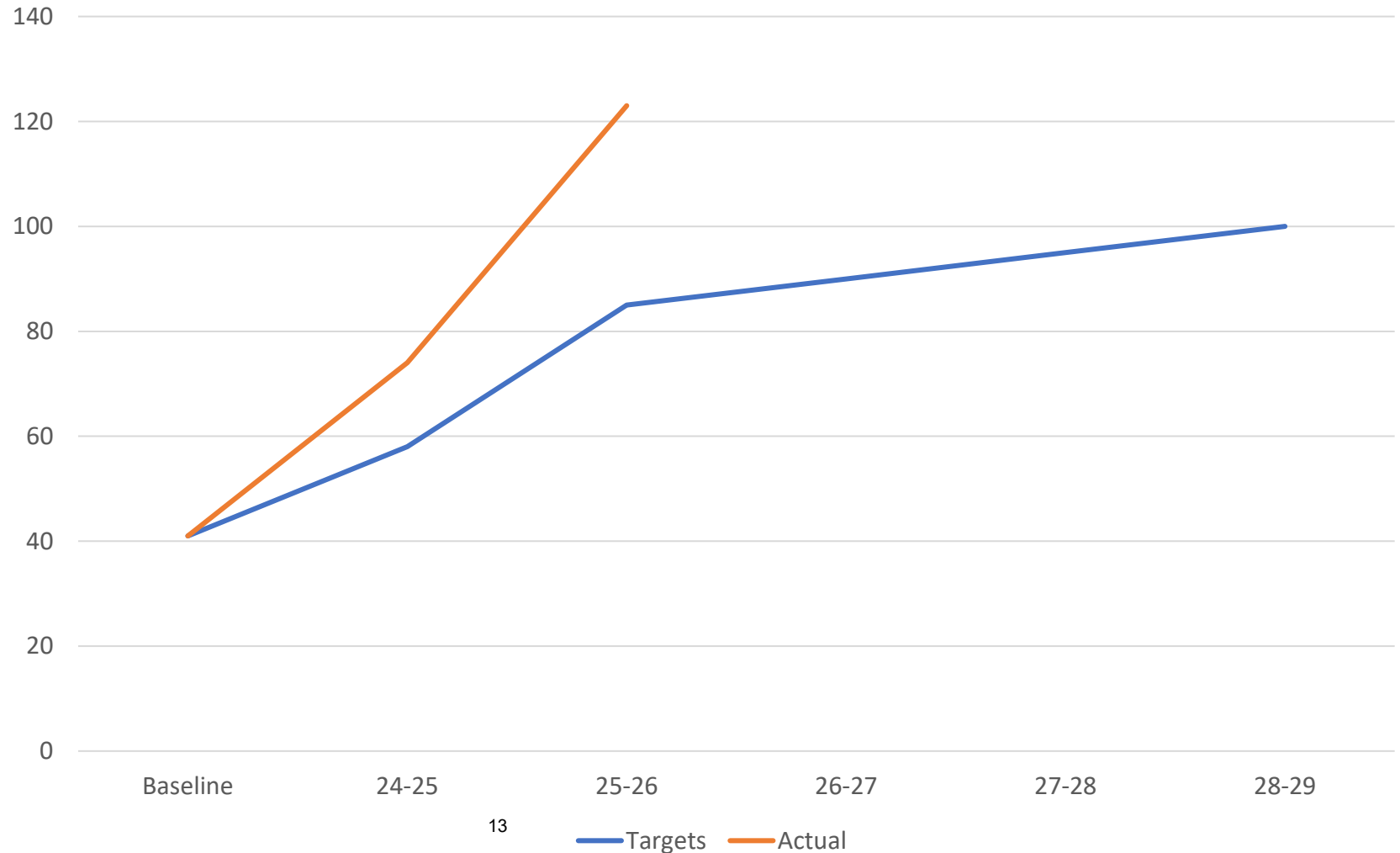
25-26 Progress – 123

26-27 Target – 90

27-28 Target – 95

28-29 Target – 100

### Trained WBL Coordinators



# Next Steps

1. Evaluate the necessity of continuing to provide full WBL Coordinator Training, as we have surpassed the target.
2. Develop and provide instructor WBL training, which would not provide for an endorsement, but expand awareness of WBL.

# Guardrail Progress Measure 3.2

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

Annual Targets: Baseline: 13, 24-25: 16, 25-26: 20, 26-27: 20, 27-28: 30, 28-29: 30

# Director Response

2025-26 Target – 20

2025-26 Progress – 20

# Director Response

Baseline – 13

24-25 Target – 16

24-25 Progress – 16

25-26 Target – 20

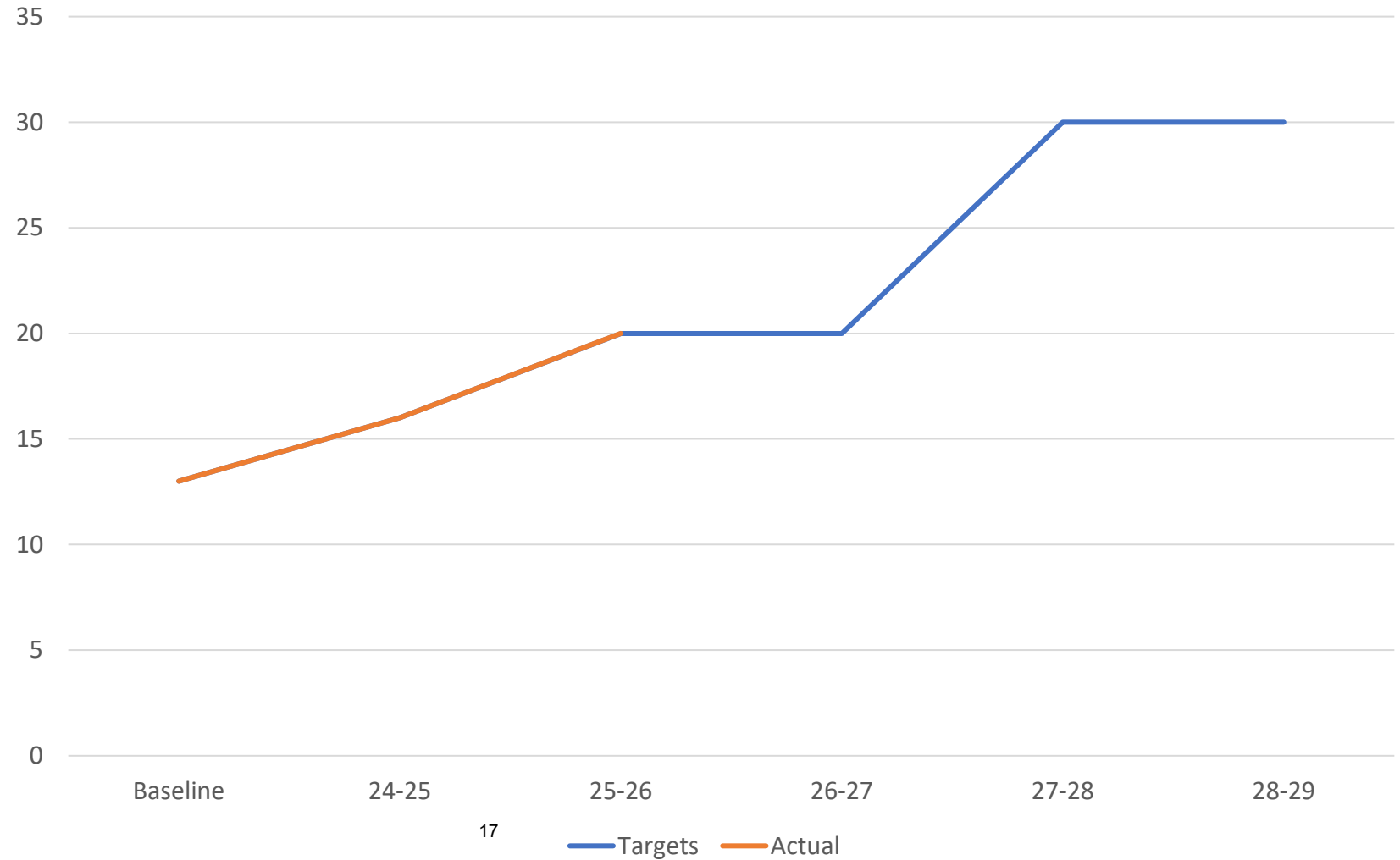
25-26 Progress – 20

26-27 Target – 20

27-28 Target – 30

28-29 Target – 30

## Employed WBL Coordinators



# Next Steps

1. Continue to strengthen the WBL Coordinator network, to provide mentorship and train the trainer opportunities.
2. Secure additional funding, to support local WBL Coordinators operations.

**Minutes for State Board for Career and Technical Education  
April 27, 2026 Meeting**

**Call to Order:**

The regular meeting of the State Board for Career and Technical Education was held on Monday, April 27, 2026, in the Hughes Educational Center Board Rooms and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:09 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, Mark Openshaw, Daniel Driessen, Kenzie Brown, Lyle Krueger, Laurie Elliott, Marcia McMahon, Mike Hanson, Pat Phillips, Randal Brockman, Wayne Heckamen, Kelly Pierce, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

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

Mike Hanson, CTE Director at the North Valley Career and Technology Center in Grafton, was invited by Director Sick to provide a brief overview of North Valley CTE, followed by remarks from students regarding their programs and how travel distance influences their participation and overall educational experience.

Mr. Hanson shared a video highlighting the Center and its programs. They currently have over 600 students attending the Center from 12 school districts, which is doubling their enrollment over the last 10 years.

Kristen Huhta and Matthew Hamilton, seniors at Valley-Edinburg High School who have the longest commute to the Center, described their daily experience at the Center and emphasized the importance of the summer internship program and job-shadow opportunities.

**Director’s Action Plan**

Director Sick referenced the Action Plan included in the material packet and informed members that this plan was developed in collaboration with E&M and aligns with the board’s three student outcome goals. Many initiatives carried over from the previous strategic plan remain relevant and are embedded within the new action plan.

Upon acceptance of the plan, the Director anticipates several next steps, including developing procedures and guidance for each action item, providing training for NDCTE staff, publishing plan with CTE Field and monitoring the action items.

It was agreed that this plan will become an annual review agenda item during the fall retreat.

Morgan Forness moved to receive the Director’s Action Plan as presented and it was seconded by Jason Rohr.

With no further discussion a roll call vote was administered:

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

### **Board Self Evaluation**

Chair Meehl and Board Members completed their Quarterly Board Progress Tracker together. Their current evaluation rating is 70 with a goal of 98 for next evaluation. Mike McHugh moved to approve the Board’s Self Evaluation Tracker and it was seconded by Jason Rohr. The motion passed unanimously.

The completed form will be signed and placed on the teams channel.

### **Ad hoc Committee Updates – Community Engagement**

Chair Meehl decided to table the Community Engagement Presentation until later in the meeting due to time restraint.

### **Board Guardrail 2 Review**

Chair Meehl referenced Guardrail 2, which states that the Board shall not operate without outcome goals that challenge the organization. In reviewing Workforce Ready Student Outcome Goal 2, the target is set at 93% Workforce Readiness by the 2027–2028 school year. Current data already reflects a 95% rate, exceeding the long-term target. This prompted the question of whether the current goal still challenges the organization. It was noted that upcoming data, expected by October, will help determine whether the trend continues upward or fluctuates. If the rate increases significantly the goal may no longer be appropriately challenging. However, if the rate declines, the existing goal will still represent a meaningful challenge. The group agreed that it is not reasonable to assume continuous annual increases and further evaluation will occur when the next report is available.

### **Consent Agenda:**

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

**Items for Discussion and Possible Action:****Funding Policy Progress**

Chair Meehl asked Director Sick to highlight and update members on the portion of his Director's Report referencing the Secondary Funding Policy. Director Sick reported the first action item involves launching a supplemental funding opportunity in January for high-cost programs. This represents the initial implementation step of the new funding policy.

To determine what qualifies as a high-cost program, we are focusing on identifying high-cost courses rather than entire programs. Some programs include only foundational, lower-cost courses, while advanced courses typically carry significantly higher costs. The next step is to share this analysis with staff and directors to gather feedback.

Another important item to consider is the needs of individual students particularly regarding rural versus urban classifications. The existing 20-mile radius used in Progress Measures for Goal 3 may provide a more practical framework. Director Sick suggested exploring whether the multiplier could be used to offset costs or incentive enrollment for students traveling longer distances.

The Director also noted that the Progress Measures for Goal 3 were adopted with the understanding that the targets may need refinement once stronger enrollment data becomes available. Accurate information on center enrollments and program ownership will be necessary before determining whether adjustments to the measures or targets are warranted.

**Information Only:**

Chair Meehl reported that the March 2026 Board Time Tracker was included in the material packet and is also on the teams channel.

**Board Comments:**

Chair Meehl informed members that they will be receiving a survey regarding Director Sick's Job Performance and to complete and return by Tuesday, May 5.

**Ad hoc Committee Updates – Community Engagement**

Mike McHugh and Jason Rohr presented the Community Engagement Presentation that was developed by the Subcommittee. Any changes or suggestions that members have regarding PowerPoint should be sent to Director Sick.

There being no other business brought before the Board, the meeting adjourned at 11:50 am.

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Sonia Meehl  
SBCTE Chairperson

## Agenda Item 3)b)

### CTE State Director's Report May 2026

#### General Updates

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

##### Staffing update

The Department had three staff apply for the Voluntary Separation Incentive Program. All three applications have been approved and have been accepted by the employee.

Gwen Ferderer and Lorie Ruff have both accepted their VSIPs and will be leaving the agency this summer. Gwen's position has been posted. Lorie's will be later this summer.

The third employee has not formally announced their departure. I will provide an update when I can.

We will have a Program Specialist vacancy as McKenzie Berube's last day was May 1<sup>st</sup>. The position has been posted.

Atiana Beck joined the agency on May 4<sup>th</sup>, as the new Agricultural Education Administrative Assistant.

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

##### Perkins State Plan:

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

##### Office for Career, Technical, and Adult Education (OCTAE)

Asst. Director Gruenberg and I met with our OCTAE contact on April 30<sup>th</sup> in Washington, DC. It was an opportunity to discuss our state plan, what the state is currently working on and to introduce John as the new Asst. Director.

##### Planning and Coordination

##### Infinite Campus:

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

##### Fluxx – Grant Management:

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

## Grant Opportunity:

The Department submitted a Talent Search Grant, in partnership with the National Center for Grow Your Own. The focus of the grant application, if awarded, is to align local CTE programs with apprenticeships and identify and expand attainment of credentials of value. The grant application aligns with the following Board outcome goals.

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

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

## RUReadyND Request for Information:

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

## Workforce Pell:

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

## The Connected Path:

At the Spring Advance CTE Conference, the new National Vision, The Connected Path, was revealed. The Department is currently reviewing, to determine what to most lean in on. Many of the principles align with the goals of the Board. The principles are:

Principle 1: Each learner engages in a coherent CTE system, codesigned by education and industry.

Principle 2: Each learner participates in a CTE system that is transparent and accountable to all partners.

Principle 3: Each learner experiences a learning journey that seamlessly integrates CTE and core academics.

Principle 4: Each learner has access to personalized and flexible pathways.

Principle 5: Each learner develops a sense of empowerment and belonging through CTE.

Principle 6: Each learner navigates ethical and innovative approaches to using emerging technologies.

## Workforce Cabinet:

The Workforce Cabinet, which I am a member of, met on May 5<sup>th</sup> to discuss the Workforce Development Council recommendations and develop potential 2027-29 budgetary requests. I will share the results of the discussion, once the recommendations are finalized.

## **Fiscal Management**

### New and Expanding Programs:

No new or expanding programs were approved since the April Board meeting. Program Supervisors have begun scheduling meetings with administrative staff, to discuss and approve applications.

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

### Advance CTE Presentation:

I presented the Advance CTE spring meetings on industry partnering with education to build strong CTE programs on April 30. I presented on the work of the Workforce Cabinet, CareerViewXR, Compass and the work we have done with work-based learning.

**Agenda Item 3)c)**

**Approve the Turtle Mountain Area Career and Technology Proposal**

**Following this memo are materials provided by Dr. Kellie Hall, CTE Director of Belcourt Schools.**

**A proposal has been submitted to the Department, for review and approval, for the approval of the Turtle Mountain Area Career and Technology Center. The school boards of Belcourt School District, St. John School District, Rolette Public School District, and Mt. Pleasant School District have all approved joining the Center. Letters of support have also been provided by Turtle Mountain Community College and the Tribal Council for the Turtle Mountain Band of Chippewa Indians.**

**The Center will originate in a satellite format, sharing instructors, facilities and students across the four districts, under the supervision of CTE Director, Dr. Kellie Hall. The area has a goal of securing future capital project funds, to expand facilities.**

**It is the recommendation of the Director to approve the proposal and the creation of the Turtle Mountain Area Career and Technology Center.**

**Turtle Mountain Area Career & Technology Center Proposal**  
**April 2026**

**Submitted by:**

**Dr. Shane Martin, TMCHS Superintendent**

**Dr. Kellie Hall, TMCHS CTE Director**

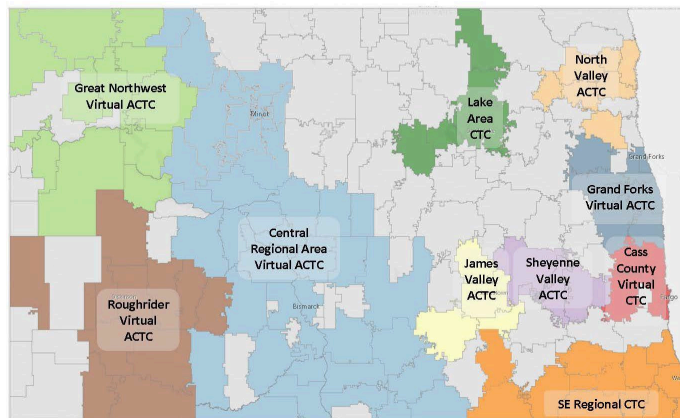
## Overview

The Turtle Mountain Community Schools (Belcourt School District #7 (BSD#7) respectfully submits the following proposal for the establishment of the Turtle Mountain Area Career and Technology Center (TMACTC).

This proposal is being written as a collaborative effort by Turtle Mountain (Rolette County) area school districts (Belcourt, Mt. Pleasant-Rolla, Rolette, St. John). It describes, in more detail, the planning for the TMACTC and the school districts that will be members of the center.

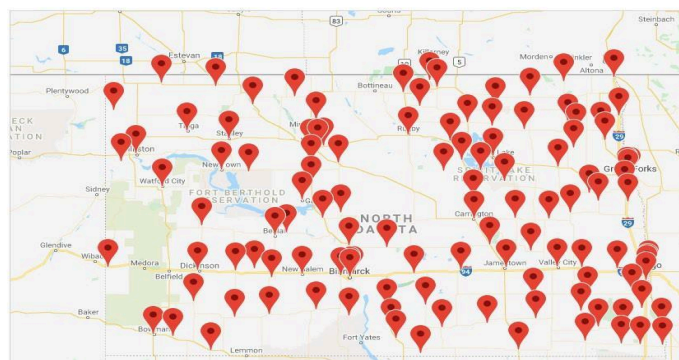
What makes this proposal unique is that North Central ND has no career and technology center. The proposed center is a groundbreaking approach and will provide the first-of-its-kind CTE in the north central region, affording students in this economically disadvantaged area access to life-changing Career and Technical Education opportunities and training.

North Dakota Area Career and Technology Centers



CTE Schools in North Dakota

This map shows where a student can take CTE coursework in the academic year. Selecting the pinpoints will allow you to explore the school.



The north central region is in dire need of a CTE center. The population it would serve is primarily Native American, a population historically considered high risk for student achievement and graduation completion. NDACTE’s publication on the demographics of CTE concentrators in ND highlights that 95.58% of Native American student graduates were CTE concentrators. Participation is a reflection of course offerings, availability to a CTE center, and the rural location of students in the north central region. The Turtle Mountain area schools reflect high numbers of Native American students. Insights ND gives the following percentage of Native American students enrolled in Rolette County high schools in the school year 2024-25.

**Turtle Mountain – 98%**  
**St John – 96-97%**  
**Mt Pleasant – 45-49%**  
**Rolette – 45-49%**

<b>97.86%</b> In 2024, 97.86% of CTE Concentrators in North Dakota graduated on time compared to 82% of all high school students.						
	<b>2021-22</b>		<b>2022-23</b>		<b>2023-24</b>	
	Statewide	CTE Concentrators	Statewide	CTE Concentrators	Statewide	CTE Concentrators
<b>Four Year Graduation Rate</b>	<b>84%</b>	<b>96.97%</b>	<b>83%</b>	<b>97.88%</b>	<b>82%</b>	<b>97.86%</b>
<b>Demographics Student Population</b>						
Asian American	86%	100%	81%	100%	80%	100%
Black	71%	91.43%	69%	94.4%	71%	97.22%
Hispanic	72%	94.89%	68%	92.7%	69%	96.95%
Native American	65%	87.56%	65%	95.58%	63%	93.33%
Native Hawaiian or Pacific Islander	72%	100%	74%	100%	67%	100%
White	89%	97.95%	88%	98.42%	88%	98.22%

**Eligibility Overview**

The Belcourt School District #7 submits this proposal for the Turtle Mountain Area Career and Technical Education Center (TMACTC), a collaborative effort that includes Turtle Mountain Community High School, Turtle Mountain Middle School, St. John, Rolette and Mt Pleasant School districts. These funds would expand and enhance much-needed career and technology training for Rolette County schools. The center will also further expand dual credit and post-secondary opportunities in partnership with our post-secondary partner, Turtle Mountain Community College.

The TMACTC will also be the home of career education programs and events for elementary and middle school students in the region.

This proposal was approved by:

- a. Belcourt School District #7 – March 23, 2026 (Appendix A)
- b. St. John School District #3– March 23, 2026 (Appendix A)
- c. Rolette School District #25– March 23, 2026 (Appendix A)
- d. Mt. Pleasant School District #4 - April 8, 2026 (Appendix A)

### **Section 1 - Facility Plans**

The Turtle Mountain Area Career and Technology Center will initially be a satellite campus, with satellite sites at the respective participating schools. The Director will be housed at the Turtle Mountain Community High School, with continuous movement throughout member school sites. The proximity of the schools within this proposed center provides flexibility in location with easy access to satellite sites (maximum 25 miles from the furthest sites) for purposes of support, accountability, and networking of shared services. The TMACTC will also increase middle school programming for the junior high grades at the respective member schools.

The center will complement the work that Turtle Mountain High, St John, Rolette, and Mt. Pleasant (Rolette County) schools are already offering career and technology classes. The new satellite center will allow for expansion of area CTE course offerings to students from the partner schools, new program potentials, and increased hands-on opportunities in the CTE programs for students as resources and instruction are expanded. The expansion of the programs in the satellite model will also assist in providing a much-needed skilled workforce in North Central North Dakota. The workforce most needed is in health care, education, early childhood, retail, hospitality, and construction. The focus and emphasis on expanding these programs will not only help increase the workforce but will also increase the opportunities for Turtle Mountain College to recruit prepared and knowledgeable high school students for their many and various career and technology programs.

The Turtle Mountain Career and Technology Center (TMACTC) is also in support of pursuing funds for a capital project in the near future if funding is available. We would welcome possible expansion opportunities for a physical center at an agreed-upon location once the center is up and running, and an internal needs assessment can be conducted for all member schools. Once the needs have been assessed and funding for a capital project is secured, a prioritized list will be developed in cooperation between schools and approved by the governing board. There are preliminary architectural plans secured, and any needed modifications can be done at minimal cost.

### **Location**

The TMACTC will have five satellite sites in the participating school districts. Each site will continue programming already in place. Additionally, students from each district school will have access to participate in Career and Technical Education programs at other member school locations, broadening their potential course accessibility. The TMACTC will utilize synchronous and asynchronous delivery modes through the learning management system of each school, based upon the teacher of record for the course

offered. Turtle Mountain Community High School (TMCHS) will be transitioning from Google Classroom to CANVAS. All TMCHS courses will be in an online format for other partner schools to enroll in. TMCHS has a four-day school week, and Fridays can be utilized for lab time each week for center students to take part in the hands-on work of the class. Weekends are another option that can be used for lab time if necessary. The director will be housed at the Turtle Mountain Community High School, with mobility to all member schools on a regular basis.

## **Section 2 - Governance of the TMACTC**

The governance structure for the TMACTC will include the establishment of a Center Board, which will consist of a School Board member from each participating school district. There may be one additional board member for every 300 students enrolled in the center grades 9–12, with a maximum of three board members from each school. The TMACTC board will take over governance of the center in the 2026-27 school year. The center board members shall be selected by their respective school boards and shall have full authority to act as a representative agent on behalf of their district. As outlined in the Bylaws, the Governing Board of each representative entity has the authority to remove and replace its designated board member.

An executive committee/work group will be established to develop policies and procedural guidelines for the center and will be composed of administrative representatives from each of the partner schools.

## **Section 3 - Needs Assessment and Justification**

The TMACTC planning was recently initiated in response to an identified need for a Career and Technology Education Center in North Central North Dakota, the only region to lack a center of this nature. Additionally, Turtle Mountain High School Administration identified the need for more Career and Technical Education offerings. There are currently 513 students enrolled at TMCHS, with 390 students enrolled in at least one CTE Class (76%), with a total of 1268 course enrollments in the SY 25/26. CTE enrollments continue to grow each year, with a large focus on Work Force Readiness under the Choice Ready framework. Additionally, TMCHS offers OSHA 10, CNA, and Cyber Security credentials to students enrolled.

The need for a Technology Center is not a new concept, however. In SY 19/20, a need was identified due to the shortage of skilled workers, causing a workforce crisis not only locally but statewide and nationwide. In March of 2020, initial conversations began between Belcourt school district leaders, tribal leaders, and Turtle Mountain College leaders. Meetings were focused on investigating and providing a needs assessment of the high-demand occupations in the region. Once high-demand areas were identified, the conversations transitioned into how to best provide training for area students in the skills needed to meet the workforce demands. A proposal was submitted at that time, but was not funded. The need to continue the pursuit of an area center, once again based on need, was the impetus for this proposal.

**Appendix B** provides data from a Tribal Nation Research Group (TNRG) Needs Assessment. TNRG was

established in March 2013 and serves the TMBCI through the TMBCI Research Protection Act adopted into law in July 2014. The TNRG Needs Assessment is still a work in progress and is provided in draft form. Although not complete, the needs assessment encompasses an extensive amount of comprehensive data and clearly shows the high-demand needs in the Turtle Mountain region. Included in the needs assessment are the high-demand occupations in Rolette County. The top five areas include:

- Healthcare (LPN, RN)
- Teaching/Early childhood
- Retail
- Hospitality
- Construction

**Appendix C** includes information from ND Job Service on local, regional, and statewide labor markets. This data indicates the following areas as the top three needs in the North Central Region

1. Farming, Fishing, Forestry
2. Health Care
3. Office Administration

In a broader scope of the region (Region 2 – which encompasses Rolette County -Labor Demand Survey 2020), the following three areas are also indicated as high needs areas

4. Education
5. Transportation
6. Food Preparation

This proposal later describes the curricula that will be included in the TMACTC program in an effort to best meet the demands of the workforce. These programs include increasing the number of Health Science courses, Culinary Arts, Ag Education, FACS courses, courses specific to early childhood development and teaching, and coursework such as Trade and Technical Education in facilities maintenance for the hospitality industry. Increased coursework would also be implemented in Information Technology. Cybersecurity workforce is in demand state and nationwide, as indicated in **Appendix D** – ND Job Service in Demand Occupations chart. Many cybersecurity jobs allow work-from-home flexibility. TMCHS has already demonstrated the commitment to cybersecurity by establishing a Cybersecurity Club who are competing in state high school competitions in North Dakota. We also have a state-approved Information Technology Program that includes 2 units of cybersecurity options for students. Training in these trades will allow students to remain local but outsource their services in high-paying jobs. These occupations would also result in stimulating the economy on the Turtle Mountain Reservation, where unemployment rates are the highest in the state.

### **Future Needs**

In terms of a future CTE Center as a capital project, area schools have construction coursework, yet are

limited to small construction projects due to a lack of indoor work space. Increased indoor space would allow for more involved projects, such as building homes throughout the entire school year. The more comprehensive projects would also allow the opportunity for students to gain a deeper understanding of all the components (i.e., plumbing and electrical, HVAC) required when building a home structure. Additional space to house our newly approved Tech and Engineering program would allow for additional needed space to house the many and varied technology tools used in the program.

Community needs have been thoroughly assessed and identified, as well as regional and state needs, and this proposal pledges a commitment to providing programs that meet those needs. However, those needs can and most likely will change. Looking into the future, we realize the need for flexibility and continued expansion with ongoing research in new trends that may emerge in the region and state. The quick growth of the gas and oil industry, a few years ago, caused unforeseen workforce shortages. Events like this may occur in the future, and we will be flexible in modifications, changes, removal, and/or addition of programs according to needs.

#### **Section 4 - Program and Curricular Scope**

**Appendix E** identifies the programs and coursework already in place in Rolette County school districts. The graphic displays the many CTE offerings in the area and the large gaps in offerings between programs. The appendix shows the many agriculture classes in St. John and Rolette, while Belcourt High School has no Ag Education programs. Belcourt provides Culinary Art, Tech, and Engineering classes, while none of the other regional schools do. These class offering gaps are prevalent throughout CTE classes being offered in the region. A CTE center would allow CTE instructors from all the region's schools the opportunity to instruct students from partner schools and provide students with a more extensive group of course offerings. The TMACTC would make all the courses accessible and available by merging instructors and resources from all the area schools. As discussed earlier, the TMACTC master schedule, class offerings, and work-based learning opportunities will be planned out once the satellite center is approved. Administrators and CTE instructors from area schools have committed to being part of this planning process.

The TMACTC would allow for expansion of current programs and provide more opportunities in additional CTE areas to partnering schools. The Belcourt School District NDCTE 5-year evaluation report suggested the possibility of growth in programs offered, and the expansion of student enrollment in courses by providing hands-on work experience and the opportunity for students to learn and use leadership skills. When districts merge into a CTE center, students from the entire region will have increased opportunities to gain leadership skills and hands-on work experience. Additionally, Career and Technical Student Organizations at the Rolla, Rolette and St. John sites could provide a model for CTSO's for the TMCHS, another area that was noted for improvement in our 5-year evaluation. The Vision Report also suggested expanding equipment, such as a separate kitchen for Family and Consumer Science and Culinary Arts. The documentation from the evaluation is included in **Appendix F**. The TMACTC center would address all of these recommendations and include a portion of the building dedicated to just culinary arts classes.

The TMCHS has a robust process in place for offering Dual Credit through our partner, Turtle Mountain Community College. The increased CTE courses using face-to-face, online asynchronous, and hybrid conferencing will allow the region more accessibility to qualified instructors and programs.

The TMACTC would also incorporate important pieces of CTE clusters and coursework to supply students with authentic experiences in leadership and soft skills. These skills are referred to as equipping a student to be 'Choice Ready'. The Department of Career and Technology Education has established [the 2025-26 Work-based Career Ready Practices](#). This assessment provides a rubric for assessing the following areas: Leader, Communicator, Critical Thinker, Collaborator, Timely Manager, and Skilled Employee. Additionally, a new Work-Based Learning Program and full-time coordinator were implemented at the TMCHS in the 2025-26 school year. The Work-Based Learning Program has 16 students enrolled in courses this first year. A strong partnership with Job Service ND has been established by the coordinator. Through this partnership, students who qualified for WIOA funding through Job Service are gainfully employed, earning credit and financial resources for the course. This would be a shared service for those members of the TMACTC.

The Turtle Mountain Band of Chippewa Indians (TMBCI) needs assessment (**Appendix B**) conducted by the Tribal Nations Research Group (TNRG) shows a graph indicating the 'basic skills' lacking in job candidates. The top four skills noted as lacking were attendance/dependability, enthusiasm, communication, and customer service. Allowing students the opportunity to learn, implement, and be assessed on these skills using Career Ready Practices will only help students' future success, seeking out and being gainfully employed. CTE Work-related opportunities allow students the opportunities to receive quality feedback associated with the established career-ready rubrics.

## **Section 5 - CTE Program Delivery, Partners, and Scheduling**

### ***Program Delivery***

As indicated earlier in the proposal, **Appendix E** shows the program offerings and coursework proposed through the TMACTC. Potential delivery methods for each of the classes offered are indicated in this table. All offerings, master schedules, and program delivery methods will be firmly established once approval of the TMACTC is obtained. Additionally, Turtle Mountain Community High School operates on a 4-day week with regular classes offered Monday through Thursday. The off Fridays provide an opportunity for students from member schools to engage in hybrid delivery with instruction onsite (online or in person) for 4 days at their home school, and a one-day hands-on instructional delivery on Friday at a partner school where equipment and instructional staff for that CTE area are more plentiful, advanced, etc. Representation from each of these schools will be on the regional TMACTC committee and will play an intricate role in the development of schedules and common calendars.

TMACTC staffing will consist of one director, with the shared cost of the director from the center budget. The Director will provide oversight of programs to ensure the state CTE requirements continue to be met, work with schools to determine any program needs or any new programming necessary, oversee the budget

of the center, and provide input only into teacher evaluation. Memoranda of Understanding will be put in place so that each instructor will remain contracted by their respective school. This structure will remain in place until the newly formed board determines otherwise.

**Partners**

Letters of support from the regional schools were plentiful, expressing strong interest in the endeavor Belcourt School District is embarking on, and they are excited to eventually become TMACTC members. On the following page, **Table 6.1** shows public school districts and the institutions of higher education that will be eagerly partnering.

School	Contact	Contact Information	Students Served	Programs Offered
St. John Public School	Dr. Keith Lavallie, Superintendent  Mr. Charles Anderson, HS Principal	400 Foussard Ave PO Box 200 St. John, ND 58369 <a href="mailto:Keith.Lavallie@k12.nd.us">Keith.Lavallie@k12.nd.us</a> <a href="mailto:Charles.anderson@k12.nd.us">Charles.anderson@k12.nd.us</a>	Grade 8-12	*Agriculture *FACS *Welding
Mt. Pleasant Public School	Mr. Brad Nash, Superintendent  Mr. Randy Loing, HS Principal	201 5 <sup>th</sup> St NE, Rolla, ND 701-477-3151 <a href="mailto:Brad.nash@k12.nd.us">Brad.nash@k12.nd.us</a> <a href="mailto:Randy.loing@k12.nd.us">Randy.loing@k12.nd.us</a>	Grade 8-12	*Agriculture *Business Ed. *Career Development *FACS
Rolette Public School	Ms. Catherine Anderson, Superintendent  Mr. Eli Luna, HS Principal	PO Box 97 Rolette, ND 58366 701-246-3595 <a href="mailto:Catherine.Anderson@k12.nd.us">Catherine.Anderson@k12.nd.us</a> <a href="mailto:Eli.Luna@k12.nd.us">Eli.Luna@k12.nd.us</a>	Grade 8-12	*Agriculture *Career Development *FACS
Turtle Mountain Community High School	Dr. Shane Martin, Superintendent  Mr. Brad LaRocque, HS Principal	1350 Braves Boulevard Belcourt, ND 58316 701-477-6471 <a href="mailto:shane.martin@k12.nd.us">shane.martin@k12.nd.us</a> <a href="mailto:Bradley.Larocque@belcourt.k12.nd.us">Bradley.Larocque@belcourt.k12.nd.us</a>	Grade 9-12	*Culinary Art *Business Ed. *Career Development *FACS *Information Tec *Auto Tech *Building Trades *Welding *Health Science *Tech & Engineering

Turtle Mountain College	Dr. Wanda Parisien, President	10145 BIA Rd. 7 Belcourt, ND 58316 701-394-4126 <a href="mailto:wparisien@tm">wparisien@tm</a>	Certificate through Master's Degree	
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### **Scheduling**

To ensure expanded and equitable access for all students, the center is committed to broadening participation in the full range of Career and Technical Education (CTE) programs available through its membership. Rather than serving as an enhancement for a single host school, the center will function as a shared resource designed to strengthen opportunities for every member school. Each participating school will have access to programs that exceed what was available before joining the center, ensuring that membership results in measurable improvements in quality, variety, and student opportunity system-wide.

To promote greater accessibility to a diverse array of Career and Technical Education programs, many of which individual comprehensive high schools cannot independently sustain, partner schools will have shared access to programs offered through TMACT. While one school may serve as the host site for a specific program based on existing offerings, needs assessments, and community and industry input, enrollment will remain open to students from all member schools. Program placement will be strategic, but access will be collective.

Flexible and intentional scheduling will be a priority across all center schools to support equitable participation. Two-hour block courses will be scheduled to allow for efficient transportation between campuses, minimizing disruption to students' academic schedules. Through coordinated planning and shared commitment, the center will ensure that every member school benefits and that all students have meaningful access to high-quality, career-aligned pathways.

### **Section 6- Identify how career advisement and guidance will be delivered to all learners**

The TMACTC will be working closely with member schools and the counselors already providing services within those districts. Schools are currently providing choice-ready programming through the NDDPI [Choice Ready accountability system](#). Counselors at the secondary level are guiding students through the [4-year rolling plans](#), career fairs, and field trips, while middle school students are using the [R U Ready](#) cluster inventories.

The TMACTC will engage in plan alignment that will be assigned to a planning committee with representation from each partner. Planning will include creating a specific and comprehensive K-14 scope and sequence for college and career readiness. Each grade level will have different lessons and activities that are designed for early exploration of careers. These activities will include:

- Industry Tours
- Career Forums

- Career Fairs
- Job Shadowing
- Field Trips
- Elem Career Exploration days
- Work-Based Learning
- Internships
- Summer internships
- College Tours

This committee will also include a focus on CTE clusters and course offerings, data, and commitment to drive programming based on students’ interests and the workforce needs. Yearly course planning and schedules will be based on the students’ coordinated plans of study and align with their interests in CTE courses.

The TMACTC center will establish a website that links all pertinent information on classes offered, schedules, and a K-14 scope and sequence of career education and other choice-ready resources. The website will allow for improved accessibility to the information necessary to be successful CTE students. It will encompass transparency and advertisement, allowing area stakeholders opportunities to see the work being accomplished through the TMACTC.

**Section 7 - Projected total high school enrollment, for the 2026-27 school year. Identify a five-year student enrollment projection and plans to increase CTE enrollment?**

According to the NDCTE reporting for 2019-20, 44% of Belcourt High School students took CTE coursework, one of the lowest student participation rates in the state. The low participation in CTE coursework greatly impacts the ability of students to receive the North Dakota state scholarship. Limited scholarships also limit students' choice to receive post-secondary education.

Below is a table depicting current student enrollment in area high schools.

	2018-19	2019-20	2020 - 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26
	<b>School Enrollment Numbers</b>							
<b>St John</b>	119	108	116	110	123	127	137	131
<b>Rolette</b>	45	49	50	57	61	58	51	42
<b>Mt Pleasant</b>	96	100	99	104	103	108	104	99
<b>TMCS</b>	536	550	545	556	560	553	557	492
<b>AREA Totals</b>	<b>796</b>	<b>807</b>	<b>810</b>	<b>827</b>	<b>847</b>	<b>846</b>	<b>849</b>	<b>764</b>

The following describes the four-fold plan to increase CTE enrollment for Rolette County schools.

**Elementary School** – A K-14 scope and sequence for exposing students to career opportunities will be

developed. Elementary activities may include guest speakers in the classroom, videos about different jobs, field trips, a tour of the TMACTC, and scrubs camp.

**Middle School** - The TMACTC will focus on increasing the knowledge and participation of middle school students. Once a month, middle school students will come to the TMACTC center to learn and explore the center's programs. Groups will rotate throughout the year to the different programs and learn about the career opportunities associated with the programs. Hands-on opportunities will be embedded in the monthly visits. Secondly, the middle school students will be targeted through the developed scope and sequence of activities provided at each level. These activities may include career fairs, field trips, or guest speakers. Interest inventories will be conducted to inform current and future program development and sustainability.

**High School** – TMACTC will work in conjunction with counselors at middle and high school. When students complete their RU Ready inventories in middle school, classes correlating with their interests will be identified. Counselors will advise students to enroll in CTE coursework matching their interests. The exposure of middle school students to CTE will help eliminate the stigma sometimes associated with CTE coursework. Along with CTE courses, middle and high school students will continue to be exposed to different colleges and occupations through career fairs, industry visits, hands-on learning experiences, and direct work experience.

**Parents/Guardians/Stakeholders** - The TMACTC advisory committee will also develop a stakeholder awareness plan. Included in this plan will be communication on programs offered, internships, work opportunities, and scholarships available to students. The TMCHS currently has a model GED program in place, and this could be expanded and offered to area schools as a model program.

## Section 8 - Industry and Post-Secondary Partnerships

The table below includes our committed Industry Partners who are established as TMCHS Work-Based Learning Sites. Included also is our Post-Secondary Partner.

Partner	Contact Person Info	Commitment
Turtle Mountain Community College Post-Secondary	<b>Dr. Wanda Parisien</b> President <a href="mailto:wparisien@tm.edu">wparisien@tm.edu</a> (701)369-0606	Proposal Partner
Turtle Mountain Band of Chippewa Indians Tribe	Jamie Azure Tribal Chairman <a href="mailto:jamie.azure@tmbci.org">jamie.azure@tmbci.org</a> (701)477-2600	Resolution of Support
Indigenized Behavior Healing Clinic	Dr. Tami Trottier Owner <a href="mailto:officeassistant@ibhclinic.com">officeassistant@ibhclinic.com</a> (701)214-4832	Work-Based Learning Site
Parkview Assisted Living	Kim Samuelson Director (701)477-8888	Work-Based Learning Site
TMBCI Public Health Department	Stephanie Jay <a href="mailto:stephanie.jay@tmbci.org">stephanie.jay@tmbci.org</a> (701)477-5333	Work-Based Learning Site
TMBCI Tribal Court & Tribal Probation	Madonna Marcellais Judge <a href="mailto:madonnam@tmbclaw.net">madonnam@tmbclaw.net</a> (701)477-3121	Work-Based Learning Site
TMBCI Soup Kitchen	Jerilyn Gillis	Work-Based Learning Site
Turtle Mountain Community Elementary and Middle School	Mike Blue ElementaryPrincipal <a href="mailto:Michael.Blue@bie.edu">Michael.Blue@bie.edu</a> Cary Morin Middle School Principal	Work-Based Learning Site

	<a href="mailto:Cary.Morin@bie.edu">Cary.Morin@bie.edu</a> (701)477-6471	
Belcourt Drug	Kristy Rondeau Pharmacist/Owner (701)477-0202	Work-Based Learning Site
LaDots (Convenience/Grocery)	<b>Alicia Davis</b> Manager (701)477-3853	Work-Based Learning Site
The Shack Pizzeria & Grill (Restaurant)	<b>Kristy Zaste</b> Owner/Operator (701)477-3353 <a href="#">Webpage</a>	Work-Based Learning Site
North 40 Restaurant	<b>Danielle Mikkelson</b> Owner/Operator 701-550-9439	Work-Based Learning Site

### Section 9- Materials and Equipment and Funding Letters of Commitment

The Belcourt school district has committed to in-kind donations of materials and equipment from its current high school CTE classrooms. Below is a list of the in-kind donations current CTE programs at the Belcourt High School would be offering. **Appendix G** includes letters of support from our post-secondary partner, Dr. Wanda Parisien, President of TMC. Also included is a resolution passed by the Turtle Mountain Band of Chippewa Indians in support of the TMACTC.

<b>Welding</b>	<b>Auto - mechanic</b>	<b>Construction</b>	<b>Culinary</b>
Plasma cutter 16 welding machines Cutting torches, Heavy material crane, 50 tone press Power tools Handheld tools Sheet metal bender, Pipe bender, Exhaust hoods, Material	(4) Hydraulic lifts, Wheel Alignment Inspection equipment, Tools	Table saws, Radial arm saws, and planers Power tools, Scaffolding & Ladders, Drill press, Materials Material racks	Industrial stove/hood, Refrigerators, Industrial-grade cooking ware Kitchen supplies
<b>Health Science</b>	<b>Business Office/Information Technology</b>	<b>Technology &amp; Engineering</b>	<b>Equine</b>
Hospital beds, Medical supplies	Computers DTF Printer (2)	3D Printers	Equine Facility (6 stall) Out Corrals

**Section 10 - Funding Commitment and Sustainability**

The Turtle Mountain Band of Chippewa Tribal Council has delegated authority to the Turtle Mountain High School 100-297 Grant Board to administer the High School Grant funds on behalf of the Tribe, acting under Federal and Tribal Law.

The Belcourt School District will be the Fiscal Agent (see information below) for the TMACTC, with the Director providing oversight of the financials of the center, and the Director possessing financial responsibility and oversight.

**Duane Poitra and Earl Demery**

**1215 William Hardesty Street PO Box 440**

**Belcourt, ND 58316**

**Phone: (701)477-6471, extension 3213**

**Fax: (701)477-6470**

**Email: [Duane.Poitra@k12.nd.us](mailto:Duane.Poitra@k12.nd.us) [Earl.Demery@k12.nd.us](mailto:Earl.Demery@k12.nd.us)**

**Appendix A**  
**School Board Letters of Commitment**  
**for CTE Proposal Submission**



# Turtle Mountain Community School Belcourt School District No. 7

PO BOX 440  
BELCOURT, ND 58316-440  
PHONE: (701) 477-6471  
FAX: (701) 477-6470

*We Are An Equal Opportunity Employer*

March 23, 2026

North Dakota Career and Technical Education  
State Capitol  
Bismarck, ND

RE: Application for Membership in the Turtle Mountain Area Career and  
Technology Center

To Whom It May Concern:

On behalf of the Belcourt School District #7 School Board of Education, we respectfully submit this letter to formally express our intent to become a member of the Turtle Mountain Area Career and Technology Center (TMACTC).

The Board of Education fully supports participation in the TMACTC as a means of expanding high-quality career and technical education opportunities for our students. Membership will provide access to career pathways, industry-aligned programming, and dual credit opportunities in partnership with Turtle Mountain Community College. These opportunities will strengthen workforce readiness and ensure that our graduates are prepared for postsecondary education, employment, and skilled trades.

Belcourt School District #7 is committed to active participation, including enrolling eligible students in TMACTC programs, collaborating with member districts, and supporting shared instructional and work-based learning initiatives.

We respectfully request consideration and approval of our membership in the Turtle Mountain Area Career and Technology Center. Thank you for your leadership in advancing career and technical education across North Dakota.

Sincerely,

Alan Malaterre, School Board President

Belcourt School District #7  
Board of Education

March 23, 2026

North Dakota Career and Technical Education  
State Capitol  
Bismarck, ND

RE: Application for Membership in the Turtle Mountain Area Career and Technology Center

To Whom It May Concern:

On behalf of the St. John School District #3 Board of Education, we respectfully submit this letter to formally express our intent to become a member of the Turtle Mountain Area Career and Technology Center (TMACTC).

The Board of Education fully supports participation in the TMACTC as a means of expanding high-quality career and technical education opportunities for our students. Membership will provide access to career pathways, industry-aligned programming, and dual credit opportunities in partnership with Turtle Mountain Community College. These opportunities will strengthen workforce readiness and ensure that our graduates are prepared for postsecondary education, employment, and skilled trades.

St. John School District #3 is committed to active participation, including enrolling eligible students in TMACTC programs, collaborating with member districts, and supporting shared instructional and work-based learning initiatives.

We respectfully request consideration and approval of our membership in the Turtle Mountain Area Career and Technology Center. Thank you for your leadership in advancing career and technical education across North Dakota.

Sincerely,



Rusty Cain, School Board President

St. John School District #3  
Board of Education

March 23, 2026

North Dakota Career and Technical Education  
State Capitol  
Bismarck, ND

RE: Application for Membership in the Turtle Mountain Area Career and Technology Center

To Whom It May Concern:

On behalf of the Rolette School Board of Education, we respectfully submit this letter to formally express our intent to become a member of the Turtle Mountain Area Career and Technology Center (TMACTC).

The Board of Education fully supports participation in the TMACTC as a means of expanding high-quality career and technical education opportunities for our students. Membership will provide access to career pathways, industry-aligned programming, and dual credit opportunities in partnership with Turtle Mountain Community College. These opportunities will strengthen workforce readiness and ensure that our graduates are prepared for postsecondary education, employment, and skilled trades.

Rolette Public School District is committed to active participation, including enrolling eligible students in TMACTC programs, collaborating with member districts, and supporting shared instructional and work-based learning initiatives.

We respectfully request consideration and approval of our membership in the Turtle Mountain Area Career and Technology Center. Thank you for your leadership in advancing career and technical education across North Dakota.

Sincerely,



School Board President

Rolette Public School District  
Board of Education

# Mt. Pleasant School District #4

201 5<sup>th</sup> St NE  
Rolla, ND 58367  
Phone: 701-477-3151  
Brad Nash, Superintendent

Kristin Mitchell, Elem. Principal  
Randy Loing, HS Principal

Jessica Rosinski, Business Manager  
Bernadette Wuori, Secretary

April 8, 2026  
Mt. Pleasant School District #4  
201 5th Street NE  
Rolla, ND 58367

**RE: Support for Participation in the Turtle Mountain Area Career and Technology Center**

To Whom It May Concern:

As Board President of the Mt. Pleasant School District, I am writing to convey the Board's support for joining the Turtle Mountain Area Career and Technology Center (TMACTC). After reviewing the projected benefits and long-term opportunities this partnership provides, the Board recognizes the value it will bring to our students and the broader regional workforce.

Mt. Pleasant is a small, rural district serving approximately 250 students from preschool through grade 12. With limited enrollment, we must seek partnerships that expand access to programs we cannot offer independently. The TMACTC will help us accomplish this by opening the door to high-quality career and technical education, specialized training, and pathways that prepare students for a wide range of post-graduation options.

Participation in the TMACTC will allow our students to engage in courses aligned with industry needs, earn credentials, and explore technical fields through hands-on learning. In addition, expanded dual-credit options through Turtle Mountain Community College will strengthen the transition from high school to college or technical training. These experiences are vital in ensuring that all students leave Mt. Pleasant with clear, viable choices for their future.

The Mt. Pleasant School Board supports the following commitments as part of our involvement with the TMACTC:

Promoting student enrollment in CTE opportunities available across participating districts

Supporting shared teaching arrangements and collaboration among member schools

Working with regional partners to strengthen pathways between secondary and postsecondary education

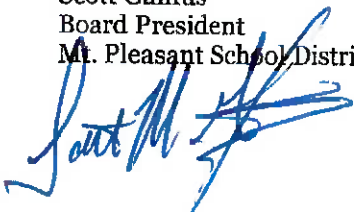
Continuing to grow work-based learning opportunities through local employers and community organizations

The Board believes that the TMACTC will contribute to stronger career preparation, improved student engagement, and greater alignment with workforce needs across our region. We look forward to being an active partner in this effort and to the benefits it will bring to our students and community.

Thank you for the opportunity to express our support.

Sincerely,

Scott Gailfus  
Board President  
Mt. Pleasant School District #4



# **Appendix B**

## **TNRG Needs Assessment**

## Contents

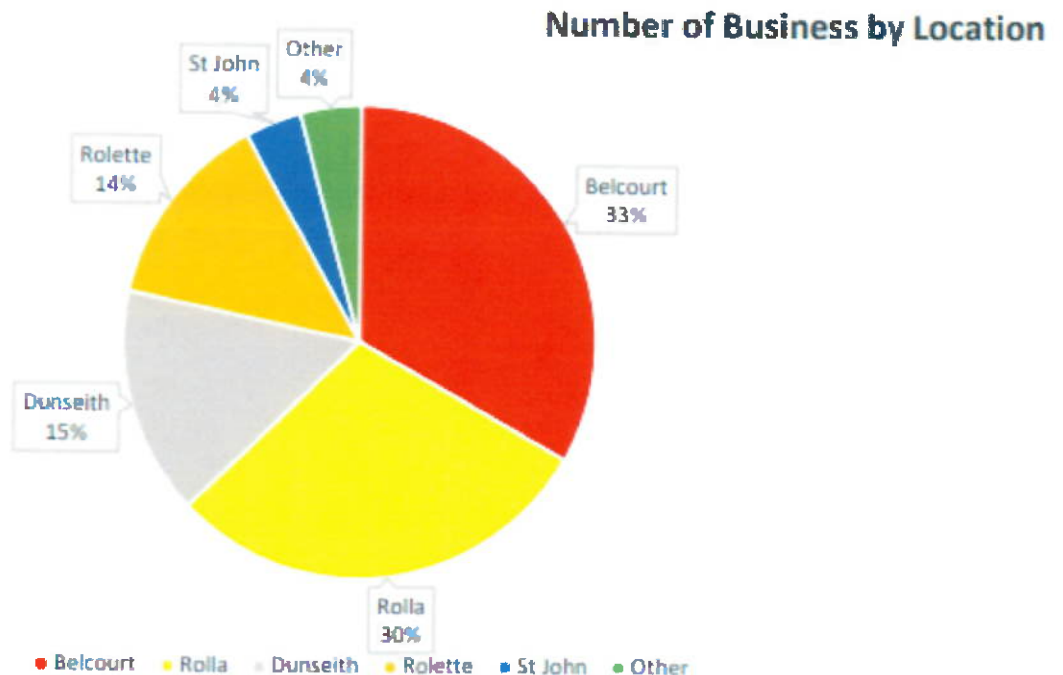
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## Introduction

Tribal Nations Research Group (TNRG) developed the first workforce assessment for the Turtle Mountain Band of Chippewa. This report includes County and Tribal level data where appropriate. The information presented in this report includes data from secondary data sources, a community survey and key informant interviews.

Beginning in January of 2019 TNRG met with various stakeholders throughout the community. These individuals helped guide the process and helped to develop the survey and interview questions.

Currently there are 645 businesses located in Rolette County.<sup>1</sup> Note: 27 businesses have addresses outside Rolette County.

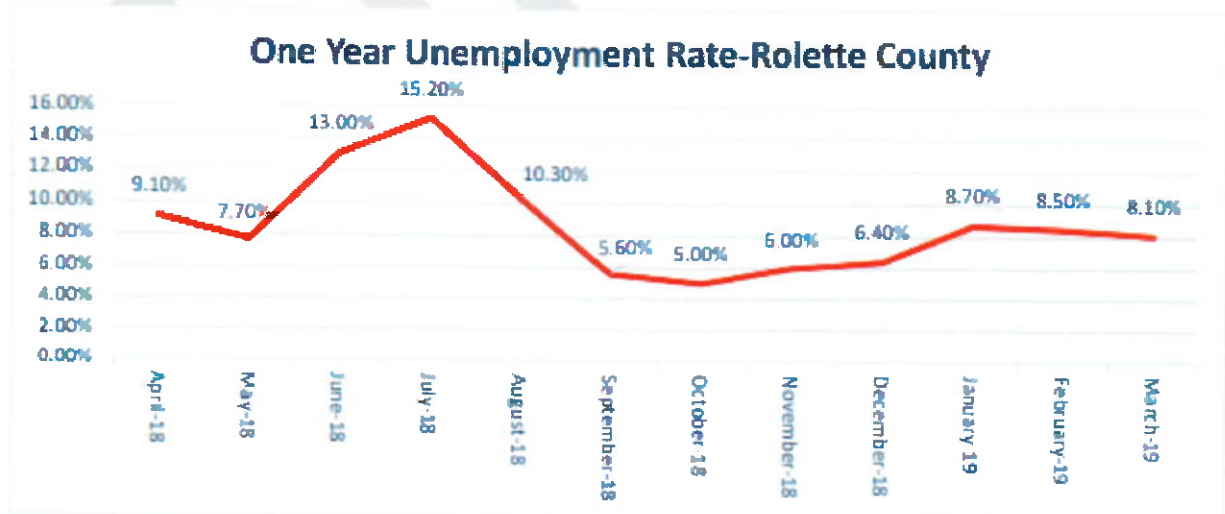
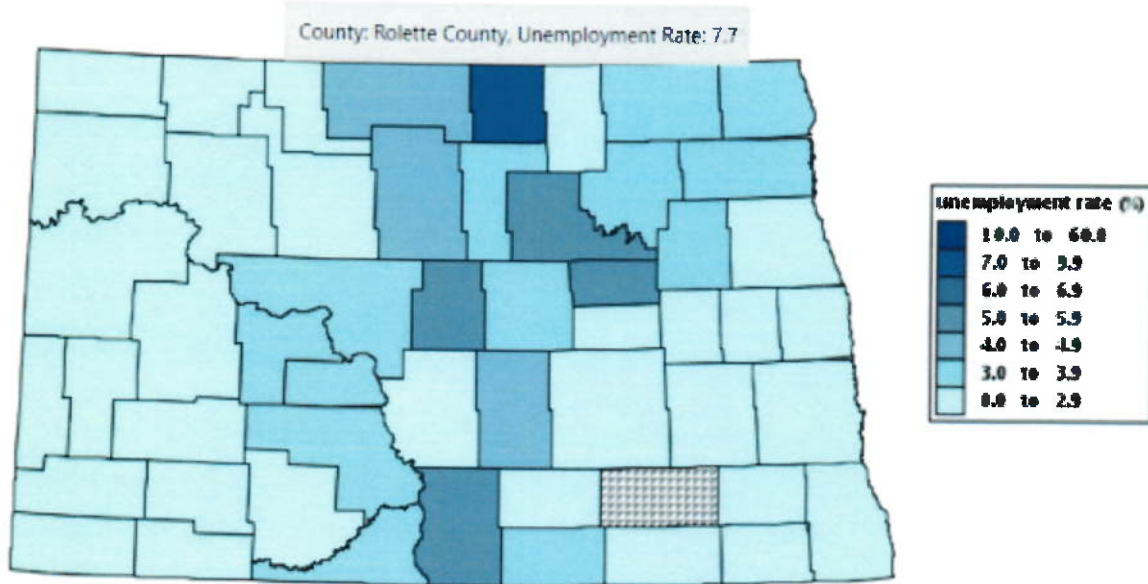


Beginning in January 2019, 250 surveys were sent to employers operating businesses in Rolette County with an available address. One hundred and twenty were returned address not valid. TNRG attempted to make contact to those returned via email, phone or social media. By the end of the survey period (March 2019), TNRG had received 47 responses, yielding a 36% response rate.

## Unemployment Rate

Historical Rolette County has the highest unemployment rate in the state of North Dakota. According to the Bureau of Labor statistics, Rolette County unemployment rate in April of 2019 was 7.7%, which is three times higher than the ND average of 2.2%.<sup>2</sup>

Unemployment rates by county, not seasonally adjusted, North Dakota April 2019



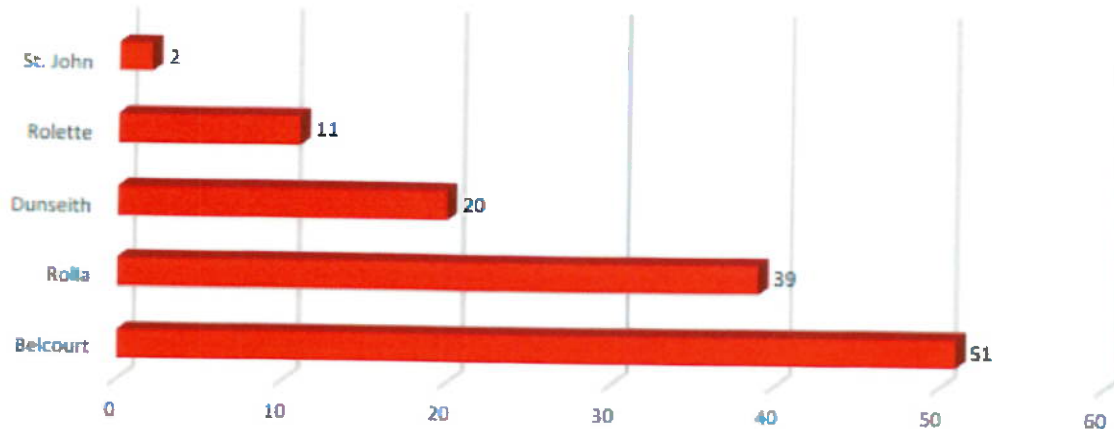
<sup>2</sup>

<https://data.bls.gov/map/MapToolServlet?survey=la&map=county&seasonal=u&datatype=unemployment&year=2019&period=M04&state=38>

## Job Vacancies

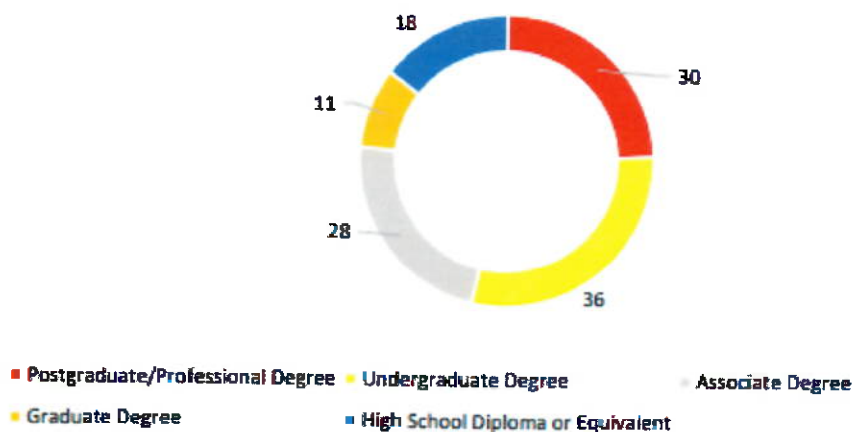
Data collected from employer websites, USAjobs.gov, and ND Job Service indicated there were 123 advertised job vacancies as of May 15, 2019. The following table provides a summary of the vacancies in Rolette County by location.

Job Vacancies by Location



## Job Requirements

Education Requirement Total Jobs Available May 2019



## High Demand Occupations

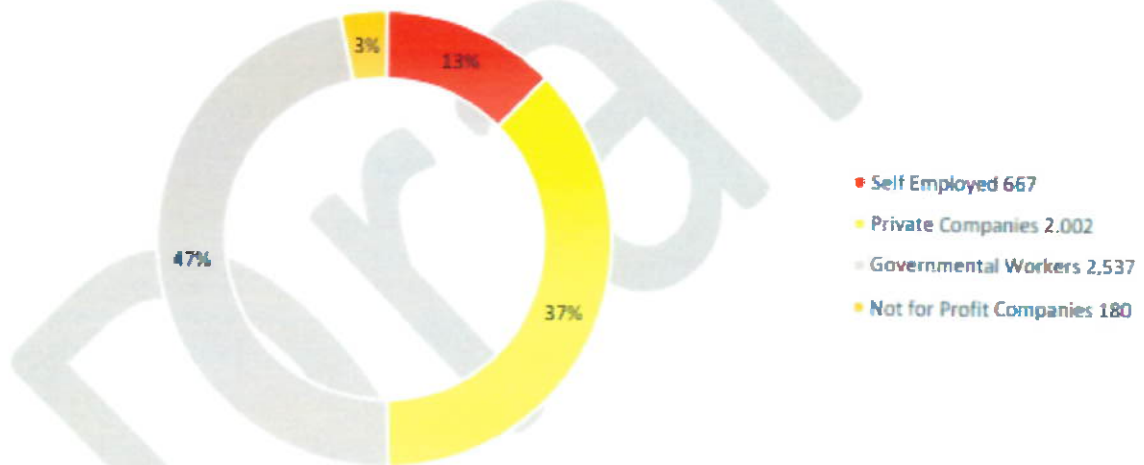
The following are the top 5 high demand jobs in Rolette County

- Healthcare
  - LPN, RN
- Teaching (Early, K-12)
- Retail
- Hospitality
- Construction

## Occupational Employment

The following is a list of types of employment by county.<sup>3</sup>

### Occupational Employment in Rolette County



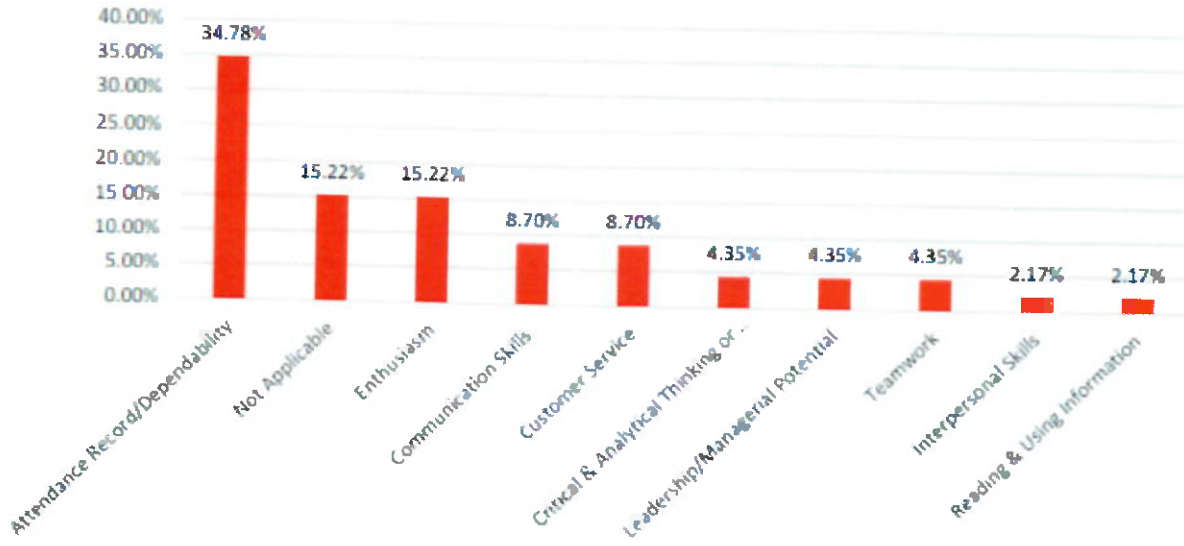
## Perceptions of Applicants

### Basic Skills Lacking in Applicants

Basic skills are skills developed during the early part of an individual's education and through experience. Basic skills are those skills every employee should have regardless of your job title. Employers indicated that attendance and dependability was the top basic skill employees were lacking, with enthusiasm as the second highest skill lacking. Attendance was also a major concern during the interviews.

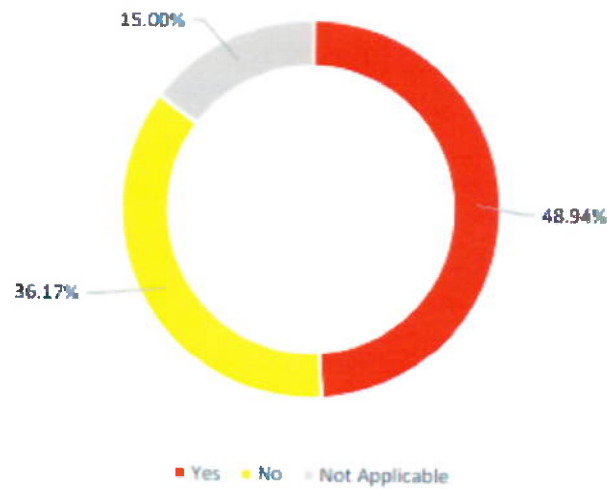
<sup>3</sup> [https://www.point2homes.com/US/Neighborhood/ND/Rolette\\_County\\_Demographics.html](https://www.point2homes.com/US/Neighborhood/ND/Rolette_County_Demographics.html)

### Which "basic skills" were lacking in your job candidates?

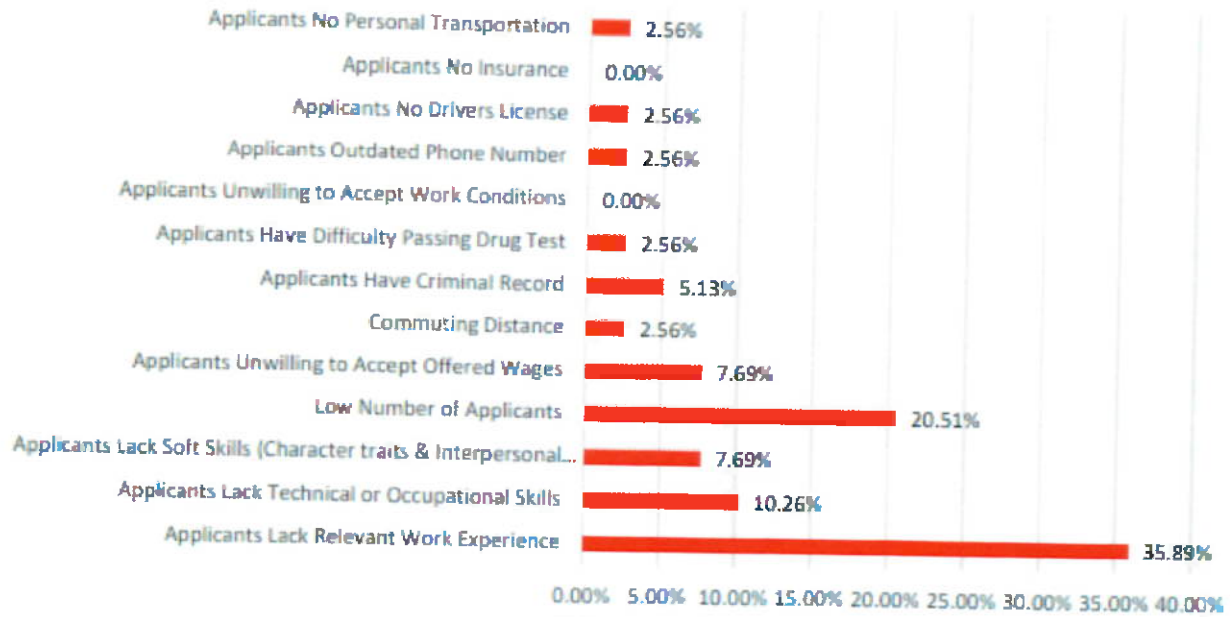


Employers indicated they had a difficult time filling positions. This was a result of limited applicants (20.51%), or lack of experience (35.89%).

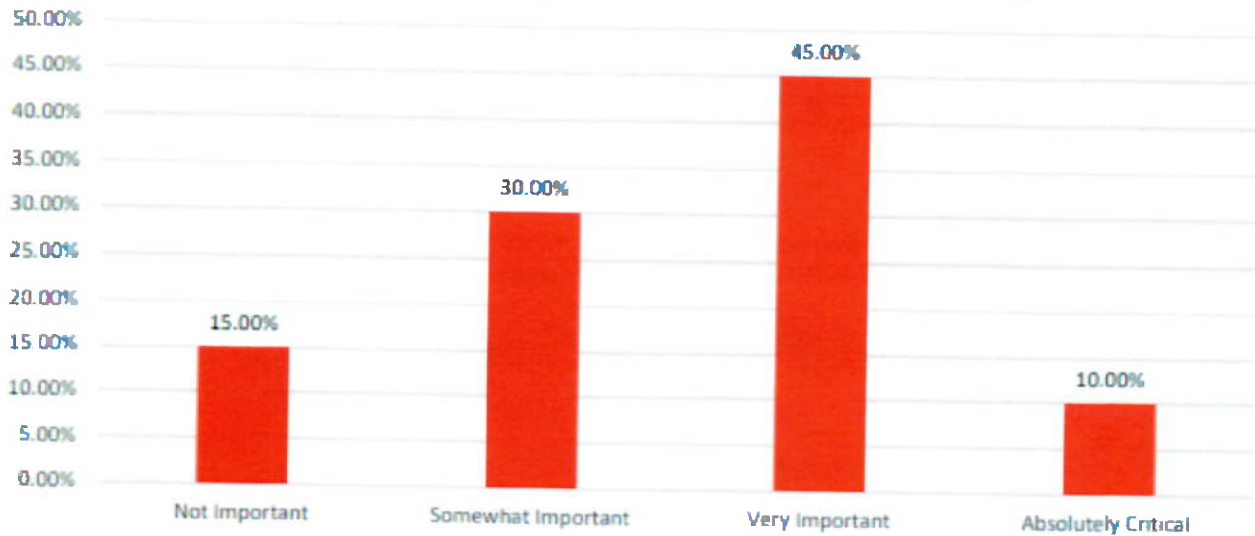
### Over the past 12 months, has your organization had difficulty filling any positions?



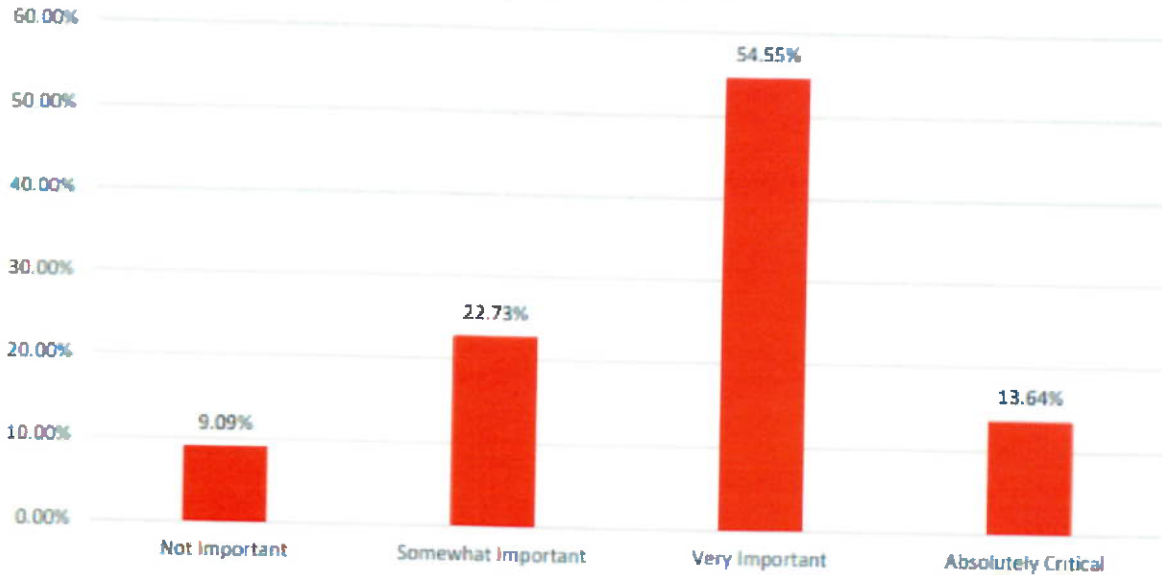
### Top Reason for Hiring Difficulties



### Importance of Filling Vacant "Difficult-to-Fill" Positions



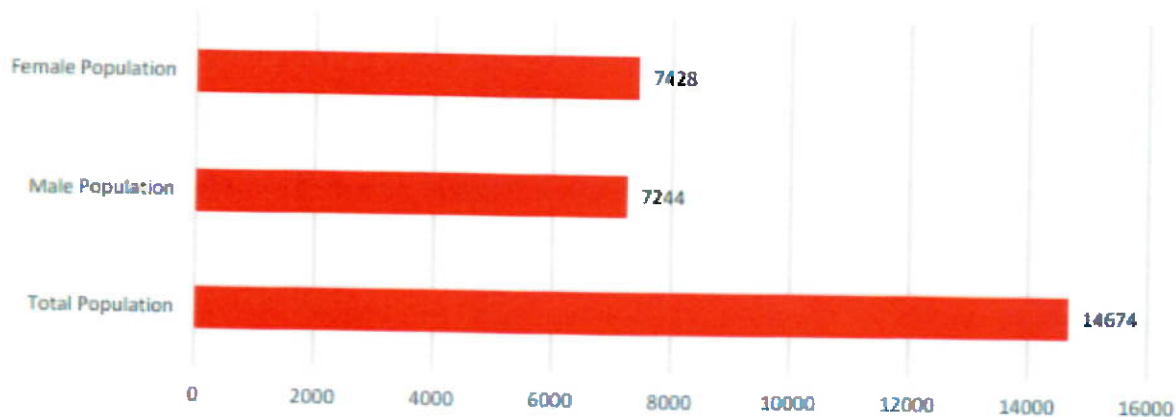
### Employee Retention



### Community Demographics

**Rolette County** is an area in North Dakota with a population of 14,674. There are 7,428 male residents living in **Rolette County** and 7,244 female residents. The total number of households is 5,054 with 3 people per household on average. The median age of the current population is 37 with 4,391 people being married and 6,674 being single.<sup>4</sup>

### Rolette County Estimated Population



<sup>4</sup> <https://www.point2homes.com/US/Neighborhood/ND/Rolette-County-Demographics.html>

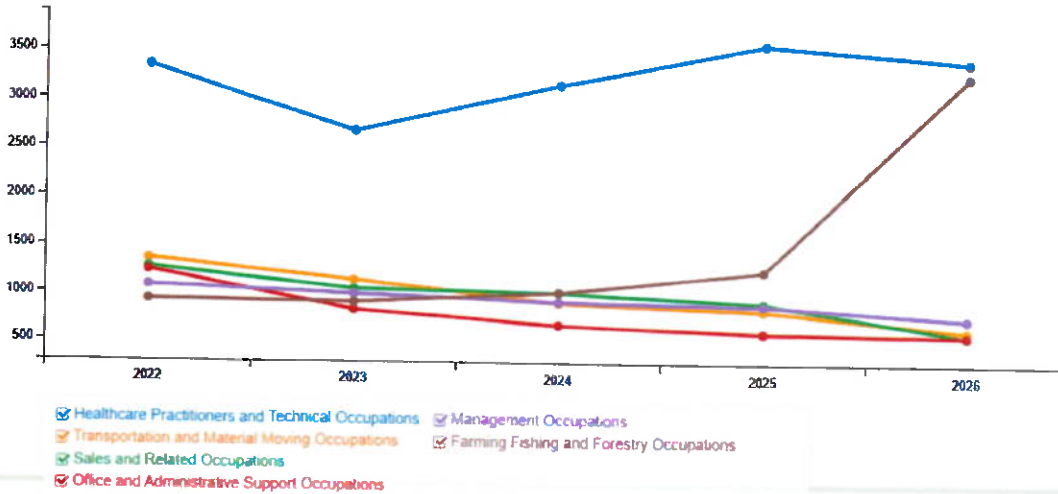
# Appendix C

## ND Labor Markets

### Job Openings Over Time - Statewide

The following table shows the Top 6 Major (2 Digit) SOC Occupations by year. Values are displayed by monthly openings averaged over the course of a year. The 2026 year data is an average of January only.

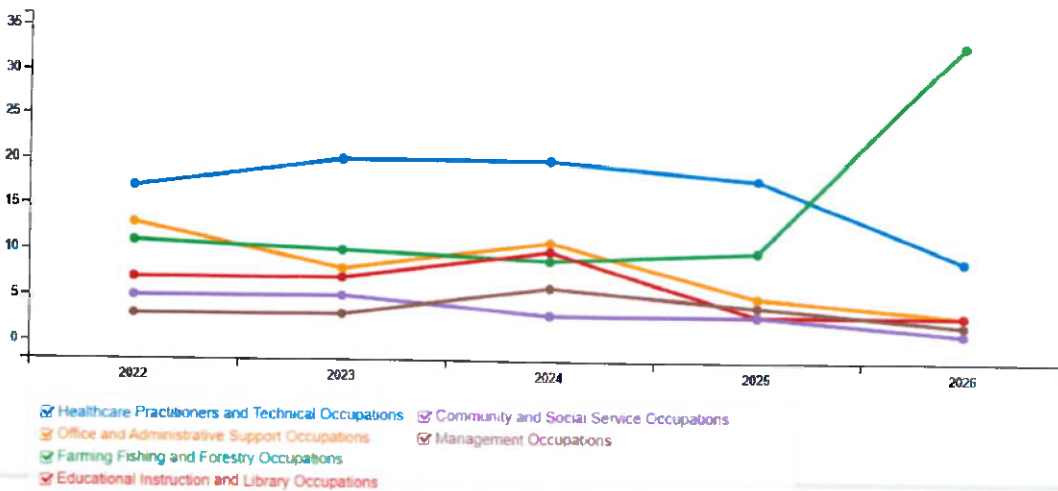
- For additional research, Job Service of North Dakota posts a monthly [Online Job Openings Report](#).



### Job Openings Over Time - Rolette County

The following table shows the Top 6 Major (2 Digit) SOC Occupations by year. Values are displayed by monthly openings averaged over the course of a year. The 2026 year data is an average of January only.

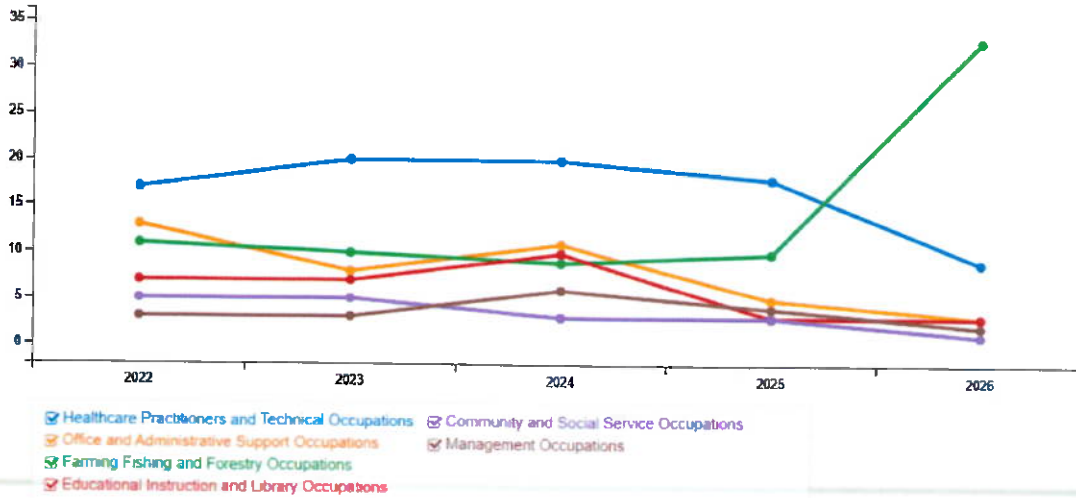
- For additional research, Job Service of North Dakota posts a monthly [Online Job Openings Report](#).



## Job Openings Over Time - Bottineau County

The following table shows the Top 6 Major (2 Digit) SOC Occupations by year. Values are displayed by monthly openings averaged over the course of a year. The 2026 year data is an average of January only.

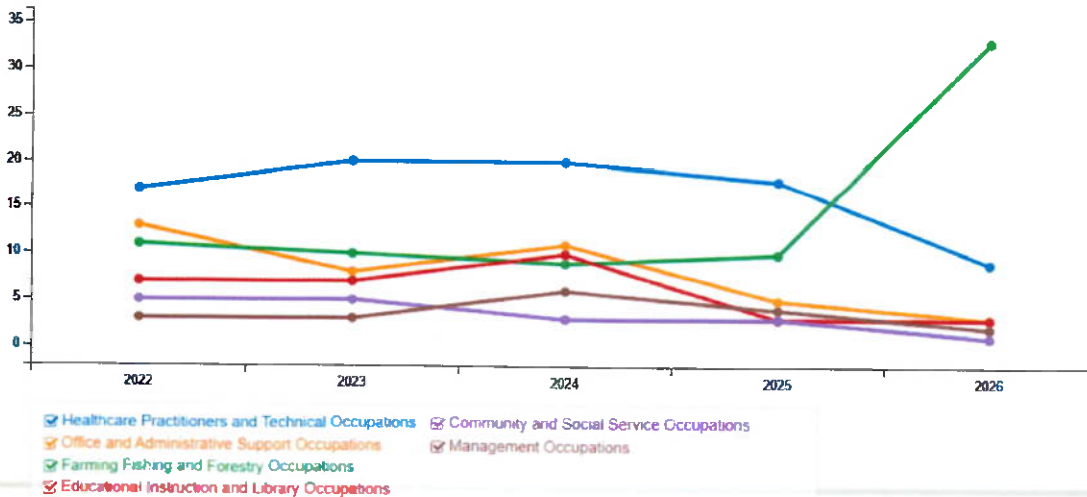
- For additional research, Job Service of North Dakota posts a monthly [Online Job Openings Report](#).



## Job Openings Over Time - Towner County

The following table shows the Top 6 Major (2 Digit) SOC Occupations by year. Values are displayed by monthly openings averaged over the course of a year. The 2026 year data is an average of January only.

- For additional research, Job Service of North Dakota posts a monthly [Online Job Openings Report](#).



# North Dakota Job Openings by Standard Occupation Classification (SOC)

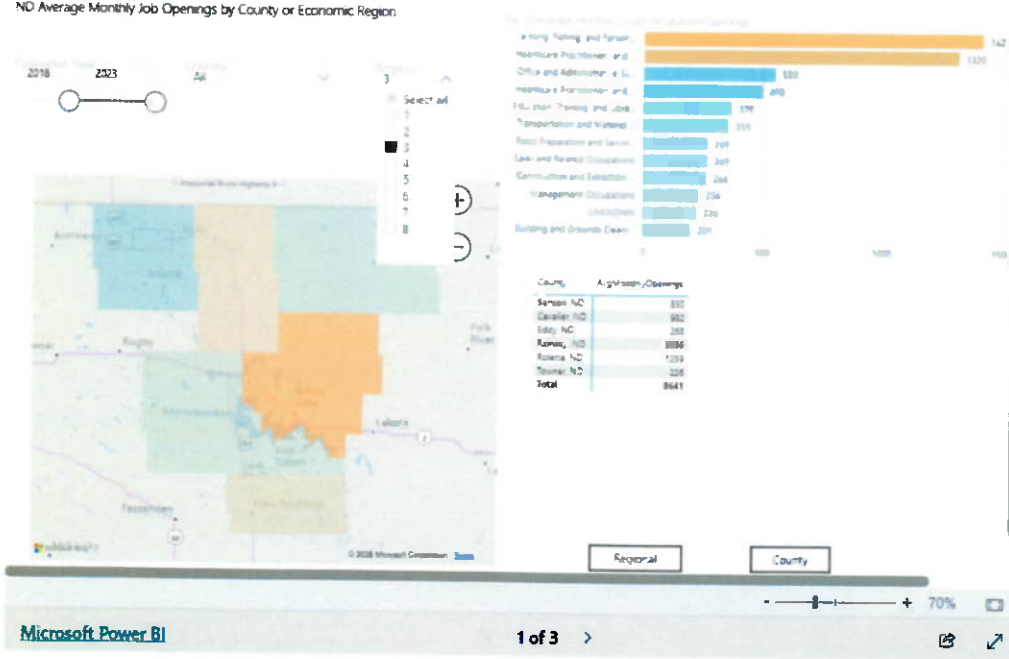
[State Overview](#)

[Explore Openings by County / Region](#)

[Explanation](#)

The following interactive report shows the job openings by County. This is viewable by both Major Grouping (2 Digit) and Detail Grouping (6 Digit) of the Standard Occupational Classification (SOC) System.

ND Average Monthly Job Openings by County or Economic Region



# Appendix D

## ND Job Service In-Demand Occupations

# NORTH DAKOTA IN-DEMAND OCCUPATIONS

## EDUCATION

Instructional Coordinators  
Teachers  
Adult Basic & English as a Second  
Language Instructors  
Career/Technical Education Teachers,  
Secondary School  
Elementary, Middle & Secondary School Teachers  
Kindergarten Teachers  
Special Education Teachers  
Teachers & Instructors, All Other

## FINANCIAL

Accountants and Auditors  
Budget Analysts  
Business Operations Specialists  
Buyers & Purchasing Agents  
Compensation, Benefits, & Job Analysis Specialists  
Credit Analysts  
Financial & Investment Analysts  
Financial Examiners  
Financial Specialists, All Other  
Labor Relations Specialists  
Loan Officers  
Logisticians  
Management Analysts  
Personal Financial Advisors  
Project Management Specialists  
Property Appraisers & Assessors  
Tax Examiners & Collectors, & Revenue Agents

## MANAGEMENT

Administrative Services Managers  
Construction Managers  
Emergency Management Directors  
Facilities Managers  
Financial Managers  
Funeral Home Managers  
General & Operations Managers  
Human Resources Managers

## HEALTHCARE

Athletic Trainers  
Dental Assistants \*  
Dental Hygienists \*  
Diagnostic Medical Sonographers \*  
Dietitians & Nutritionists  
Healthcare Practitioners & Technical Workers, All Other  
Massage Therapists  
Medical Assistants  
Medical Records Specialists  
Nursing Assistants \*  
Nurse  
Licensed Practical & Licensed Vocational Nurses \*  
Registered Nurse \*  
Occupational Therapy Assistants \*  
Phlebotomists \*  
Physical Therapist Assistants \*  
Respiratory Therapists \*  
Health Technologists & Technicians  
Cardiovascular Technologists & Technicians \*  
Clinical Laboratory Technologists & Technicians \*  
Emergency Medical Technicians & Paramedics \*  
Health Information Technologists & Medical Registrars  
Health Technologists & Technicians, All Other \*  
Magnetic Resonance Imaging Technologists \*  
Ophthalmic Medical Technicians \*  
Radiologic Technologists and Technicians \*  
Surgical Assistants & Technologists \*  
Veterinary Technologists & Technicians \*

## INFORMATION TECHNOLOGY

Computer & Information Systems Managers  
Computer Network Architects  
Computer Network Support Specialists \*  
Computer Occupations, All Other  
Computer Programmers  
Computer Systems Analysts  
Computer User Support Specialists \*  
Data Scientists

## ENGINEERING & ARCHITECTURE

Architects, Except Landscape & Naval  
Architectural and Civil Drafters \*  
Architectural & Engineering Managers  
Engineers  
    Bioengineers & Biomedical Engineers  
    Chemical Engineers  
    Civil Engineers  
    Electrical Engineers  
    Electronics Engineers, Except Computers  
    Engineers, All Other  
    Environmental Engineers  
    Industrial Engineers  
    Mechanical Engineers  
    Petroleum Engineers  
Surveyors \*  
Technologists & Technicians  
    Civil Engineering Technologists and Technicians \*  
    Electrical & Electronic Engineering Technologists  
    & Technicians \*  
    Electro-Mechanical & Mechatronics Techs \*  
    Engineering Technologists and Technicians,  
    Except Drafters, All Others \*  
    Industrial Engineering Technologists & Technicians \*  
    Mechanical Engineering Technologists  
    & Technicians \*

## PROFESSIONAL/OTHER

Commercial & Industrial Designers  
Compliance Officers  
Human Resources Specialists  
Market Research Analysts & Marketing Specialists  
Paralegals & Legal Assistants \*  
Public Relations Specialists  
Training & Development Specialists

## SALES

Sales Representatives, Wholesale  
& Manufacturing, Technical & Scientific Products

## SCIENCE

Agricultural Inspectors  
Biological Scientists, All Other  
Chemical Technicians \*

## SKILLED TRADES

Aircraft Mechanics & Service Technicians \*  
Automotive Service Technicians & Mechanics \*  
Barbers \*  
Diesel Technician  
    Bus & Truck Mechanics & Diesel Engine Specialists \*  
    Farm Equipment Mechanics & Service Technicians \*  
    Industrial Machinery Mechanics \*  
Electrical & Electronics Repairers, Comm  
& Industrial Equipment \*  
Electrical & Electronics Repairers, Powerhouse,  
Substation, & Relay \*  
Electricians \*  
Gas Plant (oil and gas) & Power Plant Operators \*  
Hairdressers, Hairstylists, & Cosmetologists \*  
Heating, Air Conditioning, & Refrigeration  
    Mechanics & Installers \*  
Medical Equipment Repairers \*  
Mobile Heavy Equipment Mechanics \*  
Morticians, Undertakers, & Funeral Arrangers  
Plumbers, Pipefitters, & Steamfitters \*  
Power Distributors & Dispatchers \*  
Service Unit Operators  
Telecommunications Equip. Installers & Repairers,  
Except Line Installers \*  
Welders, Cutters, Solderers, & Brazers \*  
Wind Turbine Service Technicians \*

## SOCIAL SERVICES

Child, Family, & School Social Workers  
Childcare Workers \*  
Firefighters \*  
First-Line Supervisors of Firefighting &  
Prevention Workers \*  
Health Education Specialists  
Police & Sheriff's Patrol Officers \*  
Probation Officers & Correctional Treatment Specialists  
Social Workers, All Other

## TRANSPORTATION

Air Traffic Controllers  
Commercial Pilots  
Heavy and Tractor-Trailer Truck Drivers \*  
School Bus Drivers \*

# **Appendix E**

## **Current CTE Courses by School**

The proposed TMACTC would exponentially expand course offerings to the partner schools and promote access to many and various pathways, offering students more choices. This would also increase potential for students from partner schools to be “Choice Ready”, an accountability factor the state uses to determine school improvement status.

## Rolette High School

<b>Program Area</b>	<b>Local Course Name</b>	<b>ND Course Title (Standardized)</b>	<b>ND Course Code</b>
FACS	Child Development	Child Development	19251
FACS	Clothing Textiles	Clothing and Textiles	19201
FACS	Independent Living	Independent Living	22210
FACS	Foods 1	Food and Nutrition	19254
FACS	Nutrition and Fitness	Nutrition and Wellness	08051 / 19255*
FACS	Cultures/Cuisines	International Foods	19256
AG	Intro to Ag	Introduction to Agriculture	18001
AG	Ag Mechanics	Agricultural Mechanics and Construction	18401
AG	Foundation of Ag	Agricultural Science	18002
AG	Livestock/Small Animal	Animal Science	18101
AG	Ag Business/Horticulture	Agribusiness Systems / Horticulture	18201 / 18301*

---

# St. John High School

<b>Program Area</b>	<b>Local Course Name</b>	<b>ND Course Title (Standardized)</b>	<b>ND Course Code</b>
FACS	Nutrition	Nutrition and Wellness	08051 / 19255*
FACS	Independent Living	Independent Living	22210
FACS	Foods	Food and Nutrition	19254
FACS	FACS I	Family and Consumer Sciences (Intro)	19252
FACS	FACS II	Family and Consumer Sciences (Adv.)	19253
AG	Ag Mechanics	Agricultural Mechanics	18401
AG	Natural Environment Resources	Natural Resources	18302
AG	Livestock/Equine Science	Animal Science	18101
AG	Foundations of Ag	Agricultural Science	18002
AG	Ag Tech Science	Agricultural Technology	18003
AG	Intro to Ag	Introduction to Agriculture	18001
IT	Intro to IT	Information Technology Essentials	10004
IT	Cyber 11	Cybersecurity	10011

# Turtle Mountain Community High School

<b>Program Area</b>	<b>Local Course Name</b>	<b>ND Course Title (Standardized)</b>	<b>ND Course Code</b>
Welding Tech	Welding I	Welding	18407
Welding Tech	Welding II	Advanced Welding	18408
Auto Tech	Auto Tech I	Automotive Technology	20104
Auto Tech	Auto Tech II	Advanced Automotive Technology	20105
Construction	Construction Tech I	Construction Technology	17003
Construction	Construction Tech II	Advanced Construction Technology	17004
Health	Medical Terminology	Medical Terminology	14002
Health	Health Occupations I	Health Occupations	14001
Health	Advanced Health Careers	Health Occupations (Advanced)	14003
Business	Financial Literacy	Personal Finance	22204
Business	Word Processing	Business Computer Applications	10005
Business	Multi-Media	Multimedia Design	10202
Business	Career Management	Career Exploration	22203
Business	Desktop Publishing	Desktop Publishing	10011
Culinary	Culinary Arts I	Culinary Arts	16052
Culinary	Culinary Arts II	Advanced Culinary Arts	16053
FACS	FACS	Family and Consumer Sciences (General)	19250
FACS	Nutrition and Food Prep I	Food and Nutrition	19254

FACS	Nutrition and Food Prep II	Advanced Food and Nutrition	19255
FACS	Child Development	Child Development	19251
IT	Introduction to IT	Information Technology Essentials	10004
IT	Introduction to Cybersecurity	Cybersecurity	10011
IT	Introduction to Networking	Networking Systems	10012
IT	Computer Hardware and Operating Systems	Computer Hardware and Operating Systems	10003
Tech & Eng	Foundations of Technology	Technology Systems	21001
Tech & Eng	Technological Design	Technological Design	21006
Tech & Eng	Engineering Design	Engineering Design	21007
Tech & Eng	Advanced Technological Design	Engineering Design (Advanced)	21008
Work-Based	Cooperative Work Experience	Cooperative Education	22998

# Mt. Pleasant High School (Rolla)

<b>Program Area</b>	<b>Local Course Name</b>	<b>ND Course Title (Standardized)</b>	<b>ND Course Code</b>
FACS	Culture & Cuisines I	Culture & Cuisines I	9136
FACS	Beginning Foods	Nutrition & Food Preparation I	9135
FACS	Advanced Foods	Nutrition & Food Preparation II	9136
FACS	FCS I	Family & Consumer Science I	9022
FACS	Clothing & Textiles	Clothing & Textiles	9027
FACS	Financial Literacy	Consumer & Resource Management	9028
FACS	Parenting	Parenting	9130
Business	Desktop Publishing	Desktop Publishing	14098
Business	Entrepreneurship	Entrepreneurship	14111
Business	Cybersecurity	Cybersecurity	23100
Business	Accounting I	Accounting I	14010
Business	Accounting II	Accounting II	14011
Career Dev	Career Management	Career Management	20060
Work-Based	Co-op Work Experience	Cooperative Work Experience	01999*
AG	Horticulture II	Botany & Horticultural Science II	1054
AG	Ag Processing	Agriculture Processing	1068
AG	Ag Mech Power Systems	Agricultural Mechanics Power Systems	1045
AG	Ag Tech II (Agronomy)	Agriscience Technology II	1022
AG	Ag III	Agriculture III	1073
AG	Ag IV	Agriculture IV	1074

AG	World Science & Technology	World Agriculture Science & Technology	1069
AG	Ag Mechanics Tech I	Agriculture Mechanics & Technology I	1043

**Appendix F**  
**Program Evaluation Report**  
**NDCTE**



**Department of  
Career and Technical Education Program  
Team Vision Visit Report**

**For**

**Turtle Mountain Community High School**

**Vision Visit: October 7-8, 2025**

# ND State Board For Career and Technical Education

## Board Members

Ms. Sonia Meehl, Chair .....	Oakes
Mr. Mike McHugh, Vice-Chair.....	Mandan
Ms. Kirsten Baesler .....	Bismarck
Mr. Pat Bertagnolli.....	Bismarck
Ms. Lyndsi Engstrom.....	Westhope
Mr. Brent Sanford.....	Bismarck
Mr. Levi Bachmeier.....	West Fargo
Mr. Jason Rohr .....	Jamestown
Mr. Eric Nelson.....	Williston

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**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        X   Onsite  
                                         Phone  
                                         Virtual

Date: October 7-8<sup>th</sup>

School/Institution:	Turtle Mountain Community High School	Program:	Administration
Administrator:	Dr. Kellie Hall	Instructor:	

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

- |  |   |
|--|---|
| <p><u>  2  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  3  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  3  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  3  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  3  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  2  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  2  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  3  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
|--|---|

**COMMENDATIONS:**

Administrative leadership provides clear direction and consistent coordination across all CTE programs. The team maintains structured communication among instructors, counselors, and administrative staff, ensuring a unified approach to scheduling, advising, and course delivery. Focused attention on teacher support, licensure compliance, and mentorship has strengthened instructional consistency and teacher retention. **(Standards 1, 3)**

Curricular planning and the integration of instructional technology demonstrate proactive leadership. Administrators have prioritized modernization of labs and classrooms, ensuring the use of current instructional tools, interactive equipment, and digital platforms. The Health Science program exemplifies this alignment, with structured sequencing, updated anatomical models, and dual credit offerings that reflect current healthcare pathways. **(Standards 2, 5)**

Facilities across TMCHS are clean, organized, and well-maintained. Administrative oversight of safety protocols, facility planning, and resource renewal ensures a healthy and productive learning environment. The recent upgrades in lab storage, safety systems, and technology infrastructure demonstrate the district’s commitment to continuous improvement. **(Standard 5)**

Community engagement remains a strength under administrative leadership. Collaboration with TMCC, local employers, and tribal agencies has expanded opportunities for student participation, advisory input, and program alignment. Advisory groups are active and include representation from education, workforce, and community sectors. The district continues to build these relationships to support student pathways from secondary through postsecondary education. **(Standard 6)**

Administrative focus on equity, accessibility, and student support remains strong. TMCHS provides multiple entry points for student success through tutoring sessions, flexible scheduling, and collaboration with TRIO and other wraparound programs. Leadership's commitment to equitable access ensures students of all abilities and backgrounds can fully engage in CTE programs. **(Standards 4, 7, 10)**

Career development and experiential learning opportunities continue to expand under administrative coordination. Dual credit offerings, student internships, and local partnerships support the development of career-ready skills. Leadership continues to support the reactivation of SkillsUSA and is exploring the addition of HOSA for Health Science. These steps reflect the district's investment in leadership development and hands-on learning opportunities. **(Standards 8, 9)**

## **RECOMMENDATIONS**

Administrative leadership should continue refining vertical and horizontal alignment of CTE pathways to ensure consistent student progression from foundational coursework to advanced and dual credit options. Strengthening coordination with TMCC and other partners will further enhance pathway continuity and postsecondary transitions. **(Standards 1, 2, 3)**

Advisory structures should continue expanding in membership and participation frequency. Increasing representation from healthcare, tribal, and postsecondary partners will help align local workforce needs with district programming. **(Standard 6)**

Continued investment in CTSO participation should remain a district priority. Reactivating SkillsUSA and establishing HOSA for Health Science students will expand leadership development, community service, and competitive learning experiences. Advisor professional development and administrative backing will ensure long-term sustainability. **(Standard 8)**

The district should continue developing its Work-Based Learning (WBL) infrastructure. Formalizing student placement, safety protocols, and tracking processes will improve consistency and compliance with ND CTE WBL expectations. **(Standard 9)**

Administrative teams should continue leveraging RUPReady, PowerSchool, and Choice Ready data systems to improve monitoring, reporting, and accountability. Expanded use of data for evaluating equity and program performance will enhance decision-making and student outcomes. **(Standards 7, 10)**

Facility and equipment management planning should include additional storage for Health Science equipment, expanded electrical access in labs, and ongoing review of ADA compliance. Consultation with ND CTE facilities staff and advisory members will ensure that improvements align with safety and instructional standards. **(Standard 5)**

**VIOLATIONS:** None

## **ADMINISTRATIVE SUMMARY**

Turtle Mountain Community High School demonstrates continued progress in delivering high-quality Career and Technical Education through effective administrative leadership and sustained community collaboration. The district's systems for instruction, advising, and program improvement are well aligned with both state standards and local workforce priorities. Coordination with Turtle Mountain Community College continues to enhance postsecondary transitions and strengthen dual credit opportunities. Administrative focus on equitable access, student engagement, and facility modernization reinforces the district's vision for comprehensive, inclusive, and future-oriented CTE delivery. These priorities align directly with ND CTE Standards for safety, equity, and continuous improvement.

From an administrative standpoint, Turtle Mountain Community High School demonstrates strong leadership, inclusive planning, and a shared commitment to student achievement. The leadership team effectively integrates academic, technical, and cultural learning to create a system grounded in equity and continuous improvement. Continued emphasis on advisory engagement, CTSO development, and Work-Based Learning implementation will sustain the district's reputation as a model for student-centered, community-driven CTE education in North Dakota.



John Gruenberg, Assistant State Director  
North Dakota Department of Career and Technical Education      Date: **October 31<sup>st</sup>, 2025**



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        X   Onsite  
                                         Phone  
                                         Virtual

Date: October 7-8, 2025

School/Institution:	Turtle Mountain Community High School	Program:	Business Education
Administrator:	Dr. Kellie Hall	Instructor:	DJ McGillis

**QUALITY INDICATORS**

0 = Not at all achieved    1 = Minimally achieved    2 = Moderately achieved    3 = Substantially achieved

- |  |   |
|--|---|
| <p><u>  2  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  1  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  2  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  2  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  2  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  3  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  2  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  2  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
|--|---|

**COMMENDATIONS:**

**STANDARD 3:** Mr. McGillis has taught at TMCHS for a number of years and appears to have a good rapport and working relationship with students. He is involved in the district in multiple roles including coaching and FBLA adviser.

**STANDARD 6:** There is an advisory committee in place that meets at least twice per year and has dedicated community members who show up for meetings and participate in good discussion. Members change about every five years.

**STANDARD 8:** There is an FBLA chapter in place that attends some state events. They attended the National Leadership Conference in Chicago in 2022.

**RECOMMENDATIONS:**

**STANDARDS 1 & 2:** Course sequencing could be optimized for use with classroom technology and industry needs.

- Word Processing should move from one semester to a quarter of Word Processing and a quarter of Spreadsheets
- Desktop Publishing should be retired – too similar to what’s happening in Multimedia; and instead add Entrepreneurship – and when that takes off, a semester or two of Accounting. Entrepreneurship & Management and Marketing & Sales are now Cross-Cutting Career Clusters and can all be addressed through an Entrepreneurship course, but as students are interested in starting their own businesses or having a side hustle, they’ll also need some Accounting skills.
- Financial Literacy could be a required class and meet the state graduation requirement.
- Pre-requisites as appropriate. For example: I would recommend another business course (Financial Literacy or Word Processing/Spreadsheets) prior to Entrepreneurship.

With new courses comes the need for update resources & curriculum – ex: textbooks or online curriculum, etc. The instructor should be consulted regarding course offering changes.

**STANDARD 1:** Previous dual credit options are no longer available – the district is encouraged to take a look at updated pathways and dual credit options.

**STANDARD 2:** It is recommended that Mr. McGillis review the modernized Career Clusters that were released in October 2024. <https://careertech.org/career-clusters/about-the-national-career-clusters-framework/>

**STANDARDS 2 & 5:** When the Business Education computer lab was updated over the summer, the computers were replaced with Chromeboxes (the desktop version of Chromebooks) – with the intention of using Office 365. But, that integration has not gone as expected and students are only using the Google Suite. Industry standard is desktop computers and access to full Microsoft Office software.

**STANDARD 4:** Please review paraprofessional/special education needs and staff accordingly.

**STANDARD 7:** Mr. McGillis is teaching the Career Management class – it is recommended that he attend training on Career Resources/RUReady.ND.Gov with ND CTE.

**STANDARD 7:** Mr. McGillis has the desire to bring back field trips for the Career Management class – but is hindered by the need for subs. It is recommended that the school look at ways to incorporate field trips to enhance the Career Management class for students. Entrepreneurship students would also greatly benefit from field trips.

**STANDARD 8:** It is recommended that Mr. McGillis look into the [FBLA Dressed to Impress Scholarship](#) where members or chapters can apply for \$300 to use towards professional dress attire.

**STANDARD 8:** Opportunities for chapter growth and involvement can include participation in more state and national programs including Go for North Dakota Gold, Champion Chapter, and the Business Achievement Awards.

**STANDARD 9:** There is an opportunity to connect students to the business community and increase Work-based Learning. The instructor should also incorporate simulated work-based learning opportunities into the classroom (with Career Ready Practices assessed) – ex: product or business creation projects, Virtual Business Challenge, Stock Market Game, FBLA competitions such as Business Plan. (Additional information about WBL including number of hours and simulated experience can be found at: [http://www.cte.nd.gov/sites/www/files/documents/Perkins/WBL\\_Guidance.pdf](http://www.cte.nd.gov/sites/www/files/documents/Perkins/WBL_Guidance.pdf)).

**VIOLATIONS:**

None.

*Jessica DeVaal*

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Program Supervisor or Review Team Facilitator

October 8, 2025

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:      **Onsite**  
                                **Phone**  
                                **Virtual**

Date: 10/7 – 8/2025

School/Institution:	TMCHS – Belcourt	Program:	Career Development
Administrator:	Dr. Kellie Hall	Instructor:	Carol Jollie, Candace LaRocque

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

- |  |   |
|--|---|
| <p><u>3</u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>2</u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>3</u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>3</u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>2</u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>2</u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>3</u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>2</u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>2</u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>2</u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

**Standards 1 & 7:** Choice Ready components have been effectively integrated into student planning, providing measurable outcomes for the lessons and activities within the career development program. Carol serves as a certified proctor for the WorkKeys assessment, and Candace has completed training to administer the ASVAB, further enhancing the district’s comprehensive approach to career readiness. Students’ Choice Readiness is recognized by graduation ropes as part of their attire.

**Standard 3 & 4:** Both the counselor and career advisor maintain regular CTE credentials and demonstrate a strong commitment to professional growth by consistently participating in professional development sponsored or approved by NDCTE. In addition, strong collaboration with wrap-around services such as TRIO supports a holistic approach to ensuring student success.

**Standard 6:** The advisory committee demonstrates strong and inclusive representation, incorporating members from business and industry as well as tribal leadership, ensuring that diverse community perspectives inform and strengthen program decisions.

**RECOMMENDATIONS:**

**Standards 1 & 7:** To strengthen services for students at TMCS, the district may wish to consider expanding the career development program to include the middle school. This would involve identifying a middle school counselor with an interest in career exploration and planning, followed by completing an expansion application through NDCTE. Establishing a middle school career development counselor would enhance the transition from middle to high school and provide consistent, developmentally appropriate career guidance and ensure state mandates are met. This position would also become a key member of the district’s career development team, representing the needs of younger students.

**Standard 5:** To further enhance available resources, Perkins funding could be utilized to purchase additional VR headsets for student use. Training on the operation and classroom integration of these tools could be coordinated through Lisa Metzger at *Be More Colorful/CareerXR*. Additionally, professional development about best practices for *RUReady.ND.gov* could be arranged with Laura Glasser, CTE Career Resource Manager. Providing this training to all staff would help maximize the effectiveness of the state-funded career exploration and planning platform.

**Standards 8 & 9:** To broaden student engagement and awareness, consider adding an *Apprenticeship Fair* to showcase opportunities available through registered apprenticeship programs. In addition, implementing a "Rush Week" to promote CTSOs and other student organizations could increase participation and encourage students to explore interests aligned with career and leadership development.

**VIOLATIONS:**

None

Kelly Pierce

10/8/2025

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Program Supervisor or Review Team Facilitator

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        X   Onsite  
                                         Phone  
                                         Virtual

Date: 10.7-8.25

School/Institution:	Turtle Mountain Community H	Program:	FCSE
Administrator:	K. Hall	Instructor:	Malaterre', Belgarde

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

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| <p><b>Standard 1</b><br/><u>  2  </u> (Instructional Organization and Course Sequencing)</p> <p><b>Standard 2</b><br/><u>  2  </u> (Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><b>Standard 3</b><br/><u>  2  </u> (Instructional Personnel)</p> <p><b>Standard 4</b><br/><u>  3  </u> (Enrollment &amp; Student-Teacher Ratio)</p> <p><b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)<br/><u>  1  </u></p> | <p><b>Standard 6</b><br/><u>  2  </u> (Program Advisory Committee and Community Partnerships)</p> <p><b>Standard 7</b><br/><u>  1  </u> (Student Career Development)</p> <p><b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)<br/><u>  0  </u></p> <p><b>Standard 9</b><br/><u>  1  </u> (Work-based Learning)</p> <p><b>Standard 10</b><br/><u>  2  </u> (Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

1. The school district is to be commended for the continuation of this Career & Technical Education. This program area offers content area in two in demand jobs, Culinary Arts and Early Childcare Education. It also provides needed content to prepare students for living successfully outside of the world of work. This program area teaches students how to build a successful personal lifestyle outside of the work force.
2. The school is to be commended for its exemplary efforts to integrate Native culture and traditions throughout the curriculum. Teachers and staff have created authentic, hands-on learning experiences that reflect and honor the heritage of their students and community. From the creation of ribbon skirts to the preparation of traditional foods, students engage in meaningful activities that connect cultural identity with academic learning. This intentional approach strengthens student pride, fosters respect for cultural heritage, and exemplifies best practices in culturally responsive education. **(Standard 2)**
3. The FCSE teachers come from an alternative access option. Ms. Malettere` has achieved Career and Technical Education (NDCTE) certification through the PRAXIS exam and completing the two courses required to maintain funding from this agency. **(Standard 3)**
4. Ms. Belgarde is in her first-year teaching FCSE. She is currently developing out a plan of study at NDSU to achieve a master's degree in FCSE. She is also working to specifically become certified in Culinary Arts through Trades and Industry. I commend her on her enthusiasm to become a content expert in this field. **(Standard 3)**

**RECOMMENDATIONS:**

1. Establish criteria for enrollments. No students should be enrolled in a second level of a course without having taken the first level. Allowing student to enter a higher-level course without the basics "robs" the second level

students of their instruction time because the teachers must first teach the basics to those who have not had the instruction. **(Standards 1, 2)**

2. Continue to identify students interested in becoming teachers at all levels and program areas of instruction. The next generation of students deserves the best possible instructors and it's one of our responsibilities to encourage others to consider this profession. One of the first places to start is to work with the career counselor to identify resources such as posters and instructional materials to bring this opportunity to the student's attention. **(Standards 1, 2, 7, 9)**
3. Review the courses offered and align them with the MIS03 course codes and descriptions for FACS. Consider adding alternative courses to food preparation courses which might include, for example, Housing and Home Interiors and Independent Living. Expanding the courses available will allow students to gain two credits in two different categories of the FACS Coordinated Plans of Study. Currently only one of four categories is available for students. More options would allow more students to be eligible for the academic or CTE scholarships. In addition, consideration should also include discussions on expanded work-based learning and career development opportunities. Again, utilize the advisory committee to help make these decisions. **(Standards 1, 2, 4, 7, 9)**
4. Class enrollments are often too large for the space available especially in the foods laboratory. Determine a prior list of who can enroll in a class (such as seniors first) and determine the maximum number of students that can be safely enrolled in a class. Because of the equipment and resources involved in foods labs (hot surfaces, sharp instruments, cross contamination of food, etc.) it is imperative that the number of enrollers be contained so there can be adequate and safe supervision. **(Standard 4)**
5. Broaden the membership of the advisory committee and align the interests and occupations of the members with the intent and expanded curriculum of the program. For example, the course content for Independent Living can include concepts on housing (for example finding and renting a living space such as an apartment or house), budgeting and finance (both earning and spending), caring for others (children or adults), communication with in the living space, etc.).... Invite community members in banking, real estate and human services to be part of the advisory committee to support these concepts. Consider asking an instructor in Early Childhood Education at Turtle Mountain Community College to serve on the committee to assist in expanding the curriculum to include more info on parenting, child development and family relations concepts. **(Standard 6)**
6. While Culinary Arts is in play, there is a definite need to begin a process to include Early Childcare as well. Work with all interested parties within and outside of the immediate community of Belcourt. **(Standards 7, 9)**
7. Student leadership opportunities are non-existent. While there is talk of starting a chapter, actions speak louder than words. **(Standard 8)**
8. Work with the special needs/special education staff to determine if multiple enrollments of the same students in the same classes is the most productive activity for the students involved. Does the IEP focus on new and expanded learning with each enrollment? **(Standard 10)**

#### **VIOLATIONS:**

##### **Finding (Violation):**

The current kitchen lab facility does not meet established safety, sanitation, or instructional standards for a high school-level foods or restaurant management course. Originally designed as four at-home kitchen lab units, the space was appropriately equipped to safely accommodate a maximum of 12 students, with no more than three per lab station. Recent modifications have removed two of these units and replaced them with a makeshift industrial-style setup. This alteration has significantly reduced both student workspace and access to appropriate equipment, limiting safe participation to approximately six students. Additionally, the current configuration does not meet the facility or instructional design standards necessary for the Management pathway within Family and Consumer Sciences Education. **(Standards 1, 2, 4, 5, 6, 7, 9, 10)**

##### **Recommendation:**

It is recommended that the school conduct a comprehensive review of the kitchen lab layout and equipment to ensure compliance with safety, sanitation, and instructional standards. Consideration should be given to restoring the original four at-home lab units or redesigning the space to include properly equipped, industry-standard stations that allow safe participation for all enrolled students.

The school should also engage its **local advisory committee** in this process, including members with expertise or interest in **culinary arts, food service, and facility design**. Their input will be valuable in guiding the redesign to ensure that the remodeled kitchen lab meets current industry expectations while supporting student learning outcomes. Any future renovations or program expansions should be guided by state Career and Technical Education facility standards and completed in consultation with the Family and Consumer Sciences Education Supervisor. Doing so will ensure that the space supports both student safety and the educational objectives of the program.

*Ann M. Dietzmann*

Program Supervisor or Team Facilitator

Date: 10.27.25



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:          x   **Onsite**  
                                         **Phone**  
                                         **Virtual**

Date:   10/7/25  

School/Institution:	Turtle Mountain High School	Program:	Health Science
Administrator:	Kellie Hall	Instructor:	Jessica McGillis

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

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| <p><u>  2  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  2  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  3  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  2  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  2  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  2  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  1  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  2  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

**Standard 1:** Course sequencing mirrors the way medical professionals learn, beginning with basic concepts and advancing to advanced knowledge and skills.

**Standard 2:** Lab kits and anatomical models are utilized along with test prep resources and interactive tools to supplement curriculum.

**Standard 3:** The program has a highly qualified instructor who maintains industry credentials and provides years of experience in healthcare with many years of teaching experience, enabling her to provide students with a well-rounded program of study.

**Standard 4:** Small classes offer lots of individualized instruction. There is an opportunity for more marketing to male students for the CNA courses.

**Standard 7:** There are multiple career development opportunities within this program. Currently, all courses are dual credit through TMC, with a few students slated to graduate with associate’s degrees.

**Standard 10:** They have a designated time at the end of each day for tutoring as needed, as well as Fridays.

**RECOMMENDATIONS:**

**Standard 5:** The Health Science program could use some additional storage space for equipment and would benefit from more electrical outlets to accommodate technology use.

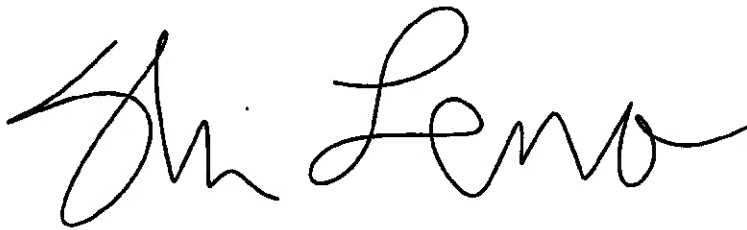
**Standard 6:** Continue to grow advisory committee and community partnerships. Jessica continues to build relationships and increase partnerships. There may be an opportunity for more collaboration with the college, especially with the dual credit options for students.

**Standard 8:** There is currently no Health Science related student organization offered. Jessica, or another health science instructor plans to work with Coy and Wayne to get SkillsUSA going again. We also discussed HOSA as another option for HS but given the opportunities in other programs and the instructor's prior experience with SkillsUSA, that may be the more likely choice.

**Standard 9:** The WBL program has launched, and they are in the process of hiring a coordinator.

**VIOLATIONS:**

No violations at this time; however, CTSO compliance will need to met in a timely manner.



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Program Supervisor or Review Team Facilitator

**10/8/2025**

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        x   Onsite  
                                         Phone  
                                         Virtual

Date:   October 7<sup>th</sup>, 2025  

School/Institution:	Turtle Mtn Community HS	Program:	Information Technology
Administrator:	Kellie Hall	Instructor:	Patrick Marcellais

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

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| <p><u>  3  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  3  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  3  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  3  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  3  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  3  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  2  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  3  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

**Standard 1**

The program's instructional organization successfully meets the needs of the school and efficiently manages external requirements, including the Cybersecurity curriculum mandate for TMCHS through the IT department.

**Standard 2**

TMCHS has successfully updated the technology infrastructure, which meets and often exceeds the requirements for the curriculum. The availability of 24 student computer workstations directly supports the program's instructional capacity.

**Standard 3**

Mr. Marcellais is appropriately licensed to teach in the state of North Dakota and demonstrates an ongoing commitment to expanding his knowledge and technical skillset to ensure classroom instruction remains current and relevant.

**Standard 4**

The student-to-teacher ratio is adequate for the current class size, allowing for effective individual student support and classroom management.

**Standard 5**

TMCHS has created a high-quality, ergonomic workspace for both students and instructors. The comfortable computer chairs and ergonomic workstations contribute to a positive setting. The low-profile monitor configuration is particularly

effective as it maintains clear sight lines for improved student-teacher visual interaction and monitoring.

**Standard 6**

The program successfully incorporates limited options in the rural area by establishing an effective information and instruction pipeline between TMCHS and Turtle Mountains Community College. This relationship is positioned to enhance future Work-Based Learning opportunities.

**Standard 10**

TMCHS has successfully created an environment that actively supports and welcomes students from special populations, including those with hearing and visual needs, providing an inclusive space within the IT classroom.

**RECOMMENDATIONS:**

**Standard 2**

While 24 workstations are available, there is currently no redundancy plan for equipment failure. Action: The program should procure and maintain at least one backup computer workstation to ensure that student instruction is not interrupted if a primary computer requires repair or maintenance.

**Standard 7**

Career development is a vital part of CTE that needs to be more systematically integrated. Instructors must consistently incorporate discussions of career options, opportunities, and "Career Ready Practices" into daily classroom instruction to enhance student professional outlook.

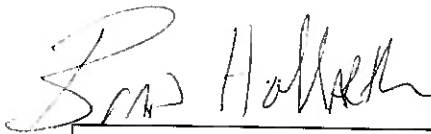
**Standard 8**

Career and Technical Student Organizations (CTSOs) are an essential component of a quality program, providing unique competitive, leadership, and service activities. If a Technology and Engineering program is established next year, the Technology Student Association (TSA) is a highly recommended student organization. IT students should be encouraged to participate in TSA to build stronger program engagement and relationships.

**Standard 9**

Work Based Learning implementation requires strong commitment and infrastructure for success. The school must prioritize identifying and committing to a dedicated WBL Coordinator to ensure the program has effective leadership. Furthermore, establishing a clear and easy referral pathway for teachers to nominate students will increase successful student placements and program impact.

**VIOLATIONS:**



October 13<sup>th</sup>. 2025

Program Supervisor or Review Team Facilitator

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        x   Onsite  
                                         Phone  
                                         Virtual

Date: 10/7-8/2025

School/Institution:	Turtle Mountain Community HS	Program:	Special Populations/Equity
Administrator:	Dr. Kellie Hall	Instructor:	All

**QUALITY INDICATORS**

**0 = Not at all achieved    1 = Minimally achieved    2 = Moderately achieved    3 = Substantially achieved**

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|--|---|
| <p><u>  2  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  2  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  2  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  2  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  3  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  2  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  2  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  2  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

The school and staff are commended for the interest and enrollments in all CTE programming. The fact that all students are encouraged and allowed to enroll in CTE classes, and that interest is high is an excellent gauge of the importance placed on CTE in the school. Special Populations are encouraged to register for whichever class is of interest, which is excellent practice, and an inclusive path for all students to excel. (Standard 10)

The school is commended for continuing expansion of buildings (namely Equine, E-sports, golf, batting range, welding/auto, etc.) to include more opportunities in classes and activities for students to further their interests and futures. The commitment to investing in student interest above and beyond what other local and/or similar schools offer is a testament to how much the school and community value the diverse youth present and the interests they possess. (Standard 10)

The school is commended for having a very clean, well-planned, and modern school building. This is a great asset for the community and serves as a model for other communities of similar size. The custodial staff also are to be congratulated for keeping the building hygienic and free of clutter, which helps students in all circumstances, especially those who may be lacking full mobility, sight, or hearing. (Standard 5)

**RECOMMENDATIONS:**

Grants for the promotion of non-traditional fields and helping special populations excel are available from the CTE office. These could be used for a variety of ideas and projects to attract students into non-traditional fields (for example, females in welding, etc.) or help students of special populations (homeless, disability, ELL, foster children, military parents, economically disadvantaged, etc). The school is encouraged to explore these ideas and grants to maintain and/or increase your non-traditional numbers or help special populations. (Standard 10)

Although Perkins funding is not currently being used to support a CTE Special Needs Tutor (Paraprofessional), the school is encouraged to leverage more general paraprofessionals to the CTE classes who still require the help for students of various disabilities and needs. It is reported that the need still exists in CTE classes for this extra help, yet paraprofessionals appear not to be as available. (Standard 10)

**VIOLATIONS:**

None.

M. Netzloff

Program Supervisor or Review Team Facilitator

10/7/2025

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:        x   Onsite  
                                         Phone  
                                         Virtual

Date: Oct 7-8, 2025

School/Institution:	Turtle Mountain Comm HS	Program:	Automotive Tech
Administrator:	Kellie Hall	Instructor:	Coy Garrison

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

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| <p><u>  3  </u> <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  3  </u> <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  2  </u> <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  3  </u> <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  3  </u> <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  1  </u> <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u> <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  1  </u> <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u> <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  3  </u> <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
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**COMMENDATIONS:**

**Standard 1/2:** The Program is currently an ASE Certified Program and has also been looking into the John Deere Program as well. Programming alignment ensures that courses are aligned w/ industry standards and utilizes reputable automotive learning systems and resources such as CDX and Shopkey.

New this year: Intro to Auto Tech, a basic car care/maintenance course for students to explore the auto industry or better understand basic maintenance and repair on personal vehicles.

Many changes and upgrades have been happening to the shop and the program over the last 5 years.

**Standard 3:** Mr. Garrison has a relevant background w/in the Auto industry and seems to have a good rapport with students. Mr. Garrison is current with his teaching license and we discussed opportunities for professional development as he works towards his license renewal.

**Standard 4:** Program overall numbers are strong and large in the first year courses and the instructor has access to an instructional aide.

**Standard 5:** The classroom/lab setting is adequate for the current class sizes. Tools and equipment are of good quality, relevant and meet industry standards and are regularly inspected to ensure safety. There were no immediate equipment or tool needs that were addressed.

**RECOMMENDATIONS:**

**Standard 1/2:** The ASE accreditation process will need to happen soon, and the TITE state supervisor will check back in after that process has completed to follow up with those findings. The upcoming evaluation will more closely look at the program's standards, equipment, and classroom/lab space.

Funds are available to assist w/ the reaccreditation costs and can be reimbursed after the accreditation process has been completed.

**Standard 3:** For approved programs, CTE teachers are required 2 CTE Courses: History & Philosophy of CTE and Managing CTSOs. Coy will need to work with the TITE State Supervisor on determining a timeline to take the required courses. SkillsUSA Advisor Training is offered every 2 years which would cover the managing CTSO requirement.

Additional PD recommendations for Mr. Garrison:

- MTTIA Annual Conference – Brainard, MN, August 3-6, 2026
- ASE Spring 1 day training – Fargo, ND, April 2026 (Typically first Wednesday)

Perkins funding could be utilized towards Professional development opportunities (registration, travel, meals)

**Standard 5:** We discussed overall storage and organization of tools and movable equipment in the shop area. This is an area Mr. Garrison feels he needs to improve on to make his shop function better. I would encourage Mr. Garrison to visit another high school lab space in a similar size to his own for collaboration and generate ideas for storage and procedures that he can bring back to his space. The TITE State supervisor will provide him with programs that would be similar to the TMCHS program.

**Standard 6:** Advisory Boards need some work to build out a committee to guide and provide valuable input to the program. Possible ideas to expand the board could include:

- Joint board w/ Dunseith. Both schools are trying to utilize the same regional industry partners, yet have the same mission of student-focused careers.
- Expand the reach – do you see your students going anywhere else or are they all staying close to home?
- Partners from the marquee – Titan Machinery, LRSC, General Equipment, Local 49, and Northern Improvement were all showing up on the TV as Ads encouraging students to participate in programs; they may also be interested in your board.
- Not all members have to be face-to-face – if you have members at a distance, give them an option of virtual. This may allow more flexibility to attend meetings.

**Standard 8:** In the past, student leadership opportunities were available throughout the school through SkillsUSA. I recommend reactivation of the TMCHS Chapter and encourage promotion for student participation and integrate the framework throughout the year and not just the state competition at the end of the year. Refer to resources that have been made available to the advisors from the national organization (mailed packet and website). The State office will continue to work with the chapter to help reactivate chapter membership and student participation through membership support and possible local/regional contests to help prepare students before the state conference. I encourage advisors to take advantage of SkillsUSA Advisor PD as it becomes available (online and F2F options available). I expect the next training to be in the fall of 2026.

**Standard 9:** Continue to develop opportunities for structured work-based learning experiences for those students in the automotive program. If it is not possible to get students into the community to work w/in industry, a simulation options can be substituted. The program is already completing “projects” for the community and could easily be turned into a simulated experience with a few modifications. Refer to our [WBL Guidance](#) for additional guidance and examples. The addition of the dedicated WBL coordinator should help connect more opportunities to students.

**VIOLATIONS:**

None

  
Program Supervisor or Review Team Facilitator

10-8-2025

Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:      Onsite  
                                Phone  
                                Virtual

Date: October 7 & 8, 2025

School/Institution:	Turtle Mountain Comm HS	Program:	Building Trades
Administrator:	Kellie Hall	Instructor:	Eric Poitra

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

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|---|--|
| <p><u>3</u>    <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>3</u>    <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>3</u>    <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>3</u>    <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>2</u>    <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>1</u>    <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>2</u>    <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>1</u>    <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>2</u>    <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>3</u>    <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
|---|--|

**COMMENDATIONS:**

**Standard 1/2:** NCCER Core Curriculum is being utilized in the program. Students build on skills and progress into more advanced techniques. I encourage looking at NCCER programming again to guide the program and as a resource. The state has become an accredited training sponsor for North Dakota. A webinar will be provided shortly to go over changes from what were in the past. Major changes have been made.

**Standard 3:** Mr. Poitra has a relevant background w/in the BT industry and seems to have a good rapport with students. Mr. Poitra is current with his teaching license and we discussed opportunities for professional development as he works towards his license renewal. I will be sending additional information to Eric for renewal options.

**Standard 4:** Program overall numbers are strong and large in the first year courses.

**RECOMMENDATIONS:**

**Standard 1/2:** I am encouraging the reintroduction of formalized safety training into the BT program. OSHA 10 is the standard for entry-level construction. Mr. Poitra and I discussed the options of online training and face-to-face training offered through the Associated General Contractors of ND. OSHA 10 Certification online is Perkins eligible if offered to all BT students, and the face-to-face 1.5 day training is offered free of charge through a grant sponsored by WSI

**Standard 4:** Building Trades opportunities for upperclassmen, especially seniors, are slim with a two-year program. Many students start welding courses in grades 9 and 10, and by their Junior and senior year, without a WBL or capstone for a third year, many of them will have a lapse of a year or two until graduation. There are opportunities to continue to keep those BT students engaged until graduation through teacher aid Programs (SILK). This would also allow for additional eyes in the shop with the large number of students.

It was mentioned that this year has a higher number of students with less instructional aid assistance in the classroom. Evaluate options for returning an aid to the building trades lab space during class periods where larger numbers of students are enrolled.

Even enrollment of students through the BT 1 is encouraged.

**Standard 5:** Facility/Equipment concerns:

- There are some power tools that need replacing due to age and being worn out.
- Dust Collection – Fix the centralized system or have a backup alternative. Without the collection system, the air becomes thick and can start to cause respiration issues with those students and teachers in the space.

**Standard 6:** Advisory Boards need some work to build out a committee. When developing the Building Trades Advisory board, keep in mind that Advisory boards should reflect what is being taught in the program. Board meetings should be a time for the board members to give back and discuss the Building Trades program specifically. Possible ideas to expand the board could include:

- Joint board w/ Dunseith and or TMCC. All schools are trying to utilize the same regional industry partners, yet have the same mission of student-focused careers.
- Expand the reach – do you see your students going anywhere else or are they all staying close to home?
- Not all members have to be face to face – if you have members at a distance, give them an option of virtual. This may allow more flexibility to attend meetings.


**Standard 8:** In the past, student leadership opportunities were available throughout the school through SkillsUSA. I recommend reactivation of the TMCHS Chapter and encourage promotion for student participation and integrate the framework throughout the year and not just the state competition at the end of the year. Refer to resources that have been made available to the advisors from the national organization (mailed packet and website). The State office will continue to work with the chapter to help reactivate chapter membership and student participation through membership support and possible local/regional contests to help prepare students before the state conference. I encourage advisors to take advantage of SkillsUSA Advisor PD as it becomes available (online and F2F options available). I expect the next training to be in the fall of 2026.

**Standard 9:** Continue to develop opportunities for structured work-based learning experiences for those students in the welding program. If it is not possible to get students into the community to work w/in industry, a simulation options can be substituted. The program is already completing “projects” for the community and could easily be turned into a simulated experience with a few modifications. Refer to our [WBL Guidance](#) for additional guidance and examples. The addition of the dedicated WBL coordinator should help connect more opportunities to students.

**VIOLATIONS:**

**Standard 5:**

Safety shut-off, button doesn't work and needs to be looked at immediately as it poses a huge safety concern.

 Outside Evaluators: Ron Streit (Fargo Davies); Ben Shook (Horace) 10-8-2025  
\_\_\_\_\_  
Program Supervisor or Review Team Facilitator Date



**Department of Career and Technical Education  
Program Vision Visit Report**

Type of Contact:       x     **Onsite**  
                               \_\_\_\_\_   **Phone**  
                               \_\_\_\_\_   **Virtual**

Date:   Oct 7 & 8, 2025  

School/Institution:	Turtle Mountain Comm HS	Program:	Welding
Administrator:	Kellie Hall	Instructor:	Wayne Parisien

**QUALITY INDICATORS**

**0** = Not at all achieved    **1** = Minimally achieved    **2** = Moderately achieved    **3** = Substantially achieved

- |  |   |
|--|---|
| <p><u>  3  </u>   <b>Standard 1</b><br/>(Instructional Organization and Course Sequencing)</p> <p><u>  3  </u>   <b>Standard 2</b><br/>(Curriculum, Technology &amp; Instructional Materials Utilization)</p> <p><u>  2  </u>   <b>Standard 3</b><br/>(Instructional Personnel)</p> <p><u>  3  </u>   <b>Standard 4</b><br/>(Enrollment &amp; Student-Teacher Ratio)</p> <p><u>  3  </u>   <b>Standard 5</b> (Facilities, Equipment/ Supplies, Safety &amp; Sanitation Training and Practices)</p> | <p><u>  1  </u>   <b>Standard 6</b><br/>(Program Advisory Committee and Community Partnerships)</p> <p><u>  2  </u>   <b>Standard 7</b><br/>(Student Career Development)</p> <p><u>  1  </u>   <b>Standard 8</b> (Leadership Development Opportunities/Career &amp; Technical Student Organizations CTSOs)</p> <p><u>  2  </u>   <b>Standard 9</b><br/>(Work-based Learning)</p> <p><u>  3  </u>   <b>Standard 10</b><br/>(Special Populations, Access, and Equity)</p> |
|--|---|

**COMMENDATIONS:**

**Standard 3:** Mr. Parisien has a relevant background w/in the Welding industry and seems to have a good rapport with students. Mr. Parisien is current with his teaching license and we discussed opportunities for professional development as he works towards his license renewal.

**Standard 4:** Program overall numbers are strong and large in the first year courses and the instructor has access to an instructional aide. With the larger numbers, Mr. Parisien is able to successfully pair students in a way where a more advanced student is able to assist a student that may need more help. This keep all hands busy and engaged.

**Standard 5:** The classroom/lab space is well utilized, well organized and well kept. Very impressed. Students are held to a high standard for upkeep of their stations. Tools and equipment are of good quality, relevant and meet industry standards and are regularly inspected to ensure safety. There were no immediate equipment or tool needs that were addressed.

**RECOMMENDATIONS:**

**Standard 3:** For approved programs, CTE teachers are required 2 CTE Courses: History & Philosophy of CTE and Managing CTSOs. Mr. Parisien will need to work with the TITE State Supervisor on determining a timeline to take the required courses. SkillsUSA Advisor Training is offered every 2 years which would cover the managing CTSO requirement.

Additional PD recommendations for Mr. Parisien:

- Specific Training on the plasma table. TITE state supervisor will be helping to find opportunities.
- Wed Ed training – Various locations across the country, one week is always in Wahpeton.

Perkins funding could be utilized towards Professional development opportunities (registration, travel, meals)

**Standard 4:** Welding opportunities for upperclassmen, especially seniors, are slim with a two-year program. Many students start welding courses in grades 9 and 10, and by their Junior and senior year, without a WBL or capstone for a third year, many of them will have a lapse of a year or two until graduation. There are opportunities to continue to keep those welding students engaged until graduation through teacher aid Programs (SILK) or Dual Credit opportunities w/ TMCC.

**Standard 6:** Advisory Boards need some work to build out a committee. When developing the Welding Advisory board, keep in mind that Advisory boards should reflect what is being taught in the program. Board meetings should be a time for the board members to give back and discuss the Welding program specifically. Possible ideas to expand the board could include:

- Joint board w/ Dunseith and or TMCC. All schools are trying to utilize the same regional industry partners, yet have the same mission of student-focused careers.
- Expand the reach – do you see your students going anywhere else or are they all staying close to home?
- Partners from the marquee – Titan Machinery, Local 512, and Northern Improvement were all showing up on the TV as Ads encouraging students to participate in programs; they may also be interested in your board.
- Not all members have to be face to face – if you have members at a distance, give them an option of virtual. This may allow more flexibility to attend meetings.

**Standard 8:** In the past, student leadership opportunities were available throughout the school through SkillsUSA. I recommend reactivation of the TMCHS Chapter and encourage promotion for student participation and integrate the framework throughout the year and not just the state competition at the end of the year. Refer to resources that have been made available to the advisors from the national organization (mailed packet and website). The State office will continue to work with the chapter to help reactivate chapter membership and student participation through membership support and possible local/regional contests to help prepare students before the state conference. I encourage advisors to take advantage of SkillsUSA Advisor PD as it becomes available (online and F2F options available). I expect the next training to be in the fall of 2026.

**Standard 9:** Continue to develop opportunities for structured work-based learning experiences for those students in the welding program. If it is not possible to get students into the community to work w/in industry, a simulation options can be substituted. The program is already completing “projects” for the community and could easily be turned into a simulated experience with a few modifications. Refer to our [WBL Guidance](#) for additional guidance and examples. The addition of the dedicated WBL coordinator should help connect more opportunities to students.

**VIOLATIONS:**

None



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Program Supervisor or Review Team Facilitator

10-8-2025

Date

# Turtle Mountain Community High School Program Team Vision Visit Plan of Action

October 7-8, 2025

Date of Visit

Violations	Action To Be Taken (Be Specific)	Date Action Is To Be Completed	Individual Responsible For Action
<b>Administration</b> None			
<b>Business Education</b> None			
<b>Career Development</b> None			
<b>Family and Consumer Sciences</b>  Finding (Violation): The current kitchen lab facility does not meet established safety, sanitation, or instructional standards for a high school-level foods or restaurant management course. Originally designed as four at-home kitchen lab units, the space was appropriately equipped to safely accommodate a maximum of 12 students, with no more than three per lab station. Recent modifications have removed two of these units and replaced them with a makeshift industrial-style setup. This alteration has significantly reduced both student workspace and access to appropriate equipment, limiting safe participation to approximately six students. Additionally, the current configuration does not meet the facility or instructional design standards necessary for the Management pathway within Family and Consumer Sciences Education. (Standards 1, 2, 4, 5, 6, 7, 9, 10)			
<b>Health Sciences Education</b> None			
<b>Information Technology Education</b> None			
<b>Marketing Education</b> None			

Violations	Action To Be Taken (Be Specific)	Date Action Is To Be Completed	Individual Responsible For Action
<b>Special Populations/Nontraditional Careers/Educational Equity</b> None			
<b>Trade, Industry &amp; Technical Education</b>  <b>Auto Tech:</b> None  <b>Building Trades:</b> <b>Standard 5:</b> Safety shut-off, button doesn't work and needs to be looked at immediately as it poses a huge safety concern.  <b>Welding: - None</b>			

# **Appendix G**

## **Letters of Support**


RESOLUTION NUMBER TMBC993-03-26 OF THE DULY ELECTED AND CERTIFIED GOVERNING BODY OF THE  
TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

- WHEREAS, the Tribe, is an unincorporated Band of Indians acting under a revised Constitution and Bylaws approved by the Secretary of the Interior on June 16, 1959, and amendments thereto approved; and
- WHEREAS, Article IX (a) Section 1 of the Turtle Mountain Constitution and Bylaws empowers the Tribal Council with the authority to represent the Band to negotiate with the Federal, State and local governments and with private persons; and
- WHEREAS, the Turtle Mountain Band of Chippewa Indians and serves the Turtle Mountain Community; and
- WHEREAS, the Turtle Mountain Band of Chippewa Indians has had a positive relationship with the North Dakota Department of Career and Technical Education and have worked in conjunction with Career and Technical Education for our children and members of the Turtle Mountain Band of Chippewa Indians; and
- WHEREAS, for this reason, the Tribe has agreed to support the proposal for the Turtle Mountain Area Career and Technology Center, which will provide Career and Technical Education opportunities to our schools and our students; now

THEREFORE BE IT RESOLVED that the Tribe is in full support of the development of a Career and Technology Center and fully approves of the proposal being submitted to the North Dakota Department of Career and Technical Education.

CERTIFICATION

I, the undersigned Tribal Secretary of the Turtle Mountain Band of Chippewa Indians, do hereby certify that the Tribal Council is composed of *nine (9) members* of whom *seven (7)* constituting a quorum were present at a meeting duly called, convened and held on the *10<sup>th</sup> day of March, 2026*, that the foregoing resolution was adopted by an affirmative vote of all *six (6) in favor* – Representatives Elmer Davis Jr., Chad Counts, Lynn Gourneau, Jon Jon Keplin, Ron Trottier Sr. and Craig Lunday; two (2) absent- Reps. Kenneth Malaterre and Blaine “Slugger” Davis; none (0) opposed; with the Tribal Chairman not voting.

  
\_\_\_\_\_  
Jolean A. Morin, Tribal Secretary *3/4/26*

(  ) SIGNED INTO LAW/Dated this *12<sup>th</sup>* day of *March*, 2026  
(  ) VETOED/Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2026

  
\_\_\_\_\_  
Jamie Azure, Tribal Chairman



## Office of the President

Dr. Wanda Parisien, PhD - Educational Leadership, President

10145 BIA Rd 7 Belcourt, ND 58316 | (701) 394-4126 | [www.tm.edu](http://www.tm.edu)

March 9, 2026

Wayde Sick

North Dakota Career and Technical Education

Hughes Educational Center

806 N Washington St.

Bismarck, ND 58501

Mr. Sick:

On behalf of Turtle Mountain College in Belcourt, we are pleased to offer our strong support for the development and approval of the Turtle Mountain Area Career and Technology Center in north central North Dakota.

Career and Technical Education plays a vital role in preparing students for meaningful careers and continued education. As a tribal college committed to academic excellence, workforce development, and community advancement, Turtle Mountain College recognizes the importance of creating clear, accessible pathways for students transitioning from high school into post-secondary education, credentialed training, and employment. A regional Career and Technology Center will strengthen those pathways and expand opportunities for students across our region.

Interest in CTE programming has continued to grow as students and families recognize the value of industry-aligned training, hands-on learning, and stackable credentials. Many students seek opportunities to enter high-demand fields such as health sciences, construction trades, welding, information technology, business, agriculture, automotive technology, and culinary arts. The proposed center will allow regional school districts to collaborate more effectively, align programming with workforce needs, and ensure students graduate with both academic preparation and practical skills.

Turtle Mountain College views the development of the Turtle Mountain Area Career and Technology Center as a strategic partnership opportunity. By strengthening alignment between secondary and post-secondary programs, we can enhance dual credit offerings, create seamless transitions into certificate and degree programs, and support workforce readiness within the Turtle Mountain Band of Chippewa Indians and the broader north central North Dakota region. Such collaboration will reduce barriers for students, improve persistence in post-secondary education, and contribute to local economic sustainability.

We respectfully urge the North Dakota Department of Career and Technical Education to support and approve the establishment of the Turtle Mountain Area Career and Technology Center. This initiative reflects a shared commitment to student success, regional workforce development, and long-term community growth.

Sincerely,

A handwritten signature in blue ink that reads 'Dr. Wanda Parisien'.

Dr. Wanda Parisien

April 15, 2026

Wayde Sick  
North Dakota Career and Technical Education  
Hughes Educational Center  
806 N Washington St.  
Bismarck, ND 58501

Mr. Sick:

As Superintendents serving schools across north central North Dakota in Rolette County, we write in strong and unified support of the development and approval of a regional Career and Technology Center through the North Dakota Department of Career and Technical Education.

Career and Technical Education is no longer a supplemental option within our schools; it is an essential component of a comprehensive educational experience. CTE equips students with the technical knowledge, employability skills, and leadership experiences necessary to succeed in a rapidly evolving workforce. Whether students pursue a four-year degree, a technical certification, military service, entrepreneurship, or immediate entry into the workforce, CTE provides the foundational skills that ensure confidence, competence, and long-term success.

Over the past five years, enrollment and interest in CTE programming across our region have increased significantly. Students and families increasingly recognize that meaningful, high-wage, and high-demand careers can begin with strong technical preparation during high school. Many students benefit from early exposure to skilled trades and applied learning experiences that lead directly to industry credentials, apprenticeships, and workforce placement. At the same time, students who plan to pursue post-secondary degrees gain valuable clarity about their career pathways, enabling them to make informed decisions, reduce unnecessary coursework, and minimize college debt.

The establishment of the Turtle Mountain Area Career and Technology Center (TMACTC) represents a strategic and forward-thinking investment in our region. A dedicated regional center will strengthen collaboration among our school districts, expand access to high-quality programming, and allow us to align more intentionally with regional workforce needs. Through shared resources and focused partnerships, we will be positioned to expand programming in agriculture, business and entrepreneurship, health sciences, information technology and engineering, culinary arts and family and consumer sciences, construction, welding, and automotive technology.

Approval and support from the North Dakota Department of Career and Technical Education will significantly enhance equitable access for students across north central North Dakota—particularly in rural communities where resources are often limited. A regional center will increase efficiency, strengthen industry partnerships, support credential attainment, and

build a sustainable talent pipeline that benefits students, families, local employers, and the broader economic vitality of our region.

We respectfully urge ND CTE to support the development of the Turtle Mountain Area Career and Technology Center. This initiative reflects a shared commitment to student opportunity, workforce readiness, and regional growth. We stand ready to collaborate fully in bringing this vision to fruition.

Sincerely,

DocuSigned by:

*Catherine Anderson*

4E273B4E9B8A443

Ms. Catherine Anderson, Rolette Public School Superintendent

DocuSigned by:

*Dr. Shane Martin*

F881D1F68D374CE

Dr. Shane Martin, Belcourt School District Superintendent

Signed by:

*Keith LaVallie*

617AD4B1F8FC1B8

Dr. Keith LaVallie, St. John Public School Superintendent

DocuSigned by:

*Brad Nash*

30726716A7444AB...

Mr. Brad Nash, Rolla Public School Superintendent

March 23, 2026

St. John School District #3  
Box 200  
St. John, ND 58369

RE: Letter of Support for the Turtle Mountain Area Career and Technology Center

To Whom It May Concern:

I am writing to express the St. John School District's strong and enthusiastic support for the development and implementation of the Turtle Mountain Area Career and Technology Center (TMACTC). Our district is committed to partnering in this effort and fully supporting the opportunities this center will bring to our students and the broader north central region of North Dakota.

St. John School District recognizes the critical importance of providing diverse and meaningful postsecondary pathways. With approximately 456 students in grades K–12 and 203 students in grades 7–12, our district serves a small but vibrant rural community. Each year, about 25 percent of our graduates choose not to pursue traditional college pathways. The establishment of the TMACTC will provide these students with high-quality career and technical education opportunities, allowing them to gain valuable skills, industry certifications, and real-world experiences that lead directly to employment or further training.

The TMACTC will also strengthen academic programming within our school. Through this collaboration, our students will have increased access to career-focused coursework and dual credit opportunities in partnership with Turtle Mountain Community College. These experiences will help ensure that all students graduate prepared for college, careers, military service, or entrepreneurship, and are truly choice-ready for their futures.

St. John School District is committed to supporting the TMACTC through the following efforts:

- Enrolling and encouraging students to participate in career and technical programs offered through the member schools of the TMACTC
- Allowing instructors to provide shared courses and instructional support to students across participating districts
- Collaborating with regional partners to bridge gaps between secondary and postsecondary education
- Providing and expanding work-based learning opportunities, including internships, job shadowing, and community partnerships

The Turtle Mountain Area Career and Technology Center will play a vital role in expanding access, increasing student engagement, and strengthening the regional workforce. By preparing students in high-demand fields and skilled trades, this initiative will help build stronger communities, support local economic growth, and empower young people to contribute meaningfully to their families and communities.

St. John School District is proud to support this important effort and looks forward to continued collaboration with our regional partners. Thank you for the opportunity to express our commitment to the success of the TMACTC.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith LaVallie". The signature is fluid and cursive, with the first name "Keith" and last name "LaVallie" clearly distinguishable.

Dr. Keith LaVallie  
Superintendent  
St. John School District #3

## MEMORANDUM

**TO:** Sonia Meehl, Career and Technical Education Board Chair

**FROM:** Mark Openshaw, General Counsel for Career and Technical Education Board

**DATE:** April 23, 2026

**RE:** Election of Career and Technical Education Board President

### QUESTIONS

- I. What is the proper process by which the Career and Technical Education Board may elect a president?
- II. What options are available to the Board when determining a proper policy for the election of a president?
- III. What is the appropriate timing and frequency to hold these elections?

### BACKGROUND

The Career and Technical Education Board (Board) consists of the members of the State Board of Public School Education (SBPSE), the executive director of Job Service North Dakota, and the Commissioner of Higher Education or their designee.<sup>1</sup> There is no guidance in North Dakota Century Code (NDCC) on how the Board should elect a president. However, there is a reference to a president of the Board, in that they are to be a member of the K-12 Coordinating Council.<sup>2</sup> Recently, the Board has operated in a manner where the chairperson from SBPSE also serves as the president of the Board and serves as a member of the K-12 Coordinating Council.

### ANALYSIS

#### **I. The Board Should Adopt a Reasonable and Fair Policy on the Election of the Board's President.**

When there is silence in NDCC concerning the election of a president of the Board, the responsibility to establish policy and procedure for the election of a president lies with the Board themselves. There are not uniform standards that apply statewide for how other state boards and agencies elect their presidents, as most, if not all, are prescribed in the specific board or agency's section of NDCC.

In establishing the policy for how the president is elected, there is a lot of freedom for the Board to establish a process that is reasonable. The use of Robert's Rules of Order is not mandated by NDCC but is commonly accepted as standard parliamentary procedure. Using Robert's Rules

<sup>1</sup> N.D.C.C. § 15-20.1-02.

<sup>2</sup> N.D.C.C. § 15.1-01-04(d).

of Order allows for the Board to form a policy that will be reasonable and fair.<sup>3</sup> This offers multiple options for the Board to select from in deciding their president. The two most common methods are ballot elections and viva-voce elections.

## **II. Two Common Options to be Considered by the Board are Outlined in Robert's Rules of Order.**

To summarize the ballot election process, nominations for the office are taken prior to the meeting.<sup>4</sup> The nominees are then put on the ballot which is presented to each individual member to cast their vote. The votes are tallied and a president is selected from the winner. The primary benefit to the ballot election is the ability for a member of the Board to keep their vote discreet, yet open records law will mandate that the individual votes be recorded in the meeting minutes. Also, with members of the Board often attending meetings remotely, there would need to be procedures in place for how these votes would be cast.

Viva-voce elections are voice votes at a meeting to choose from nominees.<sup>5</sup> The current president would take a roll call vote for each nominee in the order in which they were nominated. This method allows for voting to be done regardless of the physical attendance of the Board members, but it also makes their vote public. This option is the more straightforward and compliant with open records law.

These are just two options for consideration by the Board for their policy. As these policies are being formulated, it is imperative that legal counsel is consulted to ensure the policy will meet existing laws, most glaringly, open records laws.

## **III. The Timing and Frequency of Elections is a Determination to be Made by the Board.**

The timing and schedule of these elections is another decision in which the Board has discretion. Policy that states these elections would occur annually at the Board's annual retreat makes logical sense, but that is a determination for the Board.

## **CONCLUSION**

In closing, the status quo of the chair of SBPSE automatically becoming the president of the Board, should be remedied according to the election policy adopted by the Board. This ensures that all members of the Board have a voice in the Board's leadership.

<sup>3</sup> RONR (12<sup>th</sup> ed.) 46:30. This section offers explanation on different options for electing officers.

<sup>4</sup> RONR (12<sup>th</sup> ed.) 46:31.

<sup>5</sup> RONR (12<sup>th</sup> ed.) 46:37.



Dear Members of the North Dakota State Board for Career and Technical Education,

You are warmly invited to attend the Education Leaders Social during the ND FFA State Convention on Monday, June 1, from 6:45–7:30 p.m. in the Forever Blue VIP Suite at the SHAC on the NDSU campus.

This gathering provides a valuable opportunity to connect with education leaders from across North Dakota and engage in conversations about the impact and future of career and technical education and agricultural education. Your presence helps highlight the critical role CTE plays in preparing students for career success and strengthening North Dakota’s workforce.

The social takes place immediately prior to the first general session of State Convention, and you are invited to remain for the session to see student leadership and achievement recognized firsthand.

We would be honored to have you join us as we celebrate the work of agricultural education programs and continue strengthening partnerships that support students across our state.

Please RSVP by **May 16**:

[2026 Education Leaders Social at ND FFA State Convention](#)

To learn more about the ND FFA State Convention, including the schedule and highlights, please visit: [State Convention | ND FFA Association](#)

We hope you are able to attend and look forward to connecting with you.

Sincerely,

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Apr-26	DATE:	4/27/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	0		← Minutes setting and adopting both student outcome goals and goal progress measures			
		0	← Minutes setting and adopting superintendent and board guardrails, and a theory of action			
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	0		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		2	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		40	← Minutes performing board self-evaluations using the Be Legendary Board Leadership Framework Instrument, developing and creating Director evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices.			
5. Structuring for Success	Minutes discussing and/or taking action on other agenda items (including consent agenda items and reports), Non-Be Legendary Committee meetings, Board Workshops, and/or non-statutorily required Board Hearings →				19	
6. Active Teamwork and Advocacy	43		← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments →				15	
TOTALS	43	42	104		19	

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	85	÷	104	× 100 =	81.73	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome	43	÷	104	× 100 =	41.35	% Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
9	0	100.00

Count of 'Other' Agenda Items

7

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

Consent Items 5. Structuring for Success	Consent Items Removed	% Remaining on Consent Agenda
4	1	75.00

GPMS Discussed 3. Monitoring Goals Progress Measures	GPMS on Target	% on Target
0		#DIV/0!

Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success	Board Members that Did Not Respond in Alignment with the Agenda Building Calendar	% Timely Response
6	3	66.67