



State Board for Career and Technical Education Retreat Agenda

**September 28, 2026 - 10:00 AM CT
DPI Conference Room – 10th Floor
North Dakota Capitol
600 E. Boulevard Ave., Bismarck, ND**

Microsoft Teams – [Join the Meeting Now](#)

- 1) Call to Order**
- 2) Outcome Progress Monitoring**
 - a) Student Outcome Goal Progress Measure 2.1 – Career Ready Practice Proficiency**
 - b) Student Outcome Goal Progress Measure 2.3 – Technical Assessment/Industry Credential**
 - c) Director Guardrail Program Measure 3.1 – Trained WBL Coordinators**
 - d) Director Guardrail Progress Measure 3.2 – Employed WBL Coordinators**
 - e) Input from Department of Public Instruction**
 - f) Approve Revised Monitoring Calendar**
 - g) Board Self Evaluation**
- 3) Consent Agenda**
 - a) Approve August 24th Minutes**
 - b) Directors Report – Agency update**
 - c) Financial Reports – August 2026**
- 4) Items for Discussion and Possible Action**
- 5) For Information Only**
 - a) K12 Education Coordination Council Annual Report**
 - b) 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 Question – September 2026

2) b) GPM 2.3 Technical Assessment/Industry Credentials: Please expand on what certifications are currently used for this measure and why you are exploring changing.

Choice Ready does not collect what certifications are being earned. The guidance states it must be certifications that are approved by the Department of Career and Technical Education. The link to the list of approved certifications can be found below.

[IndustryCertsCredentials.pdf](#)

We are exploring changing the process, because the certifications that are on the list are driven by education, where certifications should be driven by industry. The intent of the change is to allow industry the opportunity to weigh in on approved certifications. We feel this will not only expand upon the list but also provide more validation to it.

Agenda Item 2b

GPM 2.3: Can you remind us what lead to the decline in industry credentials during the 24-25 was attributed to and help us understand what strategies have been leveraged to improve 25-26 outcomes?

As these are Choice Ready Indicators, the schools enter the indicators that students complete. Although it is possible, schools stop entering indicators once students achieve enough to be considered Workforce Ready.

Unfortunately, I do not have a reason why we have seen an increase or decrease in the number of credentials earned as the Department does not have any levers to encourage it. If anything, it is a continued awareness of credentials, through Department discussing the value of credentials with CTE Directors, Teachers, and Counselors. I also believe Industry Advisory Committees may be discussing the value.

2) c) GrPM 3.1 There is a little typo on the Annual Targets (“2026-104585”)

GPM 3.1: The 2026 target looks to be documented incorrectly. Can you please clarify the accuracy of this target as listed in the packet? (Repeat question)

This has been addressed. Thank you.

2) f) Monitoring Calendar: Not a question, just a comment. To be clear, in the past we only included Goal Progress Measures on the Monitoring Calendar. We did not ask the Director to specifically report the overall Student Outcome Goals. We did review the overall SOG’s

in June in the Data Outcomes section of the Director Evaluation. It seems reasonable that the Director should report these outcomes to the board when they are available.

I agree.

Agenda Item 2c

In the director's report you describe the progress made with the UAS grant program. Can you please provide an update on this; Can you provide additional information about the training that is occurring and on the drone racing chapters. How many students are participating, where are they competing, etc.

In the 2025-26 school year, the grant recipient focused on the development of the program. There were able to purchase the drone kits through their vendor Fenworks, with the intent to kick off the training and competitions in the 2026-27 school year. Also in the first year of the grant, curriculum was secured to train students on required knowledge to test for the FAA Part 107 Remote Pilot Certificate.

The Bakken Area Skills Center and the Williston Basin Career and Technology Centers have agreed to participate in this work. It is anticipated the 85 students from the BASC and 75 from WBCTEC will be served by this grant.

The next step is for Williston State College to stand up their drone racing chapter, as well as develop curriculum for credit and non-credit courses. This will allow for students at Williston State College to attain credit bearing courses, which would go towards a certificate and adult education that may not earn college credit, but still attain an industry recognized credential.

Please clarify the minutes where the Board approved the Monitoring Calendar. It looks like we approved the monitoring calendar twice... once in Eric's motion under "Board Meeting Cadence Discussion" and again by Mike in the Redraft "Report of Monitoring Calendar". Maybe we did move it twice, but that seems funny.

The original motion for the monitoring calendar change under Board Meeting Cadence Discussion was to approve the changes to the MC due to the reduction in number of meetings.

The second motion for monitoring calendar change would have incorporated proposed changes in Guardrails.

So, I feel like the minutes reflect what was done, we just did two different things.



Progress Monitoring
September 2026

Student Outcome 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

Student Outcome Goal GPM – 2.1

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

Annual Targets: 2024-25%, 2025-35%, 2026-36%, 2027-37%, 2028-38%

Director Response

2025-26 Target – 36%

2025-26 Progress – 51.99%

Director Response

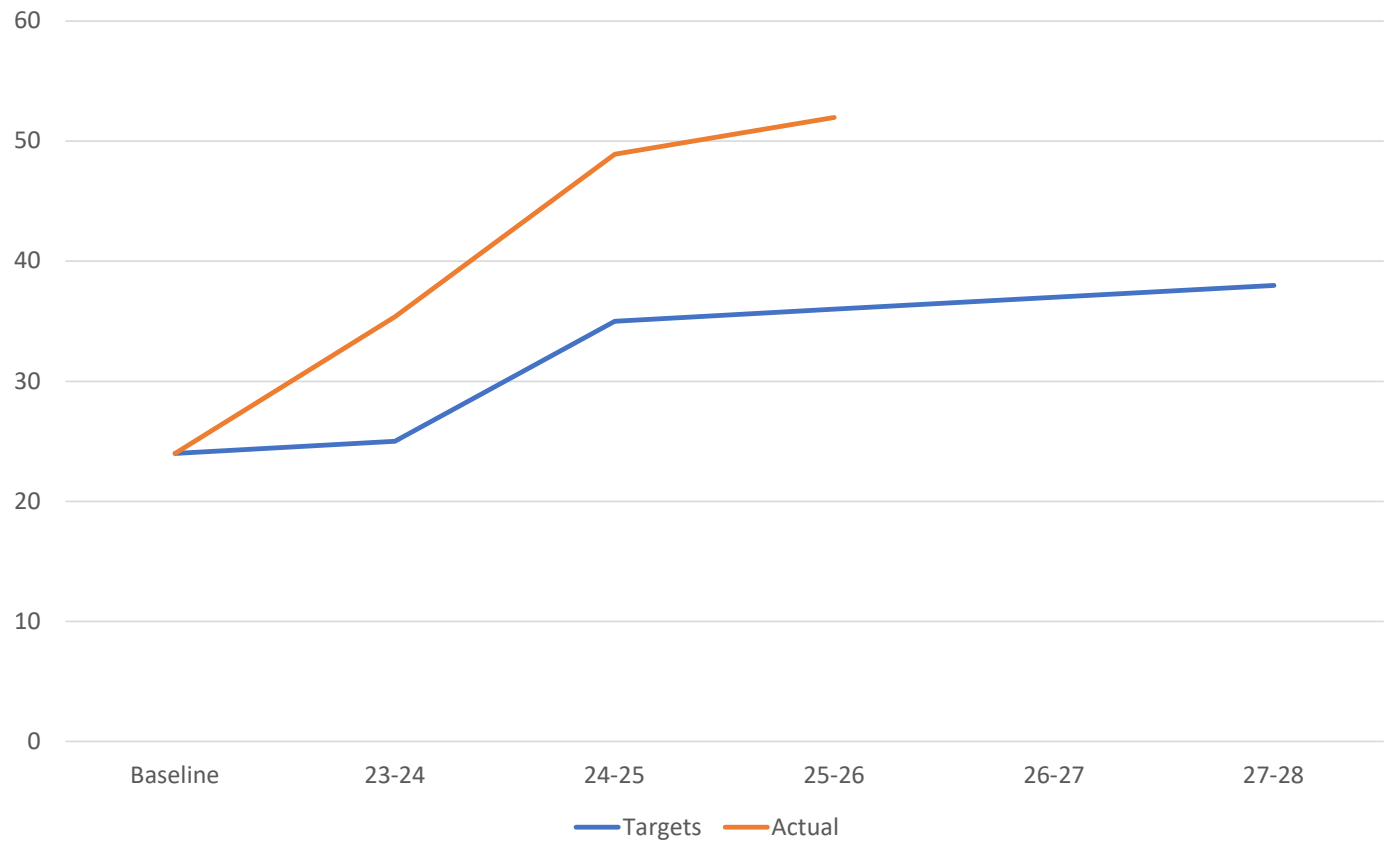
Baseline – 24%

23-24 Target – 25%
23-24 Actual – 35.38%

24-25 Target – 35%
24-25 Actual – 48.91%

25-26 Target – 36%
25-26 Actual – 51.99%

Career Ready Practices



Next Steps

The Department has launched revised Career Ready Practices and Guidance, to align with the Modernized Career Clusters Framework.

The Department is presently working with DPI and Infinite Campus, to determine how to best capture and update the Career Ready Practices in Infinite Campus.

The Department has begun conversations with DPI on how to best validate and elevate Career Ready Practice mastery.

Student Outcome Goal GPM – 2.3

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

Annual Targets: 2024-27%, 2025-35%, 2026-36%, 2027-37%, 2028-38%

Director Response

2025-26 Target – 36%

2025-26 Progress – 34.73%

Director Response

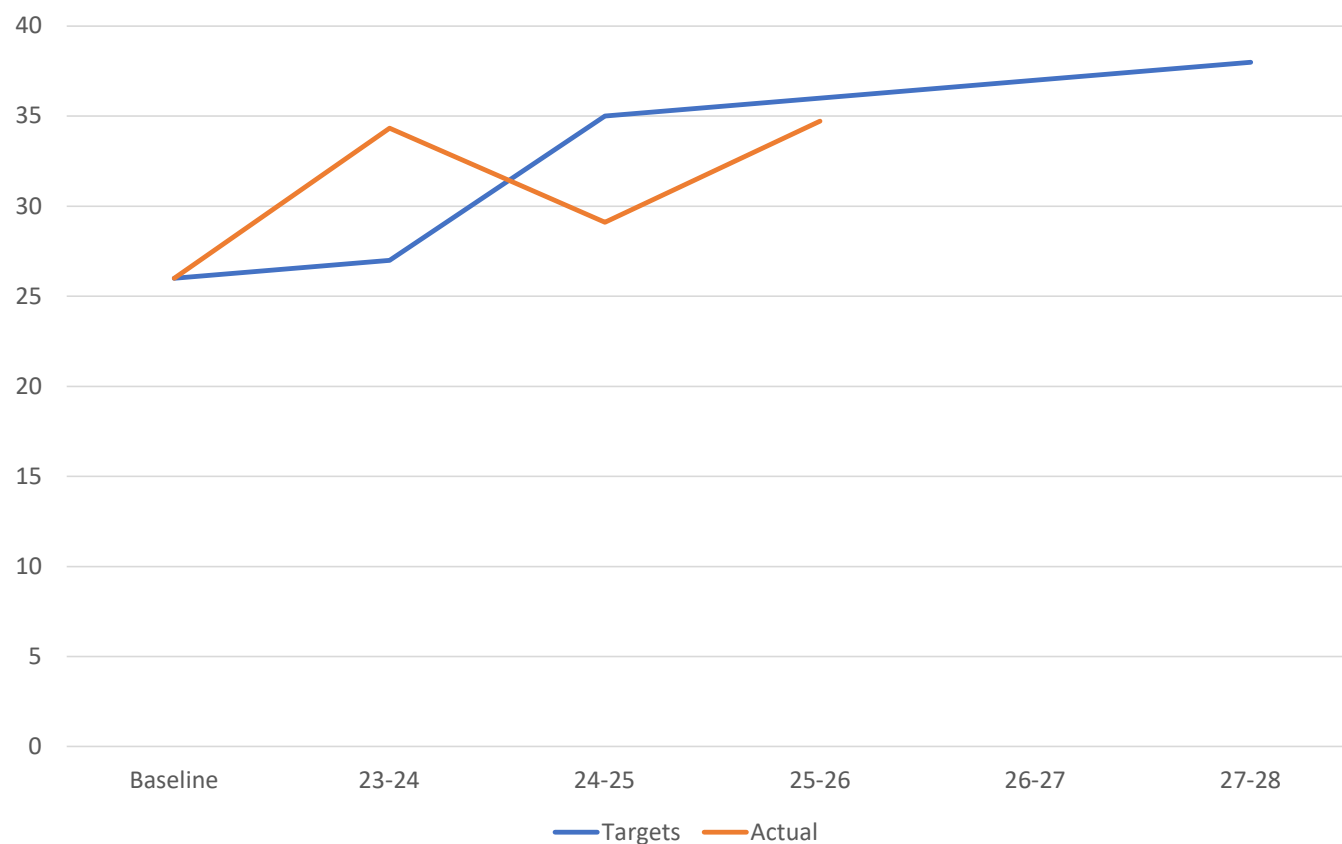
Technical Assessment/Industry Credential

Baseline – 26%

23-24 Target – 27%
23-24 Actual – 34.33%

24-25 Target – 35%
24-25 Actual – 29.10%

25-26 Target – 36%
25-26 Actual – 34.73%



Next Steps

The Department, along with partner agencies, will develop common definitions and parameters for an industry credential. With this, a process will be developed to determine what certifications are to be used for this measure, as well as Workforce Ready and Choice Ready.

This may have a negative impact on this measure as the list of approved credentials may decrease at first but may be a more valid representation of attained skills.

This will also provide an opportunity to increase the number of approved credentials, through a formal vetting process.

Director Guardrail 3

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

Director Guardrail Progress Measure 3.1

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

Annual Targets: 2025-58, 2026-85, 2027-90, 2027-95, 2028-100

Director Response

2026-27 Target – 90

2026-27 Progress – 144

Director Response

Baseline – 41

24-25 Target – 58

24-25 Actual – 74

25-26 Target – 85

25-26 Actual – 123

26-27 Target – 90

26-27 Actual – 144



Next Steps

The Department has surpassed its five-year target, so are now in a state of transition.

- 1) The staff that developed and provided the WBL Coordinator training has left the agency and we are currently unable to fill that position due to budget restraints.
- 2) The responsibility of point of contact for WBL, has been assigned to the Department's Career Development Program Supervisor.
- 3) The Department is exploring the option to incorporate WBL training into Career Development Advisor training, to add more context and sustainability.

Director 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: 2025-16, 2026-20, 2027-20, 2027-30, 2028-30

Director Response

2026-27 Target – 20

2026-27 Progress – 19

The Department saw a reduction in one WBL Coordinator, due to a resignation.

Director Response

Baseline – 13

24-25 Target – 16

24-25 Actual – 16

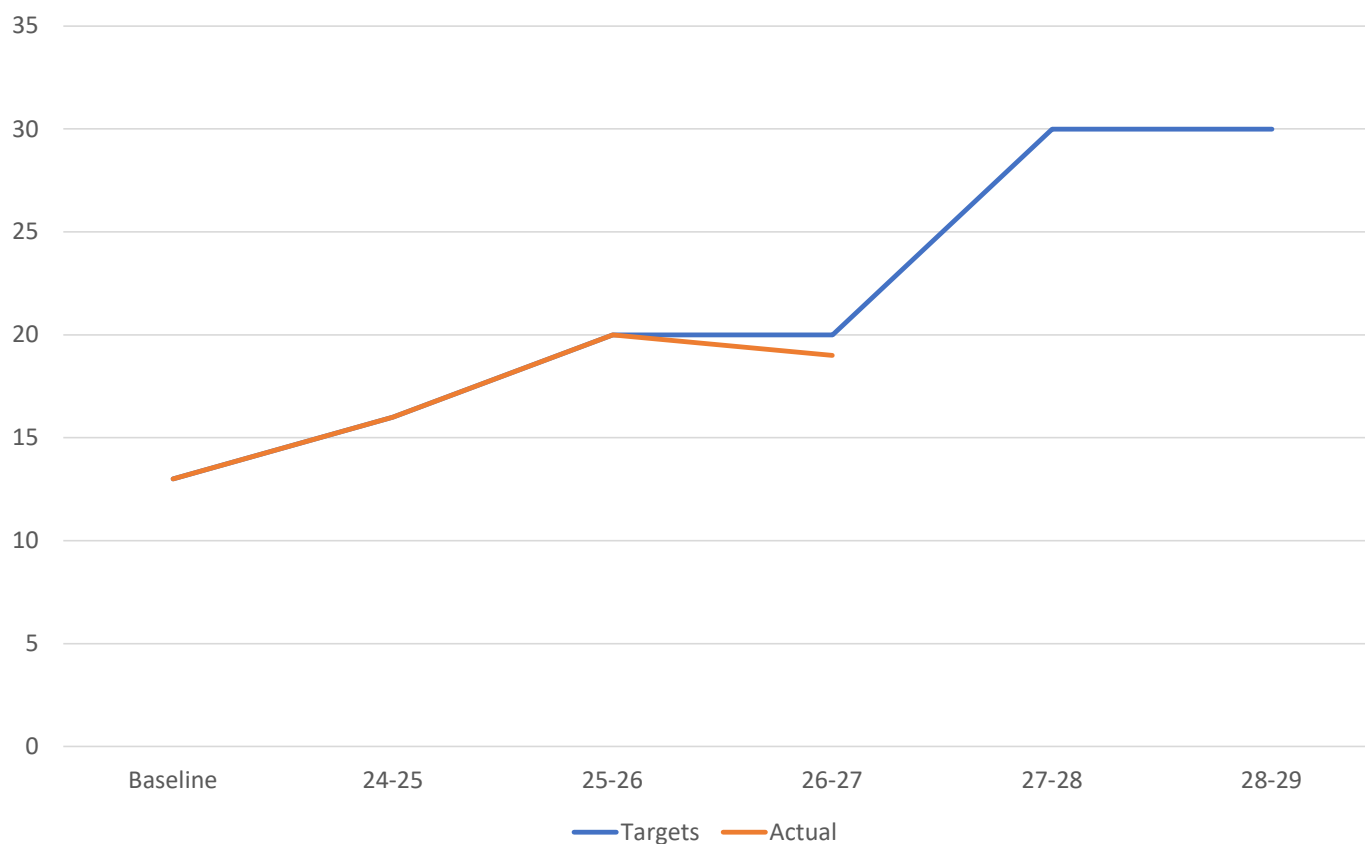
25-26 Target – 20

25-26 Actual – 20

26-27 Target – 20

26-27 Actual – 19

Employed WBL



Next Steps

The Department has launched the WBL Coordinator Grant for the 2026-27 school year. This grant will allow for schools and Centers to build or expand their existing WBL capabilities. We have limited funds available, therefore will need to be selective based on need of a coordinator and the ability to launch the program.

The upcoming legislative session will be imperative in the continued growth of WBL Coordinators. To grow, the \$2 million in allocated will need to be supplemented with additional CTE Secondary State Grant funds, but not at the expense of CTE programming.

Agenda Item 2) f) Approve Revised Monitoring Calendar

I proposed the following edits to the Monitoring Calendar. The items are in red print on the calendar.

- 1) The actual student outcome goals will be added to the following months:

Student Outcome Goal 2 – Workforce Ready – Added to September monitoring report

Student Outcome Goal 3 – CTE Enrollment – Added to November monitoring report

Student Outcome Goal 1 – CTE Concentrator - Added to January monitoring report

This report will coincide with most of the related progress measures.

- 2) Adding the Director Guardrail measure 2.3, CTE Educator Vacancy, to the November monitoring report
- 3) Adding the Director Guardrail measure 1.1, CTE Program Access, to the January monitoring report

MONITORING CALENDAR						
Department of Career and Technical Education				Years: 2023 -2028		
Month	Student Outcome Goals and GPMs	Guardrails GrPMs		Leadership Evaluations	Trainings	Other
August					Retreat Training	Board Officer Elections
September	Student Outcome Goal 2 - WF Ready 2.1 - CRP Proficiency 2.3 - TA/Industry Credential	3.1 - Trained WBL Coordinators (interim) 3.2 - Employed WBL Coordinators (Interim)		Board Self Evaluation		ND DPI Input
October						
November	Student Outcome Goal 3 - Enrollment 3.1 - Enrollment - 3 or less programs 3.2 - Less than 20 miles 3.3 - Greater than 20 miles 3.4 - Overall CTE Center enrollment 3.5 - HS CTE Enrollment	2.3 - CTE Educator Vacancy				Local CTE Director Student Perspective
December						
January	Student Outcome Goal 1 - Concentrator 1.1 - Econ Disadv. Concentrator 1.2 - Minority Concentrator 1.3 - Ind. w/ Disability Concentrator 2.2 - WBL Completion	1.1 - CTE Program Access 3.3 - Public/Private Partnerships (interim) 2.2 - CTE Ed. Prof. Development (interim)		Board Self Evaluation		JSND Input
February						
March						
April		2.1 - Qualified CTE Ed. (May-April) 2.2 - CTE Ed. Prof. Development (May-April) 3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators 3.3 - Public/Private Partnership (May - April)		CTE Director/Agency Staff Survey Overview		NDUS Input
May						
June				Board Self Evaluation Summative Director Evaluation		
July						

TO: ND CTE Board Members
FROM: Sonia Meehl, Board President
DATE: September 16, 2026
RE: Board Self-Evaluation and Self-Guardrails

During our September meeting, we will complete our periodic Board Self-Evaluation based on our activities from April through August 2026. I am asking each appointed (not statutorily serving) board member to review and highlight one section of our Governance Framework and be prepared to lead discussion on their section during the Self-Evaluation.

The following are included in the board packet:

Board Self-Evaluation Process – This is a draft document that reflects the process as we are undertaking it this month. As this evolves, we should consider including it in the Board's Procedural Manual.

Cumulative Time Tracker for April through August – We have some questions about how to interpret the time use and whether all data is relevant to our self-evaluation. This is also a work-in-progress.

Highlighted pages of the framework from our April meeting. Note that these were highlighted in advance of the April meeting by our coaches. We may have discussed and changed some of their conclusions. I have placed a name in the upper right corner of each page indicating which board member is to review and lead discussion of that section of the framework.

Unhighlighted pages of the framework for board members' use to prepare to lead discussion of their section. Evaluating board members should compare this to the previous highlighted framework and have ready to lead discussion during the meeting. Keep in mind that it is possible we changed some of the conclusions that were presented in the packet during the last evaluation. It is also possible that we have gone backwards on some bullet points.

Our Board Guardrail #3 is: The board shall not fail to review the board packet in a timely manner as defined by the board's agenda calendar and respond appropriately to the director to ensure effective use of consent agenda. I have highlighted in the lower left corner of the Cumulative Time Tracker that from April through August, Board Members Responded in Alignment with our Agenda Building Calendar 21 out of 36 possible times (9 board members X 4 meetings in the period), for 58.33%. We may want to discuss how we can improve this performance in the coming months.

Thank you for engaging in our Board Self-Evaluation in advance to help improve our board's performance.

ND CTE Board Self-Evaluation Process

1. We will evaluate three times per year, currently scheduled for September, January, and June.
2. Prior to the meeting at which the board will self-evaluate, the Board President, Director, or Administrative Assistant should review and update the Board Progress Tracker for use during the evaluation. The cells highlighted in yellow will need to be changed for each evaluation. The oldest evaluation will need to be deleted and the most recent three evaluations and their dates moved to the left. The goals established at the previous evaluation should be entered into the column to the left of the current evaluation's rating column.
3. The board's time-tracker, currently the Vice-President, should create a cumulative tracker for the time period being evaluated using the data from the monthly trackers.
4. The Board President will assign six board members to review each of the six domains in the governance framework. Board members should compare where we were at the last evaluation and be prepared to lead discussion for their assigned domain during the self-evaluation.
5. To be included in the board packet:
 - a. Cumulative Time Tracker for the period being evaluated
 - b. Highlighted Framework for Review
 - c. Non-highlighted Framework for board members to mark up
 - d. Self-Evaluation Progress Tracker to be completed by board during meeting
6. Self-Evaluation Progress Tracker: The board will complete the Current Evaluation Rating and Next Evaluation Goal columns during the meeting. The Progress Tracker can be shared onscreen during the meeting and values entered in real time.
7. The Vote Count For and Against will be entered during the meeting upon action of the board.
8. The Board President and Vice-President will sign a paper copy in the box provided.
9. Comments or observations from the evaluation, if any, can be entered into the Evaluation Notes box, including any notes about changes that should be considered for future evaluations.

ND Career and Technical Education

Our Vision: A Future-Ready Workforce for North Dakota

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

Student Outcome Goal 1: Concentrators

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

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

Current Status:	38%	Next Report:	Jan 2027 (2025-26)
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Student Outcome Goal 2: Workforce Ready

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

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

Current Status:	95%	Next Report:	Nov 26 (2025-26)
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Student Outcome Goal 3: CTE Enrollment

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

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

Current Status:	77%	Next Report:	Jan 27 (2025-26)
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TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	April- June 2026	DATE:	7/1/26	
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
	0		← Minutes setting and adopting both student outcome goals and goal progress measures				
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails		70	← 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	13		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		38	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar				
		54	← 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 →						242
6. Active Teamwork and Advocacy	45		← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments →						
	Notes:						105
TOTALS	58	162	462				242
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
		220	÷	462	×	100 =	47.62 % Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome							
		58	÷	462	×	100 =	12.55 % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
35	1	97.22

Count of 'Other' Agenda Items

30

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

Consent Items 5. Structuring for Success	Consent Items Removed	% Remaining on Consent Agenda
19	2	89.47

GPMs Discussed 3. Monitoring Goals Progress Measures	GPMs on Target	% on Target
1	1	100.00

Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success	Board Members that Did Not Respond in Alignment with the Agenda Building Calendar	% Timely Response
21	15	58.33

NORTH DAKOTA CTE BOARD							
BOARD PROGRESS TRACKER					Evaluation Period:	April - August 2026	
Framework	Previous Evaluation	Previous Evaluation	Most Recent Evaluation	Current Evaluation Goal	Current Evaluation Rating	Next Evaluation Goal	Total Possible Points
<i>Date:</i>	10/27/25	01/26/26	04/27/26	09/28/26	09/28/26	01/25/27	
1. The board has adopted Student Outcome Goals.	12	12	12	15			15
2. The board has adopted Goal Progress Measures aligned to each Student Outcome Goal.	12	12	12	15			15
3. The board has adopted Guardrails.	13	13	13	15			15
4. The board has adopted a Monitoring Calendar for each Student Outcome Goal and Goal Progress measure.	16	16	16	20			20
5. The board has structured operations for success.	4	4	15	15			15
6. The board promotes active teamwork and advocacy.	0	2	2	18			20
TOTAL SCORE	57	59	70	98			100

By signing below, I affirm that the Be Legendary Integrity Instrument was completed and is accurate

Board President & Vice-President Signatures:	% Student Outcome & Adult Behavior Minutes	Vote Count For	Vote Count Against
	47.62%		

EVALUATION NOTES

OBJECTIVE 1:

The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
The board does not meet if any of the following are true: ☐ The board does not have a vision. ☐ The board does not have goals. ☐ The board does not consistently distinguish between inputs, outputs, and outcomes.		The board has: ☐ adopted a vision statement; ☐ owned the vision development process while working collaboratively with the Director; ☐ adopted three to five goals; and ☐ owned the goal development process while working collaboratively with the Director.		The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include: ☐ a population, ☐ a baseline, ☐ a deadline target, ☐ a measurement tool, ☐ a deadline date, and ☐ annual targets.		☐ All board members and the Director agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the Director; and 4. are the Director's first priority for resource allocation. ☐ The board relied on a comprehensive student needs assessment and/or student data (CAR) to inform the identification and prioritization of all student outcome goals.		All board members and the Director ☐ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal; and ☐ agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

OBJECTIVE 2:

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

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have goal progress measures. ☐ The board is treating the annual targets for student outcome goals as if they are goal progress measures.		☐ The board has adopted goal progress measures for each student outcome goal. ☐ The Director owned the goal progress measures development process while working collaboratively with the board. ☐ The status of each adopted goal progress measure is able to be updated during each school year.		☐ The board has adopted no more than four goal progress measures for each student outcome goal. ☐ All goal progress measures are student outputs, not adult inputs or outputs, or other outcomes that include 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets.		All board members and the Director agree that the goal progress measures. ☐ will challenge the organization; ☐ require adult behavior change; ☐ are influenceable by the Director; and ☐ are all predictive of their respective student outcome goals.		All board members and the Director agree there is broad community ownership of the goal progress measures through involvement and communication with students, staff and community members.	

OBJECTIVE 3:

The board has adopted guardrails

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	5	PROFICIENT	13	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have guardrails. ☐ The board does not have Director guardrail progress measures.		The board has ☐ adopted 1 to 5 Director guardrails; ☐ owned the Director guardrails development process while working collaboratively with the Director; and ☐ adopted Director guardrail progress measures for each Director guardrail. ☐ The Director owned the guardrail progress measures development process while working collaboratively with the board. ☐ The status of each adopted Director guardrail progress measure is able to be updated at least once per year.		☐ Each Director guardrail describes a single operational action or class of actions the Director may not use or allow. ☐ The board has adopted no more than three Director guardrail progress measures for each Director guardrail. ☐ All Director guardrail progress measures include: 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets.		☐ The board has adopted one to five board self-guardrails. ☐ The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of Director guardrails. ☐ All board members and the Director agree that the Director guardrails will challenge the organization to focus on the vision and uphold community values. ☐ All board members and the Director agree that the Director guardrail progress measures 1. will challenge the organization to focus on the student outcomes; 2. will challenge the organization to uphold community values; 3. are all predictive of their respective Director guardrail; and 4. are influenceable by the Director.		☐ The board, in collaboration with the Director, has adopted one or more theories of action to drive overall strategic direction. ☐ All board members and the Director agree there is broad community ownership of the Director guardrails through involvement and communication with students, staff, and community members. ☐ All board members and the Director agree there is broad community ownership of the Director guardrail progress measures through involvement and communication with students, staff, and community members.	

OBJECTIVE 4:

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

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	16	ADVANCED	20
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have student outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures, or annual targets. ☐ The board does not track its use of time in board meetings. ☐ The board does not have a monitoring calendar. ☐ The board has not voted to approve a self-evaluation within the past 12 months.		☐ The Director owned the monitoring calendar development, working with the board to adopt a calendar that monitors 1. Each student outcome goal is monitored at least once per year or more if acquisition of data is possible. 2. No more than two student outcome goals per month; 3. Each Director guardrail at least once per year. ☐ The calendar spans the length of student outcome goals. ☐ The board tracks its time in meetings, identifying each minute according to the time use tracker. The Board has: ☐ performed a self-evaluation within the previous 12 months using a research aligned instrument; ☐ performed a Director annual evaluation no more than 12 months ago; ☐ been provided copies of the Director's implementation plan(s) to make progress towards the student outcome goals; and		10% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. The Board : ☐ performed a self-evaluation using the North Dakota Be Legendary CTE Board Leadership Framework; ☐ performed a self-evaluation no more than 60 days prior to the most recent Director's evaluation; and ☐ evaluates the Director in part on the results and progress toward the student outcome goals and Director guardrails using information within monitoring reports according to the monitoring calendar.		25% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. ☐ Three times per year the board: 1. performed a self-evaluation using the North Dakota Be Legendary School Board Leadership Framework; and 2. voted to approve the progress tracker.		50% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. The board: ☐ unanimously approved the current progress tracker; ☐ has not modified outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures or targets during the cycle applicable to the annual Director evaluation; and ☐ considers Director performance as indistinguishable from system performance by evaluating the Director on results and progress toward student outcome goals and Director guardrails(60%) and other board stated criteria (40%)	

OBJECTIVE 5:

The board has structured operations for success

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board has not received a monitoring report. ☐ There were six or more board meetings in a month.. ☐ Any meeting of the board lasted longer than eight hours. ☐ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board meeting.		The board receives a monitoring report that includes: ☐ the student outcome goal and goal progress measures; ☐ date; ☐ actual student results compared to board outcome goals and goal progress measures; ☐ an explanation from the Director of the results, status, and next steps.		☐ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ☐ The adopted monitoring calendar has not been modified since last board self-evaluation.		☐ Board members, since the last board self-evaluation ☐ did not exceed 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five topics per meeting beyond the consent agenda. ☐ Board has 1. reviewed its existing policies; and 2. only adopted policies relevant to board responsibilities.		☐ Board meetings since the last board self-evaluation did not exceed 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three topics per meeting beyond the consent agenda. ☐ Board members received the preliminary materials to be voted on at least seven calendar days before the meeting. ☐ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting.	

OBJECTIVE 6:

The board promotes active teamwork and advocacy

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	18	ADVANCED	20
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board has not publicly communicated the board adopted student outcome goals. ☐ The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board meetings and/or required hearings. ☐ The board has not adopted board operating procedures. ☐ The board has not been able to achieve a quorum in two or more board meetings during the previous three months. ☐ Board members serve on committees formed by the Director or staff. ☐ A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.	The board has a two-way communication system in place where the board members at least once per year ☐ listen for and discuss the student outcomes; and ☐ Director guardrails. The board ☐ affirms that, every 2 years, it has reviewed all policies governing board operating procedures; ☐ agrees that a board committees' role is to advise the board, not to advise the staff; ☐ agrees that a board officers' role is to advise the board, not to advise the staff; and ☐ maintained a quorum throughout all regularly scheduled meetings for the past three months. ☐ Affirms that all board members have filed an Annual Statement of Interests as required by state law.	The board has ☐ provided time during regular scheduled board meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and ☐ hosted a community meeting to discuss progress toward student outcome goals during the previous 12-month period. The board ☐ agrees that every board member is responsible for the outcomes of all CTE students in the State of North Dakota ☐ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings since the last board self-evaluation and ☐ has set the expectation that information provided to one board member is provided to all board members.	The board ☐ displays and keeps updated the status and targets of all student outcome goals and goal progress measures permanently and publicly on websites and ☐ has led or co-led at least one training on the North Dakota Be Legendary CTE Board Leadership for its stakeholders during the previous six-month period. The board ☐ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings since the last board self-evaluation; ☐ agrees that all members have adhered to all policies governing board operating procedures; ☐ rather than the Director, led the completion of North Dakota Be Legendary CTE Board Leadership expectations.	☐ Students have been included in at least one North Dakota Be Legendary CTE Board Leadership training in the previous 12-month period. ☐ Newly selected board members have received an orientation on the North Dakota Be Legendary School Board Leadership by fellow board members or a coach within 60 days of being seated. All board members and the Director ☐ have completed the North Dakota Be Legendary CTE Board Leadership Institute; ☐ agree that all board members have adhered to all adopted board guardrails since the last board self-evaluation; and ☐ agree that no board member has given operational advice or instructions to staff members since the last board self-evaluation.					



North Dakota Be Legendary

Career and Technical Education Leadership Framework

OBJECTIVE 1:

The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
The board does not meet if any of the following are true: ☐ The board does not have a vision. ☐ The board does not have goals. ☐ The board does not consistently distinguish between inputs, outputs, and outcomes.		The board has: ☐ adopted a vision statement; ☐ owned the vision development process while working collaboratively with the Director; ☐ adopted three to five goals; and ☐ owned the goal development process while working collaboratively with the Director.		The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include: ☐ a population, ☐ a baseline, ☐ a deadline target, ☐ a measurement tool, ☐ a deadline date, and ☐ annual targets.		☐ All board members and the Director agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the Director; and 4. are the Director's first priority for resource allocation. ☐ The board relied on a comprehensive student needs assessment and/or student data (CAR) to inform the identification and prioritization of all student outcome goals.		All board members and the Director ☐ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal; and ☐ agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

OBJECTIVE 2:

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

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have goal progress measures. ☐ The board is treating the annual targets for student outcome goals as if they are goal progress measures.		☐ The board has adopted goal progress measures for each student outcome goal. ☐ The Director owned the goal progress measures development process while working collaboratively with the board. ☐ The status of each adopted goal progress measure is able to be updated during each school year.		☐ The board has adopted no more than four goal progress measures for each student outcome goal. ☐ All goal progress measures are student outputs, not adult inputs or outputs, or other outcomes that include 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets.		All board members and the Director agree that the goal progress measures. ☐ will challenge the organization; ☐ require adult behavior change; ☐ are influenceable by the Director; and ☐ are all predictive of their respective student outcome goals.		All board members and the Director agree there is broad community ownership of the goal progress measures through involvement and communication with students, staff and community members.	

OBJECTIVE 3:

The board has adopted guardrails

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	5	PROFICIENT	13	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have guardrails. ☐ The board does not have Director guardrail progress measures.		The board has ☐ adopted 1 to 5 Director guardrails; ☐ owned the Director guardrails development process while working collaboratively with the Director; and ☐ adopted Director guardrail progress measures for each Director guardrail. ☐ The Director owned the guardrail progress measures development process while working collaboratively with the board. ☐ The status of each adopted Director guardrail progress measure is able to be updated at least once per year.		The board is partially proficient if all prior conditions and the following are true: ☐ Each Director guardrail describes a single operational action or class of actions the Director may not use or allow. ☐ The board has adopted no more than three Director guardrail progress measures for each Director guardrail. ☐ All Director guardrail progress measures include: 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets.		The board is proficient if all prior conditions and the following are true: ☐ The board has adopted one to five board self-guardrails. ☐ The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of Director guardrails. ☐ All board members and the Director agree that the Director guardrails will challenge the organization to focus on the vision and uphold community values. ☐ All board members and the Director agree that the Director guardrail progress measures 1. will challenge the organization to focus on the student outcomes; 2. will challenge the organization to uphold community values; 3. are all predictive of their respective Director guardrail; and 4. are influenceable by the Director.		The board is advanced if all prior conditions and the following are true: ☐ The board, in collaboration with the Director, has adopted one or more theories of action to drive overall strategic direction. ☐ All board members and the Director agree there is broad community ownership of the Director guardrails through involvement and communication with students, staff, and community members. ☐ All board members and the Director agree there is broad community ownership of the Director guardrail progress measures through involvement and communication with students, staff, and community members.	

OBJECTIVE 4:

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

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	16	ADVANCED	20
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board does not have student outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures, or annual targets. ☐ The board does not track its use of time in board meetings. ☐ The board does not have a monitoring calendar. ☐ The board has not voted to approve a self-evaluation within the past 12 months.		☐ The Director owned the monitoring calendar development, working with the board to adopt a calendar that monitors - Each student outcome goal is monitored at least once per year or more if acquisition of data is possible. - No more than two student outcome goals per month; - Each Director guardrail at least once per year. ☐ The calendar spans the length of student outcome goals. ☐ The board tracks its time in meetings, identifying each minute according to the time use tracker. The Board has: - performed a self-evaluation within the previous 12 months using a research aligned instrument; - performed a Director annual evaluation no more than 12 months ago; - been provided copies of the Director's implementation plan(s) to make progress towards the student outcome goals; and		10% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. The Board : - performed a self-evaluation using the North Dakota Be Legendary CTE Board Leadership Framework; - performed a self-evaluation no more than 60 days prior to the most recent Director's evaluation; and - evaluates the Director in part on the results and progress toward the student outcome goals and Director guardrails using information within monitoring reports according to the monitoring calendar.		25% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. ☐ Three times per year the board: - performed a self-evaluation using the North Dakota Be Legendary School Board Leadership Framework; and - voted to approve the progress tracker.		50% or more of the total minutes in board meetings since the last board self-evaluation were invested in improving student outcomes according to the time use tracker. The board: - unanimously approved the current progress tracker; - has not modified outcome goals, goal progress measures, Director guardrails, Director guardrail progress measures or targets during the cycle applicable to the annual Director evaluation; and - considers Director performance as indistinguishable from system performance by evaluating the Director on results and progress toward student outcome goals and Director guardrails(60%) and other board stated criteria (40%)	

OBJECTIVE 5:

The board has structured operations for success

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board has not received a monitoring report. ☐ There were six or more board meetings in a month.. ☐ Any meeting of the board lasted longer than eight hours. ☐ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board meeting.		The board receives a monitoring report that includes: ☐ the student outcome goal and goal progress measures; ☐ date; ☐ actual student results compared to board outcome goals and goal progress measures; ☐ an explanation from the Director of the results, status, and next steps.		☐ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ☐ The adopted monitoring calendar has not been modified since last board self-evaluation.		☐ Board members, since the last board self-evaluation ☐ did not exceed 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five topics per meeting beyond the consent agenda. ☐ Board has 1. reviewed its existing policies; and 2. only adopted policies relevant to board responsibilities.		☐ Board meetings since the last board self-evaluation did not exceed 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three topics per meeting beyond the consent agenda. ☐ Board members received the preliminary materials to be voted on at least seven calendar days before the meeting. ☐ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting.	

OBJECTIVE 6:

The board promotes active teamwork and advocacy

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	18	ADVANCED	20
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
☐ The board has not publicly communicated the board adopted student outcome goals. ☐ The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board meetings and/or required hearings. ☐ The board has not adopted board operating procedures. ☐ The board has not been able to achieve a quorum in two or more board meetings during the previous three months. ☐ Board members serve on committees formed by the Director or staff. ☐ A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.	The board has a two-way communication system in place where the board members at least once per year ☐ listen for and discuss the student outcomes; and ☐ Director guardrails. The board ☐ affirms that, every 2 years, it has reviewed all policies governing board operating procedures; ☐ agrees that a board committees' role is to advise the board, not to advise the staff; ☐ agrees that a board officers' role is to advise the board, not to advise the staff; and ☐ maintained a quorum throughout all regularly scheduled meetings for the past three months. ☐ Affirms that all board members have filed an Annual Statement of Interests as required by state law.	The board has ☐ provided time during regular scheduled board meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and ☐ hosted a community meeting to discuss progress toward student outcome goals during the previous 12-month period. The board ☐ agrees that every board member is responsible for the outcomes of all CTE students in the State of North Dakota ☐ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings since the last board self-evaluation and ☐ has set the expectation that information provided to one board member is provided to all board members.	The board ☐ displays and keeps updated the status and targets of all student outcome goals and goal progress measures permanently and publicly on websites and ☐ has led or co-led at least one training on the North Dakota Be Legendary CTE Board Leadership for its stakeholders during the previous six-month period. The board ☐ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings since the last board self-evaluation; ☐ agrees that all members have adhered to all policies governing board operating procedures; ☐ rather than the Director, led the completion of North Dakota Be Legendary CTE Board Leadership expectations.	☐ Students have been included in at least one North Dakota Be Legendary CTE Board Leadership training in the previous 12-month period. ☐ Newly selected board members have received an orientation on the North Dakota Be Legendary School Board Leadership by fellow board members or a coach within 60 days of being seated. All board members and the Director ☐ have completed the North Dakota Be Legendary CTE Board Leadership Institute; ☐ agree that all board members have adhered to all adopted board guardrails since the last board self-evaluation; and ☐ agree that no board member has given operational advice or instructions to staff members since the last board self-evaluation.					



**Minutes for State Board for Career and Technical Education
August 24, 2026 Meeting/Retreat**

Call to Order:

The meeting/retreat of the State Board for Career and Technical Education was held on Monday, August 24, 2026, in the Hughes Educational Center Board Rooms and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT. Voting members present include:

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

Also present: Wayde Sick, John Gruenberg, Mark Openshaw, Daniel Spellerberg, Jennifer Ferderer, Daniel Driessen, Jason Butcher and Lorie Ruff. Meeting chat information for this meeting does not exist.

Outcome Progress Monitoring:

Director Sick referenced the slides included in the material packet and reviewed the Director Guardrail Progress Measures 2.1, 2.2 and 3.3. Target for 2.1, which pertains to the percent of qualified CTE Educators, was 88% and our progress is currently at 88.2%. To maintain our growth the Department will continue monitoring all educators who are currently on a plan of study to ensure they complete, continue to advocate for CTE educators to utilize the NDRise program to ensure mentorship opportunities exist for first and second year instructors and continue to partner with ESPB to provide standardized process across all program areas.

Measure 2.2, number of CTE Educators that attend professional development that aligns with our vision and goals, had an annual target set as 1,370. Our progress is currently at 1,411. To continue this growth the Department will continue to assess professional development needs of the field and identify, develop and endorse training opportunities as well as review the comments from PDC to continue to improve our conference.

Progress Measure 3.3, number of public/private partnerships generated by the Department, has a target of 1,045 for 2025-26. Our current progress is 977. Director Sick reminded members that we had surpassed the total target initially set and had increased this target significantly. In investigating the cause, we discovered that some sponsorships were previously calculated twice. Another discovery was that some CTSO sponsorships were reduced. To ensure that we continue to increase our numbers, the Department will continue to utilize our vendors (Compass) and Work-Based Learning Coordinator training to expand awareness, staff will continue to engage with the private sector to develop CTSO partnerships and learn more about pre-apprenticeship and develop strategies to engage employers and CTE programs in partnerships.

Phillip Davis moved to accept Director Sick's Outcome Progress Monitoring report as presented and it was seconded by Mike McHugh. The motion passed unanimously.

Consent Agenda:

Lisa Johnson 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: None

Board Retreat Topics

Procedural Manual Review: Mark Openshaw gave an overview of Century Code and how this Board should annually elect officers. Chair Meehl and Director Sick reviewed the proposed procedure that was included in the material packet. Following discussion and revisions to the procedures, Mike McHugh move to approve the procedure manual as amended and it was seconded by Phillip Davis. The motion passed unanimously.

Board Meeting Cadence Discussion: Director Sick presented his proposal to reduce the number of meetings this Board holds from ten to six meetings per year. Discussion was held on six meetings versus quarterly meetings and it was felt that if the need arises, the Board could hold a special meeting. Eric Nelson moved to approve the adjusted meeting cadence and monitoring calendar as presented and it was seconded by Lyndsi Engstrom. With no further discussion a roll call vote was administered:

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

Chair Meehl inquired to Mark Openshaw if the previous motion should be a roll call vote. Upon his agreement, a roll call vote was administered on the motion to approve the Board officer election procedure.

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

Other Board Recommended Edits: Lyndsi Engstrom reported that the Procedure Manual Subcommittee will reconvene in September to address changes that are adopted today. Members of this Subcommittee include

Jason Rohr, Mike McHugh and Lyndsi Engstrom. If any member has suggestions for this Subcommittee, please send them to Director Sick who will pass them on. They will provide the full Board with an updated procedural manual at the November meeting.

Outcome Progress Monitoring Discussion

Director Guardrail 1: Director Sick reviewed proposed changes for Director Guardrail 1 and the reason for this recommendation. Levi Bachmeier moved to accept the proposed changes as presented and it was seconded by Phillip Davis. With no further discussion a roll call vote was administered:

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

President Meehl requested that new pictures of members be conducted at this time.

Board Member Phillip Davis left meeting at 12:00 pm CT.

Lunch was served and short break given.

The meeting reconvened at 12:28 pm CT.

Director Guardrail 2: Director Sick continued his proposed changes for Director Guardrail 2 and reasoning for the change. Jason Rohr moved to accept the proposed guardrail addition and it was seconded by Lisa Johnson. With no further discussion a roll call vote was administered:

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

Redraft of Monitoring Calendar: Director Sick presented a revised monitoring calendar to reflect the adoption of the proposed meeting cadence recommendation. Discussion was held on holding one meeting per year at a center or school. Mike McHugh moved to approve the redraft of the monitoring calendar as proposed and it was seconded by Morgan Forness. With no further discussion a roll call vote was administered:

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

Levi Bachmeier left meeting at 2:06 pm CT.

Community Engagement Committee Update: President Meehl informed members that Jason Rohr had presented the Board's Community Engagement Presentation to approximately 30-40 secondary and postsecondary Directors during the Professional Development Conference the beginning of August. Jason reflected on his experience and give suggestions on how to improve or adjust the presentation to the different stakeholders that this will be presented to.

Director Sick referred to the material packet to a list of potential conferences and meetings members can consider presenting at. Jason Rohr volunteered to research these groups and the process to get on their agenda. President Meehl and Jason Rohr will present during the Joint Boards Meeting on September 29.

The Subcommittee consists of Jason Rohr, Mike McHugh and President Meehl. The Committee will meet prior to the September 29 presentation.

2027 Legislative Session: Director Sick reviewed tentative dates for the upcoming session along with the Department's budget priorities and requests. Discussion was then held on the CTE Board Structure and how members are actually appointed by the Governor's Office to the State Board of Public School Education and then automatically on the CTE State Board. Director Sick working with Superintendent Bachmeier and the Governor's Office have drafted a bill decoupling the two Boards.

Infinite Campus – DPI Presentation: Director Sick introduced Tony Ambrose, Bridge Executive Lead, Nexus and Levi Erdmann, ITDS Director for a presentation regarding Infinite Campus. They informed members of the rollout timelines and data updates with the new software. A copy of the presentation is saved in the Board's team channel.

Funding Policy Discussion: Director Sick reported how the Department is continuing to work on the implementation of the revised funding policy and discussion was held on the definition for a full-time FTE and the equation to funding those FTE's. Director Sick will review the procedure policy to ensure that verbiage is correct.

NDCTE and Board Responsibilities outside of Board's Outcome Goals (NDCC Review): Director Sick reviewed the ND Century Code that governs this Board. He then reported the other programs that the Department is responsible for that are not reflected in century code or reflected in progress monitoring.

Election of Board Officers: President Meehl reminded everyone of the nomination process and opened the floor for nominations for President. Nominees included Sonia Meehl, Lyndsi Engstrom and Mike McHugh. President Meehl declared nominations closed and asked for a roll call vote:

Board Member Lyndsi Engstrom - Lyndsi
Board Member Morgan Forness – Lyndsi
Deputy Commissioner Lisa Johnson – Sonia
Mike McHugh – Sonia
Board Member Eric Nelson – Sonia
Board Member Jason Rohr – Lyndsi
Sonia Meehl - Sonia
Lyndsi – 3, Sonia – 4, Mike – 0

Sonia Meehl was declared President

Nominations were then opened for Vice-President. Nominees included Lyndsi Engstrom and Mike McHugh. President Meehl declared nominations closed and asked for a roll call vote:

Board Member Jason Rohr – Lyndsi
Board Member Lyndsi Engstrom - Lyndsi
Board Member Morgan Forness – Lyndsi
Deputy Commissioner Lisa Johnson – Lyndsi
Mike McHugh – Lyndsi
Board Member Eric Nelson – Mike
President Sonia Meehl - Lyndsi
Lyndsi – 6 and Mike – 1

Lyndsi Engstrom was declared Vice-President

The effective date of these terms will be 8/24/26 until next annual election.

Mark Openshaw reported that the Attorney General’s Office hosts a training for Board members that may be of interest to members of this Board. The training will be held on October 22. Mark will get the agenda and registration instructions to this Board.

Director Sick reminded members that the Department pays for their ACTE memberships which are coming due shortly and another opportunity for resources could be Advance CTE instead. Discussion was held on if members had a preference. Director Sick will get both organization’s information to members for their review.

The Board thanked Lorie Ruff for her 33 years of service to NDCTE and wished her well on her retirement.

There being no other business brought before the Board, the meeting adjourned at 2:43 pm.

Sonia Meehl
SBCTE Chairperson

Agenda Item 3) b)

CTE State Director's Report September 2026

General Updates

Executive Officer for State Board for CTE

Staffing update

The following staff came on board in September.

Started 9/8

Jennifer Ferderer, Executive Assistant

Started 9/14

Katrina Froemming, Program Specialist

Dawn Ulmer was our final VSIP participant. Her last day was August 14th. Due to salary constraints and the payout requirements of the VSIP, we will be unable to fill her position until January 2027. Her duties have been reviewed and reassigned for the short term. The needs of the Department will be evaluated to determine how to best utilize the position.

Interpret and Implement Board Policy and State and Federal Law

I will present at the ND Legislative Budget Section on September 30th, concerning the progress we have made with the UAS Grant Program. The funds were granted to TrainND NW, to provide drone training and racing chapters at Williston State and the CTE Centers serving northwest North Dakota.

Planning and Coordination

On September 10th, NDCTE organized the first discussion with ND Commerce, JSND, ND DPI Adult Ed and the ND University System, to discuss Industry Recognized Credentials, and how to be identify ICRs, and how to best ensure North Dakota students receive them.

Fiscal Management

As you may have seen, the Department received its audit report for the period ending June 30, 2025. The audit was clean with no findings.

The Department learned it was not awarded the federal Talent Search grant. The intent of the dollars was to strengthen the tie between CTE program and apprenticeships and increase access and attainment of Industry Recognized Credentials. We learned most of the funds were provided to current recipients, with only one new statewide recipient.

Advocate for Career and Technical Education

I have presented at the following meetings and events since the last State CTE Board meeting.

- August 26 – Workforce Development Council – I presented on the work on the Modernized Career Clusters. I will also provide an overview at the Joint Boards meeting on September 29th.
- September 1 – I was a panelist, along with Commissioner Sanford and Advance CTE Executive Director Kate Kreamer, at the Hunt Institute Legislative Retreat. The topic was seamless pathways.

- September 23 – I moderated a panel at the Governor’s Workforce Summit. The topic is innovative workforce solutions, including TrainND WBL and apprenticeships, and sector strategies.

I was able to participate in the Secretary McMahon visit of the Southwest Area Career & Technology Center on August 27th.

I was honored to be able to attend the celebrations for two CTE Teachers, that have been named as finalists for the North Dakota Teacher of the Year Award. Teresa Olson, the Child Development Education instructor at James Valley Career and Technology Center and Brian Schneider, Agricultural Education instructor at Napoleon Public Schools, were named as finalists. The final announcement will be on September 24th.

Upcoming speaking engagements

I will be presenting at EDND (Economic Development of North Dakota) on October 7th.

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Aug-26	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	\$5,964,593.00	\$228,134.29	\$3,200,187.97	\$2,764,405.03	53.65%	58.33%
OPERATING EXPENSES	\$4,745,611.00	\$50,183.15	\$2,730,611.89	\$2,014,999.11	57.54%	58.33%
TRAVEL	\$380,000.00	\$6,234.54	\$165,217.23	\$214,782.77	43.48%	58.33%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$2,865.00	\$68,686.62	\$290,424.38	19.13%	58.33%
PROFESSIONAL SERVICES	\$1,361,500.00	\$15,487.50	\$968,912.28	\$392,587.72	71.17%	58.33%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$185.34	\$152,139.60	\$297,860.40	33.81%	58.33%
POSTAGE	\$25,000.00	\$9.14	\$4,187.62	\$20,812.38	16.75%	58.33%
OPERATING FEES	\$200,000.00	\$2,934.68	\$28,924.31	\$171,075.69	14.46%	58.33%
SUPPLIES	\$1,500,000.00	\$12,456.56	\$1,138,321.57	\$361,678.43	75.89%	58.33%
PRINTING & PAPER	\$100,000.00	\$551.54	\$22,254.72	\$77,745.28	22.25%	58.33%
TELEPHONE	\$20,000.00	\$698.61	\$8,652.01	\$11,347.99	43.26%	58.33%
ITD	\$200,000.00	\$7,935.32	\$136,430.16	\$63,569.84	68.22%	58.33%
FURNITURE & EQUIPMENT	\$150,000.00	\$824.92	\$36,885.77	\$113,114.23	24.59%	58.33%
TOTAL	\$10,710,204.00	\$278,317.44	\$5,930,799.86	\$4,779,404.14	55.38%	58.33%

11,989 MBA Research (Marketing Subscription)

Fluxx Software Build

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

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	\$5,838,390.00	\$5,838,390.00	\$3,200,187.97	55%	\$2,638,202.03
NEW AND VACANT FTE POOL	\$126,203.00	\$126,203.00		0%	\$126,203.00
OPERATING EXPENSES	\$4,745,611.00	\$4,745,611.00	\$2,730,611.89	58%	\$2,014,999.11
GRANTS	\$14,007,349.00	\$14,007,349.00	\$5,071,347.01	36%	\$8,936,001.99
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$22,449,096.79	43%	\$29,588,683.21
GRANTS-STEM	\$100,000.00	\$100,000.00	\$29,817.86	30%	\$70,182.14
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$5,460,835.89	100%	\$0.00
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$1,651,250.00	47%	\$1,848,750.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$200,000.00	50%	\$200,000.00
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$40,793,147.41	47%	\$45,423,021.48
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$27,837,427.89	45%	\$34,239,896.11
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$11,823,182.20	52%	\$10,910,688.69
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$1,132,537.32	81%	\$272,436.68
TOTAL EXPENDITURES	\$80,755,333.00	\$86,216,168.89	\$40,793,147.41	47%	\$45,423,021.48



NORTH DAKOTA

**K-12 EDUCATION
COORDINATION COUNCIL**

2026 ANNUAL REPORT

COORDINATION • COLLABORATION • INNOVATION

September 2026

A MESSAGE FROM THE EXECUTIVE DIRECTOR

A year defined by evidence, collaboration, and practical action

Dear Members of the North Dakota Education Community,

As I reflect on the work of the North Dakota K–12 Education Coordination Council over the past year, I am filled with pride and gratitude. Our work is not measured simply by meetings held or documents produced, but by the thoughtful hours our members have invested in asking difficult questions, examining evidence, listening to those doing the work every day, and seeking practical ways to improve opportunities for North Dakota students.

Much of that work has occurred through our subcommittees and special working groups. Whether examining reading growth, mastery-based learning, student engagement, statewide supports, duplication of services, attendance, or emerging policy needs, members have intentionally moved beyond assumptions. We have studied data, visited programs, and spoken directly with educators, administrators, families, students, and agency partners. Good policy should be informed not only by numbers, but by the experiences of the people responsible for turning policy into meaningful opportunities for students.

Perhaps no effort better reflects this approach than the Council’s work on student attendance. With support from the 2025 Legislature, the Council partnered with the University of North Dakota Bureau of Evaluation and Research Services (BEARS) to examine schools and districts that had improved attendance outcomes. The study reinforced an important reality: absenteeism rarely has a single cause. Student, family, school, community, transportation, behavioral-health, and system-level factors often overlap, requiring both clear expectations and meaningful support.

Completion of the study was not the end of the work; it was the beginning of the next phase. The Council and Legislative Subcommittee have used the findings to explore early identification, tiered intervention, family engagement, local flexibility, and clearer responsibilities among schools and partner agencies. We are asking where barriers exist, where schools reach the limits of what they can reasonably provide, and where referral pathways among education, human services, courts, tribal partners, law enforcement, and community organizations can be strengthened.

As we look toward the 2027 Legislative Session, our recommendations must remain grounded in evidence, informed by practitioners, respectful of local context, and focused on actions that can make a measurable difference. We will continue asking what requires legislation, what can be strengthened through agency coordination, what belongs at the local level, and what requires additional study.

I am deeply grateful to Chair Luke Schaefer, our Council members, subcommittee leaders, agency and legislative partners, educators, families, students, and communities for their time and expertise. I am proud of what this Council has accomplished and encouraged by the momentum we have built for North Dakota students.

With sincere gratitude,

Dr. Mark Vollmer, Executive Director

LEGISLATIVE SUBCOMMITTEE

Turning research into thoughtful policy considerations



Dr. Luke Schaefer

Chair, Legislative Subcommittee

MEMBERS

Amy De Kok
Maria Neset
Representative David Richter
Dr. Sarah Ricks
Stanley Schauer
Superintendent Levi Bachmeier
Tomi Cimarosti

YEAR IN REVIEW

- Attendance research and policy pathways
- Earlier identification and tiered support
- Clearer cross-agency roles and referrals

Research is the starting point—not a predetermined recommendation.

From Research to Thoughtful Action

The Legislative Subcommittee continued to help the Council move from research and discussion toward thoughtful policy considerations. Under the leadership of Dr. Luke Schaefer, the committee deliberately began with evidence rather than proposed legislation. Members examined where existing systems are working, where gaps remain, and whether potential solutions are best addressed through coordination, administrative guidance, local action, additional study, or legislative change.

“Highly trained teachers, strong curricular resources, and well-developed instructional systems are most effective when students are physically in their seats, engaged in learning, assessed for progress, and provided timely interventions or enrichment.”

— Why Attendance Matters: White Paper: K12 Coordination Council, December 2025

Attendance: Understanding the Problem

The study also highlighted an important distinction: effective attendance work begins before a student becomes chronically absent. Strong approaches combine clear expectations with relationships, early identification, timely family communication, individualized intervention, and access to community supports.

“Time and time again we hear schools remind us that getting students to learn is something they can do but getting students to school can be much harder”

— Dr. Luke Schaefer, Council Chair

Student attendance and chronic absenteeism were central to this year’s work. Building on the Council-supported UND BEARS study, the subcommittee reviewed findings from North Dakota schools and districts that had improved attendance. The research reinforced that absenteeism is rarely caused by one factor. Family circumstances, transportation, behavioral health, student engagement, school climate, access to services, and broader system issues can overlap.

Earlier Identification and Tiered Support

The subcommittee explored the value of a statewide attendance continuum or MTSS-style framework that could establish common expectations while preserving local flexibility. Discussion included common definitions and data expectations, early-warning indicators, root-cause analysis, attendance teams, family outreach, and progressively more intensive supports as absences accumulate. The goal is not to add

requirements for their own sake, but to help schools recognize patterns sooner and respond before problems become more difficult to address.

Clarifying Cross-Agency Responsibility

Members also focused on what happens when schools have exhausted the supports available within the education system. Schools may know that a student or family needs help but be uncertain about the next referral, the responsible agency, or the services available. The committee therefore examined the roles of schools, NDDPI, NDHHS and CHINS, courts, law enforcement, tribal programs, and community organizations, with an eye toward clearer referral pathways and fewer unnecessary hand-offs.

Preparing for 2027

As the Council prepares for the 2027 Legislative Session, the subcommittee will continue separating issues that truly require legislation from those better addressed through coordination, guidance, local policy, or further study. Potential areas for continued work include an attendance continuum, a cross-agency responsibility and referral map, improved resource navigation, and stronger capacity to assist districts facing significant attendance challenges. The objective remains practical: recommendations that are evidence-informed, locally responsive, and capable of improving outcomes for students and families.

SUPPORT & INNOVATION

Learning from promising practices and student-centered innovation



Dr. Sarah Ricks
Chair, Support & Innovation Subcommittee

MEMBERS
Beth Slette
Harlan Johnson
Senator Ryan Braunberger
Sonia Meehl
Dr. Luke Schaefer
Wayde Sick

YEAR IN REVIEW

- Exemplar schools and promising practices
- Mastery and personalized learning
- Using existing state resources to support innovation

Practical innovation should strengthen teaching, engagement, and student opportunity.

Learning From Promising Practice

The Support & Innovation Subcommittee, chaired by Dr. Sarah Ricks, continued to identify practices that can strengthen student engagement, improve learning outcomes, and give schools meaningful flexibility in meeting student needs. The committee has approached innovation not as the pursuit of the newest program or initiative, but as an opportunity to identify practices that are producing meaningful results, understand why they are working, and determine how those lessons might inform improvement efforts across the state. The subcommittee has also examined how schools are using programs, resources, and opportunities created by the Legislature to encourage educational innovation and support improved outcomes for students.

Its work includes identifying exemplar schools and districts demonstrating high achievement or significant growth in student attendance, family engagement, and student engagement; examining the policies and practices contributing to that success; exploring mastery frameworks and personalized learning practices;

examining how schools are using existing state-created programs and opportunities to support innovation; and continuing to study schools implementing elements of mastery-based learning.

Looking Beyond the Numbers

A central principle has been to move beyond statewide averages and ask what is happening inside schools that are improving. Data can point to growth, but numbers alone do not explain the leadership decisions, instructional practices, relationships, or school culture behind it. School visits, interviews, engagement data, and conversations with practitioners have helped the committee distinguish authentic improvement from changes that may reflect staffing, survey administration, or other external factors.

Exploring Mastery-Based Learning

The subcommittee devoted significant attention to mastery-based practices. Members observed that some schools with improving student engagement were already using elements of mastery learning, even when they did not formally use that label. Common characteristics included clearer learning targets, stronger alignment among standards, instruction, and assessment, greater transparency about proficiency, responsive instruction, opportunities for reassessment and revision, and stronger use of formative assessment.

The work also reinforced that mastery is more than a grading change. A meaningful framework requires a coherent learning continuum, proficiency-based assessment, responsive instruction, and student ownership. In promising settings, students were increasingly involved in goal setting, reflection, and monitoring their own progress—helping them understand what they are learning, where they are, and what comes next.

Innovation That Can Last

The committee has remained mindful that innovation must be practical and sustainable across North Dakota’s diverse school communities. School size, staffing, leadership stability, local resources, and community context all influence implementation. Moving forward, the subcommittee will continue examining mastery frameworks and personalized learning practices, identifying exemplar schools, and asking how existing programs and resources can be leveraged to create better outcomes. The goal is to strengthen existing improvement systems rather than create another disconnected initiative.

STATEWIDE PROJECTS, DUPLICATION & REPLICATION

Learning from success while strengthening statewide systems



Brandt Dick
Chair, Statewide Projects,
Duplication & Replication
Subcommittee

MEMBERS
Jeremy Mehlhoff
Representative Pat Heinert
Sara Medalen
Senator Donald Schaible
Dawn Ulmer

- YEAR IN REVIEW**
- **Learn from North Dakota success**
 - **Identify transferable practices**
 - **Reduce duplication and strengthen statewide systems**

Identify what is working, understand why, and adapt what can travel.

Learning From North Dakota Success

The Statewide Projects, Duplication & Replication Subcommittee, chaired by Brandt Dick, continued its practical work of identifying what is working in North Dakota schools, understanding why it is working, and considering what can be adapted elsewhere. At the same time, the committee examined statewide programs and supports to determine where stronger coordination can reduce duplication and make existing resources easier for schools to use.

“In a time when we hear so much about what’s wrong in education, it was a gift through our work on the North Dakota K-12 Education Coordination Council to hear stories from North Dakota schools about what’s working!”

— Sara Medalen, Member, Statewide Projects, Duplication and Replication Committee

What Strong Reading Systems Have in Common

A major focus was an informal study of North Dakota schools and districts demonstrating notable growth in reading outcomes. The subcommittee spoke with representatives from Phoenix Elementary in Grand Forks, Central Valley School District, and Rolette Public School. The purpose was not to identify a single preferred curriculum or program, but to understand the combination of practices contributing to measurable improvement.

Several themes emerged consistently. Successful schools used data systematically through MTSS processes, regularly reviewed student progress, and adjusted interventions based on need. Academic and behavioral information were considered together rather than as separate systems. Relationship-building structures, mentorship, student goal setting, and progress monitoring helped connect students more intentionally to adults and to their own learning.

Systems, Not a Single Program

The school interviews reinforced that sustainable improvement rarely comes from one initiative. Stronger outcomes were associated with layered interventions, aligned curriculum and instruction, thoughtful use of technology, strong leadership, and staff collaboration. Technology was used as a tool rather than an end in itself, while educators maintained attention to deeper reading, comprehension, and individual student needs.

Replication Without Uniformity

Replication does not mean asking every North Dakota school to operate in exactly the same way. Districts differ in enrollment, geography, staffing, demographics, resources, and student needs. The committee’s task is therefore to identify principles that travel—such as integrated academic and behavioral supports, intentional relationships, student ownership, targeted intervention, and leadership alignment—while allowing local schools to determine how those principles fit their context.

Coordinating What Already Exists

The subcommittee also examined statewide agencies, programs, and support systems that can help address barriers to attendance and engagement. Before recommending a new program or investment, the Council is asking whether a similar service already exists, whether current efforts can be strengthened or better connected, and whether schools know how to access them. This work is central to the Council’s mission: learn from success, connect existing expertise, reduce unnecessary duplication, and focus new attention on genuine gaps.

ASPIRATIONAL GOALS

Connecting Council priorities to North Dakota's renewed PK-12 vision



Superintendent Levi Bachmeier

Chair, Aspirational Goals
Subcommittee

MEMBERS

Angel Lindseth
Maria Neset
Representative David Richter
Dawn Ulmer
Ellie Shockley
Stan Schauer

YEAR IN REVIEW

- **Renew the PK-12 Strategic Vision**
- **Align Council goals to statewide priorities**
- **Prepare students for a changing future**

What do we want for every North Dakota student—today and for the future they will inherit?

A Renewed Vision for North Dakota

The Aspirational Goals Subcommittee, chaired by State Superintendent Levi Bachmeier, is responsible for keeping the Council's priorities connected to a clear, forward-looking vision for education. During this reporting period, the committee intentionally allowed the broader statewide PK-12 Strategic Vision process to advance before undertaking a comprehensive rewrite of the Council's aspirational goals. That sequencing ensures the Council's goals will support—not compete with—the direction North Dakota establishes for its education system.

"This Council is an opportunity for stakeholders from across the state, including legislative and executive branches of government, to truly understand the cross-sections of ND's education environment."

— Dr. Luke Schaefer, Council Chair

Listening Across the State

Superintendent Bachmeier has brought together educators, legislators, community leaders, and other stakeholders to revisit and reauthorize North Dakota's PK-12 Strategic Vision. Community and educator surveys have gathered perspectives on the strengths of the current system, emerging needs, and the knowledge, skills, experiences, and opportunities students will need in the future.

The process recognizes that the future of education cannot be defined by the education system alone. Families, students, policymakers, employers, community leaders, postsecondary institutions, workforce partners, state agencies, and others all share responsibility for preparing young people for what comes next. Their perspectives help ensure the vision is developed with North Dakotans rather than simply for them.

Preparing Students for a Changing Future

The visioning work comes as schools navigate changing student needs, workforce expectations, technology and artificial intelligence, instructional practices, behavioral-health needs, community demographics, and new ways for students to access and demonstrate learning. At the same time, the fundamental responsibility remains constant: every student should have meaningful opportunities to learn, grow, and prepare successfully for life beyond high school.

Alignment Before Revision

Once the renewed PK–12 Strategic Vision is completed, the Aspirational Goals Subcommittee will reconvene and evaluate the Council’s existing goals against the new statewide direction. Some goals may remain appropriate; others may need refinement, consolidation, expansion, or replacement. The committee will then revise the Council’s aspirational goals so they establish meaningful outcomes, support measurement over time, and help focus the Council’s coordination efforts where they can have the greatest impact.

From Vision to Action

This next phase will provide an important bridge between aspiration and action. The statewide vision can define where North Dakota wants to go; the Council’s goals can identify the outcomes that deserve sustained attention and coordination. At the center of the work is a question that reaches beyond any single initiative: What do we want for every North Dakota student—not only today, but for the future they will inherit?

MOVING FORWARD TOGETHER

The right people. The right seats. A shared direction.

COORDINATION IS THE WORK

The right people in the right seats

Meaningful improvement rarely comes from one program, agency, or piece of legislation. It comes when people with different expertise work toward a shared purpose. That is the Council’s central role: to coordinate, connect, convene, and help good work move forward.

Across attendance, innovation, successful school practices, statewide supports, and future goals, the Council has consistently found that better outcomes depend on stronger connections among educators, families, policymakers, agencies, tribal partners, communities, and other organizations serving students.

Coordination Is the Work

As the Council reflects on the year, one theme connects every area of work: meaningful improvement does not come from a single program, organization, agency, or piece of legislation. It happens when the right people are connected, their expertise is used well, and their efforts move in a shared direction. That is the central role of the North Dakota K–12 Education Coordination Council—to coordinate, connect, convene, and help good work move forward.

“As a State Senator and member of the K12 Coordination Council it has been a valuable resource to inform my policy making decisions by providing me access to experts in the schools systems across the state.”

— *Senator Ryan Braunberger*

Attendance has shown the need for education, human services, behavioral health, courts, tribal partners, families, and communities to understand their respective roles. The Council’s work with successful schools has demonstrated the value of learning directly from practitioners who are producing results. Support & Innovation has reinforced the importance of promising practices that respect local context, while Aspirational Goals is ensuring that future priorities are informed by voices from across North Dakota.

The Right People in the Right Seats

North Dakota does not lack talented people or good ideas. Across the state, educators, leaders, agencies, policymakers, families, and community organizations are doing remarkable work for students. The

opportunity is to connect those people more intentionally, identify where expertise already exists, reduce unnecessary duplication, address genuine gaps, and make successful practices easier to share.

Having the right people in the right seats also means recognizing when another organization is better positioned to lead. Coordination does not require the Council to own every initiative. Often, its greatest contribution is identifying an issue, bringing the appropriate partners together, establishing a common direction, and supporting the people or organizations best equipped to carry the work forward.

Nowhere to Go but Up

There is much to celebrate in North Dakota education, and there is also significant work ahead. Attendance, academic achievement, student engagement, workforce readiness, rapidly changing technology, behavioral-health needs, staffing challenges, and changing expectations will continue to demand thoughtful attention. The Council approaches that work with optimism because North Dakota already has the people, relationships, resources, and capacity to continue improving.

Continuing the Work

The work described in this report is a foundation, not a finish line. Research must lead to discussion; discussion to collaboration; collaboration to thoughtful action; and action to better opportunities and outcomes for students. The Council will continue examining evidence, identifying successful practices, asking difficult questions, strengthening partnerships, reducing duplication, and keeping students at the center of every conversation.

“This is not easy task, to assemble a few times per year and connect online to discuss matters in which no single identifiable solution may be present. Yet, the members continue to work towards improving the system of education in ND so that all students can graduate Choice Ready.”

— Dr. Luke Schaefer, Council Chair

The right people are getting on the bus. Our direction is becoming clearer. Together, we will continue moving North Dakota education forward.

A SPECIAL THANK YOU

Recognizing service, leadership, and partnership

The North Dakota K-12 Education Coordination Council extends its sincere appreciation to the members whose terms concluded during the past year. Their leadership, expertise, and commitment have contributed greatly to the work of the Council and to our shared mission of strengthening education across North Dakota.

We gratefully recognize **Marc Bluestone**, Superintendent of New Town School District and Tribal School Representative; **Melissa Vollmer**, Director of Peace Garden Special Education, representing North Dakota’s special education units; **Justin Fryer**, Superintendent of Lisbon Public School District, representing the North Dakota Council of Educational Leaders; and **Kirsten Baesler**, former State Superintendent of Public Instruction, who now serves as Assistant Secretary for Elementary and Secondary Education.

We also extend our sincere appreciation to our ex-officio members, whose expertise, guidance, and ongoing support are invaluable. Their willingness to collaborate, provide perspective, and work alongside Council members helps turn ideas into action and keeps our collective efforts moving forward.

A very special thank you is extended to Shawna Marchus for her many years of dedicated support to the Council. Her commitment and assistance have been deeply appreciated and have played an important role in supporting the Council and its work.

We are equally grateful to Jill Schwab, whose guidance, expertise, and steadfast support are a true benefit to everyone who serves on the Council. Her knowledge, perspective, and willingness to assist continue to strengthen both the Council and the important work it undertakes.

To all who have served and supported the Council—thank you for your time, your leadership, your partnership, and, most importantly, your commitment to North Dakota’s students, educators, schools, and communities.

CURRENT COUNCIL MEMBERSHIP	
North Dakota K-12 Education Coordination Council	
Amy De Kok North Dakota School Boards Association	Angel Lindseth North Dakota School Counselor Association
Beth Slette Public School Administrator Representative	Brandt Dick North Dakota Small Organized Schools
Harlan Johnson North Dakota Council of Educational Leaders (NDCEL)	Jeremy Mehlhoff Public School Principal Representative
Dr. Luke Schaefer Regional Education Association Director • Council Chair	Maria Neset Governor’s Office
Melissa Vollmer Special Education Unit Director Representative	Nick Archuleta North Dakota United
Representative David Richter Legislative Management Assembly Member	Representative Pat Heinert House Majority Legislative Assembly Member
Sara Medalen Public School Elementary Teacher Representative	Dr. Sarah Ricks Public School Secondary Teacher Representative
Senator Donald Schaible Senate Majority Legislative Assembly Member	Senator Ryan Braunberger Senate Minority Legislative Assembly Member
Sonia Meehl State Board for Career and Technical Education	Superintendent Levi Bachmeier Superintendent of Public Instruction
Tomi Cimarosti Tribal School Representative	

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Aug-26	DATE:	8/24/26
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			← Minutes setting and adopting both student outcome goals and goal progress measures			
		70	← 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			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		20	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		14	← 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 →					171
6. Active Teamwork and Advocacy			← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments →					
	Notes:					
TOTALS	0	104	275			171
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 104 ÷ 275 × 100 = 37.82 % Student Outcome and Adult Behavior Minutes						
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome 0 ÷ 275 × 100 = 0.00 % Student Outcome Minutes						

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

Count of "Other" Agenda Items

14

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

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

GPMs Discussed 3. Monitoring Goals Progress Measures	GPMs on Target	% on Target
		#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
5	4	55.56