



## Incentives

**Q1: Has a formula been developed to determine the incentive payments based on the three incentives listed? How will these payments be calculated?**

A: A formula has been developed to determine the incentive payments. These payments will be calculated based on the program meeting the state-established Work-based Learning (WBL) goal, Concentrator goal and whether a program has an active Career and Technical Student Organization (CTSO) Chapter.

**Q2: When determining the number of schools and enrollments for incentive computation, will factors consider individual teachers serving multiple schools/enrollments or the program area as a whole?**

A: The computation will consider individual teachers serving multiple schools. Each school will be counted separately for the incentive calculation.

**Q3: Will there be incentive funding for comprehensive high schools?**

A: The quality incentives will be available for comprehensive high schools offering CTE programs. The quality incentives include meeting WBL and Concentrator state targets and having an active CTSO chapter.

**Q4: Will there be an incentive provided for Comprehensive High School Programs to balance enrollment differences?**

A: This is not included in the current draft funding policy.

**Q5: Will the proposed funding model limit funding for experienced teachers, salaries, benefits, and operating expenses?**

A: As written, the current draft funding policy would provide flat funding for all programs with quality (all programs) and access incentives (CTE Centers only) to address funding for higher salaries, benefits and operating expenses.

**Q6: Will the proposed funding model ensure equitable access to CTE programs?**

A: The draft policy includes access incentives for CTE Centers. The intent is for CTE Centers to receive more dollars as they serve more school districts with more programs.

**Q7: How does the proposed funding model incentivize high-quality CTE programs?**

A: The proposed model includes incentives for CTE programs, such as the requirement for an active CTSO chapter and considerations for CTE concentrators and work-based learning experiences.

**Q8: How will the proposed funding model support the goals adopted by the State Board for Career and Technical Education for CTE?**

A: The proposed model aligns with the State Board for Career and Technical Education's goals, including the percentage of students identified as concentrators in CTE, the percentage of students graduating workforce ready and the percentage of rural students accessing CTE programs through CTE Centers. We will continue to monitor these goals and adjust the funding model as needed.

**Q9: How are the incentive payments calculated?**

A: Access incentive payments are determined based on the total number of schools and enrollments served by the CTE Center. Quality incentive funds are a flat rate based on a program meeting state determined Work-Based Learning and Concentrator goals as well as the having an active CTSO chapter. All programs can earn the quality incentives, while access incentives are exclusive to CTE Centers.

## Emerging Technology

**Q10: What further discussion has taken place regarding Emerging Technology Equipment within our consortium?**

A: The Emerging Technology funds are not included in this funding policy. Those dollars are a set aside within the Department's budget and will be distributed according to current Emerging Technology policy.

## Virtual Career and Technical Education

**Q11: If we transition to a statewide Virtual Center, what funding model would apply?**

A: Transitioning to a statewide Virtual Center would require a specific funding model. The Department envisions this will be a specific set aside of funds to grant out to a single organization to provide virtual Career and Technical Education statewide. The expectation would be the Virtual CTE Center would work with brick-and-mortar CTE Centers, community colleges and industry to provide frequent and quality hands-on days.

**Q12: Should a Virtual Center be established in the state for online CTE courses or combined with ND Center for Distance Education? How would funding work in these scenarios?**

A: Virtual CTE Centers already exist within the state. This draft funding policy suggests a single Virtual CTE Center may better serve the entire state. If a Virtual CTE Center is combined with the ND Center for Distance Education, CTE programs would need to meet Career and Technical Education quality standards to be approved and receive state funding. [Standards.pdf](#)

**Q13: Will Virtual Centers offering online or hybrid courses be funded similar to face-to-face courses?**

A: According to the most recent draft funding policy, online and hybrid courses will be funded the same as a Center Program serving a single school district and more than a comprehensive High School program. Funding for Virtual Centers may change in this policy as the subcommittee continues its work.

**Q14: If a Virtual Center starts a new program, what reimbursement is available for equipment?**

A: Currently, the Department is considering a biennial grant for a Virtual CTE Center to provide programming to the entire state. A Virtual Center would need to anticipate new and expanding programs in their grant application. Grant amendments could be considered in extenuating circumstances and if funds are available.

## Career and Technical Student Organizations (CTSO)

**Q15: Will all state CTSOs allow Centers to establish its own chapter, such as FFA?**

A: All Centers will be allowed to establish its own chapter within all state CTSOs, including FFA, in compliance with state and national by-laws.

**Q16: Regarding SkillsUSA ND and HOSA, will HOSA become funded similar to SkillsUSA ND to better align with the needs of our Health Sciences students?**

A: HOSA would be considered an active chapter for incentive funds.

**Q17: Define an active CTSO Chapter.**

A: The Department Program Supervisors will be asked to work collaboratively to determine a consistent definition across all CTSOs.

## Programs

**Q18: Will there be reimbursement for equipment if we introduce new programs such as Electrical in a school or satellite site?**

A: The intent of the draft policy is to provide additional funding for new programs to be used to assist with equipment costs.

**Q19: What is the difference between a Comprehensive High School Program and a CTE Center Program only serving one school district? Why the difference in funding if only serving one school?**

A: A Comprehensive HS Program refers to one that serves a single school district and is under the authority of school administrators and local school board. A CTE Center Program serving one district is located at a single school district but is under the authority of the CTE Center Director and the CTE Center Board. There are additional expectations on this program to act as a regional CTE Department across the Center's region. Funding for a Comprehensive HS Program is different from the CTE Center Program serving one school district as the Comprehensive HS program receives the per pupil payment from the State while a CTE Center Program does not.

**Q20: What happens if a CTE program is not meeting requirements?**

A: A CTE program not meeting quality standards will have one school year to become compliant. If it is unable to become compliant, the Department will recommend the program become unapproved by the State Board for Career and Technical Education. Funding would be then pulled until the program becomes compliant and reapplies for approval.

**Q21: What about expanding Business Education and Family and Consumer Sciences (FACS) Education programs?**

A: Under the draft funding policy, expanding Business and FACS programs will receive funding on par with other programs.

## Area Career and Technology Centers

**Q22: Can brick-and-mortar programs utilize our current membership agreement/JPA and move their programs under our Virtual Center and receive Center status?**

A: Brick-and-mortar programs can explore utilizing current membership agreements to join the Virtual Center and potentially receive Center status.

**Q23: How might the proposed funding model impact the creation of new Centers by smaller districts?**

A: The proposal might lead to more Centers being created by smaller districts partnering together. This could require hiring a CTE Director and offering programs currently available within single school districts and new programs. Potential smaller Centers are encouraged to consider being a satellite of an existing Center instead of developing their own Center and Governance Board.

**Q24: How does the current Century Code impact Virtual Centers and Brick-and-Mortar Centers in terms of funding and local control?**

A: The Century Code currently allows Virtual Centers to charge a fee for membership and pay separately for each course a student enrolls in. However, brick-and-mortar Centers do not have this local control and are required to share expenses assessed by 9-12 average daily membership (ADM). There is a suggestion to amend the Century Code in the 2025 Legislative session to allow local control and fee setting for CTE Center Boards.

**Q25: How does the proposed funding policy address supplemental costs such as heating, cleaning, and facility maintenance for brick-and-mortar facilities?**

A: The current proposal does not directly address these operational costs for brick-and-mortar facilities, but the base for administration, as well as access incentives funds, should be sufficient to address the listed supplemental costs.

**Q26: How does the proposed funding policy align with the State Century Code 15-20.2-09 regarding the distribution of state funds to Area Centers?**

A: The draft funding policy does align with the NDCC 15-20.2-09. North Dakota Century Code simply states funds must be distributed by the State Board for Career and Technical Education to the area Career and Technology Centers to assist such centers in defraying the cost involved in maintenance and operating of such centers. The intent of the administration base, as well as the access incentive funds, address those costs.

**Q27: What steps are being taken to ensure that the funding policy supports long-term sustainability and the original purpose of CTE Centers in our state?**

A: We recognize the importance of CTE Centers in providing opportunities, especially for rural schools. Including CTE access incentive in the policy ensures long-term sustainability if Centers continue to provide multiple programs to multiple school districts. Having this in State Board for Career and Technical Education Policy allows the State Board to adjust a funding policy, if necessary, to ensure CTE Center sustainability.

**Q28: What are the requirements for CTE Centers regarding staff meetings and supervision?**

A: CTE Center programs serving a single school district are required to hold regional department meetings a minimum of four times per year. Staff must either be supervised and evaluated by a certified CTE Administrator or have a signed Memorandum of Understanding with a local school district.

**Q29: Can brick-and-mortar programs join a Virtual Center and receive Center status?**

A: The Department is exploring options for brick-and-mortar programs to collaborate with Virtual Centers. This could lead to a hybrid model with both physical and virtual components each receiving appropriate funding.

**Q30: Will schools have equal access to course options at CTE Centers?**

A: As a member of a CTE Center, all member schools of a CTE Center have the same registration timeframe and access to course options promoting fairness and equal opportunities.

## Budgets

**Q31: Is there a plan for a hold harmless provision to mitigate financial risks during the transition to the new funding model?**

A: This has not been discussed.

**Q32: What is the funding difference between the current and proposed models?**

A: Schools and Centers will have access to comparative data to understand the funding changes under the new model. This information will help them anticipate their financial allocation and plan accordingly. Please contact the Department directly for that information.

**Q33: How does the model impact specialized programs like Agricultural Education?**

A: Some programs, such as Agricultural Education, may see decreases in funding under the proposed funding policy primarily due to the amount of travel associated with Agricultural Education and FFA.

**Q34: Does the model account for differing program costs?**

A: The draft funding policy does not take into consideration differing costs for programs but are exploring options of how to best serve high-cost programs such as Heavy Equipment, Diesel Technician and Agricultural Education.

**Q35: How can budgeting accuracy be improved?**

A: A recommendation is that a program be held to their revised budget amount submitted on October 1. This would provide a known budget amount for the Department. Unfortunately, programs may inflate their budgets, still making budgeting at the state level difficult.

## Reducing Red Tape

**Q36: What measures will be taken to lessen the time burden on NDCTE Staff and local recipients with the new funding model?**

A: The proposed funding policy no longer requires NDCTE Staff and local recipients to upload and review multiple invoices and receipts specific to travel and supplemental costs. NDCTE Staff will only need to review programs annually to ensure quality. Local recipients only need to complete an end-of-the-year report detailing how funds were used.

**Q37: What are the benefits of the proposed funding model?**

A: The proposed model establishes consistent funding for all program areas with increased support for Family and Consumer Sciences (FACS) Education and Business Education. It also eliminates much of the red tape that was required with the old funding policy. Finally, the policy incentivizes the goals of the State Board for Career and Technical Education including quality and access.

**Q38: How does the model simplify fiscal reporting?**

A: The model eases the burden of fiscal accountability submissions by replace them with an annual expenditure report and desk audit, thereby streamlining reporting processes for CTE programs.

## Data

### **Q39: How will students be tracked for CTE Concentrator status?**

A: Students can achieve CTE Concentrator status by completing two courses in the same pathway. The Department will implement tracking mechanisms to ensure accurate data collection.

### **Q40: How accurate is the data used for funding allocations?**

A: While the Department respects the concerns about the accuracy of data related to enrollment, Work-based Learning (WBL) and Choice Ready indicators, we also understand data accuracy is the responsibility of the local recipient. If funding is based on data, we hope data is entered accurately.

The Department is also in constant conversations with the State Longitudinal Data System (SLDS) to determine how to best gather, disaggregate and publish CTE Center data.