



State Board for Career and Technical Education Retreat Agenda

August 25, 2025 - 9:00 AM CT

Career Impact Academy

4201 Career Drive (Formerly 1210 N 43rd Street) - Grand Forks

Microsoft Teams - [Meeting Link](#)

- 1) Call to Order**
- 2) Outcome Progress Monitoring**
 - a) Director Guardrail PM 2.1 – Qualified CTE Educator**
 - b) Director Guardrail PM 2.2 – CTE Educator Professional Development**
 - c) Director Guardrail PM 3.3 – Public/Private Partnerships**
 - d) Board Self Evaluation**
- 3) Consent Agenda**
 - a) Approve June 23rd Minutes**
 - b) Directors Report – Agency update**
 - c) Financial Report**
 - d) Minot Area Workforce Academy Request**
- 4) Items for Discussion and Possible Action**
- 5) Board Retreat Topics**
 - a) Be Legendary NDCTE Review**
 - i) Theory of Action**
 - ii) Board Guardrails**
 - iii) Outcome Goals and Progress Measures**
 - iv) Director Guardrails and Progress Measures**
 - v) Monitoring Calendar**
 - b) Community Engagement Discussion**
 - c) Board Procedural Manual Discussion**
 - i) Packet Review Discussion**
 - ii) Board Agenda Calendar**
 - d) Director Evaluation Discussion**
 - e) Future Board meeting location discussion**
 - f) Location of Board Documents**
 - g) Discussion on E&M Contract**
- 6) Adjourn**

The Board will break for lunch and a tour of the Career Impact Academy at approximately noon.

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

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

Responses to Board Questions

2)a) Director Guardrail 3.1 – Qualified CTE Educators In reviewing ND RISE information publicly available, I see that it is for all teachers, not just CTE teachers. Can you provide data showing how many CTE teachers have utilized ND RISE in recent years and whether the participants have remained in CTE teaching? Do you view this as an effective tool for CTE teacher recruitment/retention?

The following number of CTE Teachers have enrolled in ND Rise:

21-23 – 9

22-23 – 12

22-24 – 8

23-24 – 13

23-25 – 10

24-25 – 32

You will notice that many of the date ranges are for two years. That is because those teachers took advantage of both years of mentorship. The majority of these teachers are still in the teaching field.

Yes, I believe this could be an effective tool for CTE educator recruitment and retention. The data shows it is an effective tool for teacher retention but has been historically under utilized for CTE Educators, until most recently.

2)c) Director Guardrail 3.3 – Public/Private Partnerships Can you provide a summary of categories of public/private partnerships you are counting in the total and how many private sector partners are currently in each category? Example: # of CTSO Conference Sponsors, etc.

Compass Business Partnerships - 615

WBL Sponsors - 225

CTSO Conference Sponsors - 196

3)b) Director's Report – Goal Progress: Funding Policy Is it expected that the Funding Policy subcommittee will meet to review the final proposed policy to be approved at the September meeting? If so, when will this be? Should we be sending out a poll to schedule this?

If that is the expectation of the funding sub-committee, then yes, we can. If so, the Department will create a scheduling poll. That moves the timeline up of when the policy draft would need to be completed, but I believe it is possible.

3)b) Director's Report – Common virtual CTE course catalog What do you see as next steps in this effort after the funding policy is approved?

This has been a struggle completing as we have been informed that CTE Center member schools are hesitant to give up spots in virtual classes to non-member schools as they are paying membership fees to have access. I believe this is a valid concern. I believe we should

move on from this goal and encourage Center Directors to share their spots as they are available, while supporting their member schools.

3)b) Director's Report – Goal Progress: Mission-Vision-Strategic Plan Elliot and McMahon advise us that the Strategic Plan belongs to the Director. Is a Strategic Plan based on board goals and guardrails in progress? If so, when should the board expect to see it?

I would like for E&M to weigh in on this. I am struggling to determine what the difference is between the strategic plan and Board Outcome Goals. Is there a difference? If there is not, it appears to be duplicative to create another document to monitor.

3)b) Interpret and Implement Board Policy – Item 3: Perkins funds are to be not used to support post-secondary programs. Is this a significant change for us?

This is significant, as we set aside approximately \$1.5M every year for post-secondary programs. This was not included in the Senate Appropriations bill, which passed prior to the August recess, but can still resurface in the House.

3)d) Minot Area Workforce Academy Request – This is great news! Can you briefly share what factors you believe contributed to Kenmare requesting to join MAWA? Are you aware of any other schools exploring joining centers?

We have not heard of any other schools joining Centers but ask that CTE Directors keep us informed. The primary reason why Kenmare is requesting to join to access its CDL program.

Same item – I see in the Kenmare Board minutes that they acted to “approve the CDL program offered by MAWA agreement...” It does not say they approved joining the center (unless it was in the consent agenda which is not included). Is this sufficient evidence that the board approved joining the center?

Yes, this is sufficient evidence the Board approved of joining the Center. It is starting with the CDL program specifically, but this may lead to further enrollments in other programs.

5)v) Monitoring Calendar – We did little in the “Other” column last year (Local CTE Director, Student Perspective). Do you see value in including these reports to the board periodically? If so, we should think about scheduling for October and November. Should there be more than what is currently shown on the calendar? Or other topics? I’m not sure what our coaches would say about this or how they would account for the time spent on these topics.

Yes, I believe it does show value, and we will begin selecting presenters. I believe we need to act on topics the Board has already agreed upon before looking for other topics to discuss.

5)c)ii) Board Agenda Calendar – The September meeting has already been moved due to conflict with the Joint Boards meeting. The May meeting should be moved to May 18 as May 25 will be Memorial Day. Are we awaiting the revised calendar from E&M?

A revised Board Agenda Calendar has been included in the revised packet.



Progress Monitoring
August 2025



Director Guardrail 2

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

Director Guardrail Progress Measure 2.1

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

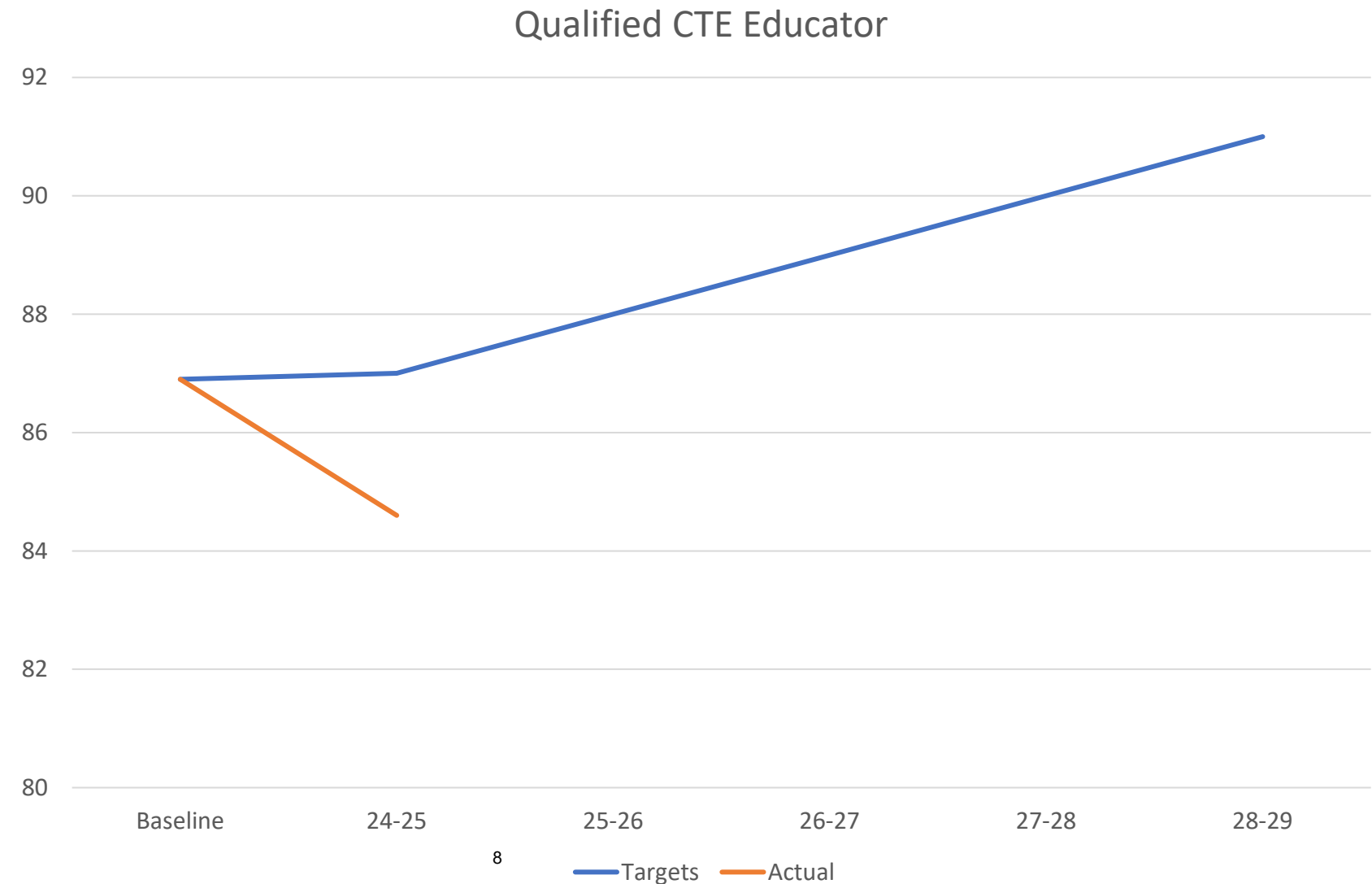
Annual Targets: 2025-87%, 2026-88%, 2027-89%, 2027-90%, 2028-91%

Director Response

2024-25 Target – 87%

2024-25 Progress – 84.6%

Director Response



Next Steps

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

The Department will continue to advocate for CTE educators to utilize the NDRise program, to ensure mentorship opportunities exist for first- and second-year teachers. NDRise presented to CTE Administrators and Teacher at the 2025 PDC, to provide awareness.

Director Guardrail Progress Measure 2.2

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

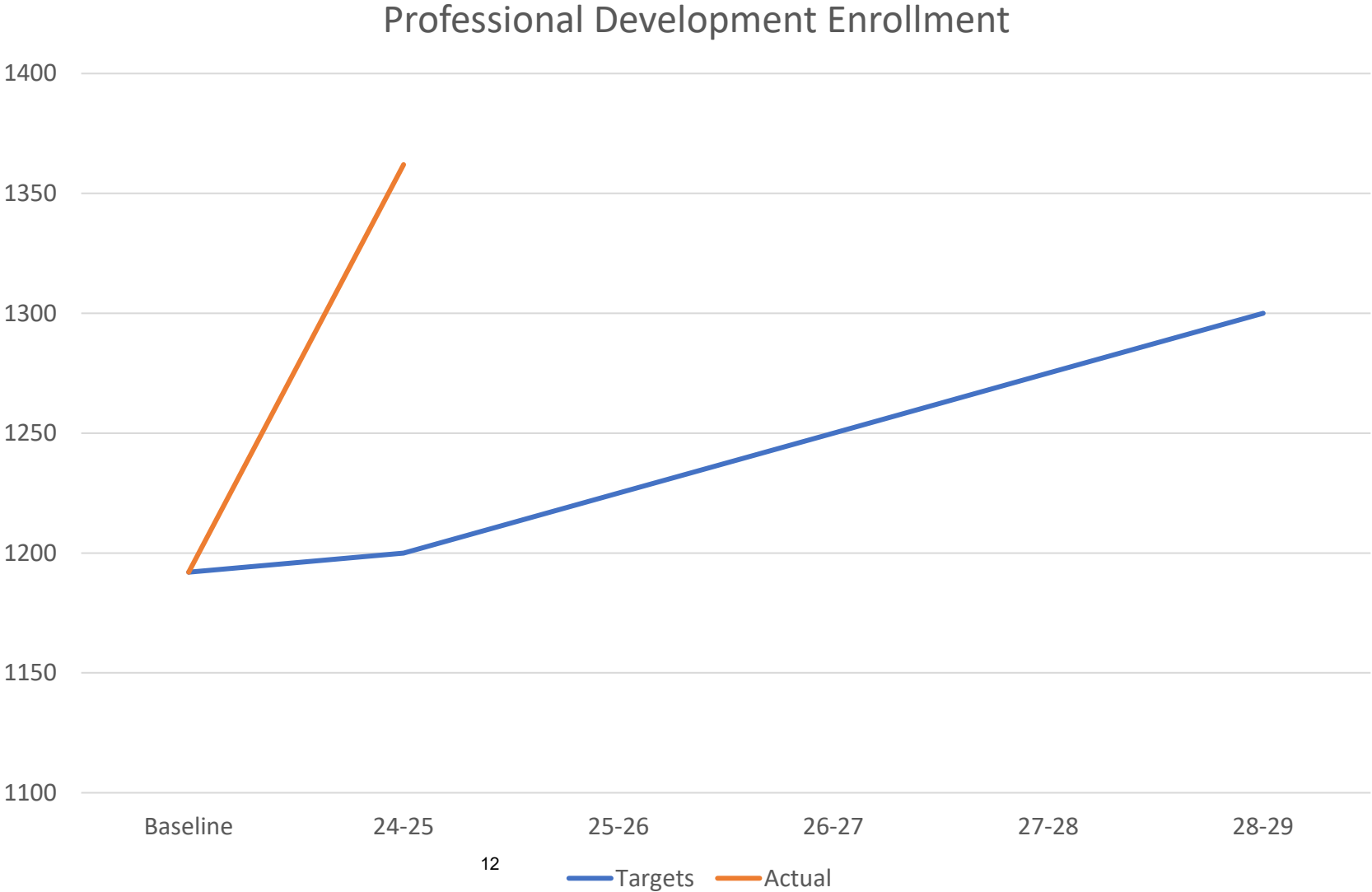
Annual Targets: 2025-1200, 2026-1225, 2027-1250, 2027-1275, 2028-1300

Director Response

2024-25 Target – 1,200

2024-25 Progress – 1362

Director Response



Next Steps

The Director and Assistant Director will meet with Program Supervisors to determine needed professional development opportunities and develop a calendar of professional development to hold and/or endorse during the 2025-26 school year.

The Department will also evaluate Professional Development Conference attendance and determine gaps and strategies to address. Two areas for the Department to look at now are the following:

- 1) Post-Secondary Educators
- 2) School Administrators

Director Guardrail 3

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

Director Guardrail Progress Measure 3.3

The number of public/private partnerships, generated by the Department, will increase from 907 in May 2024 to 950 in May 2029.

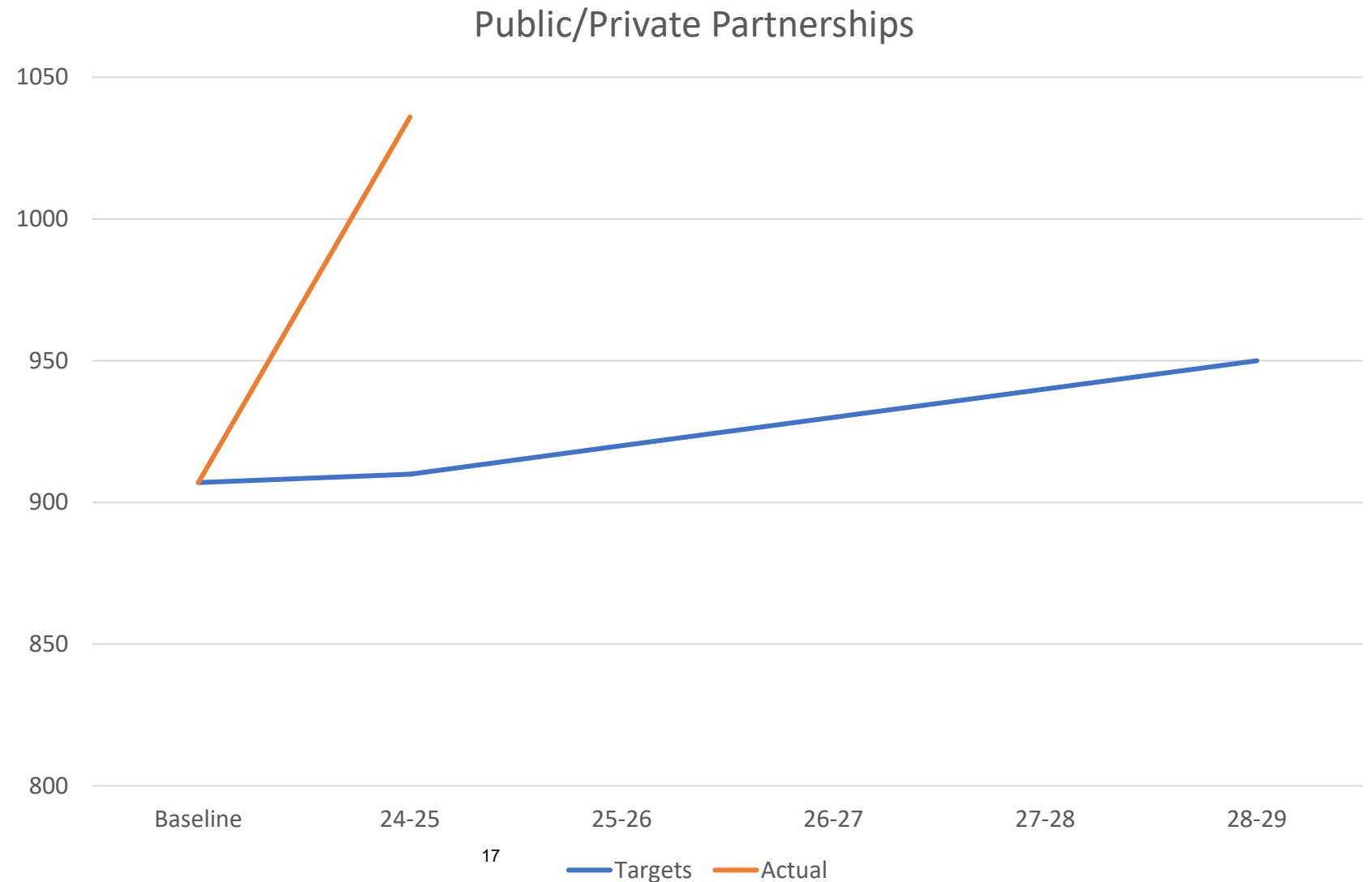
Annual Targets: 2025-910, 2026-920, 2027-930, 2027-940, 2028-950

Director Response

2024-25 Target – 910

2024-25 Progress – 1036

Director Response



Next Steps

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

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

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



North Dakota Be Legendary

School Board Leadership Framework

Student outcomes don't change until adult behaviors change.

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

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: | |
| <input type="checkbox"/> The board does not have goal progress measures. <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are goal progress measures. | | <input type="checkbox"/> The board has adopted goal progress measures for each student outcome goal. <input type="checkbox"/> The superintendent owned the goal progress measures development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted goal progress measure is able to be updated multiple times during each school year. | | <input type="checkbox"/> The board has adopted no more than four goal progress measures for each student outcome goal. <input type="checkbox"/> All goal progress measures are student outputs, not adult inputs or outputs, or other outcomes that include <ol style="list-style-type: none"> 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 superintendent agree that the goal progress measures. <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the superintendent; and <input type="checkbox"/> are all predictive of their respective student outcome goals. | | All board members and the superintendent agree there is board 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: | |
| <input type="checkbox"/> The board does not have guardrails. <input type="checkbox"/> The board does not have superintendent guardrail progress measures. | | The board has <ul style="list-style-type: none"> <input type="checkbox"/> adopted 1 to 5 superintendent guardrails; <input type="checkbox"/> owned the superintendent guardrails development process while working collaboratively with the superintendent; and <input type="checkbox"/> adopted superintendent guardrail progress measures for each superintendent guardrail. <input type="checkbox"/> The superintendent owned the guardrail progress measures development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted superintendent guardrail progress measure is able to be updated multiple times during each school year. | | The board is partially proficient if all prior conditions and the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> Each superintendent guardrail describes a single operational action or class of actions the superintendent may not use or allow. <input type="checkbox"/> The board has adopted no more than three superintendent guardrail progress measures for each superintendent guardrail. <input type="checkbox"/> All superintendent guardrail progress measures include: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> <input type="checkbox"/> The board has adopted one to five board self-guardrails. <input type="checkbox"/> The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of superintendent guardrails. <input type="checkbox"/> All board members and the superintendent agree that the superintendent guardrails will challenge the organization to focus on the vision and uphold community values. <input type="checkbox"/> All board members and the superintendent agree that the superintendent guardrail progress measures <ol style="list-style-type: none"> 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 superintendent guardrail; and 4. are influenceable by the superintendent. | | The board is advanced if all prior conditions and the following are true: <ul style="list-style-type: none"> <input type="checkbox"/> The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All board members and the superintendent agree there is broad community ownership of the superintendent guardrails through involvement and communication with students, staff, and community members. <input type="checkbox"/> All board members and the superintendent agree there is board community ownership of the superintendent 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: | |
| <div><div><div><div><div></div><div>Any board member does not know if the school system is in low performing status and for how long.</div></div></div><div><div><div></div><div>Any board member does not know if any campus is in low performing status and for how long.</div></div></div><div><div><div></div><div>The board does not have student outcome goals, goal progress measures, superintendent guardrails, superintendent guardrail progress measures, or annual targets.</div></div></div><div><div><div></div><div>The board does not track its use of time in board meetings.</div></div></div><div><div><div></div><div>The board does not have a monitoring calendar.</div></div></div><div><div><div></div><div>The board has not voted to approve a self-evaluation within the past 12 months.</div></div></div></div></div> | <div><div><div><div><div></div><div>The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors</div></div></div><div><div><div></div><div>1. Each student outcome goal at least four times per year;</div></div><div><div></div><div>2. No more than two student outcome goals per month;</div></div><div><div></div><div>3. Each superintendent guardrail at least once per year.</div></div></div><div><div><div></div><div>The calendar spans the length of student outcome goals.</div></div></div><div><div><div></div><div>The board tracks its time in meetings, identifying each minute according to the time use tracker.</div></div></div><div><div><div></div><div>The Board:</div></div></div><div><div><div></div><div>performed a self-evaluation within the previous 12 months using a research aligned instrument;</div></div></div><div><div><div></div><div>performed a superintendent annual evaluation no more than 12 months ago;</div></div></div><div><div><div></div><div>been provided copies of the superintendent's implementation plan(s) to make progress towards the student outcome goals; and</div></div></div><div><div><div></div><div>not voted to approve the superintendent's implementation plan unless required by law.</div></div></div></div></div> | <div><div><div><div><div></div><div>10% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</div></div></div><div><div><div></div><div>The Board</div></div></div><div><div><div></div><div>performs self-evaluations using the North Dakota Be Legendary School Board Leadership Framework;</div></div></div><div><div><div></div><div>performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and</div></div></div><div><div><div></div><div>evaluates the superintendent in part on the results and progress toward the student outcome goals and superintendent guardrails using information within monitoring reports according to the monitoring calendar.</div></div></div></div></div> | <div><div><div><div><div></div><div>25% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</div></div></div><div><div><div></div><div>One quarter ago the board:</div></div></div><div><div><div></div><div>1. performed a self-evaluation using the North Dakota Be Legendary School Board Leadership Framework; and</div></div></div><div><div><div></div><div>2. voted to approve the quarterly progress tracker.</div></div></div></div></div> | <div><div><div><div><div></div><div>50% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</div></div></div><div><div><div></div><div>The board:</div></div></div><div><div><div></div><div>unanimously approved the current quarterly progress tracker;</div></div></div><div><div><div></div><div>has not modified outcome goals, goal progress measures, superintendent guardrails, superintendent guardrail progress measures or targets during the cycle applicable to the annual superintendent evaluation; and</div></div></div><div><div><div></div><div>considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and superintendent guardrails using information in monitoring reports according to the monitoring calendar.</div></div></div></div></div> | | | | | |

OBJECTIVE 5:

The board has structured operations for success

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

OBJECTIVE 6:

The board promotes active teamwork and advocacy

| DOES NOT MEET | 0 | NOVICE | 2 | PARTIALLY PROFICIENT | 6 | PROFICIENT | 18 | ADVANCED | 20 |
|--|---|--|--|---|---|---|----|---|----|
| The board does not meet if any of the following are true: | | The board is novice if the following is true: | | The board is partially proficient if all prior conditions and the following are true: | | The board is proficient if all prior conditions and the following are true: | | The board is advanced if all prior conditions and the following are true: | |
| <ul style="list-style-type: none">❑ 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 does not have a policy that contains a template of ethics and conflicts of interest statement.❑ 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 superintendent 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. | <p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none">❑ listen for and discuss the student outcomes; and❑ superintendent guardrails. <p>The board</p> <ul style="list-style-type: none">❑ affirms that at least every two years, it has reviewed all policies governing board operating procedures;❑ affirms that all members have signed the ethics and conflict of interest statement in the past 12 months;❑ 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. | <p>The board has</p> <ul style="list-style-type: none">❑ 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. <p>The board</p> <ul style="list-style-type: none">❑ agrees that every member is responsible for the outcomes of all students, not just students in the region of the school system;❑ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and❑ has set the expectation that information provided to one board member is provided to all board members. | <p>The board</p> <ul style="list-style-type: none">❑ displays and keeps updated the status and targets of all student outcome goals and goal progress measures permanently and publicly on websites and at all buildings; and❑ has led or co-led at least one training on the North Dakota Be Legendary School Board Leadership for its stakeholders during the previous six-month period. <p>The board</p> <ul style="list-style-type: none">❑ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months;❑ agrees that all members have adhered to all policies governing board operating procedures;❑ agrees that every member has completed all statutorily required trainings; and❑ rather than the superintendent, led the completion of North Dakota Be Legendary School Board Leadership expectations. | <ul style="list-style-type: none">❑ Students have been included in at least one North Dakota Be Legendary School 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 prior to being seated. <p>All board members and the superintendent</p> <ul style="list-style-type: none">❑ have completed the North Dakota Be Legendary School Board Leadership Institute;❑ agree that all board members have adhered to all adopted board guardrails during the previous three months; and❑ agree that no board member has given operational advice or instructions to staff members during the previous three months. | | | | | |

| TIME USE TRACKER | | | Career and Technology Board Time Tracker | QTR: | Date: June 23, 2025 |
|--|---|------------------------|--|------|---------------------|
| Framework Pillars | Outcome Minutes | Adult Behavior Minutes | The board tracks its time spent during public authorized meetings | | |
| 1. Adopting Outcome Goals 2. Adopting Outcome Goals 3. Adopted Guardrails | 0 | | ← Minutes setting and adopting both student outcome goals and goal progress measures. | | |
| | | 0 | ← Minutes setting and adopting director and board guardrails, and a theory of action | | |
| 4. Adopted Monitoring Calendar for Outcome Goals and Director/ Board Guardrails, and Board Self-Evaluation | 0 | | ← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar | | |
| | | 0 | ← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar | | |
| | | 0 | ← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument | | |
| 5. Structuring for Success | Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) → | | | | 21 |
| 6. Active Teamwork and Advocacy | 0 | | ← Minutes hosting two-way communication meetings on student outcome goals, constraints, 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 Minutes fulfilling statutorily required or Be Legendary Governance Institutes Minutes in closed session as permitted by law | | | | |
| TOTALS | 0 | 0 | 21 | | 21 |

Use For Outcome and Adult Behavior Minutes Percentage Calculation:

0

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21

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100

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0.00

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and Goal

0

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21

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100

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0.00

% Student Outcome Minutes

| | | | | | | |
|--|-----------------------|-------------------------------|-------------------------------|--|-----------------|-------------|
| Board Members Present- 6. Active Teamwork and Advocacy | Board Absent | % Attendance | Count of 'Other' Agenda Items | Goals Discussed 3. Monitoring Student Outcome Goals | Goals on Target | % on Target |
| 7 | 2 | 77.78 | 1 Board CComments | | | #DIV/0! |
| Consent Items 5. Operations for Success | Consent Items Removed | % Remaining on Consent Agenda | | GPMS Discussed 3. Monitoring Goals Progress Measures | GPMS on Target | % on Target |
| | | #DIV/0! | | 0 | 0 | #DIV/0! |

| TIME USE TRACKER | | Career and Technology Board Time Tracker | | QTR: | 2 | Date: Cumulative Q2 | |
|--|---|--|---|------|---|---------------------|--|
| Framework Pillars | Outcome Minutes | Adult Behavior Minutes | The board tracks its time spent during public authorized meetings | | | | Other Topic Minutes |
| 1. Adopting Outcome Goals | 0 | | ← Minutes setting and adopting both student outcome goals and goal progress measures. | | | | |
| 2. Adopting Outcome Goals | | | | | | | |
| 3. Adopted Guardrails | | 0 | ← Minutes setting and adopting director and board guardrails, and a theory of action | | | | |
| 4. Adopted Monitoring Calendar for Outcome Goals and Director/ Board Guardrails, and Board Self-Evaluation | 0 | | ← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar | | | | |
| | | 0 | ← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar | | | | |
| | | 54 | ← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument | | | | |
| 5. Structuring for Success | Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) → | | | | | | 268 |
| 6. Active Teamwork and Advocacy | 0 | | ← Minutes hosting two-way communication meetings on student outcome goals, constraints, 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 Minutes fulfilling statutorily required or Be Legendary Governance Institutes Minutes in closed session as permitted by law | | | | | | |
| TOTALS | 0 | 54 | 322 | | | | 268 |
| Use For Outcome and Adult Behavior Minutes Percentage Calculation: | | | | | | | |
| | | 54 | ÷ | 322 | × | 100 = | 16.77 % Student Outcome and Adult Behavior Minutes |
| Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and | | | | | | | |
| | | 0 | ÷ | 322 | × | 100 = | 0.00 % Student Outcome Minutes |

| | | | | | | |
|--|-----------------------|-------------------------------|-------------------------------|--|-----------------|-------------|
| Board Members Present- 6. Active Teamwork and Advocacy | Board Absent | % Attendance | Count of 'Other' Agenda Items | Goals Discussed 3. Monitoring Student Outcome Goals | Goals on Target | % on Target |
| 21 | 6 | 77.78 | 2 | 0 | | #DIV/0! |
| Consent Items 5. Operations for Success | Consent Items Removed | % Remaining on Consent Agenda | | GPMs Discussed 3. Monitoring Goals Progress Measures | GPMs on Target | % on Target |
| 9 | 0 | 100.00 | | 2 | 2 | 100.00 |

**Minutes for State Board for Career and Technical Education
June 23, 2025**

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, June 23, 2025, in the CTE Conference Room and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT.

Voting members present include:

Board Member Levi Bachmeier
Superintendent Kirsten Baesler
Board Member Pat Bertagnolli
Board Member Lyndsi Engstrom
Vice Chancellor Lisa Johnson proxy for Chancellor Brent Sanford
Vice-Chair Mike McHugh
Board Member Jason Rohr

Also present: Wayde Sick, Mark Wagner, Gwen Ferderer, Marcia McMahon, Laurie Elliott, Daniel Spellerberg, Lyle Krueger, Eric Ripley, Michael Hanson, Knut Gjovik, Heidi Eckart, Wayne Heckaman, Pam Stroklund, Mark Openshaw, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Board Outcome Progress Monitoring:

Wayde Sick informed those present that there are no reports this month due to the data still being collected. During the August retreat, members will need to review the monitoring calendar and determine when items should be reported out to better fit the department's timeline.

Consent Agenda:

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

Information Only:

The Board Time Tracker was included in the material packet for your information.

Board Comments:

Lyndsi Engstrom gave an overview of the quarterly report she has submitted as an acting representative from this Board to the ND School Boards Association Board. Items included outcome goals and progress measures, status of progress monitoring, funding subcommittee and standard updates, and the Assistant CTE Director replacement.

Pat Bertagnolli stated that he had an opportunity to attend the State FFA Convention on June 4 and met the National Officer from Indiana.

Kirsten Baesler gave an agenda outline of the Hunt Institute Legislative retreat that will be happening June 24-25 in Bismarck. The retreat is designed to gather input from state leaders on education issues they see in their districts and introduce them to educational experts and ideas that have worked well in other places.

Mike McHugh reported that he had the opportunity to attend the ND CTSO State Leadership Banquet and what a great experience to recognize the success of the student leaders in those different organizations.

Sonia Meehl took the opportunity to attend the State FFA Convention's Opening Session in their new location. She encourages others to attend these great conferences when the opportunity arises.

Wayde Sick mentioned that the July Board meeting has been removed from the calendar and the August retreat will be held in Grand Forks. The date has yet to be determined so watch for more information.

Members thanked Mark Wagner for his service and wished him well with retirement.

Kirsten Baesler reported that June 20 instead of June 30 was listed in their newsletter for the Choice Ready Reports. The due date remains June 30.

There being no other business brought before the Board, the meeting adjourned at 10:21 am.

Sonia Meehl
SBCTE Chairperson

CTE State Director's Report August 2025

Goal Progress

- 1) Develop an equitable and effective Career and Technical Education funding model that would incentivize access to quality Career and Technical Education programs.

Per the discussion during the May Board meeting, the Department was given the directive to work on the final pieces of the Funding Policy and provide its final recommendation to the full Board no later than the September 2025 Board meeting. The two final issues in the body of the policy to be determined are as follows:

- a. Should the unique programs be tiered, as are the based FTE amounts.
- b. The Center Operations allocation distribution portion of the policy needs to be determined. The Department brought this issue up during the June and August Directors meetings. There are different opinions that need to be heard, to help guide this decision.

There is also work that needs to be completed on the policy appendixes.

- Appendix I – Once the 2025-26 allocations are determined, the Department will know how much the various allocations can be increased. This is dependent on estimated remaining cost to continue and new and expanding dollars.
 - Appendix II – Additional feedback needs to be collected from stakeholders, to determine which programs should be included in which tiers. There is value to continue this work down to the program of study, if not the course level. Feedback during the August meeting was for simplicity, the tiers should be eliminated, and we should have one even funding level. Changes can be made later.
- 2) Review and edit the Department's Mission, Vision, and Strategic Plan. Procure an outside organization as needed.

This work continues, under the guidance of Elliot and McMahon. The October 2024 training session was the conclusion of the formal training from E&M. The remainder of the assistance from E&M will include coaching for the Director, the Board and the various subcommittees.

- 3) Develop a common virtual Career and Technical Education course catalog. This would include the review of course alignment with standards and explore the option of adding virtual CTE course codes. How a theory course aligns with the coordinated plans of study and scholarship eligibility will need to be studied as well.

This work has been paused as the Department and Board finalizes its funding policy. The focus of the work in relation to virtual CTE has been more emphasis on quality than access. Instead of funding differently, how can we ensure all programs are of high quality.

General Updates

Executive Officer for State Board for CTE

As reported in June, John Gruenberg started on August 1st as the Assistant State Director.

The Department has one staff vacancy. Breanna Mueller, Assistant Agricultural Education Supervisor, submitted her resignation. Her last day was July 31st.

The Department continues to plan for the move. The following items are in action:

- Moving company is scheduled for August 26-27.
- NDIT is evaluating and working on connectivity needs
- Five offices need furniture. This is being ordered through Roughrider Industries
- We are working on mail and delivery logistics.
- Audio/Video move and installation is being scheduled.

Interpret and Implement Board Policy and State and Federal Law

The Department is currently monitoring several items at the National level, specific to Perkins:

- 1) The Interagency Agency Agreement between USDOE and USDOL, concerning the administration of Perkins by USDOL. We are currently awaiting guidance.
- 2) PRWORA – This is an updated interpretation of the Personal Responsibility and Work Opportunity Reconciliation Act. The will require the Department to have a process in place to verify citizenship eligibility for any student that is benefiting from a post-secondary program supported by Perkins.
- 3) The Executive Budget states Perkins funds are to be not used to support post-secondary programs.
- 4) There is early discussion occurring to reauthorize the Perkins Act.

Planning and Coordination

The CTE Directors met on August 6th for their quarterly meeting. Topics included CTE Center data, Infinite Campus transition, Agency Policies as well as various speakers.

I continue to participate in the Governor's Workforce Subcabinet meetings, to streamline and find efficiencies in the Workforce Ecosystem. On October 2nd, the Governor's Workforce Summit will be held on the BSC campus.

I participated in the NDSU Workforce Education Innovation Funds review team. A total of \$10M in grants have been awarded to the various colleges and universities, to continue to expand on programming.

The CTE Professional Development Conference was held on August 4th-6th. A total of 508 attendees participated. This number is below our average. The Department is going to evaluate the attendance to determine areas where numbers are down, to determine if there are strategies to pursue to increase attendance.

Fiscal Management

The Department ended the biennium with turnback funds for Secondary Grants. This is primarily due to the delay in the opening of the Cass County and Grand Forks CTE Centers. If those centers opened in the 2024-25 school year, all funds would have been used.

Advocate for Career and Technical Education

I spoke at the ribbon cuttings for the Career Impact Academy (GF) and NDSCS Career Innovation Center (Cass County) on August 13th and 18th.

I completed an interview on August 11th with Prairie Business magazine, discussing the impact of the CTE Centers expansions.

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
APPROPRIATION STATUS REPORT
FOR THE MONTH ENDED JUNE 30, 2025

| | ORIGINAL APPROPRIATION | CURRENT APPROPRIATION | BIENNIUM TO DATE EXPENSE | % | BALANCE OF APPROPRIATION |
|----------------------------------|---------------------------|--------------------------|-----------------------------|------------|-----------------------------|
| EXPENDITURES BY LINE ITEM | | | | | |
| SALARIES AND WAGES | \$4,984,211.00 | \$5,406,928.00 | \$4,910,373.65 | 91% | \$496,554.35 |
| OPERATING EXPENSES | \$3,046,350.00 | \$3,046,350.00 | \$2,179,895.22 | 72% | \$866,454.78 |
| GRANTS | \$12,007,349.00 | \$12,007,349.00 | \$10,040,714.99 | 84% | \$1,966,634.01 |
| GRANTS - SECONDARY | \$41,537,780.00 | \$41,537,780.00 | \$39,063,540.30 | 94% | \$2,474,239.70 |
| GRANTS - STEM | \$100,000.00 | \$100,000.00 | \$90,328.06 | 90% | \$9,671.94 |
| CRF-INITIATIVE GRANT PROGRAM | \$97,276,228.00 | \$157,167,541.85 | \$97,875,084.04 | 62% | \$59,292,457.81 |
| ADULT FARM MANAGEMENT | \$1,706,138.00 | \$1,706,138.00 | \$940,702.81 | 55% | \$765,435.19 |
| WORKFORCE TRAINING | \$2,987,500.00 | \$2,986,419.68 | \$2,973,919.68 | 100% | \$12,500.00 |
| MARKETPLACE FOR KIDS | \$300,000.00 | \$300,000.00 | \$300,000.00 | 100% | \$0.00 |
| TOTAL EXPENDITURES | \$163,945,556.00 | \$224,258,506.53 | \$158,374,558.75 | 71% | \$65,883,947.78 |
| EXPENDITURES BY SOURCE | | | | | |
| GENERAL FUND EXPENDITURES | \$53,200,708.00 | \$53,532,351.34 | \$47,909,519.10 | 89% | \$5,622,832.24 |
| FEDERAL FUND EXPENDITURES | \$110,589,874.00 | \$143,558,681.19 | \$83,961,109.69 | 58% | \$59,597,571.50 |
| SPECIAL FUND EXPENDITURES | \$154,974.00 | \$27,167,474.00 | \$26,503,929.96 | 98% | \$663,544.04 |
| TOTAL EXPENDITURES | \$163,945,556.00 | \$224,258,506.53 | \$158,374,558.75 | 71% | \$65,883,947.78 |

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
CTE ADMINISTRATIVE BUDGET
2023 - 2025 Biennium

| Jun-25 | 23 - 25 BUDGET | CURRENT MONTH EXPENDITURES | YEAR TO DATE EXPENDITURES | BALANCE OF BUDGET | PERCENT OF BUDGET EXPENDED | PERCENT OF TIME ELAPSED |
|---------------------------------|-----------------------|----------------------------------|---------------------------------|-------------------------|----------------------------------|-------------------------------|
| SALARIES | \$5,406,928.00 | \$228,712.88 | \$4,910,373.65 | \$496,554.35 | 90.82% | 100.00% |
| OPERATING EXPENSES | \$3,046,350.00 | \$56,884.23 | \$2,179,895.22 | \$866,454.78 | 71.56% | 100.00% |
| TRAVEL | \$380,000.00 | \$20,612.35 | \$308,922.78 | \$71,077.22 | 81.30% | 100.00% |
| DUES & PROFESSIONAL DEVELOPMENT | \$400,000.00 | \$8,680.00 | \$122,368.17 | \$277,631.83 | 30.59% | 100.00% |
| PROFESSIONAL SERVICES | \$361,350.00 | \$299.00 | \$56,408.71 | \$304,941.29 | 15.61% | 100.00% |
| RENT/LEASES/UTILITIES/REPAIRS | \$210,000.00 | \$570.68 | \$217,775.89 | (\$7,775.89) | 103.70% | 100.00% |
| POSTAGE | \$25,000.00 | \$357.39 | \$5,535.87 | \$19,464.13 | 22.14% | 100.00% |
| OPERATING FEES | \$75,000.00 | \$11,194.99 | \$38,471.04 | \$36,528.96 | 51.29% | 100.00% |
| SUPPLIES | \$1,200,000.00 | \$2,204.50 | \$1,209,372.26 | (\$9,372.26) | 100.78% | 100.00% |
| PRINTING & PAPER | \$100,000.00 | \$1,633.50 | \$38,754.71 | \$61,245.29 | 38.75% | 100.00% |
| TELEPHONE | \$20,000.00 | \$684.50 | \$15,173.82 | \$4,826.18 | 75.87% | 100.00% |
| ITD | \$200,000.00 | \$10,647.32 | \$164,326.49 | \$35,673.51 | 82.16% | 100.00% |
| FURNITURE & EQUIPMENT | \$75,000.00 | \$0.00 | \$2,785.48 | \$72,214.52 | 3.71% | 100.00% |
| TOTAL | \$8,453,278.00 | \$285,597.11 | \$7,090,268.87 | \$1,363,009.13 | 83.88% | 100.00% |

| | |
|---------------------|----------|
| KXMC | 6,880.00 |
| Content Specialists | 4,200.00 |

| | |
|----------------|----------|
| Adobe (yearly) | 3,925.63 |
|----------------|----------|

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
APPROPRIATION STATUS REPORT
FOR THE MONTH ENDED JULY 31, 2025

| | ORIGINAL APPROPRIATION | CURRENT APPROPRIATION | BIENNIUM TO DATE EXPENSE | % | BALANCE OF APPROPRIATION |
|----------------------------------|---------------------------|--------------------------|-----------------------------|-----------|-----------------------------|
| EXPENDITURES BY LINE ITEM | | | | | |
| SALARIES AND WAGES | \$5,964,593.00 | \$5,964,593.00 | \$251,074.56 | 4% | \$5,713,518.44 |
| OPERATING EXPENSES | \$4,745,611.00 | \$4,745,611.00 | \$362,832.25 | 8% | \$4,382,778.75 |
| GRANTS | \$14,007,349.00 | \$14,007,349.00 | \$0.00 | 0% | \$14,007,349.00 |
| GRANTS - SECONDARY | \$52,037,780.00 | \$52,037,780.00 | \$18,036.00 | 0% | \$52,019,744.00 |
| GRANTS - STEM | \$100,000.00 | \$100,000.00 | \$0.00 | 0% | \$100,000.00 |
| WORKFORCE TRAINING | \$3,500,000.00 | \$3,500,000.00 | \$0.00 | 0% | \$3,500,000.00 |
| MARKETPLACE FOR KIDS | \$400,000.00 | \$400,000.00 | \$0.00 | 0% | \$400,000.00 |
| TOTAL EXPENDITURES | \$80,755,333.00 | \$80,755,333.00 | \$631,942.81 | 1% | \$80,123,390.19 |
| EXPENDITURES BY SOURCE | | | | | |
| GENERAL FUND EXPENDITURES | \$62,077,324.00 | \$62,077,324.00 | \$279,709.43 | 0% | \$61,797,614.57 |
| FEDERAL FUND EXPENDITURES | \$17,273,035.00 | \$17,273,035.00 | \$352,233.38 | 2% | \$16,920,801.62 |
| SPECIAL FUND EXPENDITURES | \$1,404,974.00 | \$1,404,974.00 | \$0.00 | 0% | \$1,404,974.00 |
| TOTAL EXPENDITURES | \$80,755,333.00 | \$80,755,333.00 | \$631,942.81 | 1% | \$80,123,390.19 |

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

| Jul-25 | 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 | \$251,074.56 | \$251,074.56 | \$5,713,518.44 | 4.21% | 4.17% |
| OPERATING EXPENSES | \$4,745,611.00 | \$362,832.25 | \$362,832.25 | \$4,382,778.75 | 7.65% | 4.17% |
| TRAVEL | \$380,000.00 | \$7,048.50 | \$7,048.50 | \$372,951.50 | 1.85% | 4.17% |
| DUES & PROFESSIONAL DEVELOPMENT | \$359,111.00 | \$3,200.00 | \$3,200.00 | \$355,911.00 | 0.89% | 4.17% |
| PROFESSIONAL SERVICES | \$1,361,500.00 | \$0.00 | \$0.00 | \$1,361,500.00 | 0.00% | 4.17% |
| RENT/LEASES/UTILITIES/REPAIRS | \$450,000.00 | \$0.00 | \$0.00 | \$450,000.00 | 0.00% | 4.17% |
| POSTAGE | \$25,000.00 | \$171.03 | \$171.03 | \$24,828.97 | 0.68% | 4.17% |
| OPERATING FEES | \$200,000.00 | \$267.00 | \$267.00 | \$199,733.00 | 0.13% | 4.17% |
| SUPPLIES | \$1,500,000.00 | \$343,081.88 | \$343,081.88 | \$1,156,918.12 | 22.87% | 4.17% |
| PRINTING & PAPER | \$100,000.00 | \$635.16 | \$635.16 | \$99,364.84 | 0.64% | 4.17% |
| TELEPHONE | \$20,000.00 | \$740.73 | \$740.73 | \$19,259.27 | 3.70% | 4.17% |
| ITD | \$200,000.00 | \$7,687.95 | \$7,687.95 | \$192,312.05 | 3.84% | 4.17% |
| FURNITURE & EQUIPMENT | \$150,000.00 | \$0.00 | \$0.00 | \$150,000.00 | 0.00% | 4.17% |
| TOTAL | \$10,710,204.00 | \$613,906.81 | \$613,906.81 | \$10,096,297.19 | 5.73% | 4.17% |

| | |
|---------|------------|
| XAP | 263,964.00 |
| MyCAERT | 78,960.00 |

Agenda item 3) d) Minot Area Workforce Academy Request

The Minot Area Workforce Academy submitted a request to add Kenmare Public Schools to its membership. Both the Kenmare Public Schools and Minot Area Workforce Academy boards have approved the membership.

I recommend the Board approves the request.



Minot Area Workforce Academy
2100 21st Avenue NW, Minot, ND 58703
701-420-1804

AGREEMENT OF PARTICIPATION IN AREA CENTER

The Minot Area Workforce Academy is an established area career and technology center with the founding members: Minot Public Schools, Minot Air Force Base, Sawyer Public Schools. Any other school district may become a participant in the Minot Area Workforce Academy by entering into an agreement of participation. The local School Board must approve joining the Center. The approval must be published once in the official newspaper of the school district. Once the notification has been published, the Minot Area Workforce Academy Area Center Board will be notified of the district's wishes to join the Center. Once the Center Board approves the request, a formal request to the North Dakota Career & Technical Education State Board will be made to approve the additional membership.

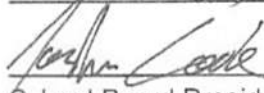
RESOLUTION FOR AGREEMENT TO PARTICIPATION IN THE MINOT AREA WORKFORCE ACADEMY AREA CENTER

The School Board of Kenmare Public School District is interested in providing career and technical education for students and cooperating with neighboring districts to achieve efficiency in providing a variety of career and technical education programs. The desire is to participate in the Minot Area Workforce Academy, an established area career and technology center as permitted by and supported by the State of North Dakota and the State Board for Career and Technical Education. A list of area center programs and services along with an estimated cost for participation has been provided for the School Board's review. An assessment of participating districts is set to be reviewed and updated in July 2025. Upon approved membership, one member of the Kenmare School Board would need to be appointed to the Minot Area Workforce Academy Area Center Board to serve as representation for the Kenmare School District.

Reference: NDCC Chapter 15-20.2 Area Career and Technology Centers
MAWA Bylaws_Adopted 1_2_24

Approved by the School Board of Kenmare Public School District at their regular meeting on

June 23, 2025.



School Board President

6/23/2025

Date

Monthly Meeting
Board of Education
June 23, 2025

A regular meeting of the Board of Education, Kenmare Public School No. 28, was held on Monday at 7:00 p.m. in the library at Kenmare High School.

Directors Cook, Patterson, Christensen, J.Zeltinger, Gill and Pugh were present.

The news media and members of the public were also present.

Director Cook called the meeting to order.

Moved by Director Pugh and seconded by Director Gill to approve the agenda. Motion carried unanimously.

Moved by Director Patterson and seconded by Director Gill to approve the consent agenda. Motion carried unanimously.

Committee Reports:

Unfinished Business:

New Business:

The Election Officials findings were as follows: Total Ballots cast = 164

One Director at large for a term of three years

Tawnya Gill – 142

Rena Hansen – 2

Connie Schmit – 6

Bryan Quigley – 2

Tabaya Jensen – 1

Scott Jensen – 4

Bev Heninger – 1

Jason Bruner - 1

One Director rural at large for a term of three years

Scott Jensen - 62

Bryan Quigley – 59

Connie Schmit – 33

Kate McClure – 2

Tabaya Jensen – 1

Eric Anderson - 1

Moved by Director Christensen and seconded by Director Patterson to approve the findings of the election officials. Motion carried unanimously.

Moved by Director Gill and seconded by Director Pugh to approve the following first read policies: ABCA, ABCB, GACB and Cell Phone Policy - Final. Motion passes unanimously.

Moved by Director Gill and seconded by Director Patterson to approve the following one read policies: GAAD. Motion passes unanimously.

Moved by Director Patterson and seconded by Director Pugh to approve Farden's bill of around \$11,000 to fix parking lot soft spot. Motion passed 5- yes to 1-no.

Moved by Director Pugh and seconded by Director Christensen to approve the resignation of Peggy Balvitsch. Motion passes unanimously.

Moved by Director Zeltinger and seconded by Director Christensen to approve the listed teacher contracts:

Alex Hennix
Keely Heidel
Earl Kirkpatrick
Rachel Edwards
Evan Brandt
Sarah Nelson
Garrett Stroklund
Megan Kihle
Merry Feldman
Wendy Larsen
Macie Harris-Nelson
Marla Jensen
Melanie Herman
Justin Johnson
Tracey Houck
Madison Bischof
Kristine Zimmer
Courtney Halverson
Kara Keysor
Kacy Keysor
Joan Bodmer
Jessica Gesvalli
ESY - Jessica Gesvalli
Tim Wallstrum
Motion passed unanimously.

Moved by Director Christensen and seconded by Director Zeltinger to approve the J1 Visa teacher contract for Kimberly Ann C. Cabugnason. Motion passes 5- yes to 1-no.

Moved by Director Zeltinger and seconded by Director Patterson to approve the purchase of a new Apple Computers lab for around \$32,000.00. Motion passes unanimously.

Moved by Director Patterson and seconded by Director Christensen to approve the listed intents to hire:

Keely Heidel - Tech Cord
Earl Kirkpatrick - E sports
Ryan Aufforth - Asst. GBB
Garrett Stroklund - FFA
Megan Kihle - FBLA
Arlen Sayler - GWR
Hunter Rodin - 1/2 JH BB
Amber Rodin - Asst XC, 5/6 Gbb
Merry Feldman - JR H VB, JH GBB, Math Meet Coach
Jackie Rockeman - C VB
Sarah Petersen - XC
Devonne Hanson - Drama
Luke Fraunfelter - Asst FB
Mike Fraunfelter - FB
Justin Johnson - Music
Tracey Houck - Speech
Faye Alexander - Asst VB
Mike Zimmer - GBB
Becky Kostad - Girls Golf
Courtney Halverson - Yearbook, Asst. Speech
Kara Keysor - Event Supervisor
Ray Sayler - Asst. Track
Kacy Keysor - AD, Head Track
Mike Pugh - Asst. FB
JR Aufforth - Asst. Baseball Coach
Tim Wallstrum - VB
Motion passes unanimously.

Moved by Director Patterson and seconded by Director Gill to approve the preliminary 2025-2026 budget. Motion passes unanimously.

Moved by Director Patterson and seconded by Director Pugh to approve the proposed transfers from misc. fund to general fund for the 2024-2025 budget. Motion passes unanimously

Moved by Director Zeltinger and seconded by Director Gill to approve Kenmare Public School safe return to in-person instruction and continuity of service plan. Motion passes unanimously.

Moved by Director Zeltinger and seconded by Director Pugh to approve the contract with Western Corp of Discovery. Motion passes unanimously.

Moved by Director Gill and seconded by Director Patterson to approve the CDL program offered by Minot Area Workforce Academy Agreement. Motion passes unanimously.

Moved by Director Pugh and seconded by Director Zeltinger to approve consolidated application for 2025-2026 school year. Motion passes unanimously.

Staff Reports:

Elementary Principal:

High School Principal:

AD:

Business Manager:

Superintendent:

Board Chair Report:

Next meeting will be July 16th at 8am

Meeting adjourned at 8:05 pm

Minot Area Workforce Academy
Regular Board Meeting
July 7th, 2025 Time: 4:00 PM

Board members Present: Dr Scott Faul, Todd Kaylor, Chris Trilsta, Mitch Kraft & Tim Folden

Call to Order: President Todd Kaylor

Approval of Agenda: Motioned by Faul and seconded by Folden. Roll call carried unanimously.

Approval of Minutes: Board Minutes for May 5th, 2025, were approved. Motioned by Folden and seconded by Tilstra. Roll call carried unanimously.

Review of Financial Documents:

Pam Stroklund shared the financial report. It is similar to last month's. Motion approved by Folden and seconded by Tilstra. Roll call carried unanimously.

Director's Report:

1. ND CTE Board Meeting update ~June 23rd, 2025
 - a. The new ND CTE Asst. Director is John Gruenberg.
 - b. Funding Policy for 2025-2026 School Year - 6.5% increase added to present allocations for the area center.
 - c. Funding Policy effective July 1st, 2026 - The tiered program chart was reviewed. The CTE Center Operations Allocations are still in discussion.
 - d. Approved New, Expanding and Transferring Programs - all programs submitted were approved except administration. All approved programs will be added to MAWA area center programming. Motion by Tilstra and seconded by Folden, Roll call carried unanimously.
2. ND CTE Conference will be held August 4-6, 2025 in Bismarck.
3. The 2025-2026 Vision Visit will be held October 20-23, 2025. All area center and local CTE programs will be evaluated.

Discussion and Possible Action:


1. Kenmare Public School has requested to join MAWA and participate in the CDL course - 8 students will be attending. Motion by Kraft and seconded by Faul to accept their membership. Roll call carried unanimously. The signed Agreement of Participation and minutes from the Kenmare School Board meeting will be sent to the ND CTE, along with these minutes, for final approval at their August board meeting.
2. 2025-2026 MAWA expenses and tuition fees were discussed. A sliding scale was discussed as well as lowering the amount of membership fees. A motion to lower membership fees was made by Faul and seconded by Kraft. Roll call carried unanimously.
3. A motion was made to change from cost share to cost per student participation. This will be reviewed yearly. Motion by Faul and seconded by Tilstra. Roll call carried unanimously.

Announcements:

Annual MAWA Board Meeting will be held August 25th, 2025 4:00 at MAWA .

Adjournment:

Meeting was adjourned at 5:05 PM

A handwritten signature in black ink, appearing to be 'C. H. K.', written over a horizontal line.

President



North Dakota State Board for Career and Technical Education

Theory of Action and Board Guardrails

Theory of Action

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

Board Guardrails

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

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



North Dakota State Board for Career and Technical Education

Board Student Outcome Goals

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

GOAL 1

The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% January 2024 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).

GPM 1.1

Percentage of students in rural schools identified as a concentrator will increase from 40% in 2023 to 50% in 2028 as measured by the Consolidated Annual Report.

GPM 1.2

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

GPM 1.3

Percentage of special population students identified as a concentrator will increase from 25% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report.

GOAL 2

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

GPM 2.1

Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 29% in September 2028 as measured by the North Dakota Choice Ready Report.

GPM 2.2

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

GPM 2.3

Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 31% in September 2028 as measured by the North Dakota Choice Ready Report.

GOAL 3

The percentage of rural students that enroll in a program at a CTE Center will increase from 36% in 2023 to 41% in 2028 as measured by the CTE Center Membership Report.

GPM 3.1

The percentage of rural students in the Northeast that enroll in a program at a CTE Center will increase from 40% in 2023 to 45% in 2028 as measured by the CTE Center Membership Report.

GPM 3.2

The percentage of rural students in the Southeast that enroll in a program at a CTE Center will increase from 49% in 2023 to 54% in 2028 as measured by the CTE Center Membership Report.

GPM 3.3

The percentage of rural students in the Southwest that enroll in a program at a CTE Center will increase from 33% in 2023 to 38% in 2028 as measured by the CTE Center Membership Report.

GPM 3.4

The percentage of rural students in the Northwest that enroll in a program at a CTE Center will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

GPM 3.5

The percentage of rural students that enroll in a CTE program will increase from 80% in 2023 to 90% in 2028 as measured by the Consolidated Annual Report.

Director Guardrails

Guardrail 1

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

Progress Measure 1

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

Guardrail 2

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

Progress Measure 1

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

Progress Measure 2

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

Guardrail 3

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

Progress Measure 1

The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 98 in May 2029.

Progress Measure 2

The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 45 in May 2029.

Progress Measure 3

The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 950 in May 2029.

Agenda item 5) a) Be Legendary NDCTE Review – Director Recommendations

In reviewing the Be Legendary materials, I am making the following recommendations to various targets and the Monitoring Calendar.

5) a) iii) Outcome Goals and Progress Measures – Goal 3

Although I am not recommending any changes, I do want to provide an update. This continues to be a work in progress but have engaged SLDS and PowerSchool to create a temporary fix to our Center data, while we still have PowerSchool. We will be able to fix any data for the 2024-25 school year, get the 2025-26 school year off to a good start and then utilize Infinite Campus moving forward, to capture CTE Center data.

A conversation we continue to have is what are rural and urban students. In the Board Packet, is the NCES Locale Framework document that defines the various local codes. I have used this loosely in the past to determine the difference between rural and urban students, but it does not fit the state well. In the past, I have stated that any student attached to one of the thirteen biggest school districts was urban, with the rest being rural.

I believe a better definition needs to be created, but it needs to be a state definition, not just a Career and Technical Education definition. I would like to work with NDDPI and others to draft that definition, for all to use. This may redefine our targets.

5) a) iv) Director Guardrails and Progress Measures

I recommend the following changes to the Director Guardrail Progress Measures:

Guardrail Progress Measure 2.2 – Professional Development – According to the data, we have already surpassed our five-year target. I recommend we set our 2025-26 target to 1370, with increments of 15 each year following.

Guardrail Progress Measure 3.1 – Trained WBL - We have almost met our four-year target. I recommend we set our 2/25-26 target to 85, with increments of 5 each year.

Guardrail Progress Measure 3.2 – Employed WBL – I recommend we reset our 2026 and 2027 targets to 20 and 2028 and 2029 targets to 30. These targets are 100% dependent on available funding. The department saw a \$500,000 increase for 2025-27, which only allows the Department to fund five additional WBL Coordinators.

Guardrail Progress Measure 3.3 – Public Private Partnerships. We have met our five-year target. I recommend we increase our 2025-26 target to 1045, with an increase of 10 for each following year.

5) a) v) – Monitoring Calendar

I am making the following recommendations for changes to the Monitoring Calendar. This brings items into alignment with our Fiscal Year and the Director Evaluation timeline.

August

Guardrail 2.1 – Qualified Teachers – This aligns with the end of the summer and PD closing out for the school year.

Guardrail 2.2 – CTE Ed PD – Same

Guardrail 3.3 – Public Private Partnerships – This aligns with the end of school year, the conclusion of the final state CTSO event and any summer WBL experiences.

October

Guardrail 2.2 – Eliminate – Report is provided in August

November

Guardrail 2.1 – Eliminate – Qualified CTE Educator – Report is provided in August

Eliminate Formative Director Evaluation

December

Guardrail 2.2 – CTE Ed. Professional Development – Mid-year update

January

Guardrail 2.1 – Qualified CTE Educator – Mid-year update

March

Eliminate 2.2

May

Eliminate Summative Director Evaluation

June

Eliminate Guardrail 2.1 and 3.3

Add Summative Director Evaluation

GOAL 1

The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% January 2024 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).

| TARGETS | All | | | | |
|----------|-----|-----|--|--|--|
| Baseline | 29% | | | | |
| 2024 | 31% | 28% | | | |
| 2025 | 33% | | | | |
| 2026 | 35% | | | | |
| 2027 | 37% | | | | |
| 2028 | 40% | | | | |

GPM 1.1 Percentage of students in rural schools identified as a concentrator will increase from 40% in 2023 to 50% in 2028 as measured by the Consolidated Annual Report.

| TARGETS | All | Rural | | | |
|----------|-----|-------|-----|--|--|
| Baseline | 29% | 40% | | | |
| 2024 | 31% | 42% | 38% | | |
| 2025 | 33% | 44% | | | |
| 2026 | 35% | 46% | | | |
| 2027 | 37% | 48% | | | |
| 2028 | 40% | 50% | | | |

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

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

GPM 1.3 Percentage of special population students identified as a concentrator will increase from 25% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report.

| TARGETS | All Spec. Pops | Actual | Disabilities | Economically Disadvantaged | English Learners | Homeless |
|-----------|----------------|--------|--------------|----------------------------|------------------|----------|
| Baseline | 25% | | 23%/1191 | 26%/2641 | 8%/108 | 16%/56 |
| Year 2023 | 27% | | 25% | 28% | 10% | 18% |
| Year 2024 | 29% | 23% | 27% | 29% | 12% | 20% |
| Year 2025 | 31% | | 29% | 31% | 14% | 22% |
| Year 2026 | 33% | | 31% | 33% | 16% | 24% |
| Year 2027 | 35% | | 33% | 35% | 18% | 26% |

GOAL 2

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

| TARGETS | ALL | | | | | | | | |
|----------|-----|-----|--|--|--|--|--|--|--|
| Baseline | 88% | | | | | | | | |
| 2024 | 89% | 91% | | | | | | | |
| 2025 | 90% | | | | | | | | |
| 2026 | 91% | | | | | | | | |
| 2027 | 92% | | | | | | | | |
| 2028 | 93% | | | | | | | | |

| GPM 2.1 | Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report. | | | | | | | | |
|----------|---|--------|--|--|--|--|--|--|--|
| TARGETS | ALL | | | | | | | | |
| Baseline | 24% | | | | | | | | |
| 2024 | 25% | 34.38% | | | | | | | |
| 2025 | 35% | | | | | | | | |
| 2026 | 36% | | | | | | | | |
| 2027 | 37% | | | | | | | | |
| 2028 | 38% | | | | | | | | |

| GPM 2.2 | The Percentage of concentrators proficient in a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Consolidated Annual Report. | | | | | | | | |
|----------|--|--------|--|--|--|--|--|--|--|
| TARGETS | ALL | | | | | | | | |
| Baseline | 35% | | | | | | | | |
| 2024 | 41% | 44.74% | | | | | | | |
| 2025 | 45% | | | | | | | | |
| 2026 | 49% | | | | | | | | |
| 2027 | 53% | | | | | | | | |
| 2028 | 57% | | | | | | | | |

| GPM 2.3 | Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report. | | | | | | | | |
|-----------|--|--------|--|--|--|--|--|--|--|
| TARGETS | ALL | | | | | | | | |
| Baseline | 26% | | | | | | | | |
| Year 2023 | 27% | 34.33% | | | | | | | |
| Year 2024 | 35% | | | | | | | | |
| Year 2025 | 36% | | | | | | | | |
| Year 2026 | 37% | | | | | | | | |
| Year 2027 | 38% | | | | | | | | |

GOAL 3

The percentage of rural students that enroll in a program at a CTE Center will increase from 36% in 2023 to 41% in 2028 as measured by the CTE Center Membership Report.

| TARGETS | ALL | | | | | | | |
|----------|-----|--|--|--|--|--|--|--|
| Baseline | 36% | | | | | | | |
| 2024 | 37% | | | | | | | |
| 2025 | 38% | | | | | | | |
| 2026 | 39% | | | | | | | |
| 2027 | 40% | | | | | | | |
| 2028 | 41% | | | | | | | |

GPM 3.1 The percentage of rural students in the Northeast that enroll in a program at a CTE Center will increase from 40% in 2023 to 45% in 2028 as measured by the CTE Center Membership Report.

| TARGETS | ALL | Grand Forks | Lake Area | North Valley | | | | |
|----------|-----|-------------|-----------|--------------|--|--|--|--|
| Baseline | 40% | | | | | | | |
| 2024 | 41% | | | | | | | |
| 2025 | 42% | | | | | | | |
| 2026 | 43% | | | | | | | |
| 2027 | 44% | | | | | | | |
| 2028 | 45% | | | | | | | |

GPM 3.2 The percentage of rural students in the Southeast that enroll in a program at a CTE Center will increase from 49% in 2023 to 54% in 2028 as measured by the CTE Center Membership Report.

| TARGETS | ALL | Cass | James Valley | Sheyenne Valley | Southeast | | | |
|----------|-----|------|--------------|-----------------|-----------|--|--|--|
| Baseline | 49% | | | | | | | |
| 2024 | 50% | | | | | | | |
| 2025 | 51% | | | | | | | |
| 2026 | 52% | | | | | | | |
| 2027 | 53% | | | | | | | |
| 2028 | 54% | | | | | | | |

GPM 3.3 The percentage of rural students in the Southwest that enroll in a program at a CTE Center will increase from 33% in 2023 to 38% in 2028 as measured by the CTE Center Membership Report.

| TARGETS | All | Central Region | Heart River | Rough Rider | Southwest | | | |
|----------|-----|----------------|-------------|-------------|-----------|--|--|--|
| Baseline | 33% | | | | | | | |
| 2024 | 34% | | | | | | | |
| 2025 | 35% | | | | | | | |
| 2026 | 36% | | | | | | | |
| 2027 | 37% | | | | | | | |
| 2028 | 38% | | | | | | | |

GPM 3.4 The percentage of rural students in the Northwest that enroll in a program at a CTE Center will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

| TARGETS | All | Bakken | Minot | Williston | | | | |
|----------|-----|--------|-------|-----------|--|--|--|--|
| Baseline | 19% | | | | | | | |
| 2024 | 20% | | | | | | | |
| 2025 | 21% | | | | | | | |
| 2026 | 22% | | | | | | | |
| 2027 | 23% | | | | | | | |
| 2028 | 24% | | | | | | | |

GPM 3.5 The percentage of rural students that enroll in a CTE program will increase from 80% in 2023 to 90% in 2028 as measured by the Consolidated Annual Report.

| TARGETS | All | | | | | | | |
|----------|-----|--|--|--|--|--|--|--|
| Baseline | 80% | | | | | | | |
| 2024 | 82% | | | | | | | |
| 2025 | 84% | | | | | | | |
| 2026 | 86% | | | | | | | |
| 2027 | 88% | | | | | | | |
| 2028 | 90% | | | | | | | |

| | | | | | |
|-----------------------------|---|-------------|-------------|-------------|-------------|
| DIRECTOR Guardrail 1 | The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the Board. | | | | |
| Progress Measure 1 | The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026. | | | | |
| Baseline | 2025 | 2026 | 2027 | 2028 | 2029 |
| 0% | 1 | 2 | TBD | TBD | TBD |

Actual 1

| | | | | | |
|---------------------------|---|---------------|---------------|---------------|---------------|
| Guardrail 2 | The Director will not allow the Department to operate without systems to ensure high quality instructors. | | | | |
| Progress Measure 1 | The % of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029. | | | | |
| Baseline | Target | Target | Target | Target | Target |
| 86.9% | 87.0% | 88.0% | 89.0% | 90.0% | 91.0% |
| Actual | 84.6% | | | | |

| | | | | | |
|---------------------------|---|---------------|---------------|---------------|---------------|
| Progress Measure 2 | The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1300 in 2029. | | | | |
| Baseline | Target | Target | Target | Target | Target |
| 1192 | 1200 | 1225 | 1250 | 1275 | 1300 |
| Revised Target | | 1370 | 1385 | 1400 | 1415 |
| Actual | 1362 | | | | |

| | | | | | |
|--------------------|--|--|--|--|--|
| Guardrail 3 | The Director will not allow the Department to operate without systems in place to encourage public/private partnerships. | | | | |
|--------------------|--|--|--|--|--|

| | | | | | |
|---------------------------|---|---------------|---------------|---------------|---------------|
| Progress Measure 1 | The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 98 in May 2029. | | | | |
| Baseline | Target | Target | Target | Target | Target |
| 41 | 58 | 68 | 78 | 88 | 98 |
| Revised Target | | 85 | 90 | 95 | 100 |
| Actual | 74 | | | | |

| | | | | | |
|---------------------------|---|---------------|---------------|---------------|---------------|
| Progress Measure 2 | The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 45 in May 2029. | | | | |
| Baseline | Target | Target | Target | Target | Target |
| 13 | 16 | 25 | 30 | 35 | 40 |
| Revised Target | | 20 | 20 | 30 | 30 |
| Actual | 16 | | | | |

| | | | | | |
|-------------------------|---|---------------|---------------|---------------|---------------|
| Progress Measure | The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 950 in May 2029. | | | | |
| Baseline | Target | Target | Target | Target | Target |
| 907 | 910 | 920 | 930 | 940 | 950 |
| Revised Target | | 1045 | 1055 | 1065 | 1075 |
| Actual | 1036 | | | | |

Total

| MONITORING CALENDAR | | | | | |
|--|--|--|--|------------------|-----------------------------------|
| Department of Career and Technical Education | | | Years: 2023 -2028 | | |
| Month | Student Outcome Goals GPMs | Guardrails CPMs | Leadership Evaluations | Trainings | Other |
| August | | 2.1 Qualified CTE Ed. (Prev. Year) 2.2 CTE Ed. Prof. Development (Prev. Year) 3.3 Public/Private Partnership (Prev) | | Retreat Training | |
| September | 3.1 - NE CTEC Enrollment 3.2 - SE CTEC Enrollment 3.3 - SW CTEC Enrollment 3.4 - NE CTEC Enrollment 3.5 - Total Rural Enrollment | | | | |
| October | 2.1 - CRP Proficiency 2.3 - TA/Industry Credential | 2.2—CTE Educator PD | Board Self Evaluation | | Local CTE Director |
| November | 2.2 - WBL Completion | 2.1—Qualified CTE Educator 3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators | Formative Director Evaluation | | Student Perspective |
| December | | 2.2 CTE Ed. Prof. Development | | | |
| January | | 1.1 - Opp. Gap Analysis 2.1 - Qualified CTE Educator 3.3 - Public/Private Partnerships | Board Self Evaluation | | |
| February | 1.1 - Rural Concentrator 1.2 - Minority Concentrator 1.3 - Spec. Pop Concentrator | | | | |
| March | | 2.2—CTE Educator PD | | | Local CTE Director |
| April | | | Board Self Evaluation | | Student Perspective |
| May | | 3.1 - Trained WBL Coordinators 3.2 - Employed WBL Coordinators | Summative Director Evaluation | | Director Survey Executive Summary |
| June | | 2.1—Qualified CTE Educator 3.3—Public/Private Partnership | Summative Director Evaluation | | |
| July | | | | | |

NCES Locale Framework

NCES classifies geographic locations as City, Suburban, Town, and Rural, with additional subclassifications for population size and proximity to larger areas. The NCES Locale framework relies on urban area criteria defined by the Census Bureau, and NCES extends standard urban and rural classifications to provide additional detail. The NCES classifications and corresponding two-digit locale codes are included below and can be visualized with the [Locale Lookup](#) map tool. Additional information is available from the NCES Education Demographic and Geographic Estimates ([EDGE](#)) Program and the [Locale Boundaries Technical Documentation](#).

| Locale Code | Locale Type - Subtype | Definition |
|-------------|-----------------------|---|
| 11 | City - Large | Territory inside an urban area with population of 50,000 or more and inside a principal city with population of 250,000 or more. |
| 12 | City - Midsize | Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 250,000 and greater than or equal to 100,000. |
| 13 | City - Small | Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 100,000. |
| 21 | Suburban - Large | Territory outside a principal city and inside an urban area with population of 250,000 or more. |
| 22 | Suburban - Midsize | Territory outside a principal city and inside an urban area with population less than 250,000 and greater than or equal to 100,000. |
| 23 | Suburban - Small | Territory outside a principal city and inside an urban area with population less than 100,000 and greater than or equal to 50,000. |
| 31 | Town - Fringe | Territory inside an urban area with population less than 50,000 that is less than or equal to 10 miles from an urban area with population of 50,000 or more. |
| 32 | Town - Distant | Territory inside an urban area with population less than 50,000 that is more than 10 miles and less than or equal to 35 miles from an urban area with population of 50,000 or more. |
| 33 | Town - Remote | Territory inside an urban area with population less than 50,000 that is more than 35 miles from an urban area with population of 50,000 or more. |
| 41 | Rural - Fringe | Territory outside an urban area that is less than or equal to 5 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is less than or equal to 2.5 miles from an urban area with population less than 50,000. |
| 42 | Rural - Distant | Territory outside an urban area that is more than 5 miles but less than or equal to 25 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with population less than 50,000. |
| 43 | Rural - Remote | Territory outside an urban area that is more than 25 miles from an urban area with population of 50,000 or more and is also more than 10 miles from an urban area with population less than 50,000. |

Suggested Citation: Gevert, D. and Maselli, A. (2024). *Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries Technical Documentation*. U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>.

| Aug 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| Sept 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | | | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

| Oct 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

| NOV 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| DEC 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

| Jan 2026 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
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| Mar 2026 | | | | | | |
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| Apr 2026 | | | | | | |
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| May 2026 | | | | | | |
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| Jun 2026 | | | | | | |
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| Jul 2026 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
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Board Meeting Date



Staff Agenda cover page and Backup materials due to Director (15 Days)



Draft agenda with the Director and Board Chairman Meeting (13 Days)



Board Receives preliminary packet with all back-up materials (11 Days)



Board Submits questions to Supt. (7 Days)



Director Supplies Q&A to all board members (4 Days)



Board members move items from the consent agenda to discussion and possible action (3 Days)



Final Packet and Q&A posted to shared folder and website (3 days)



Board Meeting Debrief with Coach

Agenda item 5) d)

Revised 11/6/2023 8/25/2025

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CTE State Director/Executive Officer Evaluation Procedure

An Evaluation of the CTE State Director/Executive Officer will take place in two phases: Monthly Formative Evaluations will determine progress toward meeting the Board's outcome goals. Monthly progress reports monitor the Board Goals and Guardrails, as well as the Director's progress measures, by comparing their achievements to the established annual and deadline targets. ~~In addition to the progress reports, in November the board will complete a Formative Evaluation in relation to the CTE State Director/Executive Officer job description.~~

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

The Summative Evaluation will be completed in May. It will include the Director's Data Summary presentation, Executive Summary of the Director Survey, and a final Job Description Review.

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

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

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

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

Performs other duties directed by the state board.

Questions 1 through 5 request your feedback on the director's performance in each of the five areas of his job description. Use the following scoring criteria in providing an overall

rating in each area, if that area is applicable to your role. Additional comments are encouraged in each category, particularly providing evidential support of Strong Performance and Areas of Growth.

Part- 2 Scoring Criteria:

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

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

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

Overall rating:

Developing Achieves Excels

Subcategory Scoring:

| Strong Performance | Area of Growth | Subcategories |
|--------------------|----------------|--|
| | | a. Administers Board, State, and Federal Policy. Recommends updates to Board Policy |
| | | b. Works with Chairperson and the Board to prepare meeting agendas |
| | | c. Researches and assembles all relevant materials and reports for distribution to the Board |

| | | |
|--|--|--|
| | | d. Represents the Board on committees and official activities |
| | | e. Responsible for hiring and overseeing the supervision and Evaluation of all staff |
| | | f. Prepares biennium and fiscal year agency budgets prioritizing the board's outcome goals for Board approval - state and federal - agency operations and grants |
| | | g. Updates the Board utilizing progress monitoring reports progress toward established goals aligned to the adopted board monitoring calendar |
| | | h. Provides the Board with educational opportunities and workshops consistent with the board's role. |

Additional Comments:

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

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

Overall Rating

Developing

Achieves

Excels

Subcategory Scoring

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

Additional Comments:

Question 3. Planning and Coordination

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

Overall Rating

Developing

Achieves

Excels

Subcategory Scoring

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

| | | |
|--|--|--|
| | | i. Is an active member of appointed and statutory boards |
|--|--|--|

Additional Comments:

Question 4. Demonstrates Fiscal Management

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

Overall Rating

Developing

Achieves

Excels

Subcategory Scoring

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

| | | |
|--|--|---|
| | | h. Ensures procurement procedures are followed |
| | | i. Implements procedures to administer competitive grants |

Additional Comments:

Question 5: Advocate for Career and Technology Education

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

Overall Rating

Developing

Achieves

Excels

Subcategory Scoring

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

Additional Comments:

Members will complete the electronic Formative Evaluation and submit it to the Board Chair by October 31. The Chair will compile an aggregate of the Formative Evaluation and review the summary with the State Director/Executive Officer before the November Board meeting. Board members' comments will be included in the Evaluation summary. The Formative Evaluation will be brought to the Board during the November meeting for discussion and approval.

Members will complete the electronic Summative Evaluation and submit it to the Board Chair ~~by in April~~ May as requested by the Chair. The Chair will compile an aggregate of the Summative Evaluation and review the summary with the State Director/Executive Officer before the ~~May-June~~ Board meeting. Board members' comments will be recorded in the Evaluation summary. The State Director/Executive Officer will present the CTE Survey Executive Summary during the April board Meeting and the Director Data Evaluation Summary at the June Board meeting. ~~and CTE Survey Executive Summary during the April board Meeting.~~ The Summative Evaluation will be brought to the Board during the ~~May-June~~ meeting for discussion and approval. The score will be based 60% on the Director Data Evaluation Summary score of targets met and 40% correlated to the job description electronic Evaluation. The calculations formulated in the Summary Rating Spreadsheet determine a final Developing, Achieves, or Excel rating. The final Evaluation rating is calculated as: **Developing- 50% or below, Achieves 51%- 70%, Excels- 71% or above.**

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

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

Commented [WS1]: This breakdown is to be discussed at the retreat.

Commented [WS2]: These cut scores are to be discussed at the retreat.

| | | | | | | | | | | | | | | |
|--|---|--|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|-----------------------------|------------------------------|---|
| ND CTE Director | | | | | | | | | | | | | | |
| Summative Evaluation | 6/23/2025 | | | | | | | | | | | | | |
| | Director's Self-Rating (Not Included in Calculation) | Bachmeier | Baesler | Bertagnolli | Engstrom | McHugh | Meehl | Nelson | Rohr | Sanford | Total Points awarded by Board | Total Board points possible | Board Score by percent | Performance Level by Board |
| Section 1: Executive Officer for State Board | | | | | | | | | | | 0 | 27 | 0.00% | assigned based on box below |
| Section 2: Interpret and Implement Board Policy, State and Federal Law | | | | | | | | | | | 0 | 27 | 0.00% | assigned based on box below |
| Section 3: Planning and Coordination | | | | | | | | | | | 0 | 27 | 0.00% | assigned based on box below |
| Section 4: Fiscal Management | | | | | | | | | | | 0 | 27 | 0.00% | assigned based on box below |
| Section 5: Advocate for CTE | | | | | | | | | | | 0 | 27 | 0.00% | assigned based on box below |
| Total performance by Individual | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Total Board Points Awarded | Total Board points possible | Final Board Score by percent | Overall Performance Level Assigned by Board |
| Total points possible by Individual | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 0 | 135 | 0.00% | assigned based on box below |
| Individual Score by Percent | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | Performance Level Criteria Developing=50% or less; Achieves=51-70%; Excels=71% or higher | | | |
| Performance Level by Individual | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | assigned based on box to the right | | | | |
| | | | | | | | | | | | | | | |
| Combined Performance Rating | Data Summary Score (60%) | 66.67% | Job Description Summary Score (40%) | 0.00% | Weighted Combined Score | 40.00% | Final Performance Level Assigned | assigned based on box to the right | | | | | | |
| | | ↑ | | ↑ | | ↑ | | ↑ | | | | | | |
| | | | | | | | | | | | | | | |
| | | comes from goals/ guardrails data outcomes sheet | | comes from cell O10 | | calculated from C14 and E14 | | Final Overall Rating (Developing, Achieves, or Excels) | | | | | | |

| DIRECTOR DATA OUTCOMES EVALUATION- 2025 | | | | | | | | | | | | | | |
|--|--|--|--|-----------------------------|-----------------|---|--|---|-------------|---------------------------|----------------|-------------|-------------|----------------------|
| BOARD OUTCOME GOAL and DIRECTOR GOAL PROGRESS MEASURES | | | | 2025 TARGET | 2025 ACTUAL | MET or 2/3 MET | BOARD GUARDRAILS FOR THE DIRECTOR and DIRECTOR GUARDRAIL PROGRESS MEASURES | | | | | 2025 TARGET | 2025 ACTUAL | MET or 2/3 MET |
| Goal 1-The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% in January 2024 (2022-2023 school year) to 40% in January 2028 (2026-2027) school year) | | | | 33% | 28% | N | Guardrail 1-The Director will not allow inequitable access to quality programs within the State of North Dakota to go unreported to the board. | | | | | | | |
| 1.1- The Percentage of students in rural schools identified as a concentrator will increase from 40% in 2023 to 50% in 2028 as measured by the Consolidated Annual Report. | | | | Rural-44% | 38% | | Guardrail Progress Measure 1 The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026. | | | | | | | |
| 1.2- The percentage of minority students identified as a concentrator will increase from 14% in 2023 to 24% in 2028 as measured by the Consolidated Annual Report. | | | | All Minority 18%, | 14.30% | | Baseline | | 2025 Target | Actual | Met or 2/3 Met | | | |
| 1.3- The percentage of special population students identified as a concentrator will increase from 25% in 2023 to 35% in 2028 as measured by the Consolidated Annual Report. | | | | All Special Populations 31% | 23.20% | | 0 | | 1 | 1 | Y | | | |
| Goal 2-The percentage of students who graduate Workforce Ready will increase from 88% in the 2022-2023 school year to 93% in the 2027-2028 school year as measured by the North Dakota Choice Ready report. | | | | 89% | 91% | Y | Guardrail 2-The Director will not allow the Department to operate without systems to ensure high-quality instructors. | | | | | | | |
| 2.1The percentage of students completing Career Ready Practices will increase from 24% in September 2023 to 29% in September 2028 as measured by the North Dakota Choice Ready Report. | | | | 26% | 34% | | Guardrail Progress Measure 2.1-The percent of qualified CTE educators will grow from 86% in May 2024 to 91% in May 2027. | | | | | | | |
| 2.2 The percentage of concentrators completing a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Choice Ready Report. | | | | 42% | 45% | | Baseline | | 2025 Target | 2025 Actual | MET or 2/3 MET | | | |
| 2.3 The percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 31% in September 2028 as measured by the North Dakota Choice Ready Report. | | | | 29% | 34% | | 86.90% | | 87% | 85.80% | N | | | |
| Guardrail Progress Measure 2.2-The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to 1300 in 2027 | | | | | | | | | | | | | | |
| | | | | Baseline | | 2025 Target | 2025 Actual | MET or 2/3 MET | | | | | | |
| | | | | 1192 | | 1200 | 636 | data available at retreat | | | | | | |
| Goal 3-The percentage of rural students that enroll in a program at a CTE Center will increase from 36% in 2023 to 41% in 2028, as measured by the CTE Center Membership Report. | | | | 38% | | Will not evaluate as data is not available and plans to incorporate with Infinite Campus are in the development phase | Guardrail 3-The Director will not allow the Department to operate without systems in place to encourage public/private partnerships. | | | | | | | |
| 3.1- The percentage of rural students in the Northeast that enroll in a program at a CTE Center will increase from 40% in 2023 to 45% in 2028 as measured by the CTE Center Membership Report. | | | | 42% | | | Guard 3.1- The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 98 in May 2027. | | | | | | | |
| | | | | | | | Baseline | | 2025 Target | 2025 Actual | MET or 2/3 MET | | | |
| | | | | | | | 41 | | 58 | 74 | Y | | | |
| 3.2- The percentage of rural students in the Southeast that enroll in a program at a CTE Center will increase from 49% in 2023 to 54% in 2028 as measured by the CTE Center Membership Report. | | | | 52% | | | Guardrail 3.2- The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 35 in May 2027. | | | | | | | |
| | | | | | | | Baseline | | 2025 Target | 2025 Actual | MET or 2/3 MET | | | |
| 3.3- The percentage of rural students in the Southwest that enroll in a program at a CTE Center will increase from 33% in 2023 to 38% in 2028 as measured by the CTE Center Membership Report. | | | | 35% | | | 13 | | 16 | 17 | Y | | | |
| 3.4- The percentage of rural students in the Northwest that enroll in a program at a CTE Center will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report. | | | | 21% | | | Guardrail 3.3 The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 950 in May 2027. | | | | | | | |
| 3.5- The percentage of rural students enrolled in a CTE program will increase from 80% in 2023 to 90% in 2028 as measured by the Consolidated Annual report. | | | | 84% | | Baseline | | 2025 Target | 2025 Actual | MET or 2/3 MET | | | | |
| | | | | | | 907 | | 910 | 779 | data available at retreat | | | | |
| By signing below, I affirm that the information being evaluated is complete and accurate | | | | | | | | | | | | | | |
| | | | | Board Chair | Targets Met | 4 | | EVALUATION NOTES | | | | | | |
| | | | | Board Vice Chair | Targets Not Met | 2 | | Director summative evaluation targets are considered met if the Board Outcome Goal and Guardrail are met OR 2/3 of the respective Goal/PMs or Guardrail/PMs are met. | | | | | | |
| | | | | Director | % Targets Met | 66.67% | | Director performance is scored using the following rubric: Developing- 50% or below, Achieves 51%- 70%, Excels- 71% or above. If the Board identifies unsatisfactory areas, the Director shall develop a corrective action plan to present to the board in a future meeting. | | | | | | |

| | | | | | | | | | | | | | | |
|---|--|-----------|--|-------------|-------------------------------|--------|---|------------------|-------|---------|--|--------------------------------|---------------------------------|---|
| ND CTE Director | | | | | | | | | | | | | | |
| Summative Evaluation | 5/19/2025 | | | | | | | | | | | | | |
| | Director's Self-Rating (Not Included in Calculation) | Bachmeier | Baesler | Bertagnolli | Engstrom | McHugh | Meehl | Nelson | Rohr | Sanford | Total Points awarded by Board | Total Board points possible | Board Score by percent | Performance Level by Board |
| Section 1: Executive Officer for State Board | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | | | 15 | 21 | 71.43% | Excels |
| Section 2: Interpret and Implement Board Policy, State and Federal Law | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | | | 15 | 21 | 71.43% | Excels |
| Section 3: Planning and Coordination | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | | | 15 | 21 | 71.43% | Excels |
| Section 4: Fiscal Management | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | | | 16 | 21 | 76.19% | Excels |
| Section 5: Advocate for CTE | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | | | 19 | 21 | 90.48% | Excels |
| Total performance by Individual | 10 | 11 | 10 | 15 | 11 | 12 | 10 | 11 | | | Total Board Points Awarded | Total Board points possible | Final Board Score by percent | Overall Performance Level Assigned by Board |
| Total points possible by Individual | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 80 | 105 | 76.19% | Excels |
| Individual Score by Percent | 66.67% | 73.33% | 66.67% | 100.00% | 73.33% | 80.00% | 66.67% | 73.33% | 0.00% | 0.00% | Performance Level Criteria | | | |
| Performance Level by Individual | Achieves | Excels | Achieves | Excels | Excels | Excels | Achieves | Excels | | | Developing=50% or less; Achieves=51-70%; Excels=71% or higher | | | |
| | | | | | | | | | | | | | | |
| Combined Performance Rating | Data Summary Score (60%) | 66.67% | Job Description Summary Score (40%) | 76.19% | Weighted Combined Score | 70.48% | Final Performance Level Assigned | Achieves PLUS | | | | | | |