# State Board for Career and Technical Education Agenda

## January 26, 2026
## 10:00 AM CT
## Hughes Educational Center Board Room 2 and Microsoft Teams

Microsoft Teams - [Meeting Link](#)

1) **Call to Order**
2) **Be Legendary Governance**
    a) **Board Self Evaluation**
    b) **Director Guardrail PM 1.1 – Opportunity Gap Analysis**
    c) **Director Guardrail PM 3.3 – Public/Private Partnerships**
    d) **Ad hoc Committee Updates**
        i) **Community Engagement**
        ii) **Procedural Manual**
3) **Consent Agenda**
    a) **Approve December 22, 2025 Minutes**
    b) **Accept Directors Report – Agency update**
    c) **Accept November and December 2025 Financial Reports**
4) **Items for Discussion and Possible Action**
    a) **Approve the 2024-25 Consolidated Annual Report**
5) **Information Only**
    a) **Upcoming CTSO State Events**
    b) **Input from Job Service North Dakota**
    c) **Board Member Annual Statement of Interest Filings**
    d) **December Board Time Tracker**
6) **Board Comments**
7) **Adjourn**

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

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

Responses to Board Questions

January 2026

2) b) GRPM 1.1 – Page 30. Please clarify what the numbers in the columns represent. If I understood the narrative correctly, 2024/2025, 5656 would mean that 5,656 students are enrolled in any course in the Agriculture, Food, and Natural Resources cluster. Correct?

**The numbers on page 30 represent course enrollments. A student can be counted multiple times if they take courses across multiple Career Clusters.**

2) b) GRPM 1.1 – Page 12 Narrative. In reference to 156 students enrolled in Education and Training Career Cluster statewide, you state "There will be efforts made to increase the number of enrollments in this high demand area." A CTE director once told me when I asked if we should consider adding another program that in a school/center of our size, an additional program would likely take students from programs we already have. Given that many careers are in high demand, how do we balance "increasing the number of enrollments" in the Education and Training Cluster with maintaining enrollments in other high demand areas?

**That is a difficult question to answer. The best we can do is offer as many programs as possible, that align with student interest and in demand jobs and do our due diligence in helping students explore their interests and identify their talents, that align best with the workforce needs of the state. I ask what is more important, protecting the enrollment of a program or helping students find their career path.**

2) c) Would you expand on Next Steps bullet points 3.a. and 3.b. which mention Greater North Dakota Chamber and Small Business Development Centers?

**GNDC Partnership – We are in the process of finalizing an MOU with GNDC where GNDC will provide funding to offset travel for Business Teachers to attend the Advanced Placement Summer Institute for AP Business with Personal Finance. Completing this institute would allow a Business Teacher to offer and teach an AP Business with Personal Finance course, which is a newly created AP course.**

**Small Business Development Centers Partnership – I was connected to SBDC concerning an initiative to engage with educators, specifically those teaching Skilled Trades, on teaching entrepreneurship. We are connecting them with educators now, plus bringing SBDC staff to the upcoming Directors meeting as well as PDC. SBDC staff are planning to enter classrooms to either provide instruction or assist instructors with incorporating content in their existing programming. This is in response to the need for skilled trades, specifically in rural areas of the state.**

3) b) Director's Report

Goal Progress – Your comments about our old goals (funding, Mission/Vision/Strategic Plan, and common course catalog).  Your comments about Goals 1 and 2 appear to be updated.  Without looking back to previous months packets, I'm not sure if your comments about Goal 3 (virtual course catalog) are changed.  How current are your comments?  Do you recommend that this goal be eliminated from our consideration?  Do you believe that access to quality CTE (including virtual and hybrid) can be achieved using our current Goal Progress Monitoring?

**You are correct, this is language I have used in the past. It is my recommendation that we eliminate this goal. The field did not have an interest or see a need for this. I believe access to quality CTE can be achieved using our current Goal Progress Monitoring.**

4) a) CAR – I reviewed and have no questions, but if I have time, I will review more carefully and may have some questions.  My observation is that we achieved 90% of the target for Academic Proficiency in Reading/ELA.  I believe this is the one we have not met in recent years. Can you refresh our memory about the history of this measure?

**Yes, we did make all measures but did not meet Math and Reading/ELA for the past few years. As a reminder, last May when we submitted new four-year targets, we were instructed by the USDOE OCTAE to set our targets based on the average of our two previous years. That dropped our targets, which allowed the state to meet targets.**

**Director Guardrail PM 1.1**

a. I am very appreciative this report and all of the work that I imagine goes into preparing it. I could benefit from a summary of some sort in future iterations. What significant changes have occurred? To what can these changes be attributed to? What growth opportunities have been identified? What strategies can address the identified growth opportunities?

Statewide CTE enrollment increased steadily over the past three academic years. Total enrollment rose from 39,323 in 2022/23 to 42,655 in 2023/24, and then to 43,980 in 2024/25. Overall, statewide enrollment increased by 4,657 students from 2022/23 to 2024/25. This trend suggests continued student participation and stable statewide demand for CTE programming.

**Significant Changes Observed by Career Cluster**

The most substantial increases occurred in Career Clusters aligned with high-demand

workforce sectors. Information Technology showed the largest growth, increasing from 1,218 students in 2022/23 to 2,577 in 2024/25 (+1,359). Human Services also increased significantly from 10,008 to 11,082 (+1,074). Additional notable gains included Marketing, Sales, & Service (+479), Health Science (+477), Business, Management & Administration (+414), and Transportation, Distribution & Logistics (+391).

In contrast, some clusters showed limited growth or declines. Agriculture, Food, and Natural Resources decreased from 5,855 to 5,656 (–199). Several clusters remained nearly flat, including Hospitality & Tourism (+5), Architecture and Construction (+37), and STEM (+56). Government & Public Administration remained at 0 across all three years, and Law & Public Safety increased from 0 to 5, indicating minimal statewide participation likely tied to program availability rather than student interest.

Statewide Enrollment Trends



Statewide CTE Enrollment Trend (2022/23–2024/25)

Top Growth Career Clusters
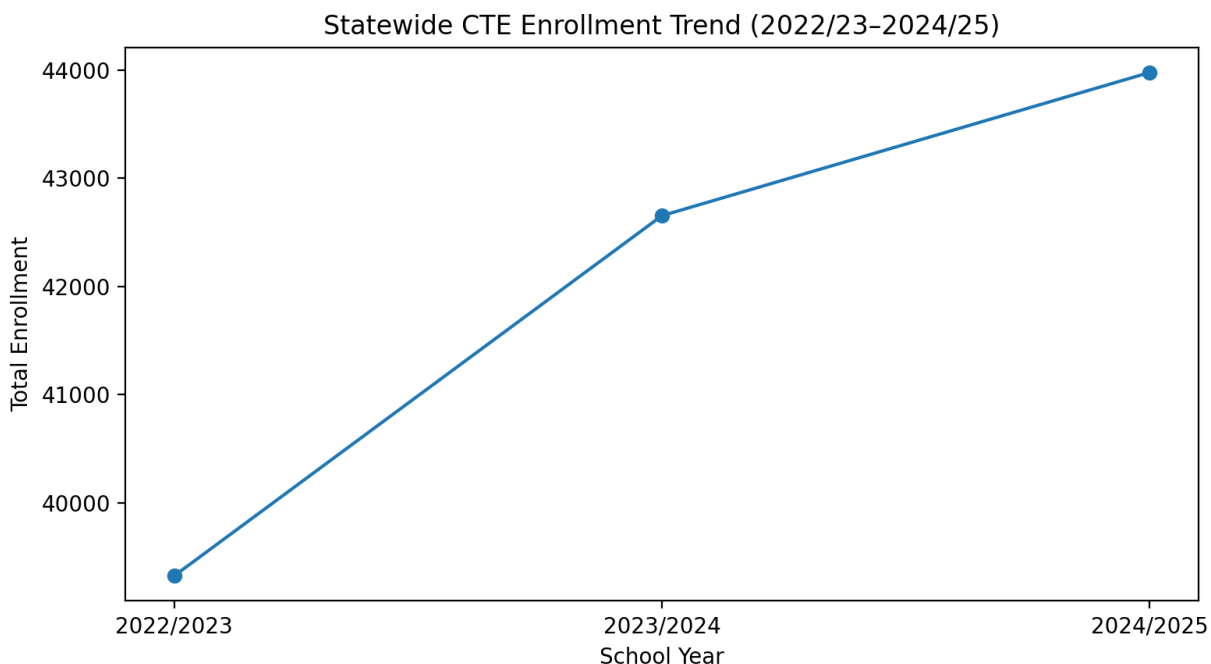
## Top Growth Career Clusters (2022/23–2024/25)
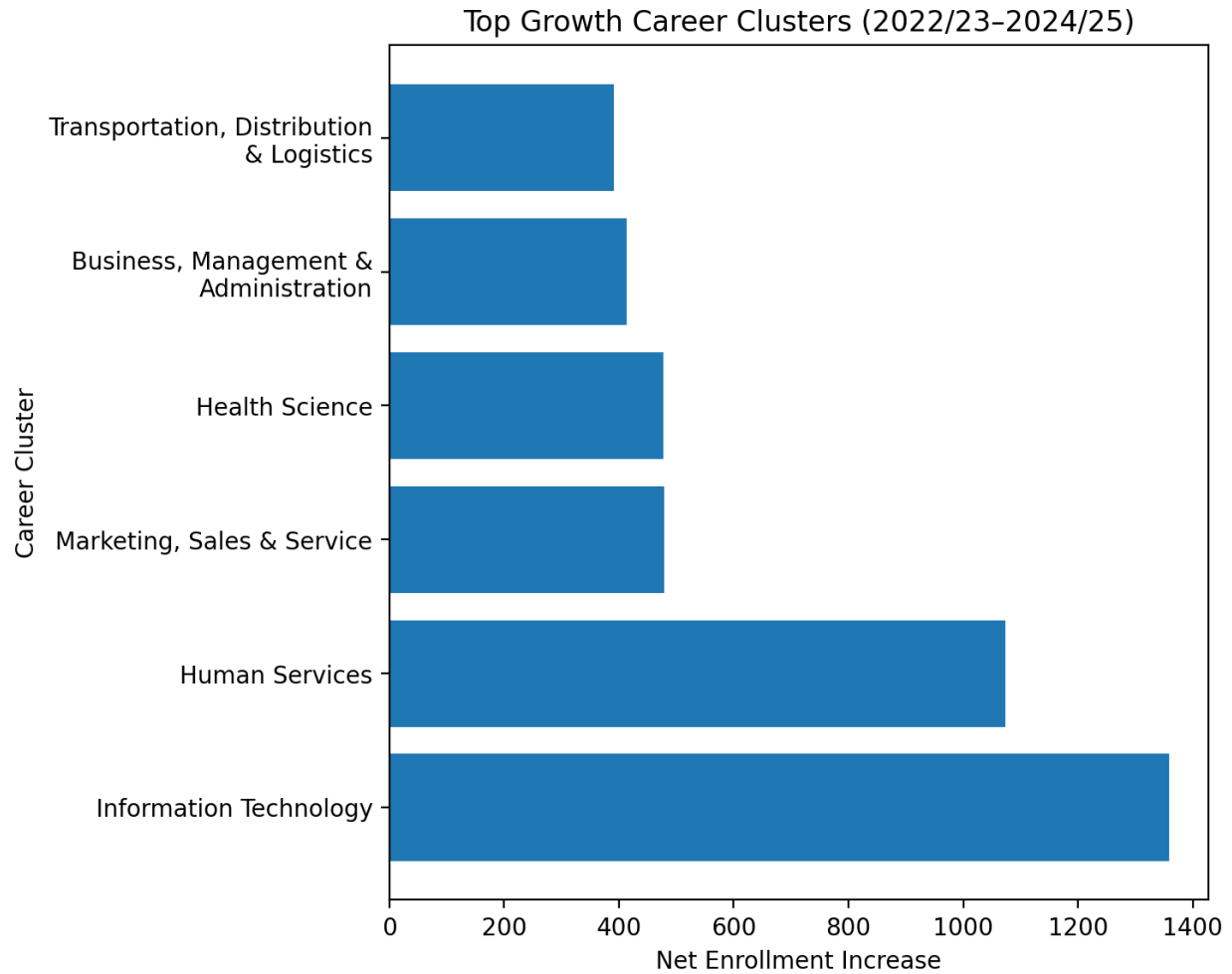


**What Can the Changes Be Attributed To?**

Workforce Demand Alignment

Strong growth in:

• IT

• Health Science

• Human Services

• Transportation & Logistics

**These reflect:**

• Healthcare workforce shortages

• Technology expansion

• Social service needs

• Supply chain & logistics demand

**Career clusters with:**

• Clear credentials

• Dual credit options

• Strong employer partnerships

tend to grow faster.

**Awareness & Recruitment**

Clusters with stagnant or declining numbers (Agriculture, Finance, Education) often lack:

• Student awareness of career pathways

• Modernized curriculum

• Visible career outcomes

**Program Availability Gaps**

Zero or near-zero enrollments in:

• Government & Public Administration

• Law & Public Safety

Indicate limited or no program offerings statewide.

**What Growth Opportunities Have Been Identified?**

High-Potential Expansion Areas

• Information Technology (+1,359)

• Human Services (+1,074)

• Health Science (+477)

These clusters can support:

• More pathways

• Expanded dual credit

• Work-based learning placements

Underdeveloped Clusters

• Education & Training (156 students statewide)

• Finance (1,746)

• Hospitality & Tourism (456)

Missing Clusters

• Government & Public Administration

• Law & Public Safety

**What Strategies Can Address These Growth Opportunities?**

A. Expand High-Demand Pathways
Target Clusters: IT, Health Science, Human Services
Strategies:
• Add industry credentials
• Increase internships/apprenticeships
• Strengthen employer partnerships
• Promote postsecondary alignment

B. Revitalize Low-Enrollment Clusters
Target: Education, Finance, Hospitality
Strategies:
• Modernize curriculum
• Highlight real careers & salaries
• Increase hands-on learning
• Use career awareness campaigns

C. Launch Missing Programs
Target: Government & Law/Public Safety
Strategies:
• Partner with local government, law enforcement, emergency services
• Develop intro-level courses
• Offer job shadowing experiences

D. Strengthen Career Awareness
Across all clusters:
• Career fairs
• Employer speakers
• Middle school exposure
• Parent outreach

**Key Shifts Identified in Gender, Race, and Special Populations**

1. Gender gaps widened in skilled trades and technical pathways
2. Health Sciences became more racially diverse in some regions
3. Manufacturing saw increased Hispanic participation
4. Economically disadvantaged students became more concentrated in Hospitality and

Manufacturing

5. Students with disabilities remained underrepresented in Health Sciences and Finance

These changes indicate that access is improving, yet there are areas to work on.

**What can these changes be attributed to?**

NDCTE continues to reach out to all students to ensure they are aware of the opportunities available to them. We will need local input on what causes the gaps in enrollment for students.

**What Growth Opportunities Have Been Identified?**

We need to review more data, including deeper dive into CAR and what Infinite Campus may be able to provide us. Center data is going to help us find new areas for growth.

**What Strategies Can Address These Growth Opportunities?**

**Equity-Focused Growth Strategies**
• Expand female recruitment in Architecture & Construction, Manufacturing, Transportation
• Increase American Indian and Hispanic access to STEM, Finance, IT
• Improve disability inclusion in Health Sciences and Business & Finance
• Diversify Hospitality and Manufacturing pipelines

Conclusion

The comparison between the 2022/2023 and 2024/2025 OGA summaries shows that representation gaps persist, with some widening over time. While certain racial groups gained access to additional Career Clusters, gender and economic disparities remain. Strategic recruitment, inclusive program design, and targeted outreach will be essential to ensure equitable access to all CTE pathways statewide.

**Director Guardrail PM 3.3**

        a. What do you attribute the sharp decline in public partnerships to from 24-25 to present?

**This is only a partial measure of the target, as I report twice a year. This only includes our current WBL and Compass employers. More can be added prior to the end of the year. In addition, this does not include any CTSO partnerships as the spring events are still in the planning stages. I will be able to collect that data after the events occur.**

2. **Consent Agenda**

    a. Director's Report (Goal Progress): Have Centers received their anticipated allocations for the 26-27 SY?

**No, they have not. This has been a transition year, where timelines have changed drastically, creating a delay. Our intent is 2025-26 payments will be finalized by the end of January 2026, with 2026-27 allocations estimated in early February.**

    b. CTE Administrative Budget: Can you remind us what Be More Colorful is?

**Be More Colorful is a Virtual Reality Career Exploration platform. The Department received a $1,000,000 appropriation during the 2025 Legislative Session to procure a vendor. Be More Colorful was selected.**

TO:          ND CTE Board Members
FROM:      Sonia Meehl, Board Chairman
DATE:       January 16, 2026
RE:           CTE Board Self-Evaluation Notes

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I met with Laurie Elliott and Marcial McMahon to prepare for our board self-evaluation.  We have made a few small changes to the framework and the way it is presented.

Objective 3:  In Column 15 (Advanced) I asked Marcia to highlight the difference between the second and third bullet points as I was having a hard time distinguishing between the two.  We do not suggest that we have achieved these, they are just marked to make the difference obvious.

Objective 4:  In columns 16 and 20, changed language to refer to "the previous board self-evaluation" instead of "approve the progress tracker."

Objective 6:  We had previously removed reference to a conflict of interest statement.  We added reference to the newly-required annual Statement of Interests (last bullet point under Column 2 – Novice).

Marcia and I walked through the framework together and agreed which new bullet points to recommend for the board's review.  Newly-achieved items are highlighted in a paler shade of yellow/gold.

For the Cumulative Time Tracker for October through December, we are using the new version that was approved in December.  However, we have left blank the new section which will record the number of board members that responded in alignment with the board guardrails.  We will begin tracking that for the January meeting.

I have included on the next page the Shared Vocabulary Definitions from our training as a refresher of the difference between Inputs, Outputs, Outcomes, etc.

Thank you for giving advance attention to the Board's Self-Evaluation.  This will help the process go quickly and smoothly.

# Shared Vocabulary Definitions

## Input

Inputs are resources and activities invested in a particular program, process, or strategy, usually knowable at the beginning of a cycle.

## Output

Outputs are a results of a particular set of inputs, usually knowable in the midst of a cycle.

## Outcomes

Outcomes are the impact of the program or strategy, usually knowable at the end of a cycle: a measure of the effect on the intended beneficiary.

## Other Outcomes

Other outcomes are a measure of school system results that are not student results.

## Student Outcomes

Student outcomes are a measure of school system results that are student results. Student outcomes are a measure of what students know and can do.

## Student Outcome goals

Student outcome goals measure what students know and are able to do, as distinct from adult outcomes. Each student outcome goal includes a population, baseline, deadline target, measurement tool, deadline, and annual targets.

## Monitoring Calendar

A board-adopted, multi-year schedule that describes the dates and times during which student outcome goals, goal progress measures, Director guardrails, and Director guardrail progress measures are reported to the board.

## Monitoring Report

A monitoring report is an easy-to-understand report that provides evidence of progress to the board regarding their adopted student outcomes goals and goal progress measures. The report includes student outcome goal, goal progress measures, line graph past, current, and target data student performance, evaluation of performance (on track/off track), supporting documentation, and corrective actions to be taken.

# OBJECTIVE 1:
# The board has adopted student outcome goals

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

## OBJECTIVE 2:
# The board has adopted goal progress measures aligned to each student outcome goal

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

# OBJECTIVE 3:
# The board has adopted guardrails

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

# OBJECTIVE 4:
# The board has adopted a monitoring calendar for student outcome goals and student outcome goal progress measures

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

# OBJECTIVE 5:
# The board has structured operations for success

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

NORTH Dakota Be Legendary.

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# OBJECTIVE 6:
# The board promotes active teamwork and advocacy

| DOES NOT MEET | **0** | NOVICE | **2** | PARTIALLY PROFICIENT | **6** | PROFICIENT | **18** | ADVANCED | **20** |
|---|---|---|---|---|---|---|---|---|---|
| The board does not meet if any of the following are true: | | The board is novice if the following is true: | | The board is partially proficient if all prior conditions and the following are true: | | The board is proficient if all prior conditions and the following are true: | | The board is advanced if all prior conditions and the following are true: | |

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

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| 27-Oct-25 | | | Career and Technology Board Time Tracker | QTR: | 4 | Oct-Dec Cumulative |
|---|---|---|---|---|---|---|

| Framework Pillars | Outcome Minutes | Adult Behavior Minutes | The board tracks its time spent during public authorized meetings | Other Topic Minutes |
|---|---|---|---|---|
| 1. Adopting Outcome Goals 2. Adopting Outcome Goals 3. Adopted Guardrails | 1 | | ← 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 | 46 | | ← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar | |
| | | 31 | ← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar | |
| | | 24 | ← 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) → | 88 |
| 6. Active Teamwork and Advocacy | 38 | | ← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals<br><br>← 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<br>Minutes fulfilling statutorily required or Be Legendary Governance Institutes<br>Minutes in closed session as permitted by law | |
| TOTALS | 85 | 55 | 228 | 88 |

Use For Outcome and Adult Behavior Minutes Percentage Calculation:  140 ÷ 228 × 100 = **61.40**  % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and Goal Progress Measures :  85 ÷ 228 × 100 = **37.28**  % 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 |
|---|---|---|---|---|---|---|---|---|
| 25 | 0 | 100.00 | | 9 | | 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 |
|---|---|---|---|---|---|---|---|---|
| 13 | 1 | 92.31 | | | | 3 | 1 | 33.00 |

| Board Members that Respond in Alignment with the Agenda Building Calendar 5. Structuring for Success | Board Members that Did Not Respond in Alignment with the Agenda Building Calendar 5. Structuring for Success | % Timely Response |
|---|---|---|
| | | |

| QUARTERLY PROGRESS TRACKER | | | | | | |
|---|---|---|---|---|---|---|
| School Board: ND Career and Technology Edcuation | | | Date: 1/26/2025 | | Quarter Q4 2025 | |
| Framework | Three Quarters Ago | Two Quarters Ago | One Quarter Ago | Current Quarter | Next Quarter | Total Possible Points |
| 1. The board has adopted Student Outcome Goal. | 12 | 12 | 12 | | | 15 |
| 2. The board has adopted student goal progress measures aligned to each student outcome goal. | 12 | 12 | 12 | | | 15 |
| 3. The board has adopted guardrails. | 13 | 13 | 13 | | | 15 |
| 4. The board has adopted a monitoring calendar for each student outcome goal and goal progress measure. | 6 | 6 | 16 | | | 20 |
| 5. The board has structured operations for success. | 4 | 4 | 4 | | | 15 |
| 6. The board promotes active teamwork and advocacy. | 0 | 0 | 0 | | | 20 |
| TOTAL SCORE | 47 | 47 | 57 | 0 | 0 | 100 |

| By signing below, I affirm that the Be Legendary Integrity Instrument was completed and is accurate | | | |
|---|---|---|---|
| Board President and Vice-President Signatures: | % Student Outcome Minutes | Vote Count For | Vote Count Against |
| | 61 | 0 | 0 |

### EVALUATION NOTES

The Standard of evidence for items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence.

**2024-2025 Statewide Data Narrative**
**Explanation:**
The data for the Opportunity Gap Analysis was obtained from a report generated by the Statewide Longitudinal Data System (SLDS). This report includes information on student participation in Career and Technical Education (CTE) courses by region and career cluster. For the analysis, each student is counted once per Career Cluster in which they are enrolled, even if they take multiple courses within that same cluster. This approach ensures the focus remains on unique student participation rather than the total number of courses taken. Using this data, reports were created for the CTE Board that highlight which student populations are overrepresented or underrepresented in each Career Cluster across the state's eight regions.

**Statewide Data:**
**The 2024–2025 Opportunity Gap Analysis** shows minimal disparities at the statewide level; however, areas for improvement remain. Enrollment in the Education and Training Career Cluster is holding steady when compared to the 2023-2024 data. There are 156 students enrolled in the Education and Training Career Cluster statewide. There will be efforts made to increase the number of enrollments in this high demand area. The Law & Public Safety Career Cluster is in the building stages, and we plan to see growth moving forward. The new Career Cluster Framework will move some courses from Health Sciences to Law & Public Safety, so there will be a shift in the future data. In addition, there are currently no programs offered in the Government & Public Administration.

The analysis highlights consistent enrollment trends by gender. Female students are underrepresented across more Career Clusters than male students, and this imbalance will continue to be monitored with the goal of increasing female participation. The summary also points out clusters where enrollment skews more heavily toward either male or female students. In addition, statewide data show that White American students are disproportionately represented in the Agriculture, Food, and Natural Resources; Education and Training; Finance; and Law & Public Safety Career Clusters. These findings do not suggest limited access to CTE courses; rather, they indicate that some students may lack interest in these programs or may be unaware of the opportunities available. We will continue to promote programs to all students, parents, and educators ensuring access is consistent in all areas of the state and for all populations.

**Regional Data:**
The **2024/2025 Regional Opportunity Gap Analysis** provides a detailed breakdown of data by region, offering insights into each of the state's eight Economic Regions. The Regional Data Summary allows us to assess whether programs are offered consistently across the state and helps identify which populations are accessing each Career Cluster based on their location. Using this information, we can further explore potential gaps by surveying populations within each region to determine if there are students interested in specific courses who currently lack access to them. As part of its mission, NDCTE is committed to providing quality opportunities to all students. Additional investigation will help clarify whether certain students lack access to programs, are not enrolling because they do not understand the opportunities or simply do not express interest.

**2024/2025 Statewide CTE Participant Opportunity Gap Analysis Summary**

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*ENROLLMENT BELOW 100*

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➢ Government & Public Administration – 0
➢ Law & Public Safety - 5

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*Gender Data*

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**Males are over-represented in the following Career Clusters.**
➢ Agriculture, Food, and Natural Resources +11%
➢ Architecture and Construction +35%
➢ IT +16%
➢ Law & Public Safety +49%
➢ Manufacturing +35%
➢ Marketing, Sales and Services +11%
➢ STEM +17%
➢ Transportation, Distribution & Logistics +36%

**Females are under-represented in the following Career Clusters.**
➢ Agriculture, Food, and Natural Resources - 11%
➢ Architecture and Construction -35%
➢ IT -16%
➢ Manufacturing -35%
➢ Marketing, Sales and Services -11%
➢ STEM -17%
➢ Transportation, Distribution & Logistics -36%

**Females are over-represented in the following Career Clusters.**
➢ Education & Training +38%
➢ Health Sciences +30%

**Males are under-represented in the following Career Clusters.**
➢ Education & Training -38%
➢ Health Sciences -30%

**American Indians are underrepresented in the following Career Clusters.**
➢ Law & Public Safety -11%

**White Americans are** overrepresented in the following Career Clusters.
➢ Agriculture, Food, and Natural Resources +13%
➢ Education & Training +15%
➢ Finance +12%
➢ Law & Public Safety +28%

*Special Populations Data*

**Students with Disabilities are underrepresented in the following Career Clusters.**
➢ Law & Public Safety -19%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters.**
➢ IT +14%
➢ Law & Public Safety +68%

➢ Architecture and Construction - 20
➢ Arts, Audio/Video Technology & communication – 0
➢ Education & Training – 0
➢ Finance and Training - 64
➢ Government & Public Administration – 0
➢ Hospitality and Tourism - 6
➢ Law & Public Safety – 0

*Region 1 Gender Data*

**Males are overrepresented in the following Career Clusters**.
➢ Agriculture, Food, and Natural Resources +15%
➢ Architecture and Construction +48%
➢ Hospitality & Tourism +15%
➢ IT +19%
➢ Manufacturing +24%
➢ Marketing, Sales and Services +15%
➢ STEM +12%
➢ Transportation, Distribution & Logistics +33%

**Females are underrepresented in the following Career Clusters.**
➢ Agriculture, Food, and Natural Resources -15%
➢ Architecture and Construction -48%
➢ Hospitality & Tourism -15%
➢ IT -19%
➢ Manufacturing -24%
➢ Marketing, Sales and Services -15%
➢ STEM -12%
➢ Transportation, Distribution & Logistics -33%

**Females are overrepresented in the following Career Clusters.**
➢ Health Sciences +30%
➢ Human Services +18%

**Males are underrepresented in the following Career Clusters**.
➢ Health Sciences -30%
➢ Human Services -18%

**American Indians are overrepresented in the following Career Cluster.**
- ➢ Manufacturing +16%

**Hispanic/Latino Students are underrepresented in the following Career Clusters.**
- ➢ Architecture and Construction -18%
- ➢ Arts, Audio/Video Technology & Communications -18%
- ➢ Finance -15%
- ➢ Hospitality & Tourism -18%
- ➢ Law & Public Safety -18%
- ➢ Manufacturing -12%
- ➢ STEM -11%

**White Americans are overrepresented in the following Career Clusters**.
- ➢ Agriculture, Food, and Natural Resources +16%
- ➢ Architecture and Construction +27%
- ➢ Finance +15%
- ➢ STEM +14%

**White Americans are not underrepresented in any Career Clusters**.

**Students With Disabilities are overrepresented in the following Career Clusters.**
- ➢ Architecture & Construction +20%
- ➢ Hospitality and Tourism +13%

**Students With Disabilities are underrepresented in the following Career Clusters.**
- ➢ Finance -14%
- ➢ Health Sciences -12%
- ➢ Marketing, Sales and Services -10%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters.**
- ➢ Manufacturing +49%
- ➢ STEM +24%

**Economically Disadvantaged Students are underrepresented in the following Career Clusters.**
Architecture & Construction -22%

# *Region 2 Enrollment below 100*

- ➢ Architecture and Construction - 52
- ➢ Arts, Audio/Video Technology & communication – 20
- ➢ Education & Training – 14
- ➢ Government & Public Administration – 0
- ➢ Hospitality and Tourism - 50
- ➢ Law & Public Safety – 0
- ➢ Manufacturing – 64

## *Region 2 Gender Data*

**Males are overrepresented in the following Career Clusters**
- ➢ Agriculture, Food, and Natural Resources +17%
- ➢ Architecture and Construction +38%
- ➢ Hospitality & Tourism +21%
- ➢ IT +14%
- ➢ Manufacturing +24%
- ➢ STEM +12%
- ➢ Transportation, Distribution & Logistics +41%

**Females are underrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources -17%
- ➢ Architecture and Construction -38%
- ➢ Hospitality & Tourism -21%
- ➢ IT -14
- ➢ Manufacturing -24%
- ➢ STEM -12%
- ➢ Transportation, Distribution & Logistics -41%

**Females are overrepresented in the following Career Clusters.**
- ➢ **Arts, Audio/Video Technology & Communications +31%**
- ➢ Education & Training +22%
- ➢ Health Sciences +38%
- ➢ Human Services +16%

**Males are underrepresented in the following Career Clusters.**
- ➢ **Arts, Audio/Video Technology & Communications -31%**
- ➢ Education & Training -22%
- ➢ Health Sciences -3%
- ➢ Human Services -16%

**American Indians are overrepresented in the following Career Clusters**
- Architecture & Construction +42%
- Hospitality & Tourism +16%
- IT +27%
- Manufacturing +25%

**American Indians are underrepresented in the following Career Clusters**
- Education & Training -12%
- Health Science -12%

**Hispanic/Latino students are not overrepresented in any Career Clusters**

**White Americans are overrepresented in the following Career Clusters**
- Agriculture, Food, and Natural Resources +11%
- Arts, Audio/Video Technology & Communications. +16%
- Marketing, Sales and Service +14%

**White Americans are underrepresented in the following Career Clusters**
- Architecture & Construction -39%
- Hospitality & Tourism -42%
- IT -30%
- Manufacturing -20%

*Region 2 Special Populations Data*

**Students with Disabilities are underrepresented in the following Career Clusters**
- Education & Training -16%
- Finance -11%
- Health Sciences -13%
- Hospitality & Tourism -16%

**Students with Disabilities are not overrepresented in any Career Clusters**

**Economically Disadvantaged students are overrepresented in the following Career Clusters**
- Architecture & Construction +32%
- Business, Management & Administration +17%
- IT +17%
- Marketing & Services +45%

**Economically Disadvantaged students are underrepresented in the following Career Clusters**

- Arts, Audio/Video Technology & Communications -32%
- Education & Training -32%
- Health Sciences -18%
- Hospitality & Tourism +24%
- Manufacturing -19%

# *Region 3 Enrollment below 100*

- ➢ Arts, Audio/Video Technology & communication – 0
- ➢ Education & Training – 0
- ➢ Finance 50
- ➢ Government & Public Administration – 0
- ➢ Health Sciences 58
- ➢ Hospitality and Tourism 32
- ➢ Law & Public Safety – 0

## *Region 3 Gender Data*

**Males are overrepresented in the following Career Clusters**
- ➢ Architecture and Construction +31%
- ➢ Manufacturing +32%
- ➢ STEM +29%
- ➢ Transportation, Distribution & Logistics +34%

**Females are underrepresented in the following Career Clusters.**
- ➢ Architecture and Construction -31%
- ➢ Manufacturing -32%
- ➢ STEM -29%
- ➢ Transportation, Distribution & Logistics -34%

**Females are overrepresented in the following Career Clusters.**

- ➢ Finance +13%
- ➢ Health Sciences +36%
- ➢ Human Services +14%

**Males are underrepresented in the following Career Clusters.**
- ➢ Finance -13%
- ➢ Health Sciences -36%
- ➢ Human Services -14%

## *Region 3 Racial Data*

**American Indians are overrepresented in the following Career Clusters.**
- ➢ Architecture & Design +32%
- ➢ Hospitality and Tourism +20%
- ➢ IT +26%

**American Indians are underrepresented in the following Career Clusters.**
- ➢ Agriculture, Food & Natural Resources -18%
- ➢ Business, Management & Administration -15%
- ➢ Education & Training 61%
- ➢ Finance -53%
- ➢ Health Sciences -30%
- ➢ Marketing Sales & Service -43%
- ➢ STEM -54%
- ➢ Transportation, Distribution & Logistics -24%

**White Americans are overrepresented in the following Career Cluster**
- ➢ Agriculture, Food and Natural Resources +19%
- ➢ Business, Management & Administration +15%
- ➢ Finance +47
- ➢ Health Sciences 29%
- ➢ Marketing, Sales & Service +39%
- ➢ STEM +54%
- ➢ Transportation, Distribution & Logistics +20%

**White Americans are underrepresented in the following Career Clusters.**
- ➢ Architecture & Construction -30%
- ➢ Arts, Audio/Video Technology & Communications -37%
- ➢ Hospitality & Tourism -31%
- ➢ IT -27%

*Region 3 Special Populations Data*

**Students with Disabilities are underrepresented in the following Career Clusters.**

- ➢ Finance -17%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters.**
- ➢ Architecture and Construction +28%
- ➢ Hospitality & Tourism +35%
- ➢ IT +30%

**Economically Disadvantaged Students are underrepresented in the following Career Clusters.**
- ➢ Finance -41%
- ➢ Health Sciences -31%
- ➢ Marketing, Sales & Services -27%
- ➢ STEM -41%
- ➢ Transportation, Distribution & Logistics -17%

## Region 4 Enrollment below 100

- Architecture and Construction – 82
- Arts, Audio/Video Technology & communication – 60
- Education & Training – 0
- Government & Public Administration – 0
- Hospitality and Tourism - 5
- Law & Public Safety -0
- Manufacturing - 70

### Region 4 Gender Data

**Males are overrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources +18%
- Architecture and Construction +46%
- Arts, Audio/Video Technology & Communications +28%
- Business, Management & Administration +14%
- IT +21%
- Manufacturing +28%
- STEM +34%
- Transportation, Distribution & Logistics +37%

**Females are underrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources -18%
- Architecture and Construction -46%
- Arts, Audio/Video Technology & Communications -28%
- Business, Management & Administration -14%
- IT -21%
- Manufacturing -28%
- STEM -34%
- Transportation, Distribution & Logistics -37%

**Females are overrepresented in the following Career Clusters.**
- Health Sciences +37%
- Hospitality & Tourism +27%
- Human Services +18%

**Males are underrepresented in the following Career Clusters.**
- Health Sciences -37%
- Hospitality & Tourism -27%
- Human Services -18%

**American Indians are not overrepresented or underrepresented in any Career Clusters.**

**Hispanic/Latino students are not overrepresented or underrepresented in any Career Clusters.**

**White Americans are overrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources +14%
- ➢ Architecture and Construction +11%
- ➢ Arts, Audio/Video Technology & Communications +11%
- ➢ Finance +15%

**White Americans are not underrepresented in any Career Clusters.**

## Region 4 Special Populations Data

**Students With Disabilities are not overrepresented in any Career Clusters.**

**Students With Disabilities are underrepresented in the following Career Clusters.**
- ➢ Health Sciences -19%
- ➢ Hospitality and Tourism -14%
- ➢ Marketing, Sales & Service -11%

**Economically Disadvantaged students are overrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources +28%
- ➢ Finance +14%
- ➢ Hospitality & Tourism +30%
- ➢ Human Services +12%
- ➢ IT +19%
- ➢ Manufacturing +65%

## Region 5 Enrollment below 100

- ➢ Education & Training – 12
- ➢ Government & Public Administration – 0
- ➢ Hospitality and Tourism - 8
- ➢ Law & Public Safety -0

**Males are overrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources +18%
- ➢ Architecture and Construction +41%
- ➢ Finance +12%
- ➢ IT +31%
- ➢ Manufacturing +34%
- ➢ Marketing, Sales and Services +18%
- ➢ STEM +12%
- ➢ Transportation, Distribution & Logistics +36%

**Females are underrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources -18%
- ➢ Architecture and Construction -41%
- ➢ Finance -12%
- ➢ IT -31%
- ➢ Manufacturing -34%
- ➢ Marketing, Sales and Services -18%
- ➢ STEM -12%
- ➢ Transportation, Distribution & Logistics -36%

**Females are overrepresented in the following Career Clusters.**
- ➢ Education & Training +34%
- ➢ Health Sciences +32%
- ➢ Human Services +16%

**Males are underrepresented in the following Career Clusters.**
- ➢ Education & Training -34%
- ➢ Health Sciences -32%
- ➢ Human Services -16%

**American Indians are overrepresented in the following Career Cluster.**
- ➢ Hospitality & Tourism +21%

**Black Americans are underrepresented in the following Career Cluster.**
- ➢ Agriculture, Food & Natural Resources -13%
- ➢ Education and Training -14%
- ➢ Hospitality and Tourism -14%

**White Americans are overrepresented in the following Career Cluster.**
- ➢ Agriculture, Food, and Natural Resources +20%
- ➢ Education & Training +27%

**Students With Disabilities are overrepresented in the following Career Clusters.**
➢ Education & Training +16%
➢ Manufacturing +11%

**Students With Disabilities are underrepresented in the following Career Clusters.**
➢ Finance -14%
➢ Hospitality & Tourism -18%
➢ Marketing, Sales & Services -11%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters. Hospitality & Tourism +70%**

**Economically Disadvantaged Students are underrepresented in the following Career Clusters.**
➢ Education & Training -30%
➢ Marketing, Sales & Services -13%
➢ STEM -11%

## Region 6 Enrollment below 100

➢ Architecture & Construction – 50
➢ Arts, Audio/Video Technology & communication - 0
➢ Education & Training – 6
➢ Government & Public Administration – 0
➢ Hospitality and Tourism - 0
➢ Law & Public Safety -0
➢ Manufacturing – 60
➢ Marketing, Sales & Service - 68

**Males are overrepresented in the following Career Clusters.**
➢ Architecture and Construction +29%
➢ Finance +14%
➢ Manufacturing +32%
➢ Transportation, Distribution & Logistics +41%

**Females are underrepresented in the following Career Clusters.**
➢ Architecture and Construction -29%
➢ Finance -14%
➢ Manufacturing -32%
➢ Transportation, Distribution & Logistics -41%

**Females are overrepresented in the following Career Clusters**.
- ➤ Education & Training +51%
- ➤ Health Sciences +40%
- ➤ Human Services +18%
- ➤ STEM +13%

**The heatmap indicates males are underrepresented in the following Career Clusters.**
- ➤ Education & Training -51%
- ➤ Health Sciences -40%
- ➤ Human Services -18%
- ➤ STEM -13%

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*Region 6 Racial Data*

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**White Americans are overrepresented in the following Career Clusters.**
- ➤ Education & Training +12%
- ➤ Finance +10%

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*Region 6 Special Populations Data*

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**Students With Disabilities are overrepresented in the following Career Cluster.**
- ➤ Architecture and Construction +28%

**Students With Disabilities are underrepresented in the following Career Clusters.**
- ➤ Arts, Audio/Video Technology & Communications -16%
- ➤ Education & Training -16%
- ➤ Hospitality & Tourism -16%
- ➤ Marketing, Sales & Services -13%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters.**
- ➤ Architecture & Construction +16%
- ➤ Business, Management & Administration +13%
- ➤ IT +16%

**Economically Disadvantaged Students are underrepresented in the following Career Clusters.**
- ➤ Marketing, Sales, & Service -11%

## Region 7 Enrollment under 100

- Arts, Audio/Video Technology & Communications – 86
- Education & Training – 0
- Government & Public Administration – 0
- Hospitality and Tourism - 12
- Law & Public Safety -0

## Region 7 Gender Data

**Males are overrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources +22%
- Architecture and Construction +39%
- Finance +18%
- Hospitality & Tourism +37%
- IT +28%
- Manufacturing +32%
- Marketing, Sales and Services +17%
- STEM +33%
- Transportation, Distribution & Logistics +36%

**Females are underrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources +22%
- Architecture and Construction +39%
- Finance -18%
- Hospitality & Tourism +37%
- IT +28%
- Manufacturing +32%
- Marketing, Sales and Services +17%

- STEM +33%
- Transportation, Distribution & Logistics +36%

**Females are overrepresented in the following Career Clusters.**
- Health Sciences +31%
- Human Services +20%

**Males are underrepresented in the following Career Clusters.**
- Health Sciences -31%
- Human Services -20%

**American Indians are underrepresented in the following Career Cluster.**
- ➢ Manufacturing -11%

**White Americans are overrepresented in the following Career Clusters.**
- ➢ Agriculture, Food, and Natural Resources +12%
- ➢ Architecture and Construction +13%
- ➢ Transportation, Distribution & Logistics +12%

*Region 7 Special Populations Data*

**Students with Disabilities are underrepresented in the following Career Cluster.**
- ➢ Finance -10%
- ➢ Health Sciences -10%

**Economically Disadvantaged Students are overrepresented in the following Career Clusters.**
- ➢ Business, Management & Administration +16%
- ➢ Manufacturing +10%

**Economically Disadvantaged Students are underrepresented in the following Career Clusters.**
- ➢ Health Sciences -16%
- ➢ Marketing, Sales & Services -11%
- ➢ Transportation, Distribution & Logistics -13%

**Students with Active-Duty Parents are overrepresented in the following Career Clusters.**
- ➢ Architecture and Construction +22%
- ➢ Finance +12%
- ➢ Health Sciences +16%
- ➢ Hospitality & Tourism +20%
- ➢ IT +20%
- ➢ Marketing, Sales & Service +12%
- ➢ Transportation, Distribution & Logistics +12%

## *Region 8 Enrollment below 100*

- ➢ Architecture and Construction - 48
- ➢ Arts, Audio/Video Technology & communication - 14
- ➢ Education & Training – 0
- ➢ Finance - 20
- ➢ Government & Public Administration – 0
- ➢ Hospitality and Tourism – 14
- ➢ IT - 6
- ➢ Law & Public Safety -0
- ➢ Marketing, Sales & Service – 0

**Males are overrepresented in the following Career Clusters**
- Agriculture, Food, and Natural Resources +17%
- Architecture and Construction +38%
- Arts, Audio/Video Technology & Communications +22%
- Hospitality & Tourism +36%
- IT +33%
- Manufacturing +42%
- STEM +11%
- Transportation, Distribution & Logistics +41%

**Females are underrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources -17%
- Architecture and Construction -38%
- Arts, Audio/Video Technology & Communications -22%
- Hospitality & Tourism -36%
- IT -33%
- Manufacturing -42%
- STEM -11%
- Transportation, Distribution & Logistics -41%

**Females are overrepresented in the following Career Clusters.**
- Finance +20%
- Health Sciences +29%
- Human Services +14%

**Males are underrepresented in the following Career Clusters.**
- Finance +20%
- Health Sciences -29%
- Human Services -14%

*Region 8 Racial Data*

**American Indians are not overrepresented or underrepresented in any Career Clusters.**

**Asians are overrepresented in the following Career Clusters.**
- Arts, Audio/Video Technology & Communications +13%

**White Americans are underrepresented in the following Career Clusters.**
- Agriculture, Food, and Natural Resources +10%
- Finance +11%

**Students With Disabilities are overrepresented in the following Career Cluster.**

➢ Arts, Audio/Video Technology & Communications +10%

**Students With Disabilities are underrepresented in the following Career Clusters.**

➢ Health Sciences -14%

**Economically Disadvantaged students are overrepresented in the following Career Clusters.**

➢ IT +32%
➢ STEM +59%

**Economically Disadvantaged students are underrepresented in the following Career Clusters.**

➢ Architecture and Construction -11%
➢ Arts, Audio/Video Technology & Communications -13%
➢ Hospitality & Tourism -13%
➢ Manufacturing -10%

| Career Cluster | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|
| Agriculture, Food, and Natural Resources | 5855 | 5851 | 5656 |
| Architecture and Construction | 1902 | 1922 | 1939 |
| Arts, Audio/Video Technology & Communication | 727 | 839 | 1030 |
| Business, Management & Administration | 7293 | 7894 | 7707 |
| Education & Training | 93 | 158 | 156 |
| Finance | 1655 | 1756 | 1746 |
| Government & Public Administration | 0 | 0 | 0 |
| Health Science | 3023 | 3410 | 3500 |
| Hospitality & Tourism | 451 | 540 | 456 |
| Human Services | 10008 | 10920 | 11082 |
| Information Technology | 1218 | 1518 | 2577 |
| Law & Public Safety | 0 | 0 | 5 |
| Manufacturing | 1192 | 1265 | 1294 |
| Marketing, Sales, & Service | 2211 | 2633 | 2690 |
| STEM | 2117 | 2140 | 2173 |
| Transportation, Distribution & Logistics | 1578 | 1809 | 1969 |
| Total | 39323 | 42655 | 43980 |

| Career Cluster | REGION 1 | | | REGION 2 | | | REGION 3 | | | REGION 4 | | | REGION 5 | | | REGION 6 | | | REGION 7 | | | REGION 8 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 | 2022/2023 | 2023/2024 | 2024/2025 |
| Agriculture, Food, and Natural Resources | 547 | 499 | 538 | 1366 | 1323 | 1141 | 185 | 212 | 267 | 222 | 266 | 253 | 1016 | 999 | 848 | 898 | 712 | 686 | 1062 | 1118 | 1190 | 559 | 323 | 732 |
| Architecture and Construction | 67 | 66 | 76 | 63 | 92 | 105 | 195 | 178 | 180 | 303 | 295 | 195 | 607 | 708 | 752 | 115 | 110 | 118 | 350 | 330 | 374 | 202 | 76 | 139 |
| Arts, Audio/Video Technology & Communication | 0 | 19 | 0 | 8 | 21 | 18 | 7 | 0 | 6 | 73 | 48 | 93 | 423 | 539 | 631 | 6 | 11 | 7 | 152 | 173 | 242 | 58 | 18 | 33 |
| Business, Management & Administration | 672 | 752 | 755 | 1500 | 1237 | 1103 | 581 | 495 | 442 | 909 | 1017 | 987 | 1345 | 2033 | 2019 | 735 | 720 | 827 | 723 | 801 | 762 | 828 | 346 | 812 |
| Education & Training | 0 | 2 | 1 | 35 | 43 | 53 | 0 | 15 | 3 | 0 | 8 | 14 | 44 | 47 | 44 | 1 | 19 | 19 | 3 | 2 | 9 | 10 | 22 | 13 |
| Finance | 60 | 48 | 58 | 278 | 274 | 301 | 91 | 88 | 77 | 149 | 174 | 187 | 357 | 351 | 438 | 148 | 142 | 127 | 469 | 553 | 485 | 103 | 104 | 73 |
| Government & Public Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health Science | 298 | 302 | 314 | 236 | 265 | 245 | 150 | 124 | 101 | 331 | 357 | 412 | 885 | 959 | 986 | 187 | 188 | 170 | 669 | 844 | 962 | 267 | 198 | 314 |
| Hospitality & Tourism | 19 | 24 | 25 | 20 | 7 | 45 | 93 | 88 | 30 | 7 | 35 | 37 | 64 | 74 | 54 | 20 | 32 | 0 | 172 | 209 | 199 | 56 | 45 | 66 |
| Human Services | 684 | 689 | 676 | 1391 | 1372 | 1255 | 807 | 614 | 589 | 1131 | 1142 | 1165 | 2258 | 3129 | 3469 | 602 | 556 | 589 | 2413 | 2488 | 2499 | 722 | 357 | 840 |
| Information Technology | 137 | 99 | 273 | 125 | 192 | 358 | 28 | 93 | 261 | 127 | 137 | 237 | 343 | 352 | 403 | 48 | 92 | 209 | 406 | 458 | 571 | 4 | 43 | 265 |
| Law & Public Safety | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Manufacturing | 37 | 60 | 109 | 41 | 35 | 75 | 172 | 163 | 172 | 89 | 90 | 94 | 508 | 467 | 428 | 32 | 76 | 80 | 228 | 254 | 224 | 85 | 92 | 112 |
| Marketing, Sales, & Service | 19 | 2 | 189 | 136 | 222 | 306 | 157 | 175 | 165 | 400 | 383 | 401 | 882 | 1124 | 945 | 159 | 130 | 59 | 451 | 587 | 613 | 7 | 9 | 12 |
| STEM | 80 | 46 | 95 | 446 | 413 | 301 | 98 | 85 | 117 | 243 | 274 | 236 | 501 | 689 | 772 | 127 | 73 | 122 | 436 | 406 | 404 | 186 | 47 | 126 |
| Transportation, Distribution & Logistics | 141 | 196 | 277 | 250 | 285 | 264 | 134 | 109 | 90 | 155 | 153 | 267 | 272 | 347 | 314 | 187 | 174 | 204 | 287 | 289 | 317 | 152 | 141 | 237 |
| | 2761 | 2804 | 3386 | 5895 | 5781 | 5570 | 2698 | 2439 | 2500 | 4139 | 4379 | 4578 | 9505 | 11818 | 12103 | 3265 | 3035 | 3217 | 7821 | 8512 | 8851 | 3239 | 1821 | 3775 |

| | |
|---|---|
| 2022/2023 Total Enrollment | 39,323 |
| 2023/2024 Total Enrollment | 40,589 |
| 2024/2025 Total Enrollment | 43,980 |

Be Legendary Governance
January 2026

# Director Guardrail 3

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

NORTH DAKOTA
Career and Technical Education
Preparing Tomorrow's Workforce

# Director Guardrail Progress Measure 3.3

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

Annual Targets:910, 2026-1045, 2027-1055, 2028-1065, 2029-1075

# Director Response

2025-26 Target – 1045

2025-26 Progress – 669

- Employers in the Compass system, providing different opportunities – 667
- WBL Experiences hosted – 264
- Active Agency Level Partnerships – 2

No CTSO employer partnership are included as those occur in the spring during CTSO State Conferences.

Annual Targets:2025-910, 2026-1045, 2027-1055, 2028-1065, 2029-1075

**NORTH DAKOTA**
*Career and Technical Education*
*Preparing Tomorrow's Workforce*

# Director Response

Baseline – 907

2025 Target – 910
2025 Progress – 1036

2026 Target – 1045
2026 Progress – 933

## Public/Private Partnerships
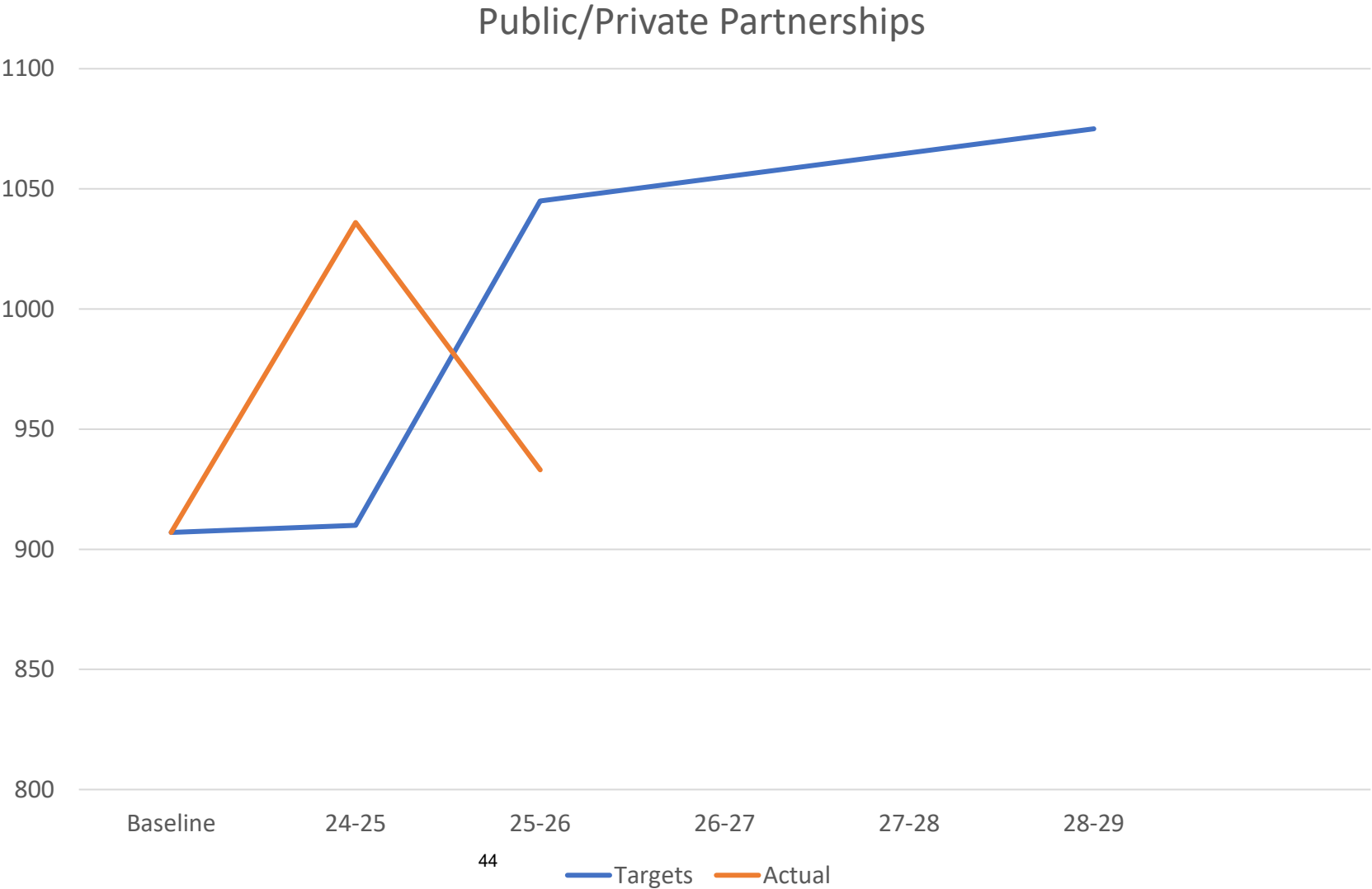
# Next Steps

1. Monitor CTSO sponsorship and partnership numbers
2. Continue to reach out to employers and industry groups to have conversations about partnership opportunities.
3. Continue to work on current partnerships opportunities:
   a. Greater North Dakota Chamber – AP Business
   b. Small Business Development Centers – Entrepreneurship

NORTH DAKOTA
Career and Technical Education

Preparing Tomorrow's Workforce

Subject: CTE Board Procedural Manual DRAFT – Feedback Requested

January 14, 2026

Greetings Fellow Board Members,

On behalf of the Board Procedural Manual Sub-Committee, I am writing to request your feedback on the current draft of the Board Procedural Manual included in our Board packet for January 2026. The Sub-Committee's goal was to produce a manual that is factual, clear, well-organized, and practical for supporting consistent Board operations now and in the future.

While the sub-committee remained comitted to documenting current procedures and attempted to avoid establishing procedures, there were topics that required us to come to consensus on what the current procedure is in order to complete our review of the document. We welcome and appreciate your feedback as some Board members have experience that extends our collective tenure.

At this stage, we are specifically seeking your feedback on:

- **Formatting:** clarity, organization; ease of navigation; and overall usability, and
- **Content (by Section):** completeness; clarity; and alignment with current Board practices

Feedback can be submitted in writing to the Director, in alignment with our Board Meeting preparation standard operating procedure and/or provided verbally during the Board meeting on January 26, 2026. The sub-committee intends to reconvene in February to address the feedback provided as well as solicit review from legal counsel.

Respectfully submitted,

Lyndsi Engstrom

Lyndsi Engstrom

# North Dakota State Board for
# Career and Technical Education

# PROCEDURAL MANUAL

## WHAT IS A BOARD PROCEDURAL MANUAL

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

This document is the Board's procedural manual and is focused on how the State CTE Board governs the CTE Department within the State of North Dakota. In addition, there is the board's procedural manual that is maintained by the director and is focused on how the director manages the state's CTE programs.

## HOW TO USE THIS BOARD MANUAL

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

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

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

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

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

# 1.0 GOALS

**Vision Statement – Our Why**

*A Future-Ready Workforce for North Dakota*

**Mission Statement – Our How**

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

**1.1 Board's Goals and Progress Measures**

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

- Goal 1: The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% January 2024 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).
- Goal 2: The percentage of students who graduate Workforce Ready will increase from 88% in the 2022-2023 school year to 93% in the 2027-28 school year as measured by the North Dakota Choice Ready Report.
- Goal 3: The percentage of high school students that enroll in a CTE course will increase from 75.5% in 2024 to 87% in 2029 as measured by the Consolidated Annual Report.

Progress Measures:

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

## 2.0 GUARDRAILS

### 2.1 Theory of Action

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

### 2.2 Director Guardrails and Progress Measures

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

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

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

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

Progress Measures

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

## 3.0 DELEGATION

### 3.1 Delegation to the Director

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

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

The Director shall be the sole person responsible to the Board for the entire state CTE Department. The Board and the Director will always strive to preserve institutional integrity and support each other as well as stakeholders. They will strive to maintain mutual respect and be mindful that it is the solemn duty of each to fulfill the hopes and aspirations of the general statewide CTE community and to always act within the framework of the state and federal laws when implementing duly constituted Board policies.

### 3.2 Director's Role

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

State and federal law require Board adoption of policies on a variety of topics. The Director shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative procedures. In recommending policy for Board adoption, the Director shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Director. The director currently serves as an ex-officio member of the K-12 ECC and attends meetings

### 3.3 Director Evaluation

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

## 4.0 GOVERNING

### 4.1 Powers and Duties of State CTE Board

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

### 4.2 Board Composition

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

### 4.3 Board's Guardrails for the Board

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

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

2. The board shall not operate without outcome goals that challenge the organization.

3. The board shall not fail to review the board packet in a timely manner as defined by the board's agenda calendar and respond appropriately to the director to ensure effective use of consent agenda.

4. The board shall not spend less than 50% of meeting time reviewing and discussing the board's student outcome goals.

5. The board shall not operate without an annual retreat to review and discuss the Be Legendary Framework as well as update training for board members according to needs identified in quarterly board self-evaluations.

## 4.4 Board Officer Roles & Responsibilities

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

## 4.5 Board Committees

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

No Committee may meet until the Board Chair has first defined the committee's Chair, members, deliverable(s), and due date for the deliverable(s). Committees that fail to provide their deliverable back to the full board by the due date may be disbanded and the Board Chair may create a new committee to accomplish the deliverable the former chair from the failed committee is not eligible to serve on a new committee formed for a similar purpose.

## 4.6 Board Self Evaluation

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

## 4.7 Board Meetings

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

2. Meeting Agenda Format
   a. Outcome Progress Monitoring
   b. Consent Agenda
      i. All agenda items, other than outcome progress monitoring and those that require discussion are placed on the consent agenda by default. The Director shall provide recommendations for items that require Board approval.
   c. Items for discussion and possible action
      i. The Director shall provide recommendations for items that require Board approval.
   d. Information Only
   e. Board Comments

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

4. Meeting Procedures - The State CTE Board shall meet monthly, with the exception of July. A majority of the members of the Board shall constitute a quorum for the transaction of business.  All business shall be transacted in open meeting with the Director or their designee present. All action taken by the Board shall become official at the time it is taken. The Director or their designee shall be present at all meetings except when the trustees discuss matters germane to the director.
    a. Minutes - The minutes are public record. Draft minutes should be made available to the public even if the minutes have not been approved. Minutes must include, at a minimum, the names of the members attending the meeting; the date and time the meeting was called to order and adjourned; a list of topics discussed regarding public business; a description of each motion made at the meeting and whether the motion was seconded; the results of every vote taken at the meeting; and the vote of each member on every recorded roll call vote. This requirement applies to all governing bodies, including committees and subcommittees.
    b. Recordings – Meetings may be recorded.
    c. Executive Session -The Board may go into executive session under the circumstances permitted by statute. Procedures for executive sessions may be found in ND Century Code (NDCC 44-04-19.2).
    d. Special Board Meetings - Topics to be considered are limited to those published in the meeting notification. Procedures for special board meetings may be found in NDCC 44-04-20(5).
    e. Public Comment - members of the public who desire to provide input during board meetings should contact the department to be added to the agenda. Comments in person or via chat will not be accepted during meeting.

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

**4.8 Board Member Conflict of Interest**

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

To disclose a conflict of interest, board members must:
1. Identify any potential conflicts before taking any action on the agenda item.

2. Determine when to declare the conflict of interest.
    a. Before the set meeting time by contacting the Director and Board Chair. The disclosure should include enough information for others to understand the potential conflict.
        i. Upon review, the conflict may be placed on the meeting agenda under Items for Discussion and Possible Action.
        ii. Board members shall declare the conflict and provide rationale.
        iii. The Board member may not participate in discussion or vote on that particular matter without the consent of a majority of the rest of the body.
    b. During the meeting of which the item is on the agenda before the item is discussed.
    c. In either instance, the conflict will be reported to the full board as part of the public record.

3. File each conflict with the ND Ethics Commission.

4. If a Board Member recuses himself/herself from an item on the consent agenda, it will create a second consent agenda, a Recusal Consent Agenda, to place items on that which are subject to a conflict of interest so that Board Members can vote on the standard consent agenda without voting on an item on the conflicted consent agenda. When a Board Member declares a conflict of interest at the meeting on a consent agenda item, that item will be moved from the consent agenda to discussion and action.

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

1. Board Members will listen respectfully and remain impartial.

2. Board Members will clarify that it is unethical for them to intervene directly with staff but that it is their role to aid stakeholders in connecting to the appropriate staff members.

3. Board Members will encourage the members of the public to contact the Director.
    a. If the member of the public remains unsatisfied, the Board Member will encourage the individual to contact the Board Chair

4. This procedure does not apply to comments/complaints alleging criminal activity.

**4.10 Board Member Concerns**

Director Performance
1. The Board shall annually evaluate the Director based on the adopted CTE Director's Evaluation procedure.

2. If, at any time outside of the annual evaluation process, a Board Member becomes concerned that the Director may have violated a state or federal law, the Board Member concerned shall notify the Board Chair who shall consult with legal counsel.

3. If, at any time outside of the annual evaluation process, a Board Member becomes concerned that the Director may have (1) breached any term of the Director's contract, (2) violated a Board Policy, or (3) failed within a reasonable amount of time to address a specific issue identified by the full Board, the following process will be used:

a. Notify the Board Chair and proceed by meeting with the Director to discuss the identified concern(s) and resolve the issue(s). The Board Chair may join the concerned Board Member in meeting with the Director to resolve the issue(s).

b. If the concerned Board Member is not satisfied with resolution, the Board Member may request, through the Board Chair, that an item be placed on the next regular meeting agenda for discussion. The concerned Board Member must inform the Board Chair in writing of the specific nature of any concern(s) which prompted the request. The Board Chair will determine if the item should be added to the agenda and if needed in Executive Session.

c. In addition, the Board Chair may, of their own accord, place the concern on a regularly scheduled meeting agenda.

4. If the Board determines that there is a violation or breach of one of the items listed, the following process will follow:

a. The exact nature of the deficiency will be documented and discussed with the Director;

b. A plan for remediation will be written, to include action(s) to be taken and timelines;

c. The Board Chair shall monitor the plan for compliance, and the results will be made part of the Director's annual performance evaluation; and

d. It shall be the responsibility of the Board Chair to ensure that all documentation relating to performance deficiencies is placed in the Director's personnel file, as appropriate.


Non-Director Employee Performance

1. If at any time a Board Member becomes concerned about the performance of department employees, they must bring their concerns directly to the Director and inform the Board Chair. Such concerns must be limited to:

a. Actions which are illegal,

b. Egregious violations of Board policy, or

c. Actions which are harmful to the Department's or Board's reputation.

2. Board Members must remain cognizant that department personnel are the responsibility of the Director, not the Board.

3. The Director is obligated to listen to such concerns, review the matter, and notify the Board of the resolution of the matter to the extent allowed by policy.

4. When a Board Member has concerns about the performance of department employees which relate to safety, the Board Member will notify the Director and, when appropriate the police.


Fellow Board Member Performance

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

2. If at any time, a Board Member believes that another Board Member has violated Conflict of Interest or Board Policy, it is the responsibility of the concerned Board Member to notify the Board Chair and proceed by meeting with the other Board Member to discuss the alleged violation. The Board Chair may join the concerned Board Member in meeting with the other Board Member to resolve the issue(s).

3. If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, and the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair who will add the item to the next regular board meeting agenda for discussion and possible action.

# APPENDIX 1: CTE Board Monitoring Calendar

# APPENDIX 2: Legal Notice Regarding Legacy List

This document is the official Board policy and procedural manual for the North Dakota State CTE Board. All other policies and procedures in use are subordinate to and must not conflict with this Board policy manual.

**Not Delegated**
As required by state law, the following policies in the North Dakota State CTE procedural manual are not delegated and may not be modified or deleted without the Board's prior approval. The Board does delegate all implementation and monitoring authority for these State CTE procedures to the Director so long as their implementation does not violate any policies in this Board policy manual. The Director remains responsible, additionally, for notifying the Board if any of these non-delegated procedures are recommended for modification or removal.

**Delegated**
As allowed by state law, all other procedures in use by the State CTE Board that are not required by state law to be retained by the Board are fully delegated by the Board to the Director. The Director may modify or delete these procedures without the Board's prior approval. The Director remains responsible, however, for ensuring that any such modifications or deletions do not cause procedures to conflict in any way with this Board policy manual.

**Minutes for State Board for Career and Technical Education**
**December 22, 2025 Meeting**

**Call to Order:**

The regular meeting of the State Board for Career and Technical Education was held on Monday, December 22, 2025, via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:01 am CT.

Voting members present include:

>Superintendent Levi Bachmeier
>Board Member Patrick Bertagnolli
>Board Member Lyndsi Engstrom
>Vice-Chair Mike McHugh
>Chair Sonia Meehl
>Board Member Eric Nelson
>Board Member Jason Rohr
>Deputy Commissioner Lisa Johnson proxy for Commissioner Brent Sanford

Also present: Wayde Sick, John Gruenberg, Gwen Ferderer, Laurie Elliott, Marcia McMahon, Mark Openshaw, Pam Stroklund, Pat Phillips, Maggie Backen, Mike Hanson and Lorie Ruff.

Meeting chat information for this meeting does not exist.

**Director Guardrail Progress Measure 2.2 – CTE Educator Professional Development:**

Director Sick presented the measure and reminded members that the goal target for this measure was increased due to surpassing our five-year target goal. The target for 2025-26 is 1,370 and at the present time we are at 583, keeping in mind we are only halfway through the fiscal year. A list of the training that has been provided was included in the material packet. The next steps to ensure we pass our goal is to launch Work-based Learning Instructor training, discuss scheduled instructor trainings and needs with CTE staff, evaluate PDC registration attendance and partner with vendors for trainings on Fluxx and Infinite Campus.

Deputy Commissioner Lisa Johnson moved to accept the Director's Guardrail Progress Measure 2.2 report as presented and it was seconded by Jason Rohr. The motion passed unanimously.

**Ad hoc Committee Updates:**

Community Engagement Subcommittee is comprised of Chair Meehl, Jason Rohr and Mike McHugh along with trainer Laurie Elliott. Chair Meehl reported that the Subcommittee met last week to discuss the second half of the presentation. The draft slides have been resubmitted to Laurie Elliott for cleanup. Once this is completed, the Subcommittee will do a final review before forwarding to the Department's PR staff for final formatting, inclusion of appropriate photos, and overall design enhancements to ensure a professional and visually appealing presentation. The Subcommittee's goal is to have the finished presentation ready for the January meeting.

Lyndsi Engstrom reported that the Procedural Manual Subcommittee is made up of Mike McHugh, Jason Rohr and herself along with the assistance of Laurie Elliott. The Subcommittee recently met to continue working through Section 4, which covers governance. Members have divided tasks and are working independently to bring revisions for the next meeting on January 2. The Subcommittee will then conduct a comprehensive review of Sections 3 and 4 and reconvene on January 13 which we anticipate being our final meeting on content for Sections 1-4. We will then determine how to address the appendix and related policy considerations. The Subcommittee's goal is to provide Sections 3 and 4 for Board's review at the January meeting.

**Consent Agenda:**

Director Sick reminded members that the November Financial Reports will be approved at the January meeting. Eric Nelson moved to approve and accept the items listed on the consent agenda and it was seconded by Deputy Commissioner Lisa Johnson. The motion passed unanimously.

**Items for Discussion and Possible Action:**

There are no items for discussion or possible action.

**Information Only:**

The November time tracker was included in material packet for Member' records.

Chair Meehl announced that the next meeting will be in person on January 26, 2026, and please try to be present as we will be approving the Consolidated Annual Report which needs to be submitted January 31. This Board will meet at the Hughes Educational Center in the morning and the Public School Education Board will meet on the 11<sup>th</sup> Floor at the Capitol.

To ensure there is adequate time between the two meetings, the CTE Board meeting may be moved earlier depending on the number of agenda items. Please watch meeting invites.

There being no other business brought before the Board, the meeting adjourned at 10:23 am.

_____
Sonia Meehl
SBCTE Chairperson

**Agenda Item 3) b)**

<div align="center">

**CTE State Director's Report**
**January 2026**

</div>

**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.

Although the approved policy is a living, breathing document, this goal can be considered achieved.

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. I have met with E&M to discuss the Directors Implementation Plan. The first draft will be provided to me by the end of January. A draft of the Student Outcome Goal 3 Progress Measures has been provided to E&M for input. That will be reviewed after input is provided. I am also working with SLDS and the NDCTE Data Analyst to identify baselines for the proposed Goal 3 Progress Measures. Also, the subcommittees for the Board Procedural Manual and Community Engagement continue to make progress in their work.

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.

I will bring this topic back to the CTE Directors for discussion, if the Board wishes to pursue this goal. When it was brought to Directors and their member schools, the idea was met with hesitation as member schools did not see this as a benefit. The concern was that member schools, who pay for Center membership, may lose out of enrollment opportunities, if vacant spots are shared statewide.

**General Updates**

### Executive Officer for State Board for CTE

Staffing update – We have the following vacancies/future vacancies. I have also included the plan for posting and filling the positions.

Asst. Agricultural Education Supervisor – This position was posted last fall, but due to the timing of the resignation, we were unable to find a replacement. The position was reposted on 1/12.

FACS Supervisor – Our FACS Supervisor has announced her retirement for April 2026. We are currently reviewing the job description and posting and will post by the end of January 2026.

Career Development Supervisor – Our Career Development Supervisor has announced her retirement for July 2026. We are currently reviewing the job description and posting and will post by the end of January 2026.

Program Specialist – A Program Specialist retired in December. We are evaluating the need to replace that individual.

Initial Budget Planning

The Department Administrative Team will be meeting with the Governor's Office and OMB on February 12th for our initial discussion concerning the Agency's budget for the 2027 Legislative Session.

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

Consolidated Annual Report

The Consolidated Annual Report is in the packet for the Board's review and approval.

Congressional Action

We continue to monitor activity at Congress. Although some appropriations bills have made progress, the bill that contains the Perkins Funds has not.

USDOE/USDOL Inter Agency Agreement

We continue to work with USDOL to request Perkins funds through their grant management system. Although other states have stated they are having difficulty collecting funds, we have not had any issues.

**Planning and Coordination**

Infinite Campus

The Department is in the process of working with Infinite Campus to set out the NDCTE instance. IC will set up NDCTE as a district with the CTE Centers as our school buildings. This will allow for more data gathering abilities. We will still need to request comprehensive High School program data from DPI. A work group at the Department has been identified to work as the core team.

Fluxx – Grant Management

The Department is in the process of building its grant management system instance with Fluxx.

Multiple training opportunities will occur as these platforms are rolled out.

Governor Sub-Cabinets

I continue to work with the other agencies that are involved in the Workforce Sub-Cabinet. Also, on January 14th, I attended the Tribal Relations Sub-Cabinet, to determine CTE's role and how we can lean in to assist.

**Fiscal Management**

New and Expanding Programs:

No new or expanding programs were approved in January.

Funding Policy

Most of the final payments for the 2025-26 school year should be completed by the end of January. Any remaining payments will be tied to new programs over the past three years and expanding and transferring programs for 205-26. Per our current policy, they will be funded based on actual expenditures. With these payments completed and future payments

estimated, the Agency will be able to identify and publish baseline allocations. With this, schools and CTE Center will be able to determine their budgets for the 2026-27 school year.

This will also allow us to determine how to further support high-cost programs.

**Advocate for Career and Technical Education**

Site Visit

I attended a site visit at the Little Blue Jay Nest in Jamestown on 1/15. This is a early childcare facility that was funded by an ND Commerce Grant and is located at the James Valley CTE Center. Students assist in staffing the facility. Lt. Gov. Strinden and ND Dept. of Commerce Staff were also in attendance.

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

| | ORIGINAL APPROPRIATION | CURRENT APPROPRIATION | BIENNIUM TO DATE EXPENSE | % | BALANCE OF APPROPRIATION |
|---|---|---|---|---|---|
| **EXPENDITURES BY LINE ITEM** | | | | | |
| SALARIES AND WAGES | $5,964,593.00 | $5,838,390.00 | $1,153,769.55 | 20% | $4,684,620.45 |
| NEW & VACANT FTE POOL | $0.00 | $126,203.00 | $0.00 | 0% | $126,203.00 |
| OPERATING EXPENSES | $4,745,611.00 | $4,745,611.00 | $1,529,762.50 | 32% | $3,215,848.50 |
| GRANTS | $14,007,349.00 | $14,007,349.00 | $138,522.01 | 1% | $13,868,826.99 |
| GRANTS - SECONDARY | $52,037,780.00 | $52,037,780.00 | $6,707,128.81 | 13% | $45,330,651.19 |
| GRANTS - STEM | $100,000.00 | $100,000.00 | $0.00 | 0% | $100,000.00 |
| INITIATIVE GRANT PROGRAM | $0.00 | $5,460,835.89 | $3,840,627.48 | 70% | $1,620,208.41 |
| 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 | $47,155.86 | 12% | $352,844.14 |
| **TOTAL EXPENDITURES** | $80,755,333.00 | $86,216,168.89 | $13,416,966.21 | 16% | $72,799,202.68 |
| **EXPENDITURES BY SOURCE** | | | | | |
| GENERAL FUND EXPENDITURES | $62,077,324.00 | $62,077,324.00 | $8,112,361.91 | 13% | $53,964,962.09 |
| FEDERAL FUND EXPENDITURES | $17,273,035.00 | $22,733,870.89 | $4,395,653.98 | 19% | $18,338,216.91 |
| SPECIAL FUND EXPENDITURES | $1,404,974.00 | $1,404,974.00 | $908,950.32 | 65% | $496,023.68 |
| **TOTAL EXPENDITURES** | $80,755,333.00 | $86,216,168.89 | $13,416,966.21 | 16% | $72,799,202.68 |

# DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

## CTE ADMINISTRATIVE BUDGET

### 2025 - 2027 Biennium

| Nov-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 | $226,912.78 | $1,153,769.55 | $4,810,823.45 | 19.34% | 20.83% |
| **OPERATING EXPENSES** | $4,745,611.00 | $954,568.47 | $1,529,762.50 | $3,215,848.50 | 32.24% | 20.83% |
| TRAVEL | $380,000.00 | $20,819.94 | $73,447.99 | $306,552.01 | 19.33% | 20.83% |
| DUES & PROFESSIONAL DEVELOPMENT | $359,111.00 | $340.00 | $37,600.76 | $321,510.24 | 10.47% | 20.83% |
| PROFESSIONAL SERVICES | $1,361,500.00 | $902,889.70 | $920,067.09 | $441,432.91 | 67.58% | 20.83% |
| RENT/LEASES/UTILITIES/REPAIRS | $450,000.00 | $18,435.18 | $70,643.72 | $379,356.28 | 15.70% | 20.83% |
| POSTAGE | $25,000.00 | $58.46 | $1,128.04 | $23,871.96 | 4.51% | 20.83% |
| OPERATING FEES | $200,000.00 | $0.00 | $13,998.70 | $186,001.30 | 7.00% | 20.83% |
| SUPPLIES | $1,500,000.00 | $2,510.55 | $349,895.58 | $1,150,104.42 | 23.33% | 20.83% |
| PRINTING & PAPER | $100,000.00 | $1,015.40 | $8,440.10 | $91,559.90 | 8.44% | 20.83% |
| TELEPHONE | $20,000.00 | $669.34 | $3,436.81 | $16,563.19 | 17.18% | 20.83% |
| ITD | $200,000.00 | $7,829.90 | $51,103.71 | $148,896.29 | 25.55% | 20.83% |
| FURNITURE & EQUIPMENT | $150,000.00 | $0.00 | $0.00 | $150,000.00 | 0.00% | 20.83% |
| **TOTAL** | $10,710,204.00 | $1,181,481.25 | $2,683,532.05 | $8,026,671.95 | 25.06% | 20.83% |

Be More Colorful Development

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

| | ORIGINAL APPROPRIATION | CURRENT APPROPRIATION | BIENNIUM TO DATE EXPENSE | % | BALANCE OF APPROPRIATION |
|---|---|---|---|---|---|
| **EXPENDITURES BY LINE ITEM** | | | | | |
| SALARIES AND WAGES | $5,964,593.00 | $5,838,390.00 | $1,375,538.53 | 24% | $4,462,851.47 |
| NEW & VACANT FTE POOL | $0.00 | $126,203.00 | $0.00 | 0% | $126,203.00 |
| OPERATING EXPENSES | $4,745,611.00 | $4,745,611.00 | $1,629,053.24 | 34% | $3,116,557.76 |
| GRANTS | $14,007,349.00 | $14,007,349.00 | $153,965.62 | 1% | $13,853,383.38 |
| GRANTS - SECONDARY | $52,037,780.00 | $52,037,780.00 | $7,505,423.42 | 14% | $44,532,356.58 |
| GRANTS - STEM | $100,000.00 | $100,000.00 | $5,500.00 | 6% | $94,500.00 |
| INITIATIVE GRANT PROGRAM | $0.00 | $5,460,835.89 | $3,840,627.48 | 70% | $1,620,208.41 |
| 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 | $47,655.86 | 12% | $352,344.14 |
| **TOTAL EXPENDITURES** | $80,755,333.00 | $86,216,168.89 | $14,557,764.15 | 17% | $71,658,404.74 |
| | | | | | |
| **EXPENDITURES BY SOURCE** | | | | | |
| GENERAL FUND EXPENDITURES | $62,077,324.00 | $62,077,324.00 | $9,172,075.40 | 15% | $52,905,248.60 |
| FEDERAL FUND EXPENDITURES | $17,273,035.00 | $22,733,870.89 | $4,476,738.43 | 20% | $18,257,132.46 |
| SPECIAL FUND EXPENDITURES | $1,404,974.00 | $1,404,974.00 | $908,950.32 | 65% | $496,023.68 |
| **TOTAL EXPENDITURES** | $80,755,333.00 | $86,216,168.89 | $14,557,764.15 | 17% | $71,658,404.74 |

# DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

## CTE ADMINISTRATIVE BUDGET

### 2025 - 2027 Biennium

| Dec-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 | $221,768.98 | $1,375,538.53 | $4,589,054.47 | 23.06% | 25.00% |
| **OPERATING EXPENSES** | $4,745,611.00 | $99,290.74 | $1,629,053.24 | $3,116,557.76 | 34.33% | 25.00% |
| TRAVEL | $380,000.00 | $12,289.26 | $85,737.25 | $294,262.75 | 22.56% | 25.00% |
| DUES & PROFESSIONAL DEVELOPMENT | $359,111.00 | $2,729.00 | $40,329.76 | $318,781.24 | 11.23% | 25.00% |
| PROFESSIONAL SERVICES | $1,361,500.00 | $1,799.54 | $921,866.63 | $439,633.37 | 67.71% | 25.00% |
| RENT/LEASES/UTILITIES/REPAIRS | $450,000.00 | $185.34 | $70,829.06 | $379,170.94 | 15.74% | 25.00% |
| POSTAGE | $25,000.00 | $274.13 | $1,402.17 | $23,597.83 | 5.61% | 25.00% |
| OPERATING FEES | $200,000.00 | $30.34 | $14,029.04 | $185,970.96 | 7.01% | 25.00% |
| SUPPLIES | $1,500,000.00 | $52,609.66 | $402,505.24 | $1,097,494.76 | 26.83% | 25.00% |
| PRINTING & PAPER | $100,000.00 | $859.26 | $9,299.36 | $90,700.64 | 9.30% | 25.00% |
| TELEPHONE | $20,000.00 | $639.23 | $4,076.04 | $15,923.96 | 20.38% | 25.00% |
| ITD | $200,000.00 | $7,701.98 | $58,805.69 | $141,194.31 | 29.40% | 25.00% |
| FURNITURE & EQUIPMENT | $150,000.00 | $20,173.00 | $20,173.00 | $129,827.00 | 13.45% | 25.00% |
| **TOTAL** | $10,710,204.00 | $321,059.72 | $3,004,591.77 | $7,705,612.23 | 28.05% | 25.00% |

FLUXX Labs (New Online Software)

Agenda Item 4)a) Approve the 2024-25 Consolidated Annual Report

**Following this memo is the 2024-25 Consolidated Annual Report.**

**It is the recommendation of the Director to approve the report as presented, using the following motion.**

***"I move to approve the 2024-25 Consolidated Annual Report as presented, but allowing the Department the flexibility to edit the report as necessary. The Director will report to the Board at a future meeting, any necessary edits that were made."***

# Consolidated Annual Report 2025

# July 1, 2024 – June 30, 2025

# Total Enrollment Overview

|  | 2023 | 2024 | % | 2025 | % |
|---|---|---|---|---|---|
| **Secondary** | 25,388 | 26,085 | 2.75% | 26,672 | 2.25% |
| **Postsecondary** | 8,392 | 8,519 | 1.51% | 9,090 | 6.70% |
| **Grand Total** | 33,780 | 34,604 | 2.44% | 35,762 | 3.35% |

# Gender Breakdown of Enrollment

|  | 2023 | 2024 | % | 2025 | % |
|---|---|---|---|---|---|
| **Female Secondary** | 11,901 | 12,398 | 4.18% | 12,557 | 1.28% |
| **Male Secondary** | 13,487 | 13,687 | 1.48% | 14,115 | 3.13% |
| **Female Postsecondary** | 4,022 | 4,108 | 2.14% | 4,488 | 9.25% |
| **Male Postsecondary** | 4,368 | 4,406 | 0.87% | 4,600 | 4.40% |
| **Unknown Gender Postsecondary** | -- | 5 | -- | 2 | |

# Race / Ethnicity Breakdown

| | 2023 | | 2024 | | | | 2025 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sec. | Postsec. | Sec. | % | Postsec. | % | Sec. | % | Postsec | % |
| American Indian/Alaska Native | 1,994 | 1,159 | 1,690 | -15.25% | 1,242 | 7.16% | 1,777 | 5.15% | 1,122 | -9.66% |
| Asian | 323 | 78 | 344 | 6.50% | 87 | 11.54% | 391 | 13.66% | 130 | 49.43% |
| Black or African American | 1,061 | 271 | 1,267 | 19.42% | 301 | 11.07% | 1,428 | 12.71% | 399 | 32.56% |
| Hispanic/Latino | 1,358 | 421 | 1,556 | 14.58% | 428 | 1.66% | 1,740 | 11.83% | 382 | -10.75% |
| Native Hawaiian/Pacific Islander | 51 | 4 | 57 | 11.76% | 13 | 225.00% | 79 | 38.60% | 7 | -46.15% |
| White | 19,762 | 5,793 | 20,197 | 2.20% | 5,857 | 1.10% | 20,177 | -0.10% | 6,348 | 8.38% |
| Two or More Races | 839 | 359 | 974 | 16.09% | 379 | 5.57% | 1,080 | 10.88% | 481 | 26.91% |
| Unknown/Other | -- | 307 | -- | ❌ | 212 | -30.94% | -- | ❌ | 221 | 4.25% |

# Special Populations and Other Categories

| | 2023 | | 2024 | | | | 2025 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sec. | Postsec. | Sec. | % | Postsec. | % | Sec. | % | Postsec | % |
| **Individuals With Disabilities (ADA)** | 3,847 | -- | 0 | -100.00% | -- | ❌ | 0 | ❌ | -- | ❌ |
| **Disability Status (ESEA/IDEA)** | -- | -- | 4,353 | ❌ | 0 | ❌ | 4,400 | 1.08% | 0 | ❌ |
| **Individuals from Economically Disadvantaged Families** | 7,829 | 2,113 | 7,901 | 0.92% | 1,543 | -26.98% | 9,138 | 15.66% | 959 | -37.85% |
| **Individuals Preparing for Non-traditional Fields** | 5,846 | 1,591 | 6,126 | 4.79% | 1,656 | 4.09% | 6,076 | -0.82% | 3,240 | 95.65% |
| **Single Parents** | 0 | 720 | -- | ❌ | 635 | -11.81% | 0 | ❌ | 299 | -52.91% |
| **Out of Workforce Individuals** | 0 | 194 | -- | ❌ | 0 | -100.00% | -- | ❌ | 0 | ❌ |
| **English Learners** | 0 | 198 | 787 | ❌ | 0 | -100.00% | 1,043 | 32.53% | 0 | ❌ |
| **Homeless Individuals** | 278 | 158 | 380 | 36.69% | 15 | -90.51% | 363 | -4.47% | 147 | 880.00% |
| **Youth In Foster Care** | 79 | 29 | 62 | -21.52% | 31 | 6.90% | 83 | 33.87% | -- | ❌ |
| **Youth with Parent in Active Military** | 1,440 | -- | 305 | -78.82% | -- | ❌ | 283 | -7.21% | -- | ❌ |
| **Migrant Students** | 59 | 0 | 55 | -6.78% | 0 | ❌ | 51 | -7.27% | 0 | ❌ |

| Career and Technical Education (CTE) Clusters | |
|---|---|
| Agriculture, Food & Natural Resources | Hospitality & Tourism |
| Architecture & Construction | Human Services |
| Arts, A/V Technology & Communications | Information Technology |
| Business Management & Administration | Law/Public Safety & Security |
| Education & Training | Manufacturing |
| Finance | Marketing/Sales & Service |
| Government & Public Administration | STEM |
| Health Science | Transportation, Distribution & Logistics |
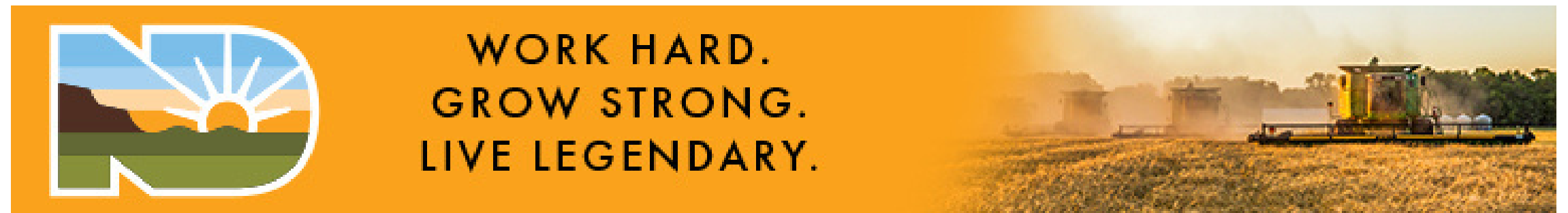
To measure student performance and program effectiveness, student populations are defined as follows:

**Secondary Level:**

- **Participant -** A secondary student who has completed one (1) or more course(s) in any career and technical education program area.
- **Concentrator -** A secondary student who has earned two (2) or more credits in a single CTE program area recognized by the state (see previous slide)

**Postsecondary/Adult level:**

- **Participant -** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
- **Concentrator -** A postsecondary/adult student who:
    1. Completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic/technical credits and culminates in the award of an industry-recognized credential, certificate, or degree     or:
    2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree

# Enrollment of CTE Participants by Career Cluster - Secondary

| | Ag/Food Nat Res | Arch/ Const | Arts/AV / Comm | Bus Mngmt/ Adm | Educ/ Trng | Finance | Gov/Public Admin | Health Science | Hosp/ Tour | Human Services | Info Tech | Law/ Public Safe & Sec | Mnftrg | Markt/ Sales | STEM | Transp/ Dist/Log | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Female - 2023** | 611 | 91 | 173 | 1,535 | 33 | 396 | 0 | 1,566 | 135 | 5,332 | 244 | 0 | 192 | 817 | 615 | 161 | 11,901 |
| **Female - 2024** | 666 | 80 | 135 | 1,428 | 51 | 332 | 0 | 1,597 | 157 | 5,633 | 330 | 0 | 201 | 932 | 620 | 236 | 12,398 |
| **% + / -** | 9.00% | -12.09% | -21.97% | -6.97% | 54.55% | -16.16% | ❌ | 1.98% | 16.30% | 5.65% | 35.25% | ❌ | 4.69% | 14.08% | 0.81% | 46.58% | |
| **Female -2025** | 604 | 59 | 126 | 1,337 | 57 | 322 | 0 | 1,672 | 111 | 5,440 | 776 | 0 | 156 | 967 | 686 | 244 | 12,557 |
| **% + / -** | -9.31% | -26.25% | -6.67% | -6.37% | 11.76% | -3.01% | ❌ | 4.70% | -29.30% | -3.43% | 135.15% | ❌ | -22.39% | 3.76% | 10.65% | 3.39% | |
| **Male - 2023** | 1,267 | 630 | 160 | 1,812 | 11 | 488 | 0 | 414 | 126 | 2,940 | 774 | 0 | 720 | 1,258 | 1,441 | 1,446 | 13,487 |
| **Male - 2024** | 1,163 | 487 | 117 | 1,786 | 9 | 465 | 0 | 420 | 150 | 3,045 | 846 | 0 | 676 | 1,522 | 1,414 | 1,587 | 13,687 |
| **% + / -** | -8.21% | -22.70% | -26.88% | -1.43% | -18.18% | -4.71% | ❌ | 1.45% | 19.05% | 3.57% | 9.30% | ❌ | -6.11% | 20.99% | -1.87% | 9.75% | |
| **Male - 2025** | 1,097 | 484 | 148 | 1,608 | 12 | 444 | 0 | 372 | 141 | 3,103 | 1,316 | 1 | 754 | 1,514 | 1,394 | 1,727 | 14,115 |
| **% + / -** | -5.67% | -0.62% | 26.50% | -9.97% | 33.33% | -4.52% | ❌ | -11.43% | -6.00% | 1.90% | 55.56% | ❌ | 11.54% | -0.53% | -1.41% | 8.82% | |

# Enrollment of CTE Participants by Career Cluster - Postsecondary

| | Ag/Food Nat Res | Arch/ Const | Arts/AV / Comm | Bus Mngmt/ Adm | Educ/ Trng | Finance | Gov/Public Admin | Health Science | Hosp/ Tour | Human Services | Info Tech | Law/ Public Safe & Sec | Mnftrg | Markt/ Sales | STEM | Transp/ Dist/Log | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Female - 2023** | 155 | 20 | 51 | 1,361 | 248 | 0 | 0 | 1,373 | 16 | 206 | 223 | 136 | 117 | 44 | 57 | 15 | 4,022 |
| **Female - 2024** | 146 | 21 | 40 | 1,403 | 225 | 0 | 0 | 1,478 | 12 | 155 | 214 | 127 | 125 | 48 | 58 | 56 | 4,108 |
| **% + / -** | -5.81% | 5.00% | -21.57% | 3.09% | -9.27% | ❌ | ❌ | 7.65% | -25.00% | -24.76% | -4.04% | -6.62% | 6.84% | 9.09% | 1.75% | 273.33% | |
| **Female -2025** | 154 | 22 | 39 | 1,375 | 195 | 0 | 0 | 1,730 | 12 | 199 | 317 | 138 | 160 | 59 | 63 | 25 | 4,488 |
| **% + / -** | 5.48% | 4.76% | -2.50% | -2.00% | -13.33% | ❌ | ❌ | 17.05% | 0.00% | 28.39% | 48.13% | 8.66% | 28.00% | 22.92% | 8.62% | -55.36% | |
| **Male - 2023** | 612 | 336 | 26 | 1,037 | 98 | 0 | 0 | 192 | 26 | 30 | 579 | 98 | 885 | 52 | 58 | 339 | 4,368 |
| **Male - 2024** | 523 | 341 | 17 | 1,043 | 87 | 0 | 0 | 241 | 22 | 12 | 575 | 99 | 941 | 69 | 76 | 360 | 4,406 |
| **% + / -** | -14.54% | 1.49% | -34.62% | 0.58% | -11.22% | ❌ | ❌ | 25.52% | -15.38% | -60.00% | -0.69% | 1.02% | 6.33% | 32.69% | 31.03% | 6.19% | |
| **Male - 2025** | 446 | 410 | 15 | 1,100 | 79 | 0 | 0 | 238 | 27 | 17 | 659 | 103 | 989 | 66 | 84 | 367 | 4,600 |
| **% + / -** | -14.72% | 20.23% | -11.76% | 5.47% | -9.20% | ❌ | ❌ | -1.24% | 22.73% | 41.67% | 14.61% | 4.04% | 5.10% | -4.35% | 10.53% | 1.94% | |

# Five Year Secondary CTE Enrollment vs. Overall High School Enrollment
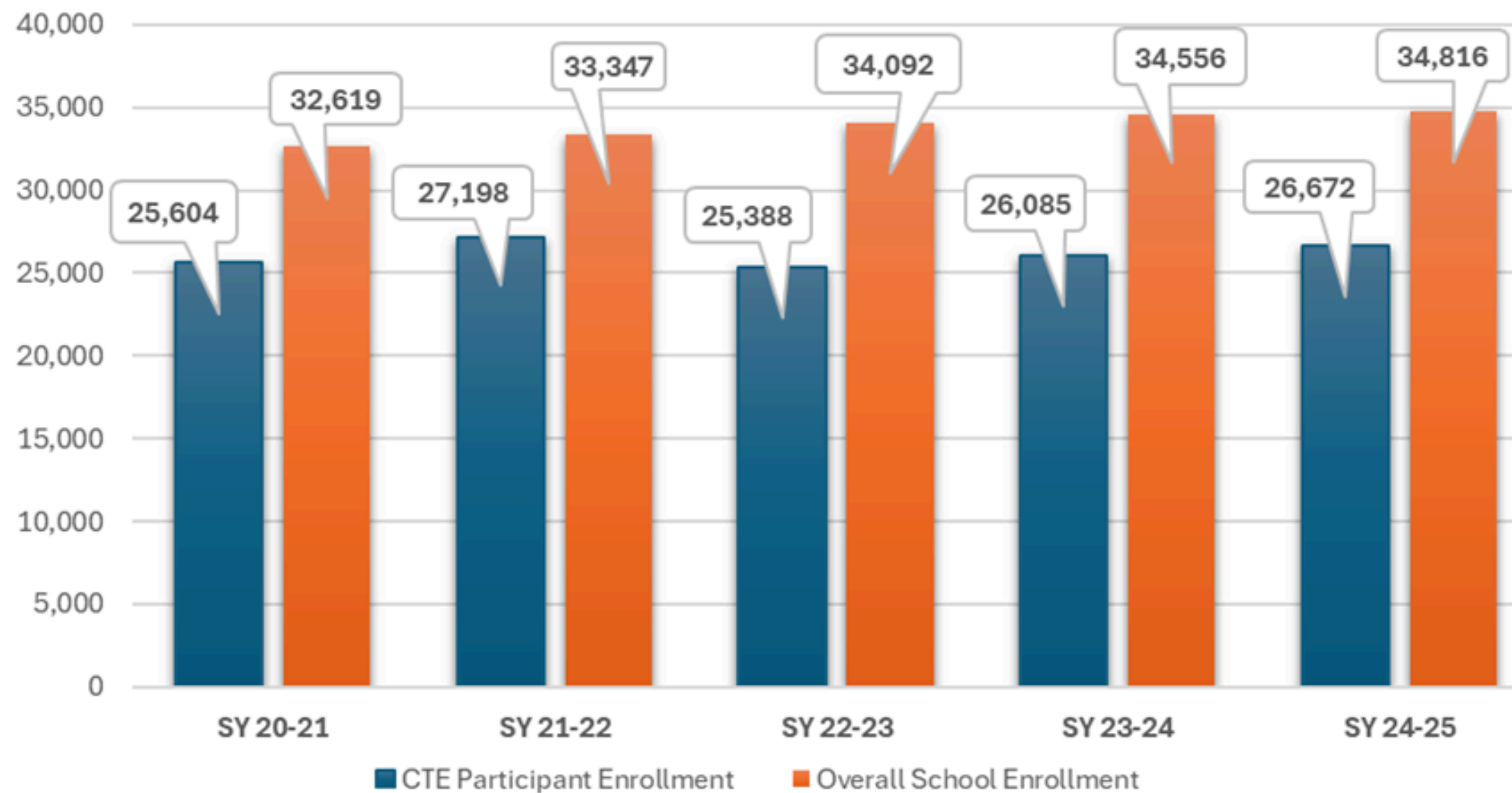
# Five Year CTE Secondary Enrollment
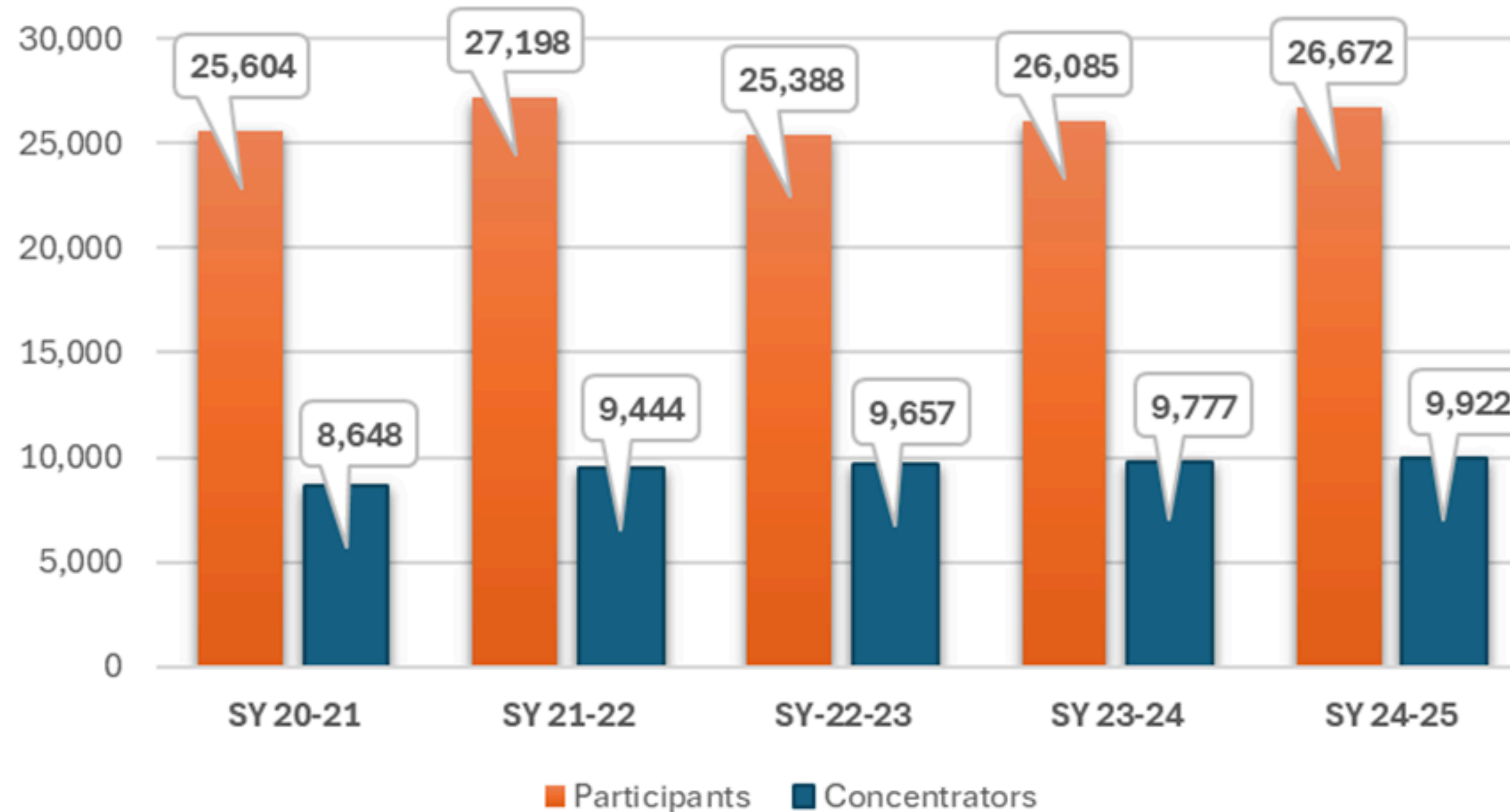
# Five Year Secondary Enrollment of Participants by Gender

# Five Year Secondary Enrollment of Concentrators by Gender



| | SY 20-21 | SY 21-22 | SY 22-23 | SY 23-24 | SY 24-25 |
|---|---|---|---|---|---|
| Female | 3,649 | 4,006 | 4,139 | 4,189 | 4,311 |
| Male | 4,999 | 5,438 | 5,518 | 5,588 | 5,611 |

■ Female   ■ Male
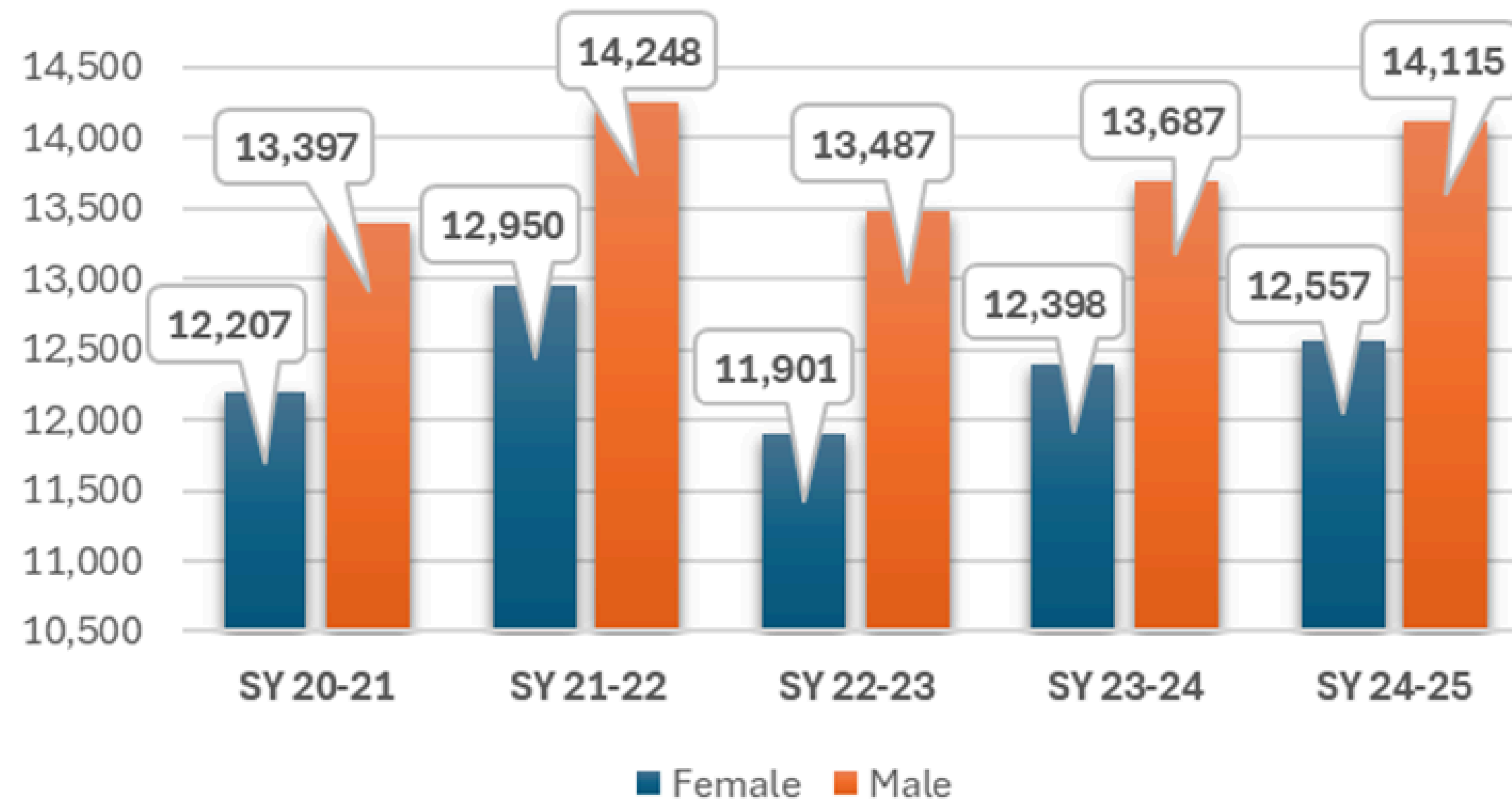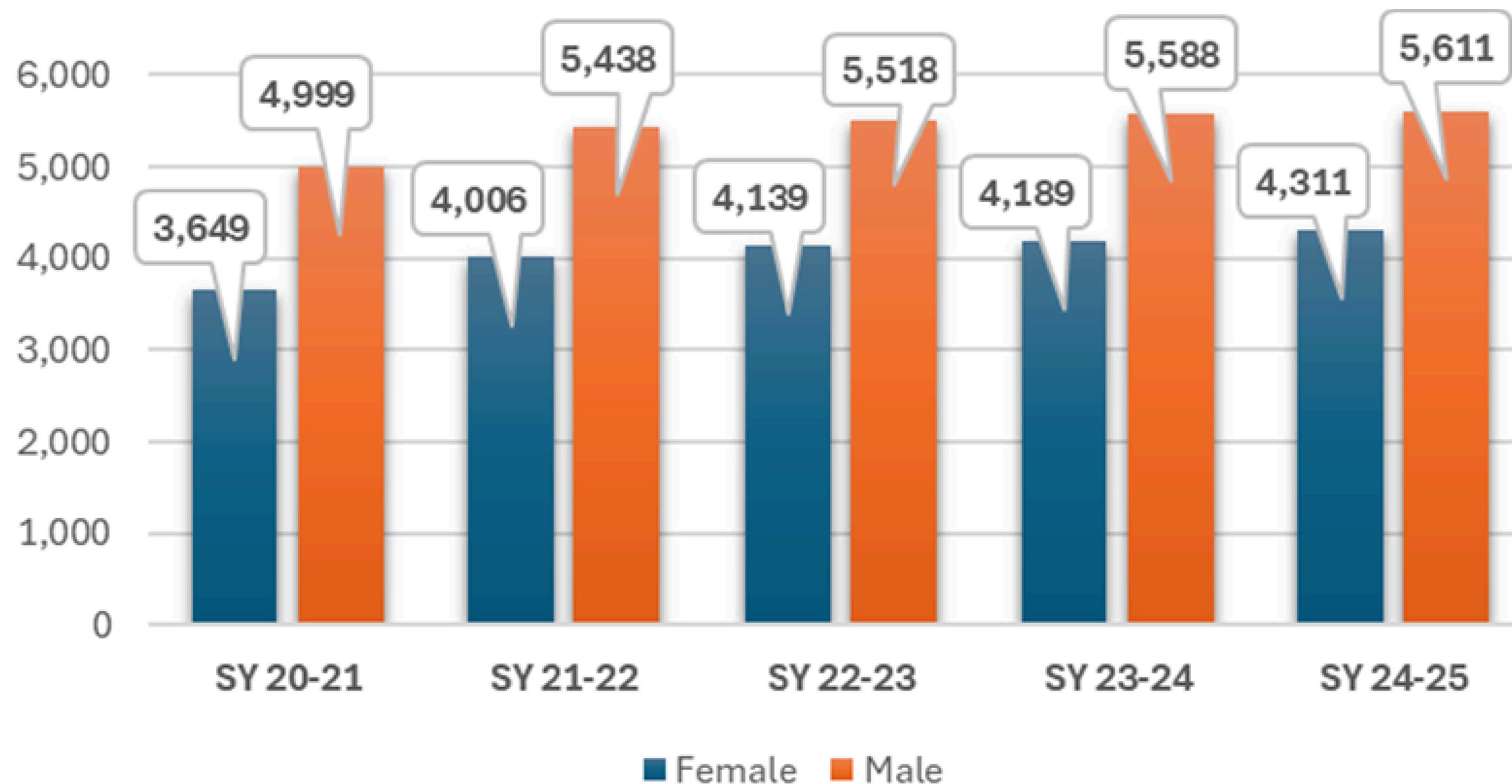
# Five Year Postsecondary Enrollment

# Five Year Postsecondary Enrollment of Participants by Gender
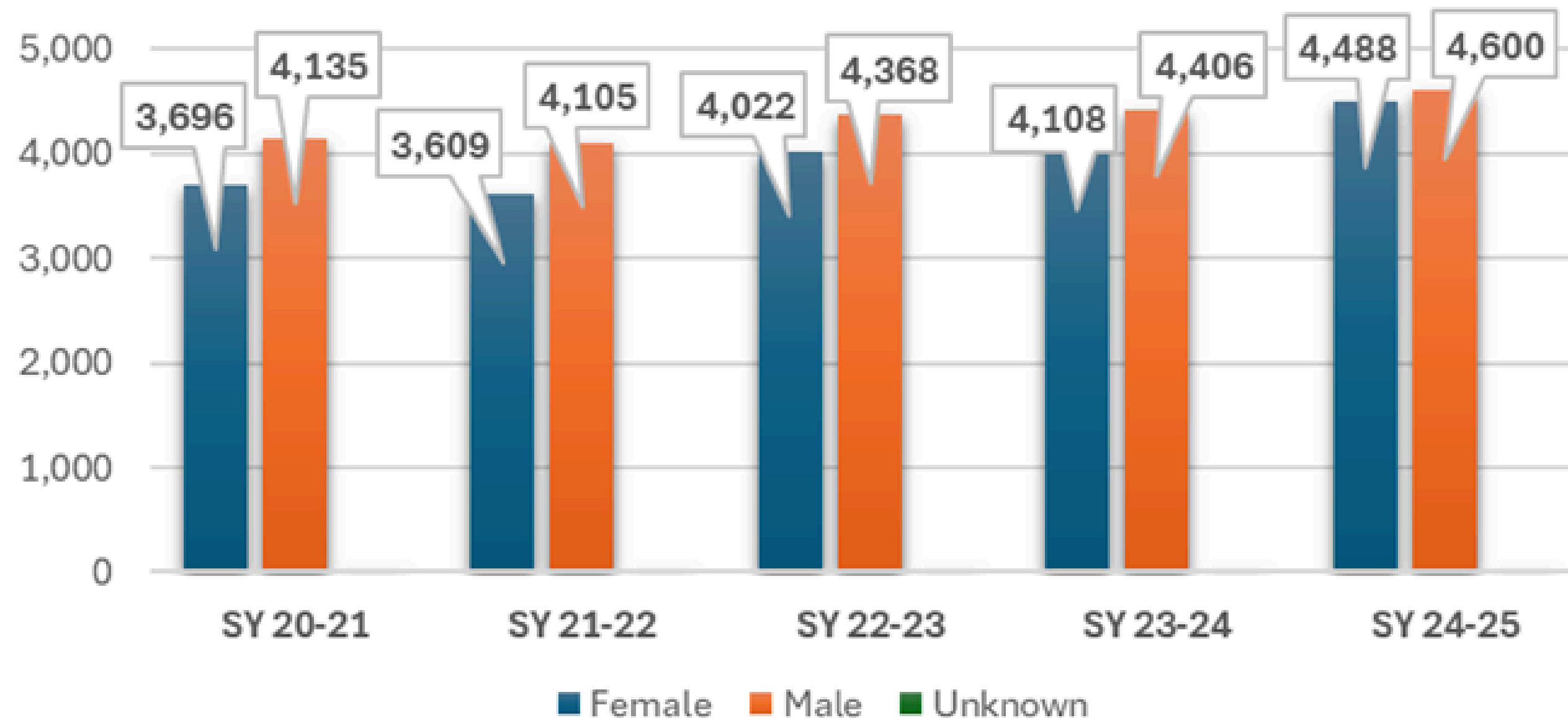


| | SY 20-21 | SY 21-22 | SY 22-23 | SY 23-24 | SY 24-25 |
|---|---|---|---|---|---|
| Female | 3,696 | 3,609 | 4,022 | 4,108 | 4,488 |
| Male | 4,135 | 4,105 | 4,368 | 4,406 | 4,600 |

■ Female  ■ Male  ■ Unknown

# Five Year Postsecondary Enrollment of Concentrators by Gender



Chart showing Female, Male, and Unknown enrollment:

| | SY 20-21 | SY 21-22 | SY 22-23 | SY 23-24 | SY 24-25 |
|---|---|---|---|---|---|
| Female | 2,046 | 1,877 | 1,987 | 1,861 | 2,209 |
| Male | 2,650 | 2,623 | 2,709 | 2,402 | 2,717 |

Legend: Female | Male | Unknown

# Secondary CTE Perkins Summary

There are 35 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (23) or single school districts (12) that receive Perkins funding. For each eligible recipient, targets were set for the seven performance measures.

Local program improvement plans are required for those deficient in a performance area, outlining local steps to be taken and/or the need for state assistance to improve performance.

# State Performance Summary

| | Secondary CTE | | | | |
|---|---|---|---|---|---|
| **Indicator** | **Description** | **Target %** | **Actual %** | **90% of Target** | **Met Target** |
| **1S1** | **Student Graduation Rate** | 97.44% | 97.94% | 87.70% | Y |
| **2S1** | **Academic Proficiency in Reading / Language** | 43.45% | 43.03% | 39.11% | Y |
| **2S2** | **Academic Proficiency in Math** | 32.28% | 29.45% | 29.05% | Y |
| **2S3** | **Academic Proficienty in Science** | 58.25% | 62.99% | 52.43% | Y |
| **3S1** | **Post-Program Placement** | 89.63% | 88.34% | 80.67% | Y |
| **4S1** | **Non-traditional Program Concentration** | 31.80% | 34.47% | 28.62% | Y |
| **5S3** | **Program Quality-Participated in Work-Based Learning** | 40.63% | 62.90% | 36.57% | Y |

# Local Program Improvement Plans - Secondary

| Consortiums / Schools Failing to Meet 90% of Target | | | | | |
|---|---|---|---|---|---|
| | | Target % | 90% of Target | Consortiums | Schools |
| 1S1 | Student Graduation Rate | 97.44% | 87.70% | 0 | 1 |
| 2S1 | Academic Proficiency in Reading / Language | 43.45% | 39.11% | 5 | 7 |
| 2S2 | Academic Proficiency in Math | 32.28% | 29.05% | 11 | 6 |
| 2S3 | Academic Proficienty in Science | 58.25% | 52.43% | 2 | 4 |
| 3S1 | Post-Program Placement | 89.63% | 80.67% | 2 | 0 |
| 4S1 | Non-traditional Program Concentration | 31.80% | 28.62% | 3 | 5 |
| 5S3 | Program Quality-Participated in Work-Based Learning | 40.63% | 36.57% | 3 | 2 |

# Postsecondary CTE Perkins Summary

There are ten postsecondary Perkins Eligible Recipients, three in the form of a Perkins Consortium, and seven single post-secondary institutions that receive Perkins Act Funding. For each eligible recipient, targets were set for the three performance measures.

# State Performance Summary

| Indicator | Postsecondary CTE | | | | |
|:---:|:---|:---:|:---:|:---:|:---:|
| | Description | Target % | Actual % | 90% of Target | Met Target |
| 1P1 | **Postsecondary Placement** | 81.37% | 74.91% | 73.23% | Y |
| 2P1 | **Earned Recognized Postsecondary Credential** | 54.50% | 36.26% | 49.05% | N |
| 3P1 | **Non-traditional Program Concentration** | 16.10% | 18.04% | 14.49% | Y |

# Indicator: 2P1: Earned Recognized Postsecondary Credentials

## Action Steps

Building on the performance data, the North Dakota Department of Career and Technical Education will closely examine disaggregated results to better understand the factors contributing to the current gap between the actual performance rate (36.26 percent) and the state target (54.50 percent). Particular attention will be given to concentrators, program completion timelines, and access to industry-recognized credentials prior to exit. Eligible recipients will be encouraged to strategically align Perkins V resources toward initiatives that strengthen credential attainment, including enhanced academic and career advising, intentional alignment of coursework to credential requirements, expanded access to certification testing, and stronger connections with postsecondary and industry partners. In collaboration with the Department of Public Instruction and postsecondary partners, ND CTE will continue to identify and scale evidence-based strategies that support concentrators in completing high-value credentials, certificates, and degrees before leaving postsecondary education, with the goal of improving outcomes and ensuring programs remain responsive and fluid to workforce needs.

# Local Program Improvement Plans - Postsecondary

| Postsecondary Institutions Failing to Meet 90% of Target | | | | |
|---|---|---|---|---|
| | | Target % | 90% of Target | Institutions |
| **1P1** | **Retention Placement** | 81.37% | 73.23% | 3 |
| **2P1** | **Earned Recognized Postsecondary Credential** | 54.50% | 49.05% | 8 |
| **3P1** | **Non-traditional Program Concentration** | 16.10% | 14.49% | 1 |
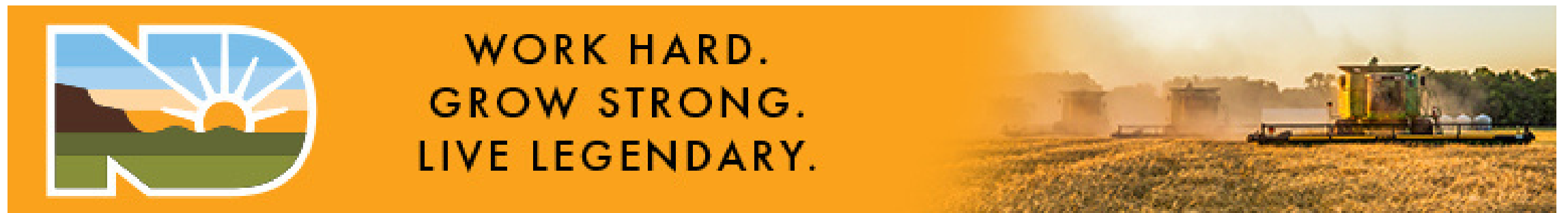
# Thank You!

John Gruenberg

Assistant State Director ND CTE

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 E: jgruenberg@nd.gov

"…for there is always light,if only we're brave enough to see it,

if only we're brave enough to be it."

- Amanda Gorman

# 2026 ND CTSO State Leadership Conference Information

## DECA Collegiate – February 9-10 at Holiday Inn Convention Center in Fargo

**Monday, February 9**
3:30 pm Opening Session
Featuring State Officers - Keynote Sandi Luck, CEO & Founder of Bully Brew Coffee - State Officer Candidate Speeches
4:30-6:00 pm   Exam Testing
6:00-9:00 pm   Individual Case Study Competitive (11 Events )
6:00-11:00 pm  Hospitality Room (Buffett Open 6:30-8:30 pm)

**Tuesday, February 10**
7:30-11:45 am   Team Case Study Competition (7 events)
8:30-11:45 am   Prepared Event Competition (7 events)
11:00 am           Business Meeting – Election of Officers
12:00-1:30 pm   Recognition Awards Luncheon

## FBLA Collegiate – February 22-23 in Mandan

| Date & Time | Conference Activity | Location |
|---|---|---|
| Feb 22 – 1:00 pm | Opening Session | Baymont Inn – Pier 7 Room |
| Feb 23 – 12:00 pm | Luncheon with professionals panel | Baymont Inn – Pier 7 Room |
| Feb 23 – 4:00 pm | Awards of Excellence Program | Baymont Inn – Pier 7 Room |

## DECA High School/Middle School – March 1-3 in Bismarck

**Sunday, March 1**
7:45 pm Opening Session Featuring the State Officers (Belle Mehus Auditorium)
8:30 pm Networking Session (Radisson Hotel)
9:30 pm Recognition Session & Officer Candidate Speeches (Belle Mehus Auditorium)

**Monday, March 3**
8:00 am - 4:00 pm Competition; 53 competitive events for students (Radisson Hotel)
7:00 pm Quiz Bowl (Belle Mehus Auditorium)
9:00 pm Minute-to-Win it (Belle Mehus Auditorium)

**Tuesday, March 4**
9:30 am Awards Session (Belle Mehus Auditorium)

## TSA – March 8-10 at BSC in Bismarck

**Sunday, March 8**
6:00 pm - Opening Ceremony
**Monday, March 9**
9:00 am to 5:00 pm - Competitions
**Tuesday, March 10**
11:00 am - Closing Ceremony

## FBLA High School/Middle School – March 29-31 in Bismarck

| Date & Time | Conference Activity | Location |
|---|---|---|
| March 29 – 8:00 pm | Opening Session | Bismarck Event Center – Hall A |
| March 30 – 9:00 am | Conference Tour with Ms. DeVaal (see students competing, workshops in progress, etc.) | Bismarck Event Center – meet in lobby |
| March 30 – 2:30 pm | Expo Hall – exhibitors & campaign booths | Bismarck Event Center – Hall D |
| March 31 – 9:00 am | Awards of Excellence Program | Bismarck Event Center – Hall A |

## FCCLA – April 12-14 in Bismarck

**Sunday, April 12**
Opening General Session 4-6pm
   o   Welcome/Year in Review, Parade of Chapters, Keynote Speaker
State Officer Candidate Speeches 7:30-8:30pm

**Monday, April 13**
STAR Events Competition 8am-1pm & 1pm-5pm (Judges Needed!)
STAR Events Recognition Session 7-9pm

**Tuesday, April 14**
Closing General Session 9:30-11:30am
   o   Fashion Show, Awards Recognition, STAR National Qualifiers, Officer Installation

## SkillsUSA ND State Leadership and Skills Conference (Secondary & Post-Secondary) April 19-21, NDSCS Campus, Wahpeton

**Sunday, April 19**
   3:00p-5:00p    Contest Orientations (Various locations on Campus)
   7:30p-9:00p    Opening Session

**Monday, April 20**
   8:00a-4:00p    Skilled & Technical, Leadership and Occupationally Related Contests (Various locations on Campus and in Fargo)

**Tuesday, April 21**
   9:30a          Champions Awards Session (NDSCS Campus)

## FFA – June 1-4 in Fargo

| TIME USE TRACKER | ND CTE BOARD | | TIME PERIOD: | Dec-25 | DATE: | 12/22/25 |
|---|---|---|---|---|---|---|

| Framework Pillars | Student Outcome Minutes | Adult Behavior Minutes | The board tracks its time spent during public authorized meetings | | | Other Topic Minutes |
|---|---|---|---|---|---|---|
| 1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails | 1 | | ← Minutes setting and adopting both student outcome goals and goal progress measures | | | |
| | | 0 | ← Minutes setting and adopting superintendent and board guardrails, and a theory of action | | | |
| 4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation | 0 | | ← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar | | | |
| | | 11 | ← 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 Board Leadership Framework Instrument, developing and creating Director evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices. | | | |
| 5. Structuring for Success | | | Minutes discussing and/or taking action on other agenda items (including consent agenda items and reports), Non-Be Legendary Committee meetings, Board Workshops, and/or non-statutorily required Board Hearings | | → | 10 |
| 6. Active Teamwork and Advocacy | 0 | | ← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals | | | |
| | | | ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals | | | |
| Non-calculated time | | | Minutes fulfilling statutorily required public hearings, forums, and comments | | → | |
| | Notes: | | | | | |
| TOTALS | 1 | 11 | | 22 | | 10 |

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

$12 \div 22 \times 100 = 54.55$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome

$1 \div 22 \times 100 = 4.55$ % Student Outcome Minutes

| Board Members Present- 6. Active Teamwork and Advocacy | Board Absent | % Attendance |
|---|---|---|
| 8 | 0 | 100.00 |

| Count of 'Other' Agenda Items |
|---|
| 2 |

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

| Consent Items 5. Structuring for Success | Consent Items Removed | % Remaining on Consent Agenda |
|---|---|---|
| 6 | 0 | 100.00 |

| GPMs Discussed 3. Monitoring Goals Progress Measures | GPMs on Target | % on Target |
|---|---|---|
| 1 | 0 | 0.00 |

| Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success | Board Members that Did Not Respond in Alignment with the Agenda Building Calendar | % Timely Response |
|---|---|---|
| 4 | 4 | 50.00 |