State Board for Career and Technical Education Agenda

June 23, 2025
10:00 AM CT
NDCTE Conference Room – 15th Floor

Microsoft Teams - **[Meeting Link](#)**

1) **Call to Order**
2) **Board Outcome Progress Monitoring**
   a) **Reports will be provided in August**
3) **Consent Agenda**
   a) **Approve May 19, 2025 Minutes**
   b) **Accept State Director's Report – Agency Update**
   c) **Approve Financial Reports – April and May 2025**
   d) **Approve Director's Recommendation for 2025-27 Administrative Budget**
   e) **Approve Director's Recommendation for 2025-26 State & Federal Funding Budget**
   f) **Approve Director's Recommendation for 2025-26 New, Expanded, Reinstated and Transferring Programs**
   g) **Approve Director's Recommendation for Graphic Communications Standards**
   h) **Approve Director's Recommendation for Private Career Schools Renewal Authorization to Operate**
   i) **Approve Director's Recommendation for Department Staff Salary Increases**
   j) **Approve Board Chairman's Recommendation for Director's Salary Increase**
4) **Discussion and Possible Action**
5) **Information Only**
   a) **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 – June 2025

3)a) May 19 Minutes re: the funding policy: With the aspiration of the next recommendations coming in August/September, do you plan to hold another sub-committee meeting?

> **It was not my intention to hold another funding sub-committee meeting. It was my understanding that the Board had instructed the Department staff to gather feedback concerning the last few items to be decided on in the funding policy and provide a final recommendation to the full Board by September 2025.**

3)d) Dues & PD budget for 25-27 is lower than budget for 23-25, which seems justified, as expenditure for 23-25 was well below budget. Professional Services budget 25–27-line item is up $1 million from 23-25. Operating Fees budget increased from $75,000 to $200,000. What are anticipated additional expenditures?

> **The professional services increase is due to the increase in Legislative Appropriation of $1,000,000 to fund Virtual Reality Career Exploration. The Operating Fees increase is due to the potential move expenses.**

3)f) New Program request for Dakota Prairie (Agriculture) of $7,580 vs. GF Impact Academy (Agriculture) of $174,664. Why such a large difference in these two dollar amounts?

> **There are several differences. The Dakota Prairie is a High School offered program and a partial contract. The Grand Forks Career Impact Academy is a Center program, with a higher reimbursement rate and multiple teachers.**

3)f) New, Expanding, and Transferring Program Requests

Are these programs to be funded at the levels listed within the proposal for the 25-26 FY only (one year)?

> **At this time yes, it will be for one year. This is something the Department will look at prior to the September Board meeting, to determine how to fund new programs under the new funding policy.**

Were any applications denied. If so, were there themes in terms of reasons?

> **Yes, there were applications that were denied. They were denied as they did not meet minimum expectations. These included not offering enough credits (minimum of 2 credits offered), did not provide adequate space to teach the proposed courses, or there was no change or increase in access if it was a transfer from a High School to a Center.**

What themes were noted in the review of sustainability plans submitted as a part of the applications?

> **The common themes in the sustainability plans are as follows:**
> - **Assessing Member Schools – With the passage of HB1188, which provides Centers the ability to assess based on enrollment will help convince school districts to join centers.**
> - **Employer Partnerships – Programs have created various employer partnerships, where employers are donating equipment and materials, cutting down on expenditures.**

- **Continued support with State Funds – The Centers and School Districts anticipate funding from the state, at some level, continues, to support programming.**
- **Perkins Funds – Programs intend to use Perkins to support equipment needs.**
- **Outside grants – Other grants are available to support equipment purchases and expansions, specifically the ND Dept. of Commerce.**

Can you please explain the programs listed at $0?

> **Yes, this was a program that was transferring from one center to another. There is no net increase in funding being requested.**

3)g) Graphic Communications Standards: Can you speak to the significant changes made?

> **After reviewing the standards with state teachers, it was determined to reissue the current standards (with some formatting changes from the last iteration), as they were felt to still be relevant and up to date with industry standards.**

Minutes for State Board for Career and Technical Education
May 19, 2025

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, May 19, 2025, in the CTE Conference Room and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT.

Roll Call was conducted and voting members present include:

Board Member Levi Bachmeier
Board Member Lyndsi Engstrom
Chancellor Brent Sanford
Vice-Chair Mike McHugh
Board Member Eric Nelson
Board Member Jason Rohr

Also present: Wayde Sick, Mark Wagner, Gwen Ferderer, Marcia McMahon, Laurie Elliott, Daniel Spellerberg, Lyle Krueger, Ronda Schauer, Randal Brockman, Eric Ripley, Kenzie Brown, Jason Dockter, Michael Hanson, Heidi Eckart, Aaron Anderson, Wayne Heckaman, Pam Stroklund, Dan Driessen, Mark Openshaw, Nikki Fideldy-Doll, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Board Outcome Progress Monitoring:

Wayde Sick gave progress report for Director Guardrail Progress Measure 3.1 – Trained Work-Based Learning Coordinators. The number of individuals trained is to increase from 41 in 2024 to 98 in 2029 with the annual target for 2025 as 58. The current status is that 98 individuals have completed the training since its inception. We have therefore met our goal and the agency will continue to provide training, engage with employers and explore additional professional development opportunities for these coordinators.

Director Guardrail Progress Measure 3.2 – WBL Coordinators Employed is to increase from 13 in 2024 to 45 in 2029 with an annual target for 2025 as 16. Currently there are 17 funded coordinators thus we have achieved our goal. Our next steps are to continue funding the current coordinators and approve new programs with the legislative increase we received. Future targets for this measure may need to be reviewed as growth is directly related to our appropriation and not receiving our full request will impact that growth.

Consent Agenda:

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

Discussion and Possible Action:

Secondary Funding Policy for the 2025-26 School Year – 2nd Reading: Wayde Sick reviewed the changes to the policy from the 2024-25 school year. After discussion and the discovery of a couple corrections that need to be made, Eric Nelson moved to approve the recommended policy presented with the minor typographical changes

that were mentioned. It was seconded by Levi Bachmeier. With no further discussion a roll call vote was administered:

> Chancellor Sanford - Aye
> Vice-Chair Mike McHugh – Aye
> Board Member Eric Nelson - Aye
> Board Member Jason Rohr – Aye
> Board Member Levi Bachmeier - Aye
> Board Member Lyndsi Engstrom - Aye
> Chair Sonia Meehl - Aye
> 7-0-2 Absent

This is the adopted interim policy for the upcoming school year.

Secondary Career and Technical Education Funding Policy – 2nd Reading: Wayde Sick reviewed the revisions since the last meeting of the policy along with Appendix I and II. Discussion regarding percentages on Appendix I was held and it was felt that a FAQ document will need to be provided to stakeholders for clarification. Operating guidance governance instead of using FTE numbers was also discussed.

Chair Meehl asked members if it was their desire to finalize this agenda item today or bring it back next month with more of the proposed recommendations regarding the administrative allocation defined. It was agreed to wait and no action was completed today. Wayde asked that the Board give the agency until August or September to provide recommendations for the operation allocation and tiering programs offered. The request was granted.

Due to other commitments, Chancellor Sanford left the meeting.

Director's Evaluation: Chair Meehl reviewed the evaluation process, the survey ratings and outcome evaluation results that were included in the revised material packet. She reminded members that this should be considered a pilot year as not all data is available. This will be a topic for review during the retreat in August for improving the timelines. Director Sick's combined performance rating was based on 60% data summary and 40% job description summary with a final ranking of Achieves Plus. Mike McHugh moved to approve Director Sick's evaluation as compiled and it was seconded by Jason Rohr. With no further discussion a roll call vote was administered:

> Board Member Eric Nelson - Aye
> Board Member Jason Rohr – Aye
> Board Member Levi Bachmeier - Aye
> Board Member Lyndsi Engstrom – Aye
> Vice-Chair Mike McHugh – Aye
> Chair Sonia Meehl - Aye
> 6-0-3 Absent

Contact Chair Meehl with any thoughts on improving the evaluation process.

Information Only:

Board Time Tracker: Marcia reported that she has updated the Time Use Tracker to include the board member attendance and clarified if the subcommittee meetings time is included in the time tracker.

Board Comments:

Mike McHugh requested that the revised material packets be included on our Teams Channel when they are sent out.

Chair Meehl asked if we anticipate still being on the 15th floor for the June meeting due to the agency move and currently we plan on but watch for meeting location on agenda.

The next meeting is scheduled for June 23.

There being no other business brought before the Board, the meeting adjourned at 12:00 pm.

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Sonia Meehl
SBCTE Chairperson

CTE State Director's Report
June 2025

Goal Progress

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

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

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

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

- Appendix I – Once the 2025-26 allocations are determined, the Department will know how much the various allocations can be increased. This is dependent on estimated remaining cost to continue and new and expanding dollars.
- Appendix II – Additional feedback needs to be collected from stakeholders, to determine which programs should be included in which tiers. There is value to continue this work down to the program of study, if not the course level.

2) Review and edit the Department's Mission, Vision, and Strategic Plan. Procure an outside organization as needed.

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

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

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

General Updates

Executive Officer for State Board for CTE

John Gruenberg has been selected as the Assistant Director. John has been a Business Education Teacher and has served as a Principal and Superintendent at various rural schools in North Dakota. He has also served in the North Dakota National Guard. The selection team felt the combination of classroom and school administration experience as well has his leadership abilities will serve the Department well. His first day will be August 1st.

Staff evaluations have been completed and a recommendation for pay increases are included later in the Board Packet.

Although Governor Armstrong has line itemed vetoed SB2001, which would have required NDCTE to move out of the 15th floor, it does not mean the Department is not moving. First, it is being reviewed to see if the Governor can line-item veto that portion. The Governor has the authority to line-item veto appropriations. This line isn't necessarily directly connected to an appropriation. Secondly, this may only delay the process, as

OMB has stated the veto may not change the outcome. We are currently still working with the OMB Lease Manager, to continue to find a suitable space.

Interpret and Implement Board Policy and State and Federal Law

I conducted Capital Project site visits in Bismarck (6/3), Grand Forks and Fargo (5/29), Devils Lake (5/22), and Jamestown and Valley City (5/16). All projects are projected to be complete and grants closed out this fall at the latest. Most grants will be closed out by June 30, with possibly one or two still open. The Department does have the authority to carry over Coronavirus Capital Projects Funds into the next biennium if needed, but not the Strategic Investment and Investment Funds (SIIF). $26.5M of SIIF was appropriated in 2023, to address inflationary costs. All the SIIF will be spent by June 30.

Planning and Coordination

The in-person CTE Directors meeting was held on June 4th & 5th. The agenda is as follows:

- Agency Updates – move, staffing, etc.
- Legislative Session recap and start planning for 2027
- Funding Policy
    o Interim Policy
    o Long Term Policy
- SLDS Update – ND Insights and the CAR
- Modernized Career Clusters Framework
- Revised Career Ready Practices
- New Grant Management System
- Teacher Certification and Transition to Teaching

Input has been requested collected on multiple topics, to be used to advise the Department on future decisions, specifically funding policy and Career Ready Practices.

PDC Planning – The Department continues planning the 2025 CTE Professional Development Conference.

Modernized Career Clusters Framework – The Department continues to work on the adopting the modernized Career Clusters Framework. The first step is to align current course codes with new clusters. We are completing that by focusing on the In-Demand Occupations list and cross walking them back to course codes. In this process, we also plan to develop standardized programs of study, for Centers and High Schools to adopt when developing CTE programs. We also intend to include post-secondary program codes (CIP) into these programs of study, to formalize the alignment between Secondary, Post-Secondary and Workforce.

Fiscal Management

The Department is within budget for the 2023-25 Biennium.

The 2025-27 Budget is in the packet for Board approval.

Advocate for Career and Technical Education

The Department is in the process of developing a standardized procedure for reviewing program quality. This ensures all program supervisors are looking for and evaluating all the submitted documentation the same way. An early draft of this was provided to the Directors for their review and input.

I participated in Greater Fargo/Moorhead Economic Development Regional Data & Analytics Workforce Summit on June 5. This was a discussion and brainstorming session, looking at Labor Market Data, Demographics data and economic data, to determine how to best address workforce shortages. Career and Technical Education and Work-based Learning was discussed as a key part of the solution.

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

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	$4,984,211.00	$5,406,928.00	$4,459,582.48	82%	$947,345.52
OPERATING EXPENSES	$3,046,350.00	$3,046,350.00	$2,041,643.20	67%	$1,004,706.80
GRANTS	$12,007,349.00	$12,007,349.00	$5,536,976.72	46%	$6,470,372.28
GRANTS - SECONDARY	$41,537,780.00	$41,537,780.00	$32,990,950.18	79%	$8,546,829.82
GRANTS - STEM	$100,000.00	$100,000.00	$60,767.39	61%	$39,232.61
CRF-INITIATIVE GRANT PROGRAM	$97,276,228.00	$157,167,541.85	$91,185,438.79	58%	$65,982,103.06
ADULT FARM MANAGEMENT	$1,706,138.00	$1,706,138.00	$485,071.01	28%	$1,221,066.99
WORKFORCE TRAINING	$2,987,500.00	$2,986,419.68	$2,973,919.68	100%	$12,500.00
MARKETPLACE FOR KIDS	$300,000.00	$300,000.00	$289,241.86	96%	$10,758.14
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$140,023,591.31	62%	$84,234,915.22
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$53,200,708.00	$53,532,351.34	$41,092,615.41	77%	$12,439,735.93
FEDERAL FUND EXPENDITURES	$110,589,874.00	$143,558,681.19	$74,924,708.28	52%	$68,633,972.91
SPECIAL FUND EXPENDITURES	$154,974.00	$27,167,474.00	$24,006,267.62	88%	$3,161,206.38
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$140,023,591.31	62%	$84,234,915.22

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2023 - 2025 Biennium

Apr-25	23 - 25 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,406,928.00	$221,661.89	$4,459,582.48	$947,345.52	82.48%	91.67%
OPERATING EXPENSES	$3,046,350.00	$41,307.75	$2,041,643.20	$1,004,706.80	67.02%	91.67%
TRAVEL	$380,000.00	$11,234.53	$271,790.47	$108,209.53	71.52%	91.67%
DUES & PROFESSIONAL DEVELOPMENT	$400,000.00	$17,785.00	$113,474.17	$286,525.83	28.37%	91.67%
PROFESSIONAL SERVICES	$361,350.00	$1,416.75	$55,109.71	$306,240.29	15.25%	91.67%
RENT/LEASES/UTILITIES/REPAIRS	$210,000.00	$200.00	$164,578.80	$45,421.20	78.37%	91.67%
POSTAGE	$25,000.00	$484.70	$4,975.44	$20,024.56	19.90%	91.67%
OPERATING FEES	$75,000.00	$128.62	$27,276.05	$47,723.95	36.37%	91.67%
SUPPLIES	$1,200,000.00	$828.82	$1,206,420.77	($6,420.77)	100.54%	91.67%
PRINTING & PAPER	$100,000.00	$1,924.32	$34,373.16	$65,626.84	34.37%	91.67%
TELEPHONE	$20,000.00	$690.42	$13,794.39	$6,205.61	68.97%	91.67%
ITD	$200,000.00	$6,614.59	$147,064.76	$52,935.24	73.53%	91.67%
FURNITURE & EQUIPMENT	$75,000.00	$0.00	$2,785.48	$72,214.52	3.71%	91.67%
TOTAL	$8,453,278.00	$262,969.64	$6,501,225.68	$1,952,052.32	76.91%	91.67%

Training - TSA $17,360.00

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

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	$4,984,211.00	$5,406,928.00	$4,681,660.77	87%	$725,267.23
OPERATING EXPENSES	$3,046,350.00	$3,046,350.00	$2,123,010.99	70%	$923,339.01
GRANTS	$12,007,349.00	$12,007,349.00	$5,652,267.35	47%	$6,355,081.65
GRANTS - SECONDARY	$41,537,780.00	$41,537,780.00	$34,575,291.61	83%	$6,962,488.39
GRANTS - STEM	$100,000.00	$100,000.00	$59,884.79	60%	$40,115.21
CRF-INITIATIVE GRANT PROGRAM	$97,276,228.00	$157,167,541.85	$93,903,075.21	60%	$63,264,466.64
ADULT FARM MANAGEMENT	$1,706,138.00	$1,706,138.00	$486,021.01	28%	$1,220,116.99
WORKFORCE TRAINING	$2,987,500.00	$2,986,419.68	$2,973,919.68	100%	$12,500.00
MARKETPLACE FOR KIDS	$300,000.00	$300,000.00	$289,741.86	97%	$10,258.14
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$144,744,873.27	65%	$79,513,633.26
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$53,200,708.00	$53,532,351.34	$42,967,451.75	80%	$10,564,899.59
FEDERAL FUND EXPENDITURES	$110,589,874.00	$143,558,681.19	$75,638,766.64	53%	$67,919,914.55
SPECIAL FUND EXPENDITURES	$154,974.00	$27,167,474.00	$26,138,654.88	96%	$1,028,819.12
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$144,744,873.27	65%	$79,513,633.26

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2023 - 2025 Biennium

May-25	23 - 25 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,406,928.00	$222,078.29	$4,681,660.77	$725,267.23	86.59%	95.83%
OPERATING EXPENSES	$3,046,350.00	$81,367.79	$2,123,010.99	$923,339.01	69.69%	95.83%
TRAVEL	$380,000.00	$16,519.96	$288,310.43	$91,689.57	75.87%	95.83%
DUES & PROFESSIONAL DEVELOPMENT	$400,000.00	$214.00	$113,688.17	$286,311.83	28.42%	95.83%
PROFESSIONAL SERVICES	$361,350.00	$1,000.00	$56,109.71	$305,240.29	15.53%	95.83%
RENT/LEASES/UTILITIES/REPAIRS	$210,000.00	$52,626.41	$217,205.21	($7,205.21)	103.43%	95.83%
POSTAGE	$25,000.00	$203.04	$5,178.48	$19,821.52	20.71%	95.83%
OPERATING FEES	$75,000.00	$0.00	$27,276.05	$47,723.95	36.37%	95.83%
SUPPLIES	$1,200,000.00	$746.99	$1,207,167.76	($7,167.76)	100.60%	95.83%
PRINTING & PAPER	$100,000.00	$2,748.05	$37,121.21	$62,878.79	37.12%	95.83%
TELEPHONE	$20,000.00	$694.93	$14,489.32	$5,510.68	72.45%	95.83%
ITD	$200,000.00	$6,614.41	$153,679.17	$46,320.83	76.84%	95.83%
FURNITURE & EQUIPMENT	$75,000.00	$0.00	$2,785.48	$72,214.52	3.71%	95.83%
TOTAL	$8,453,278.00	$303,446.08	$6,804,671.76	$1,648,606.24	80.50%	95.83%

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,964,593.00	$0.00	$5,964,593.00	0.00%	0.00%
OPERATING EXPENSES	$4,745,611.00	$0.00	$4,745,611.00	0.00%	0.00%
TRAVEL	$380,000.00	$0.00	$380,000.00	0.00%	0.00%
DUES & PROFESSIONAL DEVELOPMENT	$359,111.00	$0.00	$359,111.00	0.00%	0.00%
PROFESSIONAL SERVICES	$1,361,500.00	$0.00	$1,361,500.00	0.00%	0.00%
RENT/LEASES/UTILITIES/REPAIRS	$450,000.00	$0.00	$450,000.00	0.00%	0.00%
POSTAGE	$25,000.00	$0.00	$25,000.00	0.00%	0.00%
OPERATING FEES	$200,000.00	$0.00	$200,000.00	0.00%	0.00%
SUPPLIES	$1,500,000.00	$0.00	$1,500,000.00	0.00%	0.00%
PRINTING & PAPER	$100,000.00	$0.00	$100,000.00	0.00%	0.00%
TELEPHONE	$20,000.00	$0.00	$20,000.00	0.00%	0.00%
ITD	$200,000.00	$0.00	$200,000.00	0.00%	0.00%
FURNITURE & EQUIPMENT	$150,000.00	$0.00	$150,000.00	0.00%	0.00%
TOTAL	$10,710,204.00	$0.00	$10,710,204.00	0.00%	0.00%

Dept of Career & Technical Education
General Fund Projections 2025 - 2026 Biennium

2023-2025 Biennium General Fund Appropriation		**Secondary**		**TrainND/MKT AFM/STEM**		**Salaries/ Operating**
$62,077,324		$52,037,780		$3,750,000		$5,958,593
Fiscal Year 2026 Annual Budget	47%	$24,712,534	50%	$1,875,000	50%	$2,979,296
Fiscal Year 2027 Available Funds	53%	$27,325,246	50%	$1,875,000	50%	$2,979,297

Secondary Grants

	FY2026 Annual Budget
$24,245,128.00	
Secondary Programs	
Agriculture	$3,148,384
Business Education	$919,062
Career Development	$3,386,312
FACS-ED	$1,258,405
FACS-OCC	$264,789
Health Sciences	$1,719,759
Information Technology	$596,358
Local Administration/Operating	$3,008,482
Marketing Education	$836,751
Technology & Engineering	$276,122
Trade & Industry	$4,157,317
New & Expanded Programs	$3,367,031
Total	**$22,938,772**
STEM Matching	$50,000
Emerging Technology Grants	$587,700
Innovative Grants	$60,000
Tech & Engineering	$20,000
WBL	$1,000,000
Special Projects	
CTSO-NDFFA Foundation	$36,072
Tech Ed CATTS	$19,990
Total	**$1,773,762**
Total General Fund	**$24,712,534**

Train ND/MKT/AFM/STEM Grants

Workforce Training	$1,625,000
Marketplace	$200,000
AFM	$0
STEM Network	$50,000
	$1,875,000

State Board for Career and Technical Education
Carl Perkins Obligations without Carryover for Fiscal Year 2026

Total Carl Perkins Funds Available			**$5,909,176**
Federal Funded Administration		$295,458	
Federal Leadership			
State Leadership		$250,911	
Non-Traditional Training		$60,000	
Special Populations		$8,000	
Clinical Practice T2T Secondary/Postsecondary		$80,000	
Dept. of Corrections		$29,546	
FCCLA Summer PD		$12,000	
CTSO Leadership		$17,000	
Certifications (ASE/OSHA)		$5,000	
NDSU Fargo-Ag & FACS-Teacher Prep		$18,000	
Leadership & Marketing Education		$11,000	
MyCAERT		$78,960	
NDSCS FCCLA Bootcamp (Culinary)		$2,500	
NDSU Chef's Club		$2,500	
VCSU Admin Degree Safety Net		$8,000	
VCSU T&I Degree Safety Net		$5,000	
Sub Pay-Evaluations,CTE in the Great Hall		$2,500	
	Total Obligations	$886,375	
Available Funding	New Funds	$886,375	
	Carryover Funds	$0	
	Total Funds	$886,375	
	Balance	$0	
Grants to Schools			
Secondary		$2,775,097	
Postsecondary		$1,494,284	
	Total Obligations	$4,269,381	
Available Funding			
	Secondary (New Funds)	$2,775,097	
	Postsecondary (New Funds)	$1,494,284	
	Secondary (Carryover Funds)	$0	
	Postsecondary (Carryover Funds)	$0	
	Total Funds	$4,269,381	
	Balance	$0	
Reserve Funds			
	New Funds	$753,420	
	Carryover Funds	$0	
	Total Funds	$753,420	
	Balance	$0	
Total Carl Perkins Funds Obligated			**$5,909,176**

6/9/2025

Approval of New, Expanding, and Transferring Program Requests

June 9, 2025

Following this memo is the list of 2025-26 School Year new, expanding and transferring program requests.

According to 2025-26 funding policy, new CTE Center programs will be reimbursed 75% of all approved costs and new comprehensive high school programs will be reimbursed 50% of all costs. Transferring programs will be reimbursed at 40% and reinstated will be reimbursed 27%.

Approved costs for CTE center programs include salary, fringe, travel, and supplemental/supplies expense. Approved costs for comprehensive high school programs include salary and travel.

Funds for the new, expanding, reinstated, and transferring programs are included in the Secondary Appropriation. The appropriation for the 2025-27 biennium is $52,037,780. The Legislature appropriated $6,000,000 for new and expanding programs, for which the Department will use to fund these programs for the two years of the biennium, as well as any future applications.

There will be another opportunity in September, for another round of applications.

The process the Department follows when approving a program is as follows:

1) Applications are submitted to the Department by April 30.
2) The Program Supervisor receives and reviews the application. Clarifying questions are sent to the applicant, if needed.
3) Each Program Supervisor meets with Management Team (Mark, Gwen and Wayde) to discuss each application and provide a recommendation to approve or deny.
4) The Management Team accepts or denies the recommendations. Recommendations of the management team are then taking to the Board for consideration.
5) The Board reviews the recommendation and approves or denies. Once approved by the Board, the Department contacts the applicant, and a funding opportunity is created in BRP.

If a program application is denied at any step, the applicant is notified.

The Department recommends approval of all the new, expanding, reinstated, and transferring program applications.

New & Expanding Program Requests
Fiscal Year 2026 - Spring

New Program Requests

Bakken Area Skills	Auto Technology	127,862.00
Bakken Area Skills	Petroleum Technology	66,750.00
Bowbells	Career Development	23,400.00
Central Regional	Advanced Manufacturing	16,470.00
Dakota Prairie	Agriculture	7,580.00
GF Impact Academy	Agriculture	174,664.00
GF Impact Academy	T&I - Automated Manufacturing	178,496.00
GF Impact Academy	T&I - Building Trades	289,870.00
GF Impact Academy	T&I - Culinary	82,500.00
Heart River CTC	Health Sciences	213,600.00
James Valley CTC	T&I - CDL	53,893.00
James Valley CTC	T&I - Culinary	27,158.00
New Town	Local Administration	8,272.00
South Prairie	Business	4,333.00
Southeast CTC	Firefighters	32,234.00
Southwest CTC	Firefighters	43,500.00
		$1,350,582.00

New Center Transfers

Bakken Area Skills	Business	8,544.00
Bakken Area Skills	FACS	0.00
Cass County CTC	Health Sciences	39,485.00
GF Impact Academy	Tech & Engineering	0.00
GF Impact Academy	T&I - Building Trades	92,682.00
Heart River CTC	Information Technology	50,266.00
Heart River CTC	Building Trades	19,540.00
Heart River CTC	Welding	28,720.00
Minot Area Workforce	Health Sciences	99,022.00
Minot Area Workforce	T&I - Aviation	23,176.00
Minot Area Workforce	T& - Building Trades	34,759.00
North Valley CTC	Business	12,113.00
Roughrider CTC	Career Development	27,337.00
Southwest CTC	Health Sciences	60,734.00
		$496,378.00

Reinstated Program Requests

Garrison	Career Development	18,872.00
Griggs County	Tech & Engeering	6,612.00
Hope-Page	Agriculture	14,940.00
Jamestown	Agriculture	29,940.00
		$70,364.00

Expanded Program Requests

Bakken Skills Center	Health Sciences	93,252.00
Bakken Skills Center	Local Administration	109,352.00
Bakken Skills Center	Tech & Engineering	9,403.00
Bakken Skills Center	T&I - Automated Manufacturing	167,656.00
Bakken Skills Center	T&I - Aviation	25,024.00
Bakken Skills Center	T&I - Building Trades	34,216.00
Bakken Skills Center	T&I - Heavy Equipment	10,000.00
Bakken Skills Center	T&I - Welding	56,285.00
Cass County CTC	Agriculture	13,438.00
Central Regional CTC	FACS	2,611.00
Central Regional CTC	Health Sciences	8,612.00
Central Regional CTC	Information Technology	5,730.00
Central Regional CTC	T&I - Aviation	9,625.00
Fargo - South	T&I - Building Trades	16,560.00
GF Impact Academy	Health Sciences	38,440.00
GF Impact Academy	Information Technology	20,221.00
GF Impact Academy	Local Administration	264,713.00
GF Impact Academy	T&I - Auto Technology	43,693.00
GF Impact Academy	T&I - Aviation	25,481.00
James Valley CTC	Information Technology	44,605.00
James Valley CTC	FCS OCC (Childcare)	44,460.00
Jamestown	FCS	2,371.00
Lisbon	Business	4,085.00
Minot	Career Development	28,560.00
Minot Area Workforce	Career Development	37,056.00
Minot Area Workforce	FCS	25,057.00
Minot Area Workforce	T&I - CDL	55,829.00
North Valley CTC	Business - Cavalier	7,282.00
North Valley CTC	Business - Minto	7,882.00
North Valley CTC	Health Sciences - Minto	9,031.00
North Valley CTC	Information Technology	12,913.00
North Valley CTC	Information Technology - Fordville	12,113.00
North Valley CTC	Marketing - Fordville	15,299.00
North Valley CTC	Marketing - Minto	25,975.00
North Valley CTC	T&I - Building Trades - Cavalier	16,752.00
North Valley CTC	T&I - CDL	61,978.00
Roughrider CTC	Local Administration	17,188.00
Southeast Region CTC	T&I - Auto Technology - Oakes	10,867.00
Southwest CTC	FACS	12,637.00
West Fargo Horace	T&I - Building Trades	12,150.00
West Fargo Horace	FCS	14,430.00
West Fargo Sheyenne	Health Sciences	16,875.00
		$1,449,707.00

	TOTAL	**$3,367,031.00**

North Dakota Graphic Communications Education Content Standards

The Department of Career and Technical Education staff has reviewed and updated the North Dakota Graphic Communications Education Content Standards. These Standards were reviewed by the North Dakota Graphic Communication Secondary Instructors.

I recommend approval of the ND Graphic Communications Education Standards as presented.

North Dakota Graphic Communications Education

Content Standards

North Dakota Department of Career and Technical Education

Wayde Sick, State Director and Executive Officer
600 E Boulevard Avenue, Dept. 270
Bismarck, North Dakota 58505-0610

North Dakota Technical Education Standards Process

This set of standards was reviewed by the North Dakota Graphic Communications secondary teachers.

With Special Thanks to Eric Holland, Sheyenne Valley Area CTC, for further review

Questions regarding these standards can be directed to:

Michael Netzloff
Standards and Curriculum Specialist
ND Department of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3187
mnetzloff@nd.gov

Adapted from Association for Print Technologies, Graphic Arts Education and Research Foundation (GAERF), Introduction to Graphic Communications, Latest Version 2014.

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Career and Technical Education Standards Introduction

Mission
The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision
The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

Goal
North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process
Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

1. **Draws its curricula, standards, and organizing principles from the workplace.**
    The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.

2. **Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**
    CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.

3. **Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**
    Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.

4. **Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**
    Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.

5. **Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**
    CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

Table of Contents

Standard 1	*GRAPHIC COMMUNICATIONS INDUSTRY OVERVIEW*

Topic 1.1	**Graphic Communications Industry**

	Student Competencies	
	1.1.1	Define the graphic communications industry.
	1.1.2	Describe the size and economic value of the industry as in employees, number of establishments, revenue, and profit levels.
	1.1.3	Identify the types of businesses and organizations that comprise the industry.
	1.1.4	Review the types of products and services provided by the industry.
	1.1.5	Evaluate the use and value of different types of printing to a customer.
	1.1.6	Describe the markets that use printing, as in direct mail, books, magazines, stationery, and packaging
	1.1.7	Compare the role (cost and effectiveness) of print compared to other communication mediums, like television, radio, the internet, and social media.
	1.1.8	Assess examples of different types of communications mediums.
	1.1.9	Identify local and national graphic communications associations.
	1.1.10	Describe the purpose of local and national graphic communications associations.

Topic 1.2	**Printing Process**

	Student Competencies	
	1.2.1	Describe common printing processes, such as flexography, gravure, letterpress, offset lithography, screen printing, and digital.
	1.2.2	List common products produced by each printing process.
	1.2.3	Identify samples of each printing process.

	1.2.4	Discuss advantages and disadvantages of each printing process:
		    a. Economic
		    b. Delivery timeframe
		    c. Physical characteristics of printed piece

	1.2.5	Define counterfeiting, copyright, and intellectual property infringement.
	1.2.6	Identify the issues and challenges associated with counterfeiting, copyright and intellectual property infringement in the printing industry.
	1.2.7	Discuss technologies related to printing (ex. 3D printing, nanography, production inkjet, quick response codes (QR), cross-media communications, augmented reality (AR), data driven print, cloud based composition, etc.)

Topic 1.3	How Printing is Produced	
	Student Competencies	
	1.3.1	Describe the function and use of basic production equipment used in a commercial printing plant (ex. a computer workstation, a scanner, a proofing device, a platesetter, an offset lithographic press, a digital press, a paper cutter, a folder, a saddle stitcher, a perfect binder, a paper padding press, a paper drill, etc.)
	1.3.2	Define workflow.
	1.3.3	Review common steps in a typical print workflow, as in digital file preparation, print, and finish
	1.3.4	Describe the purpose of a job ticket.
	1.3.5	Locate key production information on a job ticket.
	1.3.6	Identify departments within printing organization through live or virtual observation.
	1.3.7	Describe the role and responsibilities of departments within printing organization, such as sales, estimating, file preparation, printing, binding, and shipping.
Topic 1.4	Industry Career and Interpersonal Skills	
	Student Competencies	
	1.4.1	Review roles and responsibilities of employment positions in the graphic communications industry (ex. sales representative, customer service representative, estimator, designer, database programmer, pre-media technician, press operator, bindery operator, management, etc.)
	1.4.2	Describe work ethic skills that should be exhibited by employees in the graphic communications industry.
	1.4.3	Identify basic salary/wage expectation ranges for major occupations in the graphic communications industry.
	1.4.4	Gather job postings for positions in the graphic communications industry.
Topic 1.5	Safety Rules and Safety Data Sheets	
	Student Competencies	
	1.5.1	Review applicable national and local governmental safety regulations.
	1.5.2	Review school graphic lab's safety regulations.
	1.5.3	Explain the use and locations of safety interlocks on machinery.
	1.5.4	Identify safety regulations in place at the school graphic lab as they relate to proper paper movement.
	1.5.5	List the school graphic lab Standard Operating Procedures (SOP) for spills.
	1.5.6	Explain the proper procedures to clean up any spills at school graphic lab.
	1.5.7	List the proper procedures when handling cleaning chemicals.
	1.5.8	Describe a Safety Data Sheet.
	1.5.9	Explain the use of Safety Data Sheet.
	1.5.10	Evaluate Safety Data Sheets in place in the school graphic lab.
Topic 1.6	Industry Standard Math	
	Student Competencies	
	1.6.1	Describe English and Metric measurement systems.
	1.6.2	Define Points and Picas.
	1.6.3	Demonstrate the measurement of type in points and line length in picas.

	1.6.4	Calculate reduction or enlargement percentage of original photograph to final size.
	1.6.5	Determine optimum layout for minimizing waste when cutting smaller sheets out of larger parent sized sheet of paper.

Standard 2	FILE CREATION TO OUTPUT	
Topic 2.1	**File Creation and Design**	
	Student Competencies	
	2.1.1	Identify common components of a page, such as text, illustrations, and photographs.
	2.1.2	Proofread and edit a page of text, making corrections/adjustments as specified by instructor.
	2.1.3	Define these terms: page layout, image editing, and illustration.
	2.1.4	Review professional software applications, such as page layout, image editing, and illustration.
	2.1.5	Review office/home-based software applications.
	2.1.6	Create a page that includes fonts, styles, margins, indents, tabs, photographs and illustrations using professional layout software.
	2.1.7	Create and print a portfolio to showcase your work.
	2.1.8	Assess the significance of Adobe Acrobat Portable Document Format (PDF) as it pertains to the graphic communications industry.
	2.1.9	Create PDF of page that includes photographs and illustrations.
	2.1.10	Compare the differences between supplying PDF files versus native files for print.
	2.1.11	Define RGB and CMYK color reproduction.
	2.1.12	Discuss the Pantone color process.
	2.1.13	Contrast color reproduction viewed on digital display (Monitor, TV, tablet, smartphone) versus print.
	2.1.14	Show the effect of lighting on printed color perception.
	2.1.15	Identify different types of graphics, such as line art, continuous tone, raster, and vector
	2.1.16	Describe pixels per inch resolution.
	2.1.17	Cite examples of various file formats and their extensions: .doc;.pdf; .tif; .eps; .jpg; .bmp;.indd; .ai;.xls;.ePub.
	2.1.18	Review minimum resolution requirements for different reproduction devices, such as screen display and print.
	2.1.19	Compare use of a scanner versus lens-based image capture (digital camera).
Topic 2.2	**Print Output**	
	Student Competencies	
	2.2.1	Describe Preflighting.
	2.2.2	List common file issues found during preflight.
	2.2.3	Collect examples of four printed color applications (ex. Sunday newspaper retail insert, cereal package, clothing catalog, high end brochure, etc.)
	2.2.4	Compare color quality reproduction requirements of each.
	2.2.5	Define Imposition.
	2.2.6	Define Trapping.
	2.2.7	Define Bleed.

	2.2.8	Gather samples of full bleed and no bleed printed examples.
	2.2.9	Explain the purpose of proofing.
	2.2.10	Compare hard and soft proofs.
Topic 2.3	**Digital Output**	
	Student Competencies	
	2.3.1	Review how content may be published digitally, such as publishing to the web, social media, and mobile devices.
	2.3.2	Define e-publishing / e-books.
	2.3.3	Compare the advantages / disadvantages of e-publishing/e-books versus traditional books.

Standard 3	OFFSET PRESS & DIGITAL PRESS

Topic 3.1	Components of Offset Lithographic Press	
	Student Competencies	
	3.1.1	Discuss the imaging process of an offset lithographic press.
	3.1.2	Describe the use of color bars.

	3.1.3	Review components of an offset press:
		 a. Describe a Printing Unit
		    i. Inking System
		    ii. Water System
		    iii. Plate Cylinder
		    iv. Blanket Cylinder
		    v. Impression Cylinder
		 b. Describe an offset printing plate
		 c. Describe an offset blanket

	3.1.4	Compare feeding system of a sheet fed press (roll, sheetfed).
Topic 3.2	Components of Digital Press	
	Student Competencies	
	3.2.1	Discuss the imaging process of a digital press.

	3.2.2	Review components of digital presses:
		 a. Digital Front End Raster Image Processor (RIP)
		 b. Print Engine
		    i. Toner based (Electrophotography)
		    ii. Inkjet
		 c. Delivery systems
		    i. Roll to roll
		    ii. Stacker
		    iii. In-line finishing

Standard 4	MATERIALS & PRODUCTION	
Topic 4.1	**Substrates**	
	Student Competencies	
	4.1.1	Discuss the impact that substrates have on a printed project.
	4.1.2	Identify wood pulp-based paper substrates.
	4.1.3	Review common paper types, weights, grades and classifications commonly used in the printing industry.
	4.1.4	List common page and sheet sizes used in United States and Europe.
	4.1.5	Describe Parent Sheet.
	4.1.6	Identify non-traditional specialty substrates.
	4.1.7	Gather examples of pulp, plastic and metal-based substrates.
	4.1.8	Discuss sustainability / recyclability of pulp-based substrates.
	4.1.9	Debate sustainability of print versus digital media.
	4.1.10	Describe Forest Stewardship Council (FSC) certified papers.
Topic 4.2	**Bindery and Finishing**	
	Student Competencies	
	4.2.1	Determine grain direction of paper.
	4.2.2	Explain the importance of grain direction.
	4.2.3	Describe a folded signature.
	4.2.4	Describe bindery and finishing options (ex. loose leaf, saddle stitch, perfect bind, case binding, lay-flat binding, die cutting, embossing / debossing, foil stamping, etc.).
	4.2.5	Contrast use and benefits of each bindery option.
	4.2.6	Create multi-page saddle stitch booklet.
Topic 4.3	**Finishing Equipment**	
	Student Competencies	
	4.3.1	Describe in-line, near-line and off-line finishing.
	4.3.2	Identify commonly used finishing and binding equipment and supplies (ex. Padding, stapling, stitching, punching / drilling, folding, collating, etc.)

Career Ready Practices

1.   Lead as a Contributing & Professional Employee

Career-ready individuals understand the role and responsibilities of their position and demonstrate this understanding by regularly contributing to the success of their organization. They are reliable and lead by example through work ethic and professionalism, as defined by the standards set by their workplace. This Career Ready Practice includes understanding and exhibiting the core values of their organization and modeling strong morals, motivation, excellence, and consistency.

2.   Communicate Clearly, Effectively, & with Reason

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

3.   Think Critically to Make Sense of Problems & Persevere in Solving Them

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

4.   Collaborate Productively while Using Cultural & Global Competencies

Career-ready individuals are able to work effectively in diverse teams to successfully accomplish a goal in both in-person and virtual environments. This Career Ready Practice includes understanding team dynamics, respecting diverse perspectives, demonstrating empathy, and contributing positively to team outcomes. Effective collaboration leverages the strengths of team members, enhances problem-solving, and leads to innovative solutions by recognizing that each team member has something unique to contribute. Preparing to work in diverse teams ensures readiness for the collaborative nature of modern workplaces and requires recognizing biases and advocating for inclusive practices. Cultivating an inclusive environment not only enhances team dynamics but also drives innovation and reflects positively on organizational culture.

5.   **Use digital Skills & Technologies to Enhance Productivity & Make Data-informed Decisions**

Career-ready individuals are digitally literate—proficient with the digital skills and technology that are regularly used in their evolving workplace. This Career Ready Practice involves using digital tools to enhance productivity, understanding the impact of technology on one's work, and staying updated with technological advancements that may have future impacts for a given industry area. Individuals can use technology and digital tools to analyze and report data, helping to make decisions that are data informed and data driven. Digitally literate individuals are also able to understand digital security and privacy and are able to use social media professionally and responsibly.

6.   **Remain Resilient in a Changing Workplace & World of Work**

Career-ready individuals have the ability to adjust to change and remain resilient in the face of challenges, both within a workplace and throughout their careers. This Career Ready Practice involves maintaining a positive attitude despite challenges and being open to new ideas and feedback. Individuals seek to act in ways that contribute to the betterment of themselves and their teams, families, community, and workplace. Developing adaptability, flexibility, and resilience helps individuals navigate career transitions, embrace new opportunities, and maintain productivity and well-being under pressure. This Career Ready Practice also includes attending to one's own mental well-being and developing an appropriate work-life balance to sustain productivity, reduce stress, and enhance overall quality of life, which directly affects professional performance and satisfaction.

7.   **Manage Time & Space Effectively**

Career-ready individuals are able to effectively manage their time and use organizational skills to prioritize tasks and meet deadlines. This Career Ready Practice includes planning, delegating tasks effectively, and maintaining a well-organized workspace in both physical and virtual environments. Developing these skills leads to increased efficiency, better project outcomes, and a balanced workload.

8.   **Demonstrate a Creative & Innovative Mindset**

Career-ready individuals are able to use innovation and creativity to think outside the box and develop new ideas and solutions. This Career Ready Practice encourages a mindset of continuous improvement and adaptability and fosters a spirit of curiosity, experimentation, and calculated risk-taking. It prepares individuals to improve systems, drive change, create value, and stay competitive in a rapidly evolving workplace.

9.   **Act as a Good Steward of Organizational & Personal Finances & Resources**

Career-ready individuals are financially literate and can demonstrate their ability to make cost effective decisions on behalf of themselves and their workplace. This Career Ready Practice includes managing personal finances, understanding financial documents, and making informed financial decisions. Financial literacy empowers individuals to make sound investments, budget effectively, and contribute to the financial health of their organization.

10.   Navigate an Education & Career Path Aligned to Strengths, Work Style, Interests, & Goals

Career-ready individuals are self-aware about their strengths and working style and can understand how to leverage these traits effectively to maximize their careers. They are also aware of their areas for improvement, seeking opportunities for growth and acting on feedback to continuously improve. This Career Ready Practice is essential for setting realistic career goals, pursuing professional development opportunities, reskilling and upskilling to keep skills and knowledge relevant, and achieving personal and professional fulfillment.

11.   Consider the Environmental & Social Impacts of Decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively affect and/or mitigate negative impact on other people, their communities, and the environment. They make decisions with integrity by considering the moral and ethical consequences of their decisions and actively planning for the long-term success of projects, systems, and processes. Developing sustainability and environmental literacy skills prepares individuals to also contribute to a greener future and address global challenges.

12.   Apply appropriate academic & technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be effective and productive employees. They have the technical proficiency to use the language, tools, technologies, and methodologies that are relevant to their specific industry sector. They make connections between abstract concepts and real-world applications, and they make correct determinations about when applying an academic skill is appropriate in a workplace situation. This Career Ready Practice includes staying updated about industry advancements and continuously improving technical skills aligned with the changing needs of their sector.

2025-26 Private Career Schools Renewal Applicants For Authorization to Operate in North Dakota

1. Elite Massage Academy, Fargo, North Dakota (5th Year of Provisional)

2. Emerging Digital Academy, Fargo, North Dakota (1st Year of Provisional)

3. Fargo School of Massage Therapy, Fargo, North Dakota (5th Year of Provisional)

4. Gemological Institute of America, Carlsbad, California (1st Year of Provisional) *NEW*

5. Josef's School of Hair, Skin, and Body, Grand Forks, North Dakota

6. Josef's School of Hair, Skin, and Body, Fargo, North Dakota

7. Lynnes Welding Training, Bismarck, North Dakota

8. Lynnes Welding Training, Fargo, North Dakota

9. PowerHouse, West Fargo, North Dakota (1st Year of Provisional) *NEW*

10. The Salon Professional Academy, Fargo, North Dakota

11. Spectrum School of Massage, Minot, North Dakota

Method

All private schools are notified on December 1 that they must submit the following online by April 1:

> Application Fee, Career School's Identification and Affidavit, Current Financial Statement, Surety Bond, Advertising, Student Catalogs, Accreditation*, Enrollment Agreement, Student Costs, Administrative and Instructional Personnel, Programs Offered, Enrollment Numbers, Facilities Design and Scope, Equipment List, Educational Credential (copy of Diploma printed for students), Placement, Statement of Compliance with the state Refund Policy, Multiple Location Information, and Distance Education Requirement.

*Accreditation for applicants with Provisional Authorization by providing the name of the accrediting agency from which the school will seek accreditation, documentation of intent to undergo accreditation procedures, and a timetable for completion of accreditation which is reasonable and in accordance with the selected agency's procedures. This is a multiple-year process for most and full authorization cannot be granted until fully accredited (exception is Amendment to NDCC 15-20.4-04).

I recommend the approval of the above-listed applications for renewal of Authorization to Operate in North Dakota, as they have provided all the necessary documentation we require in our policy.

Private Career Schools 2025-2026

--program(s) offered at each--

Elite Massage Academy

1121 Westrac Dr Suite 202

Fargo, ND 58103

- Massage Therapy

Emerging Digital Academy

118 Broadway N Suite S1

Fargo, ND 58103

- Full Stack Engineering

Fargo School of Massage Therapy

4480 23rd Ave S Suite 103

Fargo, ND 58104

- Massage Therapy

Gemological Institute of America

5345 Armada Drive

Carlsbad, CA 92008

- Graduate Gemologist Online
- Graduate Pearls Online
- Graduate Diamonds Online
- Graduate Colored Stones Online

Josef's School of Hair, Skin & Body

Esthetics and Massage Therapy Campus

2011 South Washington Street

Grand Forks, ND 58201

- Massage Therapy

Josef's School of Hair, Skin & Body

3223 13th Avenue South Suite A

Fargo, ND 58103

- Massage Therapy

Lynnes Welding Training – Bismarck Campus

4329 Centurion Drive Unit #9

Bismarck, ND 58504

- Aluminum Gas Metal Arc Welding (Mig) & Gas Tungsten Arc Welding (40 Hours)
- Combination Welder II Program (640 hours)
- Combination Welder I Program (480 hours)
- Gas Metal Arc Welding (GMAW) Skills (200 hours)
- Gas Metal Arc Welding (GMAW) Skills (120 hours)
- Gas Tungsten Arc Welding (GTAW) Skills (120 hours)
- Lean Welding (32 hours)
- PIPE Welding (STICK Uphill) Skills (200 hours)
- PIPE Welding (TIG) Skills (200 hours)
- Prep – Certified Welding Inspector (36 hours)
- Shielded Metal Arc Welding (SMAW) Skills (120 hours)

Lynnes Welding Training – Fargo Campus

2717 3rd Ave North

Fargo, ND 58102

- Aluminum Gas Metal Arc Welding (Mig) & Gas Tungsten Arc Welding (40 Hours)
- Combination Welder II Program (640 hours)
- Combination Welder I Program (480 hours)
- Gas Metal Arc Welding (GMAW) Skills (200 hours)
- Gas Metal Arc Welding (GMAW) Skills (120 hours)
- Gas Tungsten Arc Welding (GTAW) Skills (120 hours)
- Lean Welding (32 hours)
- PIPE Welding (STICK Uphill) Skills (200 hours)
- PIPE Welding (TIG) Skills (200 hours)
- Prep – Certified Welding Inspector (36 hours)
- Shielded Metal Arc Welding (SMAW) Skills (120 hours)

The Salon Professional Academy

4377 15th Avenue South

Fargo, ND 58103

- Massage Therapy

PowerHouse

455 Christianson Dr W

West Fargo, ND 58078

- Electrician Apprentice

Spectrum School of Massage

1915 N. Broadway

Minot, ND 58703

- Massage Therapy

2025-2026 Classified State Employee Salary Increases

The following guidelines are provided in accordance with legislative intent:

- Compensation adjustments for 2025 and 2026 are to average 3% each year for eligible employees.

- Increases for eligible state employees are to be based on documented performance and are not to be the same percentage increase for each employee. Recommended performance-based increase guidelines are as follows:

Legislative General Performance (LGP) increase guidelines, effective July 1, 2025 (paid August 2025) & effective July 1, 2026 (paid august 2026)			
Performance Level	Developing	Achieves	Excels
Definition	Additional growth needed; inconsistent in achieving goals, competencies and expectations; additional coaching, instruction needed.	Job well done, performs in accordance with expectations achieved performance goals and competencies.	Consistently delivers high impact outcomes; exceeds performance expectations and competencies routinely; produces outstanding results all the time.
Increase %	0-2%	2-4%	3-5%

Agencies using a different rating scale should determine similar guidelines.

- Employees may not be granted an increase that results in a salary above the maximum of their respective salary range.

- In addition to performance, each employee's relative pay level should be considered when determining increase amounts.

- An employee whose overall documented performance level does not meet standards is not eligible for a salary increase. An employee with a "Developing" performance level may be granted a guideline increase if their documented performance confirms strong growth in newly assigned responsibilities.

- Increases for employees working less than a full-time schedule should be prorated accordingly.

- Probationary employees are not entitled to the general increase but may be given all or a portion of the increase in July (paid August) or upon completion of probation at the discretion of the appointing authority.

CTE Salary Increase

Developing   2%
Achieves   3%
Excels   3.5%

(The above information does not reflect a salary increase for the State Director and would need to be acted on separately.)

TO: ND CTE Board Members
FROM: Sonia Meehl, Board Chairman
DATE: June 11, 2025
RE: Director Salary Recommendation

Per North Dakota Century Code 15-20.1-03.5, the state board of career and technical education has the power and duty "to fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education…." It is the duty of the Director of the CTE Department, within legislative directive, to recommend compensation of department staff. It is the duty of the Board to set the Director's compensation.

Per legislative guidelines, compensation adjustments are to average 3% for eligible employees. The board evaluated Director Sick during our May board meeting, assigning a rating of "Achieves Plus." Based on this evaluation, and to stay in compliance with the legislative directive, I recommend an increase of 3% for Director Sick.

19-May-25	Career and Technology Board Time Tracker	QTR:	2	19-May

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	0	✕	← Minutes setting and adopting both student outcome goals and goal progress measures.	
	✕	0	← Minutes setting and adopting director and board guardrails, and a theory of action	
4. Adopted Monitoring Calendar for Outcome Goals and Director/ Board Guardrails, and Board Self-Evaluation	0	✕	← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	✕	14	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar	
	✕	0	← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument	
5. Structuring for Success			Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) →	104
6. Active Teamwork and Advocacy	0	✕	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Non-calculated time			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Be Legendary Governance Institutes Minutes in closed session as permitted by law	
TOTALS	0	14	118	104

Use For Outcome and Adult Behavior Minutes Percentage Calculation: 14 ÷ 118 × 100 = **11.86**   % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and   0 ÷ 118 × 100 = **0.00**   % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
7	2	77.78	1	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
4		100.00		2	2	100.00