



## **State Board for Career and Technical Education Agenda**

**March 23, 2026**

**10:00 AM CT**

**Pioneer Room at State Capitol and Microsoft Teams**

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

- 1) Call to Order**
- 2) Be Legendary Governance**
  - a) Input from local CTE Director**
  - b) Accept Revised Goal 3 Progress Measures – CTE Student Enrollment**
    - i) GPM 3.1 – Students attending a school with less than 3 Programs**
    - ii) GPM 3.2 – Schools less than 20 miles from a Center**
    - iii) GPM 3.3 – Schools greater than 20 miles from a Center**
    - iv) GPM 3.4 – Total students enrolling at a Center**
    - v) GPM 3.5 – Total students enrolling at school of residence**
  - c) Board Guardrail 1 Review**
  - d) Ad hoc Committee Updates**
    - i) Community Engagement**
    - ii) Procedural Manual**
- 3) Consent Agenda**
  - a) Approve February 23, 2026 Minutes**
  - b) Accept Director’s Report – Agency update**
  - c) Accept February 2026 Financial Reports**
- 4) Items for Discussion and Possible Action**
  - a) Preliminary Approval of the Board Procedural Manual**
- 5) Information Only**
  - a) Revised January 2026 Board Time Tracker**
  - b) February 2026 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

### 2) b) Accept Revised Goal 3 Progress Measures

The overall goal belongs to the board and was adopted at the December 2025 meeting. The benchmark and targets for the overall goal are based on the CAR. Your narrative in the March agenda packet states that you do not believe the data is accurate. Does this statement apply only to GPMs 3.1 through 3.5?

**Yes, that is correct. The data is specific the GPSs 3.1 – 3.5. We believe overall enrollments are reasonably accurate. Where the inaccuracy lies is the correct noting of who is delivering the course, which GPM 3.1 through 3.5 depends on.**

Do we believe the 75.5% baseline and the 77% actual in 2025 for the overall goal to be accurate?

**Yes, I believe it is fairly accurate. We do have some clean up that needs to occur and we struggle in collecting data from some of our tribal schools, but other than that, I believe we are close.**

Do we believe GPM 3.5 baseline and targets to be accurate, since those are also measured by the CAR?

**No, that is not accurate. There are courses that are listed as being offered by the school district at state level data, which are in fact offered by a Center. The course needs to be coded correctly at the local level for the state to determine who the provider is, whether it is a comprehensive high school, CTE Center, etc. That is where the inaccuracy lies. The CAR is the source of the data, but additional work needs to be done, to disaggregate down to the school district and Center level.**

Do we expect that some of our data quality will improve with Infinite Campus?

**Yes, we do. First, all Centers will have their own instance in Infinite Campus, whether it is a stand alone or connected to a school district. This will give us access to more accurate data. Also, the adoption of Infinite Campus will provide a clean slate of data collection. Finally, since CTE Centers will receive funding based on CTE enrollment, it motivates them and the member schools to ensure the data is accurate.**

Agenda Item 2b: Accept Goal 3 Progress Measures - Am I interpreting your commentary about the data being inaccurate as the numbers would be underreported?

**Yes, I anticipate Center enrollment data is underreported.**

2dii: Adhoc Committee Update - Procedural Manual - 4.10.3 Refers to the Director having breached any term of his contract. Do you have a contract?

**No, the state director does not have a contract.**

2) d) ii) Procedural Manual

Manual Page 4 – first paragraph, third line, consider deleting the word “the” before “state and federal laws...”

**Change made in the document in MS Teams - thank you for the recommendation!**

4.4 Board Officer Roles & Responsibilities – It recently occurred to me that we may want to include the procedure by which we elect officers. Century code may require that we do this annually and that there may have been multiple years during my term on the board when we failed to do this. We had simply retained the same chairman as had been in place unless the chairman’s term ended and he was not reappointed to the board. I wonder if this should be done at the annual retreat. Please check with our attorney to confirm whether this is statutorily required.

**Great idea! An inquiry to Mr. Openshaw has been submitted with the request to report out during our board meeting.**

4.5 Board Committees – first line, delete the comma after Board Members.

**Change made in the document in MS Teams - thank you for the recommendation!**

4.7 Board Meetings – Item 3, g & h regarding no additions to the agenda. I think this is probably fine. I recall from my days on my local school district board that occasionally items did come up that were important to act on at a meeting and that there is no legal restriction from adding an item to the agenda at a regular meeting as opposed to a special meeting. I cannot immediately recall a time when an item came up which was or could have been appropriately added to the state CTE board agenda. This may be appropriate for observation during the proposed one-year trial time for the procedural manual.

Having said all this, I suggest on 4.7-3.h. that the word “additional” be eliminated (“additional additions”?) and consider deleting “to the Board agenda” so that the item reads something like this: No additions to the agenda or removal of items from the consent agenda will be made during the Board meeting.

**Change made in the document in MS Teams - thank you for the recommendation!**

4.7 4.a. Minutes – Refers to posting of minutes board meetings as well as committee and subcommittee meetings. I do not disagree with this, but will point out that I do not

believe we are currently posting minutes of committee and subcommittee meetings to the state website. I also do not see these consistently posted on the Teams channel. Is this necessary?

**An inquiry to Mr. Openshaw has been submitted with the request to report out during our board meeting.**

4.7. 4. B. Voting – Wow, my brain is having a hard time understanding this. The first sentence seems to refer to minutes as a procedural item, but the minutes are part of the consent agenda which is described as “not procedural.” It says that “non-procedural items” require a roll call vote. I read this to mean that we should have a roll-call vote on the consent agenda, but I don’t think that is necessary. I would like clarification of this and also whether discussion is allowed/required on the consent agenda. I have been treating it as no discussion allowed and a simple voice vote, no roll call.

**I can understand the confusion. Perhaps I inaccurately depicted/transferred guidance that was provided to us. An inquiry to Mr. Openshaw has been submitted with the request to report out during our board meeting.**

4. 7. 4. f. Public Comment – “Comments in person or via chat will not be accepted during the meeting.” I agree that chat should be shut off. Regarding in person comments, I wonder if we should add something like “unless allowed by the chairman.” I can imagine a situation where there is a director or staff member present at the meeting or attending remotely and may be able to provide information that is helpful to the board.

**Change made in the document in MS Teams - thank you for the recommendation!**

4. 10. 3. Refers to the Director having breached any term of his contract. Does the Director have a contract? I know that a local school superintendent does, but I am not aware that our director is under contract.

**I have asked this question of Wayde directly to respond to and have submitted an inquiry to Mr. Openshaw has been submitted with the request to report out during our board meeting.**

4.10.4.4. Non-Director Employee Performance – Refers to concerns that relate to safety and notification of police, if appropriate. Can you provide an example of how this would be relevant to state CTE department personnel?

**An inquiry to Mr. Openshaw has been submitted with the request to report out during our board meeting.**

4. 10. Fellow Board Member Performance – Should reference be made to such behavior as related to their CTE Board duties? Silly example, but if I am driving the

speed limit on my way to the meeting in Bismarck and another board member blows by me obviously far exceeding the speed limit, is this something that needs to be reported? If I somehow became aware that a board member is rumored or alleged to be involved in fraudulent activity related to their business, is that something I need to report? What if it is beyond rumored or alleged, but charges have been filed, but they have not yet been tried or convicted?

**Great catch! We encountered something similar in 4.1 in reference to Board member making out-of-meeting commitments. I have edited 4.10 Fellow Board Member Performance to read (see below). I will request Mr. Openshaw's review:**

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

3) c) Financial Reports – Appropriate Status Report

What is the Initiative Grant Program? Why was the original appropriation \$0 and the Current Appropriation \$5.46 million?

**This is the CTE Capital Projects Funding. This is carry-over funds, due to open grants. The original appropriation is listed as \$0 because this is considered one-time funds and is not a part of our base budget.**

Can you explain how the New & Vacant FTE Pool works allowing us an additional appropriation of \$126,203?

**The New & Vacant FTE Pool are dollars that are removed from our salary line for current staff and any new FTEs the legislature approved. CTE can request funds for new FTEs as they are hired and can request for current FTEs no earlier than the last quarter of the biennium. OMB assumes that as staff leave, the Department hires new staff at lower salaries, saving the agency money, hence the last quarter's available request. This is in case we don't have turnover. This biennium the Department doesn't have any approved new FTEs, so the funds in that line are only for current staff.**

5) b) February Time Tracker – indicates that 8 board members responded and 0 did not. My notes show that 5 responded and 4 did not.

**This has been corrected and a revised Time Tracker has been placed in the packet.**

Agenda Items 2)b) Be Legendary Governance – Accept Goal 3 Progress Measures

I have not received and analyzed the data in relation to the Goal 3 Progress Measures. Although I do not believe the data is accurate, this provides a baseline and targets to strive towards. It is my hope that the migration to Infinite Campus will provide more accurate data. I anticipate there will be a request to adjust the targets in the fall of 2026, when more accurate data is available.

The primary reason why the data is not accurate is course sections are not categorized accurately at the local level. When a course section is created at a school district, the district can assign the section to a CTE Center. If this is not done, the course enrollments are not connected to the Center.

Below are the proposed Goal Progress Measures:

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.

GPM 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 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

GPM 3.2: The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enrolls in a CTE Center course will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

GPM 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 31% in 2023 to 36% in 2028 as measured by the CTE Center Membership Report.

GPM 3.4: The percentage of high school students that enroll in a course at a CTE Center will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

GPM 3.5: The percentage of high school students that enroll in a CTE course at their school of residence will increase from 65% in 2025 to 70% in 2030 as measured by the Consolidated Annual Report.

I ask the Board to accept the Goal 3 Progress Measures as drafted, with the understanding they may be adjusted when more accurate data is available. I have set growth of 1% per years, as new data may adjust our growth and we do not have trend data.

### 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.

	Targets	Actual					
Baseline	76%	76%					
2025	78%	77%					
2026	81%						
2027	83%						
2028	85%						
2029	87%						

**GPM 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 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	21%	21.23%					
2026	22%						
2027	23%						
2028	24%						
2029	25%						
2030	26%						

**GPM 3.2** The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enrolls in a CTE Center course will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	19%	19.11%					
2026	20%						
2027	21%						
2028	22%						
2029	23%						
2030	24%						

**GPM 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 31% in 2023 to 36% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	31%	31.02%					
2026	32%						
2027	33%						
2028	34%						
2029	35%						
2030	36%						

**GPM 3.4** The percentage of high school students that enroll in a course at a CTE Center will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual					
Baseline	21%	21.03%					
2026	22%						
2027	23%						
2028	24%						
2029	25%						
2030	26%						

**GPM 3.5** The percentage of high school students that enroll in a CTE course at their school of residence will increase from 65% in 2025 to 70% in 2030 as measured by the Consolidated Annual Report.

	Targets	Actual					
Baseline	65%	64.62%					
2026	66%						
2027	67%						
2028	68%						
2029	69%						
2030	70%						

TO: ND CTE Board Members  
FROM: Sonia Meehl, Board Chairman  
DATE: March 13, 2026  
RE: Board Guardrail Review

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I have added a recurring item in the Be Legendary Governance section of our agenda to review one of our board self-guardrails during each meeting. As a reminder, our Board Self-Guardrails can be found on our Teams channel, Be Legendary Documents and Implementation folder, in the file Board Guardrails and Theory of Action.

During the March 23 meeting, we will review **Board Self-Guardrail 1: *The board shall not fail to discuss and adjust board behaviors which are impeding proficiency within each objective.***

Our Board Self-Evaluation Objectives will be placed on our Teams channel, Be Legendary Documents and Implementation folder, in the Be Legendary Framework file. However, I will include Objective 1 in the packet with this memo.

During our January self-evaluation, we scored ourselves Proficient on Objective 1. In order to move to Advanced we must complete the following:

*All board members and the Director must:*

- 1) have committed the vision and student outcome goals to memory; and*
- 2) know the current status of each student outcome goal; and*
- 3) agree that there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.*

By our April meeting, all board members should have memorized our Vision and Student Outcome Goals. We will still not be Advanced status until we achieve item 3 above.

Here is our Vision:

**Our Vision**

**A Future-Ready Workforce for North Dakota**

On the next page is a memory aid to help us memorize our Student Outcome Goals.

Student Outcome Goal 1: <b>Concentrators</b>	
<i>The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report will increase from 28.5% January 2024 (2022-23 school year) to 40% in January 2028 (2026-27 school year).</i>	
<b>Population</b>	grade 10-12 students identified as concentrators
<b>Baseline</b>	28.5% in January 2024 (22-23 school year)
<b>Deadline target</b>	40.0% in January 2028 (26-27 school year)
<b>Measurement tool</b>	Consolidated Annual Report
<b>Current Status:</b>	38%
Student Outcome Goal 2: <b>Workforce Ready</b>	
<i>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.</i>	
<b>Population</b>	students who graduate Workforce Ready
<b>Baseline</b>	88.0% in 2022-23 school year
<b>Deadline target</b>	93.0% in 2027-28 school year
<b>Measurement tool</b>	N D Choice Ready Report
<b>Current Status:</b>	95%
Student Outcome Goal 3: <b>CTE Enrollment</b>	
<i>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.</i>	
<b>Population</b>	high school students enrolled in a CTE course
<b>Baseline</b>	76.0% in 2024
<b>Deadline target</b>	87.0% in 2029
<b>Measurement tool</b>	Consolidated Annual Report
<b>Current Status:</b>	77%

# OBJECTIVE 1: The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<p>The board does not meet if any of the following are true:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The board does not have a vision.</li> <li><input type="checkbox"/> The board does not have goals.</li> <li><input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes.</li> </ul>	<p><b>The board has:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adopted a vision statement;</li> <li><input type="checkbox"/> owned the vision development process while working collaboratively with the Director;</li> <li><input type="checkbox"/> adopted three to five goals; and</li> <li><input type="checkbox"/> owned the goal development process while working collaboratively with the Director.</li> </ul>	<p>The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a population,</li> <li><input type="checkbox"/> a baseline,</li> <li><input type="checkbox"/> a deadline target,</li> <li><input type="checkbox"/> a measurement tool,</li> <li><input type="checkbox"/> a deadline date, and</li> <li><input type="checkbox"/> annual targets.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All board members and the Director agree that the student outcome goals                             <ol style="list-style-type: none"> <li>1. will challenge the organization;</li> <li>2. require adult behavior change;</li> <li>3. are influenceable by the Director; and</li> <li>4. are the Director's first priority for resource allocation.</li> </ol> </li> <li><input type="checkbox"/> 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.</li> </ul>	<p>All board members and the Director</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have committed the vision and student outcome goals to memory;</li> <li><input type="checkbox"/> know the current status of each student outcome goal; and</li> <li><input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.</li> </ul>					

TO: ND CTE Board Members  
FROM: Sonia Meehl, Community Engagement Committee Chair  
DATE: March 13, 2026  
RE: Community Engagement Report

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The Community Engagement team has made additional progress on the presentation but we are not ready to present a final product for your review and approval. We will meet again on Tuesday, March 17, to continue our work.

A copy of the presentation in its current form is on the Teams channel in the Community Engagement Subcommittee folder. You are welcome and encouraged to review it and make any comments for us to consider.

Subject: CTE Board Procedural Manual DRAFT – Preliminary Approval Recommended

March 9, 2026

Greetings Fellow Board Members,

On behalf of the Board Procedural Manual Sub-Committee, I am pleased to present the finalized preliminary draft of the Board Procedural Manual for your review and consideration.

Over the past several months, our Sub-Committee has worked to organize, clarify, and document Board procedures to ensure consistency, transparency, and alignment with our governance responsibilities. The document is intended to serve as a practical guide to support effective Board operations and decision-making.

With the exception of Section 4.8, Board Member Conflict of Interest, edits made to the Procedural Manual to follow our January meeting were tracked for your awareness. Due to the substantial changes made to Section 4.8 changes were not tracked. Please review in full.

Given that governance documents are most effective when they are used, tested, and refined in practice, the sub-committee recommends a one-year period to allow the Board to evaluate clarity, usability, and alignment with procedures before finalizing the Manual as a fully adopted governance document. Following your consideration and potential preliminary approval, the Sub-Committee will:

- Monitor questions or procedural issues that arise during Board meetings,
- Collect feedback from Board members throughout the year,
- Meet in 6 months and one year's time,
- Present recommended updates for Board consideration prior to final adoption, and
- Annual review and revision be added to the Monitoring Calendar thereafter.

Thank you for your engagement in this important work. A clear and functional Procedural Manual strengthens our governance and ensures continuity for current and future Board members.

Respectfully submitted,



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 Director's Implementation Plan that is maintained by the director and is focused on how the director will execute the theory of action to achieve the Board goals.

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### 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

[See Appendix A for annual targets](#)

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

- 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.

Goal 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.

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## 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

See [Appendix A for annual targets](#)

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.

#### Guardrail 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.

The Director 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

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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.

Among fulfilling a myriad of other appointments and requests, the CTE Director serves on the ND Commerce Cabinet, College Technical Education Council, and PK-12 Strategic Vision Steering Committee per NDCC.

### 3.3 Director Evaluation

[See Appendix B](#)

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 at only during 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 [CTE-related](#) 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, [two who must be members of the ND School Boards Association](#); 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).

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### 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 dictated 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. The Board Chair reports the committee's activities back to the CTE board.

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#### 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.

#### 4.6 Board Self Evaluation

The Board shall conduct formative self-evaluations per the monitoring calendar (see Appendix C). 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. Call to Order
  - b. Outcome Progress Monitoring
  - c. 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.
- d. Items for discussion and possible action
  - i. The Director shall provide recommendations for items that require Board approval.
- e. Information Only
- f. Board Comments
- g. Adjourn

### 3. Meeting Materials Preparation and Dissemination

#### In preparation for Board meetings, the following activities will occur no later than:

- 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.

- 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. Voting – Collective, voice votes for procedural agenda items such as accepting minutes, adjourning meetings, etc. are permissible while non-procedural agenda items such as Board actions require a roll call vote. Consent agenda items are not procedural.

- c. Recordings – Meetings may be recorded.

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- d. Executive Session -The Board may go into executive session under the circumstances permitted by statute. Executive session must be recorded. Procedures for executive sessions may be found in ND Century Code (NDCC 44-04-19.2).
- e. 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).
- f. 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 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 N.D. Admin. Code § 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, preferably prior to the meeting in which the item will be discussed by contacting the Board Chair and Director.
2. 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.
3. In the event of a potential disqualifying conflict of interest, Board members must disclose the conflict in accordance with N.D. Admin. Code § 115-04. The disclosure of the potential conflict of interest must be made prior to the Board taking any action over the matter in which the conflict lies. After declaring the conflict, the Board member must act in one of the following ways:
  - a. Voluntarily recuse themselves and abstain from further action on the matter; or
  - b. Defer to the Board to determine whether the potential conflict of interest is a disqualifying conflict, in which case the member should recuse themselves and abstain from participating in the matter. The Board may ask clarifying questions and seek further information in making their decision on the potential conflict. The member of the Board with the potential conflict may not participate in the voting of the Board to determine if they may participate.
4. The member with the conflict must complete the form approved by the Ethics Commission and available on their website. The official record of the conflict will be reported in the meeting minutes.

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#### 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 address in Executive Session if needed.
  - 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.

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#### 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 A: Annual Goal and Goal Progress Measure Targets**

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**GOAL 1**

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

Targets	All	Actual			
Baseline	29%				
2024	31%	28%			
2025	33%	38%			
2026	35%				
2027	37%				
2028	40%				

**GPM 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.

Targets	All	Econ. Disadv.	Actual		
Baseline	29%	26%			
2024	31%	28%	28%		
2025	33%	29%	28%		
2026	35%	31%			
2027	37%	33%			
2028	40%	35%			

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

Targets	All Minority	Native America	Black	Hispanic	Actual
Baseline	14%	17%/595	9%/213	14%/344	
2024	16%	19%	11%	16%	14.30%
2025	18%	21%	13%	18%	14.50%
2026	20%	23%	15%	20%	
2027	22%	25%	17%	22%	
2028	24%	27%	19%	24%	

**GPM 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.

Targets	Disabilities	Actual
Baseline	14%/1191	
2024	15%	14.32%
2025	19%	21.40%
2026	23%	
2027	27%	
2028	33%	

**GOAL 2**

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

	Targets	Actual						
Baseline	88%							
2024	89%	91%						
2025	90%	95%						
2026	91%							
2027	92%							
2028	93%							

**GPM 2.1** Percentage of students meeting proficiency in the Career Ready Practices will increase from 24% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

	Targets	Actual						
Baseline	24%							
2024	25%	34.38%						
2025	35%	48.91%						
2026	36%							
2027	37%							
2028	38%							

**GPM 2.2** The Percentage of concentrators proficient in a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Consolidated Annual Report.

	Targets	Actual						
Baseline	35%							
2024	41%	44.74%						
2025	45%	51.43%						
2026	49%							
2027	53%							
2028	57%							

**GPM 2.3** Percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 38% in September 2028 as measured by the North Dakota Choice Ready Report.

	Targets	Actual						
Baseline	26%							
Year 2024	27%	34.33%						
Year 2025	35%	29.10%						
Year 2026	36%							
Year 2027	37%							
Year 2028	38%							

**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.

	Targets	Actual				
Baseline	76%	76%				
2025	78%	77%				
2026	81%					
2027	83%					
2028	85%					
2029	87%					

**GPM 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 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual				
Baseline	21%	21.23%				
2026	22%					
2027	23%					
2028	24%					
2029	25%					
2030	26%					

**GPM 3.2** The percentage of high school students whose school of residence is less than 20 miles from a CTE Center site that enrolls in a CTE Center course will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual				
Baseline	19%	19.11%				
2026	20%					
2027	21%					
2028	22%					
2029	23%					
2030	24%					

**GPM 3.3** The percentage of high school students whose school of residence is more than 20 miles from a CTE Center site that enrolls in a CTE Center course will increase from 31% in 2023 to 36% in 2028 as measured by the CTE Center Membership Report.

	Targets	Actual				
Baseline	31%	31.02%				
2026	32%					
2027	33%					
2028	34%					
2029	35%					
2030	36%					

**GPM 3.4** The percentage of high school students that enroll in a course at a CTE Center will increase from 21% in 2025 to 26% in 2030 as measured by the CTE Center Membership Report.

	Targets	Actual				
Baseline	21%	21.03%				
2026	22%					
2027	23%					
2028	24%					
2029	25%					
2030	26%					

**GPM 3.5** The percentage of high school students that enroll in a CTE course at their school of residence will increase from 65% in 2025 to 70% in 2030 as measured by the Consolidated Annual Report.

	Targets	Actual				
Baseline	65%	64.62%				
2026	66%					
2027	67%					
2028	68%					
2029	69%					
2030	70%					

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

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

<b>Progress Measure 2</b>	<b>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.</b>				
<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
1192	1200	1370	1385	1400	1415
<b>Actual</b>	<b>1362</b>				

<b>Guardrail 3</b>	<b>The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.</b>				
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<b>Progress Measure 3</b>	<b>The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.</b>				
<b>Baseline</b>	<b>Target Year</b>	<b>Target Year</b>	<b>Target Year</b>	<b>Target Year</b>	<b>Target Year</b>
41	58	85	90	95	100
<b>Actual</b>	<b>74</b>				

<b>Progress Measure 4</b>	<b>The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.</b>				
<b>Baseline</b>	<b>Target Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
13	16	20	20	30	30
<b>Actual</b>	<b>16</b>				

<b>Progress Measure 5</b>	<b>The number of public/private partnerships generated by the Department will increase from 907 in May 2024 to 1075 in May 2029.</b>				
<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
907	910	1045	1055	1065	1075
<b>Actual</b>	<b>1036</b>				

## Appendix B: Director Evaluation Procedure

Revised 9/23/2025

### CTE State Director/Executive Officer Evaluation Procedure

An Evaluation of the CTE State Director/Executive Officer will be conducted through monthly Formative Evaluations to determine progress toward meeting the Board's outcome goals. Monthly progress reports monitor the Board Goals and Guardrails, as well as the Director's progress measures, by comparing their achievements to the established annual and deadline targets.

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The Board Chair and the State Director will meet at least quarterly, to discuss job performance, in relation to State Director job duties. At any time, Board Members may provide feedback to the Board Chair, which will be discussed during the quarterly meetings.

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

A Summative Evaluation will be completed in May. It will include the Director’s Data Summary presentation, Executive Summary of the Director Survey, and Board review of the State Director’s Job Performance based on the Job Description.

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

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

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

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

Performs other duties directed by the state board.

Questions 1 through 5 request your feedback on the director’s performance in each of the five areas of his job description. Use the following scoring criteria in providing an overall rating in each area, if that area is applicable to your role. Additional comments are encouraged in each category, particularly providing evidential support of Strong Performance and Areas of Growth.

**Part 2 Scoring Criteria:**

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

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

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

Overall rating: Developing Achieves Excels

**Subcategory Scoring:**

Strong Performance	Area of Growth	Subcategories
		a. <u>Administers Board, State, and Federal Policy. Recommends updates to Board Policy</u>
		b. <u>Works with Chairperson and the Board to prepare meeting agendas</u>
		c. <u>Researches and assembles all relevant materials and reports for distribution to the Board</u>
		d. <u>Represents the Board on committees and official activities</u>
		e. <u>Responsible for hiring and overseeing the supervision and Evaluation of all staff</u>
		f. <u>Prepares biennium and fiscal year agency budgets prioritizing the board's outcome goals for Board approval - state and federal - agency operations and grants</u>
		g. <u>Updates the Board utilizing progress monitoring reports progress toward established goals aligned to the adopted board monitoring calendar</u>
		h. <u>Provides the Board with educational opportunities and workshops consistent with the board's role.</u>

**Additional Comments:**

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

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

Overall Rating: Developing Achieves Excels

**Subcategory Scoring**

Strong Performance	Area of Growth	Subcategories
		a. <u>Oversee completion and analysis of the Consolidated Annual Report (CAR) for accountability and improved performance report</u>

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		b. Oversees the development and implementation compliance of Perkins 5-year state plan (upon reauthorization of federal law)
		c. Uses data available from all sources on which to make decisions based to support the board/s outcome goals

**Additional Comments:**

**Question 3. Planning and Coordination**

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

Overall Rating: Developing Achieves Excels

**Subcategory Scoring**

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

**Additional Comments:**

**Question 4. Demonstrates Fiscal Management**

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

Overall Rating: Developing Achieves Excels

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		d. <u>Collaborates with Governor's office, legislature, K12 and higher education partners and business and industry to advocate for CTE</u>
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**Additional Comments:**

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

**Developing- 50% or below**

**Achieves 50.1% - 85.0%**

**Excels- Greater than 85%**

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

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

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## Appendix C: CTE Board Monitoring Calendar

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

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## APPENDIX D: Policy Delegation

This document is the official Board **Procedural Manual** for the North Dakota State **Board for Career and Technical Education**. All other policies and procedures in use are subordinate to and must not conflict with the **content of** this Board **Procedural Manual**.

### Delegated

**Implementation of Board policies** is delegated by the Board to the Director. **Modification of the following policies** require Board approval:

- [Secondary Program Approval Policy.pdf](#)
- [Secondary Program Funding Policy.pdf](#)
- [Secondary Licensing Policy.pdf](#)
- [NDSBCTE Policy.pdf](#)
- [TrainND Workforce Funding Policy.pdf](#)

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Deleted: . 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  
February 23, 2026 Meeting**

**Call to Order:**

The regular meeting of the State Board for Career and Technical Education was held on Monday, February 23, 2026, in the Hughes Educational Center Boardroom 2 and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT. Voting members present include:

Superintendent Levi Bachmeier  
Board Member Patrick Bertagnolli  
Board Member Lyndsi Engstrom  
Board Member Morgan Forness  
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, Marcia McMahon, Mark Openshaw, Lyle Krueger, Mike Hanson, Dan Spellerberg, Kelly Pierce, Pat Phillips, Pam Stroklund, Kenzie Brown, Eric Ripley, Dawn Ulmer and Lorie Ruff.

Meeting chat information for this meeting does not exist.

**Be Legendary Governance**

Goal Progress Measure 1.1 – Economically Disadvantaged Concentrator: Director Sick provided an overview of Goal 1 and Progress Measure 1.1 for attendees. He noted that the target for 2024–25 was 29% and current data indicates we are at 27.8%, reflecting progress toward the goal but slightly below the established benchmark. Next steps to achieve this measure include identifying consortiums where economically disadvantaged individual concentrator rates are low and determining opportunities to increase concentrator rates, reviewing Special Population Grant guidance to determine opportunities to focus on and encouraging consortiums whose economically disadvantage individual concentrator rates are low to apply for the Special Population Grant.

Goal Progress Measure 1.2 – Minority Concentrator: After reviewing the measurer, Director Sick reported that our target for 2024-25 was 18% but we only achieved 15.6%. We did not achieve this measure. Next steps to enhance our percentages include further analyzing the Opportunity Gap Analysis and communicating gaps to CTE Directors to determine how they can engage and support, and continue working with the ND Indian Education Advisory Committee on the value of CTE for Native American students and reporting data.

Goal Progress Measure 1.3 – Individuals with a Disability Concentrator: Director Sick described the measure and reported that the 2024-25 target was 19%. We met the measure by completing 21.4%. We will continue efforts to improve by identifying consortiums where individuals with disabilities concentrator rates are low to identify opportunities to increase rate, reviewing Special Populations Grant guidance to determine opportunities to focus on this specific population and encouraging consortiums where individuals with disabilities concentrator rates are low to apply for the Special Populations Grant.

Discussion was held on the fact that the goal is based on grades 10-12 and the progress measures are grades 9-12. Chair Meehl, Director Sick and the trainers will review this during their post-meeting discussion and report back to Board members at the next meeting.

Morgan Forness moved to accept the Goal Progress Measurers as reported by Director Sick and it was seconded by Mike McHugh. The motion passed unanimously.

**Ad hoc Committee Updates:**

Community Engagement Subcommittee: Chair Meehl reported that the presentation was included in the packet for member feedback. If you have not had the opportunity to review, please do so and contact Chair Meehl with any comments. The Subcommittee will reconvene Thursday to review feedback that they have received.

Procedural Manual: Lyndsi Engstrom informed members that the manual was submitted to Mr. Openshaw for his legal input and that the subcommittee will meet again on March 6. Their intention is to bring the final manual to the full Board at the March meeting.

Board Policies: Director Sick updated members that the subcommittee consists of Morgan Forness, Lisa Johnson and himself and that they met last week to review five policies. They determined if the policies were the responsibility of this Board or if it was to be delegated to Director Sick. The policies were then forward to the Procedural Manual Subcommittee to be included in the final document.

**Consent Agenda:**

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

**Items for Discussion and Possible Action:**

There are no items for discussion and possible action.

**Information Only:**

Chair Meehl reported that an error was discovered on the January Time Tracker that was included in the material packet. Mike McHugh will meet with E&M, LLC and update the tracker which will be included with the March material packet.

Deputy Commissioner Lisa Johnson presented a comprehensive overview of NDUS and their agency's alignment with CTE goals and priorities. Members expressed their appreciation for the presentation and the insights they gained.

**Board Comments:**

Chair Meehl commented on the favorable attention she is seeing in news articles regarding CTE in various parts of the state.

There being no other business brought before the Board, the meeting adjourned at 11:22 am.

## Agenda Item 3)b)

### CTE State Director's Report March 2026

#### General Updates

##### Executive Officer for State Board for CTE

Staffing update – The following positions have been filled:

Asst. Agricultural Education Supervisor – An offer has been accepted. Callahan Lemar will be starting in July.

FACS Program Supervisor – An offer has been accepted. Karlee Benth will be starting in July.

Career Development Supervisor – An offer has been accepted. I will inform the Board when I have the go ahead from our selection to announce.

Agricultural Education Administrative Assistant – It has been decided to transition our vacant Program Specialist position to an administrative assistant for Agricultural Education. This is due to the heavier workload for Ag. Ed and FFA. Unfortunately, the current structure of Program Specialists does not meet the needs of Ag. Ed, which warranted the shift.

We are awaiting to hear if any staff apply for the State's Voluntary Separation Incentive Program. The application window closes in early April.

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

##### Perkins State Plan

The Department is currently reviewing the Perkins V State Plan, to determine if any edits are necessary. After initial review, it appears only minor updates are necessary, which does not require Public Comment or Board approval. Just one example is to provide an updated version of Career Ready Practices rubric, to replace the outdated version.

There has been a lot of discussion at the Federal level for states to submit a combined Workforce Innovation and Opportunity Act and Perkins V state plan. Currently the state has not elected to pursue this route. The rationale for this is to improve upon efficiencies and better unite the Education and Workforce systems, but the work of the Workforce Cabinet is striving to do that.

##### Planning and Coordination

##### Infinite Campus

The Department continues to work with the Infinite Campus team and receive feedback from CTE Directors on the adoption of Infinite Campus. It has now been decided that NDCTE will no longer serve as the CTE District for the Centers. The additional work, duplication, and complexity at the state and local levels is no longer necessary. Our focus of work with IC now is to ensure data is entered accurately locally and reportable to the state in live time.

##### Fluxx – Grant Management

The Department continues to work on building up the Fluxx grant management platform. We plan to launch the system in mid-April, with the launch of the Perkins Comprehensive Local Needs Assessment and Local Application.

## CTE Director's Meeting

The quarterly directors meeting was held February 24-25 in the Hughes Education Center Board room. Topics discussed were Career Ready Practices, transition to Fluxx and Infinite Campus, Legislative Priorities, Fund Policy to name a few. Most items were intended for feedback, to continue to meet the needs of CTE, while continuing to strive for improvement.

## Workforce Development Council

As an appointed member of the Workforce Development Council, I continue to participate in the Early Career Exploration sub-committee, assisting in the development of the Council's Legislative priorities.

### **Fiscal Management**

#### New and Expanding Programs:

No new or expanding programs were approved in March

#### Funding Policy

The Department has finalized and published the base line funding for the revised funding policy. The policy and updated appendix is included in the packet, but the baselines are also listed below:

#### Comprehensive High Schools

- Program Funding (per approved instructional or Career Development FTE)
  - \$14,750
- CTE Administrator - \$14,750 (per approved director FTE)
  - For a school district to receive an administrator allocation, it must be approved by the Department and offer a minimum of four approved Career and Technical Education programs.

#### Career and Technical Education (CTE) Centers

- Program Funding (per approved instructional or Career Development FTE)
  - \$44,550
- CTE Administrator (per approved Director FTE)
  - \$44,550

#### Performance Allocation

- Work-Based Learning (WBL) Target: \$900
- CTE Concentrator Target: \$900

#### CTE Center Access Allocations

- Programs Offered - \$13,100 per unique program offered
- Member School Districts - \$12,600 per member school district
- Student Enrollment - \$147 per enrolled course credit as reported each October.

#### CTE Center Infrastructure Allocations

Funding for CTE Center Infrastructure is based on a flat rate per CTE Center:

- Brick and Mortar Center – \$75,000
- Virtual Center - \$37,500

The next steps for the funding policy, besides implementing the policy, are the following:

1. Determine how to fund high-cost programs – The first step is determining the criteria of selection of a high-cost program. After that is determined we must decide whether we fund by:
  - a. Providing supplemental payments to high-cost programs, or
  - b. Develop a multiplier
2. Develop a competitive start-up and equipment grant program, in the event dollars are available after 26-27 payments are completed.
3. Explore student multiplier options to travel barriers.

### **Advocate for Career and Technical Education**

#### **GNDC Presentation**

Jessica DeVaal (Business Education Supervisor) and I presented on March 3<sup>rd</sup>, to the members of the Greater North Dakota Chamber. Jessica presented on the AP Business Course and I provided an update on the status of Work-based Learning.

#### **Workforce Cabinet**

I continue to be an active member of the Workforce Cabinet and the Data Systems Integration Taskforce, which intends to strengthen and tighten the Workforce Ecosystem, which CTE is an integral part of.

#### **Turtle Mountain Presentation**

I have been asked to present to the community of Belcourt about Career and Technical Education on March 25<sup>th</sup>, along with Pat Bertagnolli (JSND), Patrick Mineer (Golden Path Solutions), and Matthew Chaussee (Be More Colorful).



# North Dakota Department of Career and Technical Education

## Secondary Program Funding Policy

**Approved Date:**

**Effective Date: July 1, 2026**

[ND State Board for CTE Board Members](#)

[ND Department of Career and Technical Education](#)

It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education.

### **Purpose**

To effectively fund ND Secondary Career and Technical Education (CTE) Programs. This policy was developed to align with the following six principles as determined by the State Board for Career and Technical Education (Board) Funding Subcommittee. The policy is designed to:

1. Ensure equitable access.
2. Ensure program quality.
3. Incentivize high-quality performance.
4. Easy for Stakeholders to understand.
5. Reduce administrative burden on Department of Career and Technical Education (Department) staff and local recipients; and
6. Focuses on outputs rather than inputs.

In addition, the funding policy is to assist in achieving the Board adopted Student Outcome Goals. The Board adopted Student Outcome Goals can be accessed at: [Board Student Outcome Goals.pdf](#)

### **Minimum Requirements for Program Funding**

Department Program Supervisors will ensure that CTE programs meet the definitions of size, scope, and quality as outlined in the Perkins V State Plan. Supervisors will utilize Vision Visit results and program documentation to determine program approval. Program documentation must be submitted to the Department by **September 15**.

[Program Approval Policy](#)

[Fiscal Activity Schedule](#)

Supervisors will notify the Fiscal Department of all programs eligible for funding by **November 15**.

Programs that are discontinued or determined to be ineligible will not receive funding. Any program with a lapse in offering or approval (e.g., offered in 2021–22 but not in 2022–23) must apply as a **reinstated program** to regain eligibility for funding.

## Funding Allocation Overview

Funding is designated for use within High School level CTE programs and shall be used to support and enhance offerings, including equipment, resources, curriculum development, travel, or initiatives that align with program goals.

Annual funding allocations for each eligible recipient (School Districts and Career and Technical education Centers) will be based on:

**Base Allocation** - Each eligible recipient will receive a base allocation, proportional to the percentage of FTE involvement.

1. **Performance Allocation** - Programs that demonstrate a strong commitment to student success and workforce readiness by meeting the following performance targets, proportional to the percentage of FTE involvement, may qualify for additional funding:
  - **CTE Concentrator Target:** Meeting the Board-established target for CTE Concentrators (students who complete at least two credits in a coordinated plan of study).
  - **Work-Based Learning Target:** Meeting the Board-established work-based learning (WBL) participation targets, according to the guidelines defined in the WBL Guidance.

## Funding Allocations for Career and Technical Centers (CTE Centers)

CTE Centers will receive funding based on a combination of access and operations factors, as outlined below:

1. Member Schools – The number of member school districts served, as identified in the Joint Powers Agreement.
2. Programs Offered – The number of unique programs provided by the CTE Center.
3. Student Enrollment – The number of student course enrollments, calculated based on course credits. An enrollment snapshot will be made no later than November 1<sup>st</sup>.
4. Flat rate per Center – Each Center will receive a flat rate to support the operations of the Center.

## Funding for New, Expanding, Transferring, and Reinstated Programs

Programs that are new, expanding, transferring, or reinstated will receive funding from legislatively appropriated funds designated for new and expanding programs.

- **New Programs** - In the first year, new programs will receive the base allocation plus performance-based allocations. In year two, funding will be adjusted based on the program's actual performance. A new program is defined as one that has not been offered in the previous five years.
- **Transferring Programs** - Transferring programs will receive base funding and performance-based allocations based on their most recent performance data. In year two, funding will be based on new performance outcomes. Transferring is defined as a program moving from a High School or dissolving Center to a CTE Center.

- **Reinstated Programs** - Reinstated programs will receive funding based on their last year of operation, if data is available. Funding will be adjusted in the second year based on current performance. A reinstated program is defined as a program that had a gap in offering or approval of more than one but fewer than five years.
- **Expanding Programs** - Expanding programs will receive adjusted funding based on increased FTE staffing levels, enrollment growth, or other significant expansion activities, such as additional course offerings or sections.

## Funding Adjustments

All funding levels will be reviewed annually and will be adjusted based on available funds.

- Preliminary funding level estimates will be shared by **March 31**.
- Final allocations, if changed, will be communicated by **May 31**.
- New funding level allocations will take effect **July 1**.

In legislative years, when allocations are delayed due to pending legislative decisions, eligible recipients should continue using the previous year's allocation for the next year's planning and budgeting until updated amounts are finalized and communicated.

Funding for existing, new, transferring, expanding, or reinstated programs remains contingent on the availability of sufficient funds.

## Fiscal Accountability

Eligible recipients must submit an **Annual Expenditure Report** to the Fiscal Department by **September 15** each year, detailing the use of CTE funds.

- A desk audit will be conducted on 10% of recipients annually.
- Adverse findings from the audit may impact future funding eligibility.
- Failure to submit the Annual Expenditure Report will result in ineligibility for funding in the subsequent year.



# North Dakota Department of Career and Technical Education

## Secondary Program Funding Policy Appendix I

**Approved Date:**

**Effective Date: July 1, 2026**

### **Career and Technical Education (CTE) Funding Allocations**

Funding allocations for Secondary Career and Technical Education programs will be reviewed annually and will be adjusted based on available funds. Eligible recipients will be notified promptly to support proper planning and budgeting for the upcoming school year.

In legislative years, when allocations are delayed due to pending legislative decisions, eligible recipients should continue using the previous year's allocation for the next year's planning and budgeting until updated amounts are finalized and communicated.

Outlined below are the base allocation amounts, performance allocations, and CTE Center access and operating allocations for the 2026-27 school year.

#### **Base Allocations**

Base funding is awarded for each instructional staff member, based on the percentage of time dedicated to approved Career and Technical Education (CTE) and Career Development activities.

#### **Comprehensive High Schools**

- Program Funding (per approved instructional or Career Development FTE)
  - \$14,750
- CTE Administrator - \$14,750 (per approved director FTE)
  - For a school district to receive an administrator allocation, it must be approved by the Department and offer a minimum of four approved Career and Technical Education programs.

#### **Career and Technical Education (CTE) Centers**

- Program Funding (per approved instructional or Career Development FTE)
  - \$44,550
- CTE Administrator (per approved Director FTE)
  - \$44,550

#### **Performance Allocations**

Performance funding is awarded for each instructional staff member, based on the percentage of time dedicated to CTE, that meets state-determined targets:

- Work-Based Learning (WBL) Target: \$900
- CTE Concentrator Target: \$900

Career Development programs cannot earn either of the performance-based allocations.

## **CTE Center Operations Allocations**

### **CTE Center Access Allocations**

CTE Centers receive additional funding based on access factors:

- Programs Offered - \$13,100 per unique program offered
- Member School Districts - \$12,600 per member school district
- Student Enrollment - \$147 per enrolled course credit as reported each October.

### **CTE Center Infrastructure Allocations**

Funding for CTE Center Infrastructure is based on a flat rate per CTE Center:

- Brick and Mortar Center – \$75,000
- Virtual Center - \$37,500

**DEPARTMENT OF CAREER AND TECHNICAL EDUCATION**  
**APPROPRIATION STATUS REPORT**  
**FOR THE MONTH ENDED FEBRUARY 28, 2026**

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
<b>EXPENDITURES BY LINE ITEM</b>					
SALARIES AND WAGES	\$5,964,593.00	\$5,838,390.00	\$1,813,359.88	31%	\$4,025,030.12
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	\$1,997,197.48	42%	\$2,748,413.52
GRANTS	\$14,007,349.00	\$14,007,349.00	\$238,839.62	2%	\$13,768,509.38
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$18,996,529.18	37%	\$33,041,250.82
GRANTS - STEM	\$100,000.00	\$100,000.00	\$10,500.00	11%	\$89,500.00
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$5,277,033.96	97%	\$183,801.93
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$1,027,826.00	29%	\$2,472,174.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$51,205.86	13%	\$348,794.14
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$29,412,491.98</b>	<b>34%</b>	<b>\$56,803,676.91</b>
<b>EXPENDITURES BY SOURCE</b>					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$22,244,950.50	36%	\$39,832,373.50
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$6,256,459.57	28%	\$16,477,411.32
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$911,081.91	65%	\$493,892.09
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$29,412,491.98</b>	<b>34%</b>	<b>\$56,803,676.91</b>

# DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

## CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Feb-26	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
<b>SALARIES</b>	\$5,964,593.00	\$219,015.92	\$1,813,359.88	\$4,151,233.12	30.40%	33.33%
<b>OPERATING EXPENSES</b>	\$4,745,611.00	\$47,916.64	\$1,997,197.48	\$2,748,413.52	42.09%	33.33%
TRAVEL	\$380,000.00	\$11,489.41	\$101,500.94	\$278,499.06	26.71%	33.33%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$3,800.75	\$48,555.12	\$310,555.88	13.52%	33.33%
PROFESSIONAL SERVICES	\$1,361,500.00	\$2,457.00	\$925,298.63	\$436,201.37	67.96%	33.33%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$185.34	\$101,214.40	\$348,785.60	22.49%	33.33%
POSTAGE	\$25,000.00	\$553.40	\$2,181.90	\$22,818.10	8.73%	33.33%
OPERATING FEES	\$200,000.00	\$10.00	\$14,248.57	\$185,751.43	7.12%	33.33%
SUPPLIES	\$1,500,000.00	\$8,439.68	\$675,544.62	\$824,455.38	45.04%	33.33%
PRINTING & PAPER	\$100,000.00	\$3,189.23	\$12,634.61	\$87,365.39	12.63%	33.33%
TELEPHONE	\$20,000.00	\$640.93	\$5,353.78	\$14,646.22	26.77%	33.33%
ITD	\$200,000.00	\$7,818.90	\$80,475.95	\$119,524.05	40.24%	33.33%
FURNITURE & EQUIPMENT	\$150,000.00	\$9,332.00	\$30,188.96	\$119,811.04	20.13%	33.33%
<b>TOTAL</b>	\$10,710,204.00	\$266,932.56	\$3,810,557.36	\$6,899,646.64	35.58%	33.33%

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Jan-26	DATE:	1/26/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	0		← 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			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		28	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		19	← 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				→	46
6. Active Teamwork and Advocacy			← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals			
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments				→	
	Notes:					27
<b>TOTALS</b>	<b>0</b>	<b>47</b>		<b>93</b>		<b>46</b>

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:  $\frac{47}{93} \times 100 = 50.54$  % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome:  $\frac{0}{93} \times 100 = 0.00$  % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
8	1	88.89

Count of 'Other' Agenda Items

5

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
3	0	100.00

GPMS Discussed 3. Monitoring Goals Progress Measures	GPMS on Target	% on Target
0		#DIV/0!

Board Members that Responded in Alignment with the Agenda Building Calendar 5. Structuring for Success	Board Members that Did Not Respond in Alignment with the Agenda Building Calendar	% Timely Response
6	2	75.00

TIME USE TRACKER		ND CTE BOARD	TIME PERIOD:	Feb-26	DATE:	2/23/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	0	0	← Minutes setting and adopting both student outcome goals and goal progress measures			
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	25	0	← Minutes setting and adopting superintendent and board guardrails, and a theory of action			
5. Structuring for Success			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			55
			← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
			← 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.			
6. Active Teamwork and Advocacy			← Minutes hosting two-way communication meetings on student outcome goals, guardrails, theories of action and/or progress toward student outcome goals			
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments →					
TOTALS	25	0	80			55

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:  $25 \div 80 \times 100 = 31.25$  % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome:  $25 \div 80 \times 100 = 31.25$  % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance
9	0	100.00

Count of 'Other' Agenda Items

2

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

Consent Items 5. Structuring for Success	Consent Items Removed	% Remaining on Consent Agenda
3	0	100.00

GPMS Discussed 3. Monitoring Goals Progress Measures	GPMS on Target	% on Target
3	1	33.00

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
5	4	55.56