



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

**November 24, 2025**

**10:00 AM CT**

**Microsoft Teams**

Microsoft Teams - [Meeting Link](#)

- 1) Call to Order**
- 2) Outcome Progress Monitoring**
  - a) Student Perspective Presentation – Work-based learning**
  - b) Student Outcome Goal GPM 2.2 – WBL Completion**
  - c) Director Guardrail PM 3.1 – Individuals completing WBL training**
  - d) Director Guardrail PM 3.2 – Employed WBL Coordinators**
  - e) Student Outcome Goal 3 Discussion**
  - f) Ad hoc Committee Updates**
    - i) Community Engagement**
    - ii) Procedural Manual**
- 3) Consent Agenda**
  - a) Approve October 27, 2025 Minutes**
  - b) Directors Report – Agency update**
  - c) Financial Report**
- 4) Items for Discussion and Possible Action**
  - a) Board Vision and Mission Discussion**
- 5) Information Only**
  - a) Board Time Tracker**
- 6) Board Comments**
- 7) Adjourn**

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

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

You note that this is 23-24 data but we will have 24-25 data available in January 2026. I don't see on the Monitoring Calendar that we have scheduled an update to this GPM in January or later. Would it be appropriate to do so? Which data will be used in the Director Evaluation for 2025-26?

**This is only reported once a year as we only have access to information on an annual basis. We elected to report this in November, when the other WBL data is initially reported. This could be reported in May, when final WBL Coordinator data is reported. This is the only data available, therefore is what should be used in the Directors Evaluation, unless it is reported again in May.**

2b) GPM 2.2 - can you please remind me what metrics quantify “proficient” in a work-based learning experience as stated in the goal progress measure?

**Students are to be evaluated while completing a Work-based Learning experience, with the shortened version of the Career Ready Practices rubric. The intent is for them to complete at least a 3.0 proficiency in each standard, to be proficient in the experience.**

2C) GRPM 3.1 - Can you remind me where the WBL Module is located, how it is accessed, and how it is promoted? What do you attribute growth in trained WBL Coordinators to?

**The Work-based Learning module is called Compass, and it is embedded in the RUReadyND platform. It is promoted through various professional development events and to employers through discussions at industry events. The vendor is educating both employer groups and educators of the opportunity as well. Job Service North Dakota staff also advocate for the platform and have received training. The growth of trained WBL Coordinators is through communication and awareness from the NDCTE office on the training opportunity.**

2e) Goal 3 - I've recently been introduced to using the terminology “resident school” vs. “home school” to avoid confusion. Is this small change worth considering?

**I believe I would prefer that as well. I struggled with finding the most appropriate term.**

On the chart (Page 7), are the horizontal access labels correct? Do these reflect the year of the data or the year they will be used in evaluation?

**This is the year it is being reported. Unless it is reported again in May, this would be the data used for the Directors Evaluation.**

2)d) Employed WBL Coordinators

Can you remind us why the targets are flat from school year 26 to 27 and school year 28 to 29?

**The reason why the targets are flat is when this was determined, any increases are dependent on Legislative appropriations. The intent was to fund full-time WBL Coordinators, but several are on a part-time contract or WBL duties are a portion of the contract. It is most likely a new WBL Coordinator will be hired at the beginning of a biennium, with them then funded the 2<sup>nd</sup> year of the biennium. If that is the case, we would not have dollars to fund additional coordinators.**

It is encouraging that five applications have been received for new WBL Coordinators. Is funding available should they be approved?

**Yes, we would be able to potentially approve. Some WBL Coordinators are part-time, which allows us to fund more coordinators across the state.**

2)e) Outcome Goal 3 Discussion

Regarding the distance of high schools from CTE Centers, how is a “CTE Center site” defined? How do virtual/hybrid centers fit with this definition and measurement?

**That is still being determined. Initial ideas were to focus primarily on the actual “hubs” in which multiple schools currently send students. The other option to consider is both the hubs’ locations and Center programs serving a single school district. The issue with that idea is there may be both a Center offered program, and a High School offered program at the same site. Would we need to differentiate the programs at the same location? We have been unable to meet with SLDS due to schedules to discuss this goal. I intend to try to have that defined as well as annual targets determined as soon as the December Board meeting.**

Proposed GPM 3.6 Given that we do not currently fund middle school courses, is it appropriate for us to use this as a GPM? Reviewing Objective 1 in our framework, in the Proficient column, how is this GPM influenceable by the Director and how will the Director allocate resources for this GPM?

**This was added at the request of the Directors, as this is a feeder for our CTE programs. You are correct, it is not influenceable by the Director, so this may be tracked, but not included as a Goal Progress Measure.**

**I would appreciate input from E&M.**

2)f)ii) Procedural Manual comments

The Vision currently included in the draft manual is the old Vision. It seems to me that it should be replaced with the new, short and simple Vision and Mission statements once those are determined. Or is there some reason why some of this older language should be retained?

**I believe this was what we agreed upon, but I am open to discussion at the Board meeting.**

I’m curious as to why the subcommittee chose to change the wording from “Board’s Guardrails for the Director” to “Director Guardrails and Progress Measures.”

**The rationale for the change was to 1) align our Procedural Manual with the terminology that we have been using, and 2) to ensure that the way that the (currently worded) Director Guardrails Section is referred to is consistent with how it is listed in the “How to use this Board Manual” section on page 1. The committee welcomes feedback from our peers on this alignment, along with all other opportunities for potential improvements that team members may find.**

## **Agenda Item 2)a)**

### **Student Perspective Presentation – Work-based learning**

To provide a student perspective, WBL Coordinator Paul Zettler with Grand Forks Public Schools and the Career Impact Academy will provide an overview of the Grand Forks WBL program.

He will be followed by Myah Robertson, a senior at Red River High School.



Progress Monitoring  
November 2025



# Student Outcome 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.

# Student Outcome GMP 2.2

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

Annual Targets: 2024-41%, 2025-45%, 2026-49%, 2027-53%, 2028-57%

# Director Response

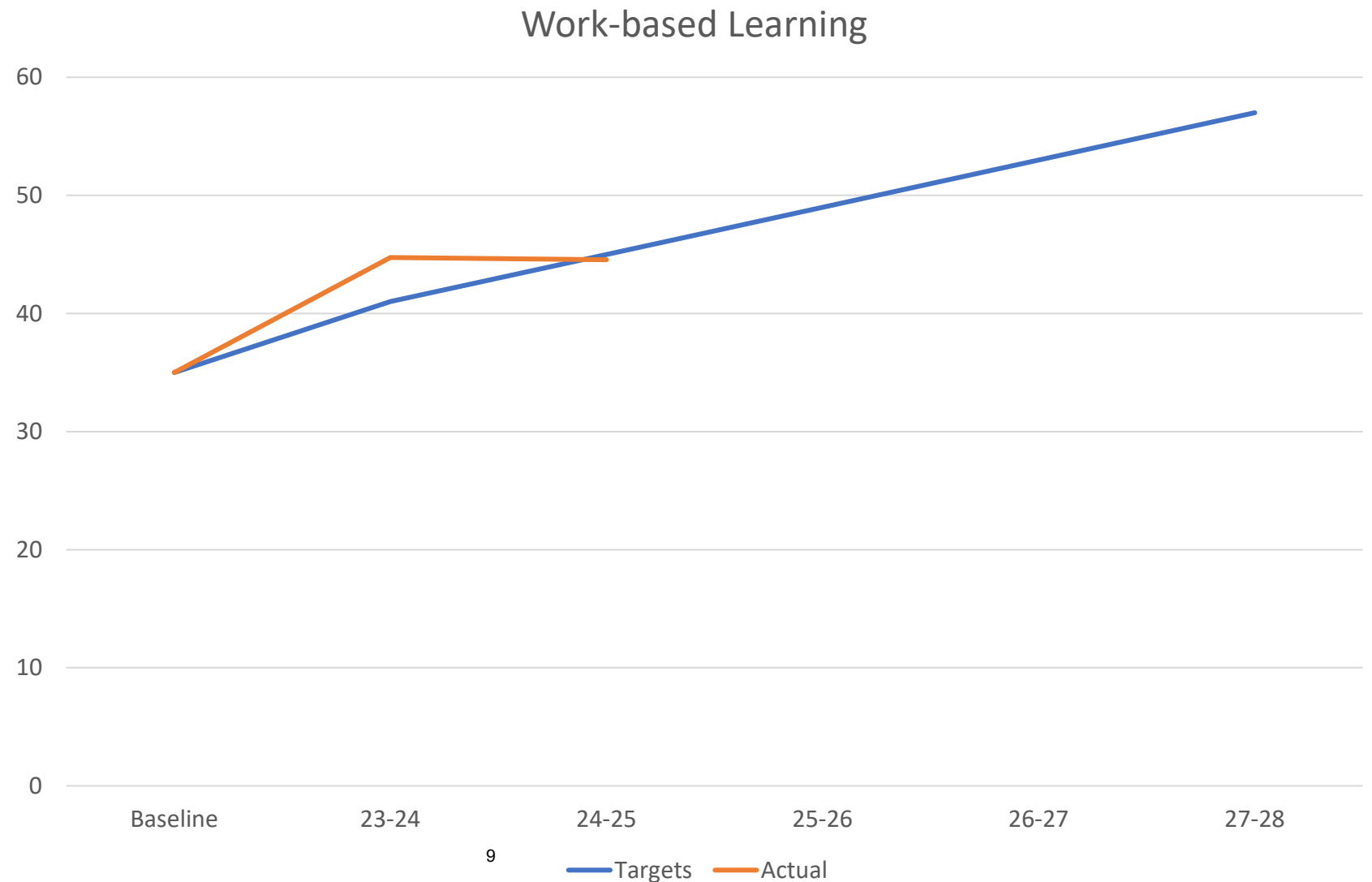
2025 Target – 45%

2025 Progress – 44.46%

\*This is 2023-24 data, which is the most recent reported. 2024-25 data will be available when the CAR is completed in January 2026.



# Director Response



# Next Steps

- Continue to train CTE Educators on the WBL Module, Compass, on tracking and creating WBL experiences.
- We are adding a shorter version of the WBL Coordinator Training for teachers who do not plan to manage a WBL program but would like to contribute.
- The Department is exploring state standards for high-quality simulated WBL experiences to ensure consistency.
  - Encourage schools with limited employer access to use simulations as a bridge to live placements.
  - Communicate with CTE Educators, to encourage them to report high-quality simulated WBL experiences accurately.

# Director Guardrail 3

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

# Director Guardrail Progress Measure 3.1

The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 100 in May 2029.

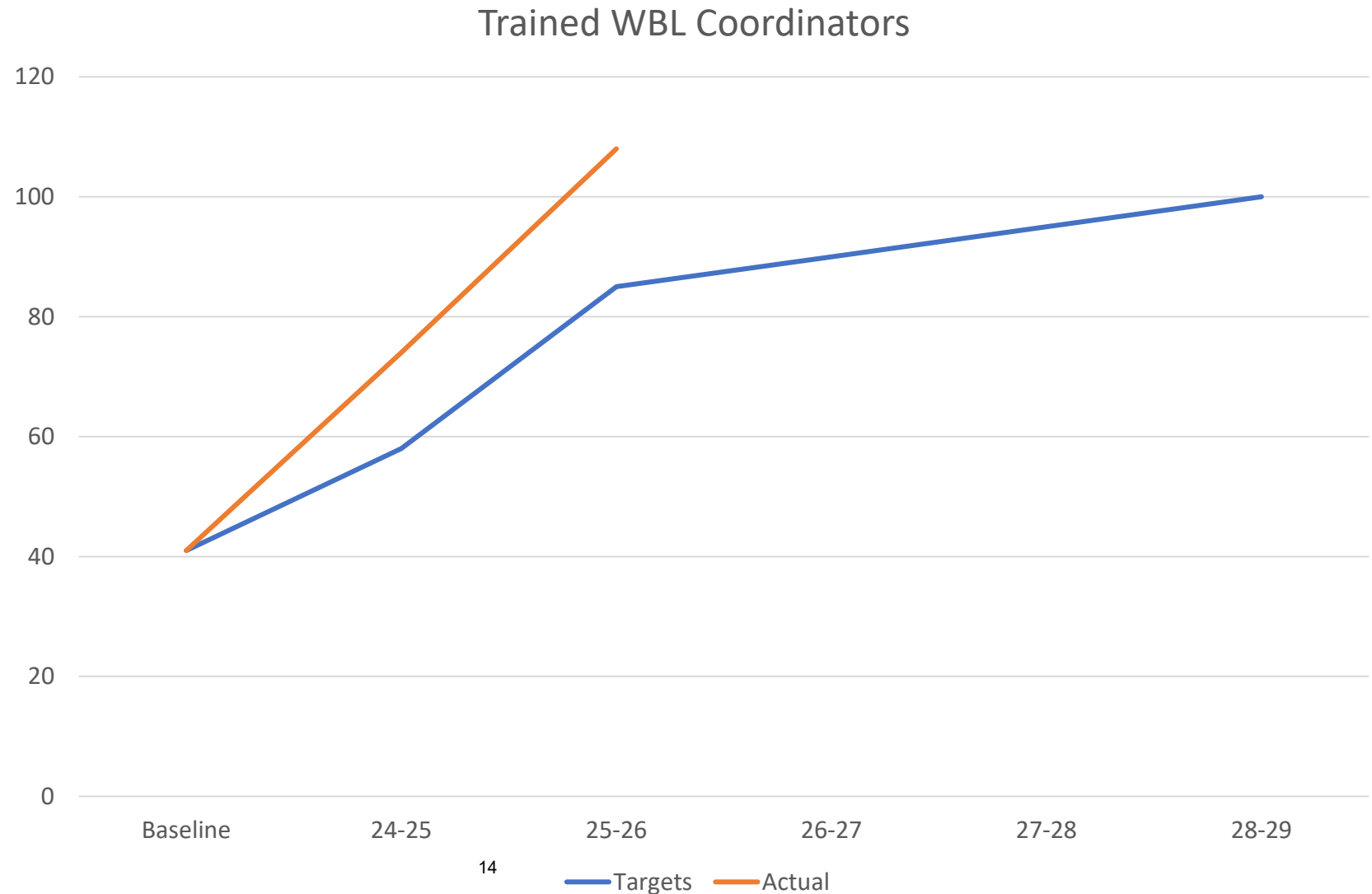
Annual Targets: 2025-58, 2026-86, 2027-90, 2028-95, 2029-100

# Director Response

2025-26 Target – 85

2025-26 Progress – 108

# Director Response



# Next Steps

- New Training WBL session will start in November 2025 – expecting 10 to 20 participants.
- The Department is in the process of developing a WBL Coordinator mentorship program. Training will include the following:
  - Practical implementation strategies
  - Employer Engagement
  - Documentation Best Practices

# Director Guardrail Progress Measure 3.2

The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 30 in May 2029.

Annual Targets: 2025-16, 2026-20, 2027-20, 2028-30, 2029-30

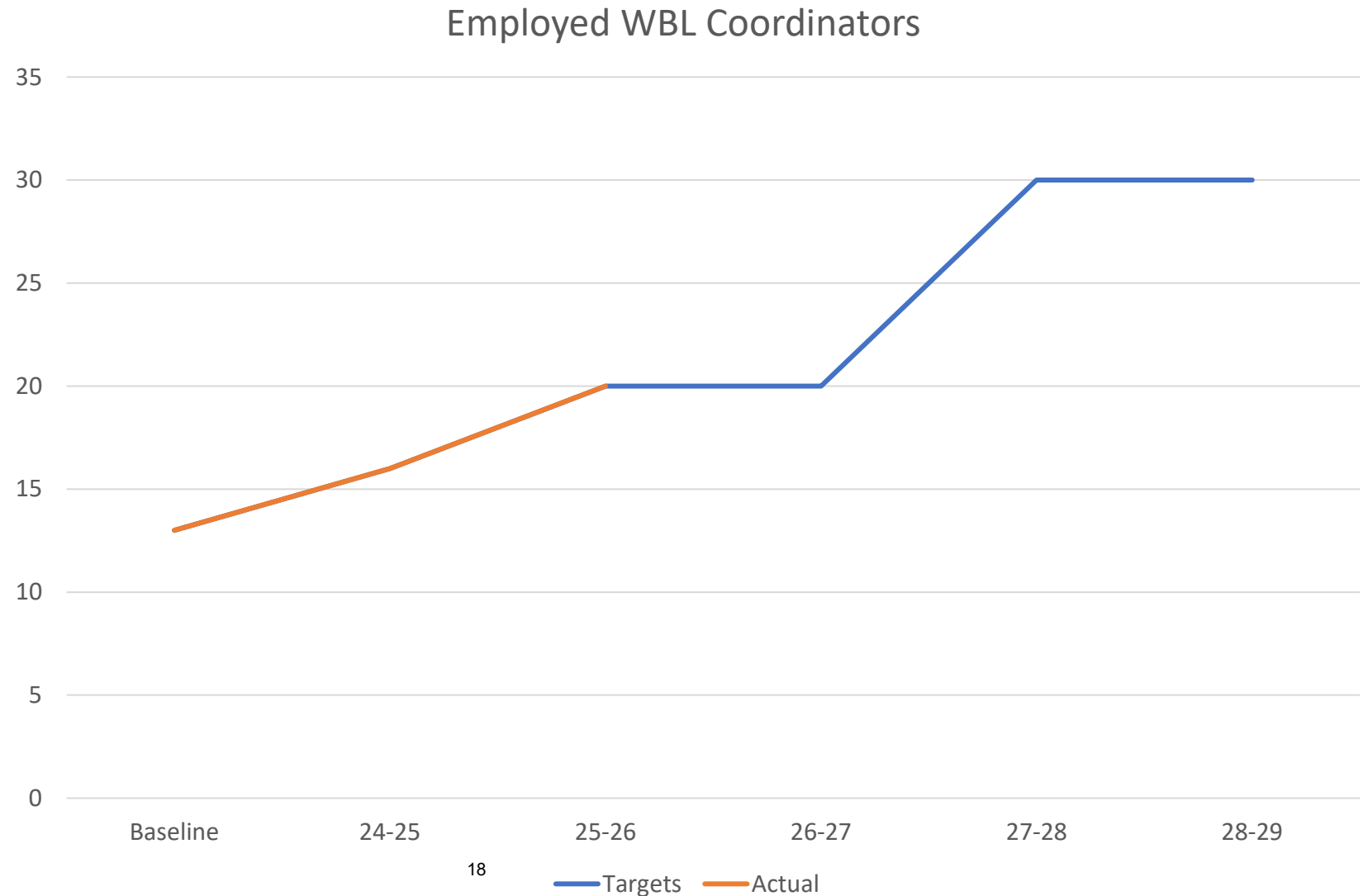


# Director Response

2025-26 Target – 20

2025-26 Progress – 20

# Director Response



# Next Steps

- Review and approve new WBL Coordinator Grant Applications (received 5 applications).
- Launch previously mentioned WBL Coordinator Mentorship Program.
- Determine future Legislative request for additional funds.

### 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%							
2026	81%							
2027	83%							
2028	85%							
2029	87%							

**GPM 3.1** The percentage of high school students whose resident school 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.

	Targets	Actual						
Baseline								
2026								
2027								
2028								
2029								
2030								

**GPM 3.2** The percentage of high school students whose resident school 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.

	Targets	Actual						
Baseline								
2026								
2027								
2028								
2029								
2030								

**GPM 3.3** The percentage of high school students whose resident school 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.

	Targets	Actual						
Baseline								
2026								
2027								
2028								
2029								
2030								

**GPM 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.

	Targets	Actual						
Baseline								
2026								
2027								
2028								
2029								
2030								


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

	Targets	Actual						
Baseline								
2026								
2027								
2028								
2029								
2030								

**GPM 3.6** The percentage of middle school students that enroll in a CTE course will increase from x% in 2025 to y% in 2030 as measured by the Consolidated Annual Report.

	Targets	Actual						
Baseline	26%	25.77%						
2026	27%							
2027	28%							
2028	29%							
2029	30%							
2030	31%							

# State CTE Board Be Legendary School Board Governance



Student Outcomes Don't  
Change Until Adult Behaviors  
Change.



# What is Be Legendary Governance?

Be Legendary Governance is founded on a researched based framework for high quality board governance. The focus is now directed where it should always be, our students.



# Behavior Change Begins with the Board


**1. Commit to Goals:** The board **writes** and **adopts student outcome goals**, in collaboration with the director.

**2. Monitor Results:** The **director** writes goal progress measures in collaboration with the board; the board **monitors student outcome goals** using a **monitoring calendar** and **report**.

**3. Identify Values:** The board identifies guardrails for the director and the school board.







Why do we  
need goals?

Goals drive improvement and productivity along the way to reaching the target.

The CTE Board has set measurable goals aligned to the North Dakota Pk-12 Strategic Vision Framework theme of “Career Awareness, Exploration and Development.”



# Board Student Outcome Goals

- 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 2021-2022 school year to 93% in the 2026-27 school year as measured by the North Dakota Choice Ready Report.
- Goal 3: The number of rural students that enroll in a program at a CTE Center will increase from 36% in 2023 to 41% in 2028 as measured by the CTE Center Membership Report.

(Suggested Change: Our Goals Measure:

1. Concentrators

2. Workforce Readiness

3. Encourage public-private partnerships)

# Monitoring Matters for ACCOUNTABILITY!



1

It is reasonable to expect that what happens in the CTE boardroom will be echoed throughout the CTE state system.

2

What gets measured gets done.

3

Progress monitoring helps us know which adult behaviors are improving our student outcome goals and which are not.



## Monitoring Calendar- What do we monitor and when?

The board follows our monitoring calendar to receive reports on board goals throughout the year, comparing past and present performance to yearly targets.

# CTE Monitoring Calendar 2023-2028

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

We monitor both our GOALS and our GUARDRAILS

Guardrails are non-negotiables based on what the board and the community value.

We have set guardrails both for the Director and the board.



# CTE's Guardrails for the Director

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

# Board Self Guardrails

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.

As a board, we work within the guardrails we have set for ourselves understanding and respecting the difference in board work and director work.

# Comparison

Board Work	Director Work
<ul style="list-style-type: none"><li>• Write Student Outcome Goals</li><li>• Monitors Results</li><li>• Policy Development</li><li>• Other Statutory Duties<ul style="list-style-type: none"><li>◦ Approve Budget</li><li>◦ Director Evaluation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Implement Strategies to Achieve Student Outcome Goals</li><li>• Provide Student Outcome Goal Progress Measures Results to the Board</li><li>• Everything Else Such As:<ul style="list-style-type: none"><li>◦ Operations</li><li>◦ Hiring Staff</li><li>◦ Administer Budget</li></ul></li></ul>

v/s

The North Dakota CTE Board has:

- Streamline our agendas to allow time to focus on outcome goals and recognize accomplishments within the CTE community.
- Set a vision for the students of North Dakota CTE by creating student outcome goals, and monitoring those goals and guardrails.
- Committed to putting student outcomes at the forefront of every decision we make.

Student outcomes don't change until adult behaviors change.

NORTH  
Dakota  
Be Legendary.

1.0 GOALS

Vision

The State Board for Career and Technical Education recognizes that a qualified, skilled workforce is essential to the economic well-being of North Dakota's business, industry, and public sector. The Board also recognizes that the economic vitality of North Dakota's citizens will be dependent upon career and technical education's ability to provide an educational experience based on labor market information relating to the needs of business, industry, and the public sector.

**Deleted:** The North Dakota CTE board's vision is to ensure that all students will graduate ready for and with opportunities in careers, college, or the military.

The State Board for Career and Technical Education, as North Dakota's public workforce education and training delivery system, is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

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Services will be provided throughout the state in a seamless environment, using both school-based and work-based learning. The system will be developed collaboratively with business, industry, and other agencies. The performance-based system will allow for the flexibility to exit and re-enter as employment demands dictate.

The State Board for Career and Technical Education also recognizes the learner's need to be trained with the latest methods of instruction while using up-to-date technology. The Board is devoted to providing leadership, organizational expertise, technical assistance, and the other resources required to meet the demand.

Quality, accessibility, responsiveness, and commitment to continuous improvement will be the trademarks for North Dakota's Career and Technical Education System.

Board's Goals and Progress Measures

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

- Goal 1: The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% January 2024 (2022-2023 school year) to 40% in January 2028 (2026-27 school year).
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- Goal 3: The percentage of rural students that enroll in a program at a CTE Center will increase from 36% in 2023 to 41% in 2028 as measured by the CTE Center Membership Report.

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## 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 23% 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 29% 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 31% in September 2028 as measured by the North Dakota Choice Ready Report.
- 3.1 The percentage of rural students in the Northeast that enroll in a program at a CTE Center will increase from 40% in 2023 to 45% in 2028 as measured by the CTE Center Membership Report.
- 3.2 The percentage of rural students in the Southeast that enroll in a program at a CTE Center will increase from 49% in 2023 to 54% in 2028 as measured by the CTE Center Membership Report.
- 3.3 The percentage of rural students in the Southwest that enroll in a program at a CTE Center will increase from 33% in 2023 to 38% in 2028 as measured by the CTE Center Membership Report.
- 3.4 The percentage of rural students in the Northwest that enroll in a program at a CTE Center will increase from 19% in 2023 to 24% in 2028 as measured by the CTE Center Membership Report.
- 3.5 The percentage of rural students that enroll in a CTE program will increase from 80% in 2023 to 90% in 2028 as measured by the Consolidated Annual Report.

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## 2.0 GUARDRAILS

### Theory of Action

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

### Director Guardrails and Progress Measures

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

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



- Guardrail 2: The Director will not allow the Department to operate without systems to ensure high quality instructors.
- Guardrail 3: The Director will not allow the Department to operate without systems in place to encourage public/private partnerships.

#### Progress Measures

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

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# 1.0 GOALS

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

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**Minutes for State Board for Career and Technical Education  
October 27, 2025 Meeting**

**Call to Order:**

The regular meeting of the State Board for Career and Technical Education was held on Monday, October 27, 2025, in Board Rooms 1 & 2 at the Hughes Educational Center and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT.

Voting members present include:

Board Member Levi Bachmeier (arrived at 10:45 am)  
Superintendent Kirsten Baesler (arrived at 11:26 am)  
Board Member Patrick Bertagnolli  
Board Member Lyndsi Engstrom  
Commissioner Brent Sanford  
Vice-Chair Mike McHugh  
Board Member Eric Nelson  
Board Member Jason Rohr

Also present: Wayde Sick, John Gruenberg, Gwen Ferderer, Laurie Elliott, Marcia McMahon, Mark Openshaw, Daniel Spellerberg, Pam Stroklund, Kenzie Brown, Lyle Krueger, Becky Ulberg, Eric Ripley, Wayne Heckaman, Randal Brockman, Derrick Bopp, Aaron Anderson and Lorie Ruff.

Meeting chat information for this meeting does not exist.

**Outcome Progress Monitoring:**

Director Sick presented Student Outcome Goal 2, Goal Progress Measure 2.1 – Career Ready Practices Proficiency. Our annual target for 2024-25 was set at 35%. According to the reports we received, we achieved 48.91%. Currently Career Ready Practices are captured in PowerSchool and the Department will continue to work with DPI as they transition to Infinite Campus to ensure that data will continue to be captured. Also, due to the rewrite of Career Ready Practices, the Department will continue to train educators on the changes and how to further implement them into classroom instruction and Work-Based Learning. Due to the change in data collection and standards, Director Sick is hesitant to change the target number even though we have surpassed our goal.

Goal Progress Measure 2.3 – Technical Assessment/Industry Credential was presented next with Director Sick reporting that the target was 35% with us achieving 29.10%. We did not meet this measure. The Department is developing a process to approve industry credentials as it is currently educationally driven, not industry driven. With the new process in place, the department can then include additional credentials to our list. Discussion was held on reasons for the percentage drop such as covid, funding available and number of eligible students.

Eric Nelson moved to accept the reports as presented and it was seconded by Lyndsi Engstrom. The motion passed unanimously.

**Student Outcome Goal 3 Discussion:**

Director Sick reminded members that this goal previously referred to rural students. After the last Board meeting and discussions with Chair Meehl, Director Sick believes this is more of an access issue than a rural versus non-rural issue. Discussion was held on the changes that Director Sick is recommending. Director Sick will also review this with CTE Administrators during their meeting this week for their feedback and report back to the Board.

**Board Self Evaluation:**

Chair Meehl along with the assistance from our Trainers Laurie Elliott and Marcia McMahon, led the members through completing their Progress Tracker for the current quarter. This report totaled 57 for the current period with a projected 59 for next quarter.

Lyndsi Engstrom moved to approve the Progress Tracker as completed by Board Members and it was seconded by Mike McHugh. The motion passed unanimously.

**Ad hoc Committee Updates:**

Community Engagement Subcommittee consists of Chair Meehl, Jason Rohr, Superintendent Baesler and Mike McHugh along with Laurie Elliott. Chair Meehl reported that the subcommittee met in September and reviewed the powerpoint. Chair Meehl will meet with Laurie Elliott to review slides and get back to the members for their final feedback.

Lyndsi Engstrom reported that the Procedural Manual Subcommittee is made up of Mike McHugh, Jason Rohr and herself along with the assistance of Laurie Elliott. They have met a few times and have worked through three of the four sections within the manual. The Subcommittee will reconvene this Friday and anticipate having the procedural manual drafted for the full Board to review at their November meeting.

**Consent Agenda:**

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

**Items for Discussion and Possible Action:**

Chair Meehl requested that agenda items be moved around since Superintendent Baesler will not be present until after 11:00 and wanting her to be included on the Program Funding Policy discussion and vote.

Board Vision and Mission Discussion: Chair Meehl reported that one of the long-term goals of the Board was to rewrite the vision and mission statements. She has collaborated with Director Sick and developed a draft which was presented on page 37 of the revised material packet. Discussion was held on the information provided. Chair Meehl and Director Sick will take the feedback and revise this information for future review by this Board.

Local CTE Director Presentation: Lyle Krueger, Assistant Director of Central Regional Area Career & Technical Center (CRACTC) presented the virtual and hybrid programming overview of the center. His report included the background and early operations as well as the current statewide impact and future plans.

CTE Secondary Program Funding Policy: Chair Meehl reminded Members that during last month's meeting this item was tabled since Director Sick was informed that the Governor's office requested a meeting regarding the policy and we are bringing it back for final approval. Director Sick reported that the Governor supports the move towards an outcome-based funding policy and his agency is looking into other funding sources for our department. Director Sick then reviewed his recommendation that was included in the material packet.

Eric Nelson moved to approve the CTE Secondary Program Funding Policy as presented recognizing that there will be additional work by Director Sick on the program tiering system and it was seconded by Mike McHugh. Discussion was held on the program tiering system and aligning with our goals.

With no further discussion a roll call vote was administered:

Commissioner Sanford - Yes  
Vice-Chair Mike McHugh – Yes  
Board Member Eric Nelson – Yes  
Board Member Jason Rohr - Yes  
Board Member Levi Bachmeier – No  
Superintendent Baesler – Yes  
Board Member Pat Bertagnolli – Yes  
Board Member Lyndsi Engstrom - Yes  
Chair Sonia Meehl - Yes  
8-1-0 Absent

Elliott and McMahon Contract Extension: Chair Meehl referred to the items in the material packet and after discussion was held, consensus was for Board to defer this duty to Director Sick.

**Information Only:**

No items for discussion

**Board Comments Agenda:**

Lyndsi Engstrom stated that she submitted a report to the ND School Boards Association on our behalf.

Superintendent Baesler reported that this will be her last meeting with the Board as things are moving in DC. She expressed her gratitude for serving 13 years with this Board and the great work we have done for the students of North Dakota.

There being no other business brought before the Board, the meeting adjourned at 11:54 am.

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Sonia Meehl  
SBCTE Chairperson

## **Agenda Item 3)b)**

### **CTE State Director's Report November 2025**

#### **Goal Progress**

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

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

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

This work continues, under the guidance of Elliot and McMahon. The Board will discuss possible Vision and Mission statements later in the meeting. I will continue to work with E&M to develop a Director's Strategic Plan.

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

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

I will bring this topic back to the CTE Directors for discussion.

#### **General Updates**

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

The Department currently has a vacant Assistant Agricultural Education Supervisor position. The position closed on September 17<sup>th</sup>, and interviews were held on October 17<sup>th</sup>. We were unable to find a candidate and will repost the position in January/February, to align with school contracts timeline.

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

Nothing to report. The Federal Government reopened on November 13<sup>th</sup>. There was no halt in access to Federal Funding during the shutdown. The Department has been able to transition over to the USDOL grant management and reimbursement systems, since the handover of Perkins funding from USDOE to USDOL.

##### **Planning and Coordination**

As reported last month, the CTE Directors were in Bismarck for their quarterly meeting on October 28-29. We also continue to meet as a group virtually once a month, hosted by NDCTE and twice a month, hosted by NDCTEA, to discuss various topics.

The Department entered two contracts during the month of October.

- 1) A contract was completed for the virtual reality career exploration tool CareerViewXR. This technology will now be available to all middle and high school students for the remainder of the biennium, and starting next school year, all elementary students.

- 2) The Department has procured the services of Fluxx, for our grant management system. Historically, we have utilized BRP, but the platform has expired. The Department attempted to use WebGrants, but it did not meet the needs to the Department and the various grants and processes we need to follow. After extensive research, Fluxx was selected. The work to tailor the platform to meet the Department's needs will start mid-November/ early December, with a roll out in the first quarter of 2026.

On November 13, I will attend both the Commerce Cabinet and K12 Coordination Council meetings.

The Commerce Cabinet is a statutorily required advisory committee for the Department of Commerce, comprised of multiple state agencies. The Department of Career and Technical Education is included as a member.

The K12 Coordination Council has determined that chronic absenteeism is the priority to study and provide recommendations. Also, each member has been asked to develop a communication plan on how to update their respective groups on the work of the council. Chair Meehl and I worked on developing the following communication plan.

#### State Board for Career and Technical Education

The State Board for Career and Technical Education meets monthly. To ensure the State Board is updated on the work of the K12 Coordination Council, a council update will be included on the agenda as needed.

#### Local Career and Technical Education Directors

The State Director and NDCTE Staff meet with local Career and Technical Education administrators for quarterly in person meetings as well as monthly virtual discussions. The Department will provide K12 Coordination Council updates as needed.

#### NDCTE Monthly Newsletter

The Department published a monthly newsletter, that is shared with all CTE instructors, counselors, directors, as well as other stakeholders. K12 Coordination Council updates will be provided as needed.

The Department asks that communications are created by the K12 Coordination Council Executive Director and provided to the various members, to ensure consistent information is shared across all stakeholder groups.

The K12 Coordination Council 2025 Annual Report was approved at the November 13<sup>th</sup> meeting and will be published. That will be shared, as stated in the communication plan, as soon as it is published.

I continue to attend and participate in the Workforce Cabinet and the Data Systems Integration Taskforce meetings, to strengthen the Workforce Ecosystem.



## Fiscal Management

### New and Expanding Programs:

The following programs have been approved by the Department.

#### New Program Requests

Barnes County	Agriculture	
Central Regional CTC	Business	46,050.00
James Valley CTC	T & I - Advanced Manufacturing	11,787.75
Midkota	Career Development	11,250.00
	FACS	25,250.00
<b>Northwood</b>	Business	1,685.25
Underwood	FACS	10,475.00
Williston Basin CTC	T & I - Advanced Manufacturing	5,908.50
	T & I - CDL	50,000.00
	T & I - Culinary Arts	83,889.75
		<u>\$246,296.25</u>

#### New Center Transfers

Central Regional CTC	FACS	1,520.00
	Health Sciences	4,800.00
	Information Technology	\$2,400.00
	Marketing Education	\$2,400.00
	Tech & Engineering	\$5,670.00
	T & I - Aviation	\$2,000.00
	T & I - Visual Arts	<u>\$3,600.00</u>
		22,390.00

#### Reinstatements

Midway	Business	7,215.62
	FACS	9,068.23
Scranton	Business	2,929.50
Wilton	FACS	11,309.52
Wishek	Agriculture	<u>\$19,351.50</u>
		\$49,874.37

#### Expanded Program Requests

Bakken	Information Technology	7,800.00
James Valley CTC	Career Development	15,722.00
	T & I - Building Trades	19,145.00
Minot North	FACS	6,136.81
	Marketing	13,111.20
Minot HS	FACS	5,243.81
Minot CTC	FACS	47,190.40
Roughrider CTC	Career Development	66,271.18
Williston Basin CTC	T & I - Aviation	<u>14,033.60</u>
		\$194,654.00

10/15/2025

**TOTAL** \$513,214.62

Discussion was held with the CTE Directors on October 29<sup>th</sup> concerning the funding policy and the additional requests of the State Board concerning programmatic tiers. Below is what was captured and what next steps may be.

- All CTE programs lead to a high demand occupation(s). It is a requirement in Perkins V for approved and funded programs that must align with in demand occupations. This is going to make aligning funds with in-demand programs difficult, as all approved programs should all lead to in demand jobs. This will require work on the agency to ensure any existing programs align, and if not should lose approval status and funding.
- Tiers or multipliers need to be significant enough to truly offset the costs of a high-cost program. An idea the Department is exploring is setting aside funds to provide additional dollars to programs that are deemed high cost. The Department will launch a survey to the

Directors, to assist in identifying high-cost programs. We will also review BPR, to identify those programs.

- The Career Clusters modernization work needs to progress, to help the Department identify stronger programs of study, which align with in demand jobs.

I will continue to provide updates to the Board as progress is made.

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

The Team Vision season has been completed. Asst. Director Gruenberg has been busy working with staff completing this cycle and reviewing past practices in preparation for the 2026-27 Team Vision Visits.

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

	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	\$926,856.77	16%	\$4,911,533.23
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	\$575,194.03	12%	\$4,170,416.97
GRANTS	\$14,007,349.00	\$14,007,349.00	\$18,265.01	0%	\$13,989,083.99
GRANTS - SECONDARY	\$52,037,780.00	\$52,037,780.00	\$6,612,626.68	13%	\$45,425,153.32
GRANTS - STEM	\$100,000.00	\$100,000.00	\$0.00	0%	\$100,000.00
INITIATIVE GRANT PROGRAM	\$0.00	\$5,460,835.89	\$3,840,627.48	70%	\$1,620,208.41
WORKFORCE TRAINING	\$3,500,000.00	\$3,500,000.00	\$0.00	0%	\$3,500,000.00
MARKETPLACE FOR KIDS	\$400,000.00	\$400,000.00	\$45,680.86	11%	\$354,319.14
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$12,019,250.83</b>	<b>14%</b>	<b>\$74,196,918.06</b>
<b>EXPENDITURES BY SOURCE</b>					
GENERAL FUND EXPENDITURES	\$62,077,324.00	\$62,077,324.00	\$7,750,114.31	12%	\$54,327,209.69
FEDERAL FUND EXPENDITURES	\$17,273,035.00	\$22,733,870.89	\$4,260,796.20	19%	\$18,473,074.69
SPECIAL FUND EXPENDITURES	\$1,404,974.00	\$1,404,974.00	\$8,340.32	1%	\$1,396,633.68
<b>TOTAL EXPENDITURES</b>	<b>\$80,755,333.00</b>	<b>\$86,216,168.89</b>	<b>\$12,019,250.83</b>	<b>14%</b>	<b>\$74,196,918.06</b>

# DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

## CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Oct-25	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	\$225,965.65	\$926,856.77	\$5,037,736.23	15.54%	16.67%
<b>OPERATING EXPENSES</b>	\$4,745,611.00	\$61,931.14	\$575,194.03	\$4,170,416.97	12.12%	16.67%
TRAVEL	\$380,000.00	\$21,024.77	\$52,628.05	\$327,371.95	13.85%	16.67%
DUES & PROFESSIONAL DEVELOPMENT	\$359,111.00	\$7,837.69	\$37,260.76	\$321,850.24	10.38%	16.67%
PROFESSIONAL SERVICES	\$1,361,500.00	\$11,150.96	\$17,177.39	\$1,344,322.61	1.26%	16.67%
RENT/LEASES/UTILITIES/REPAIRS	\$450,000.00	\$185.34	\$52,208.54	\$397,791.46	11.60%	16.67%
POSTAGE	\$25,000.00	\$385.01	\$1,069.58	\$23,930.42	4.28%	16.67%
OPERATING FEES	\$200,000.00	\$9,165.00	\$13,998.70	\$186,001.30	7.00%	16.67%
SUPPLIES	\$1,500,000.00	\$1,330.89	\$347,385.03	\$1,152,614.97	23.16%	16.67%
PRINTING & PAPER	\$100,000.00	\$2,353.01	\$7,424.70	\$92,575.30	7.42%	16.67%
TELEPHONE	\$20,000.00	\$671.21	\$2,767.47	\$17,232.53	13.84%	16.67%
ITD	\$200,000.00	\$7,827.26	\$43,273.81	\$156,726.19	21.64%	16.67%
FURNITURE & EQUIPMENT	\$150,000.00	\$0.00	\$0.00	\$150,000.00	0.00%	16.67%
<b>TOTAL</b>	<b>\$10,710,204.00</b>	<b>\$287,896.79</b>	<b>\$1,502,050.80</b>	<b>\$9,208,153.20</b>	<b>14.02%</b>	<b>16.67%</b>

Includes \$10,150.96 to install Boardroom Equipment

## **Agenda Item 4)a)**

### **Board Vision and Mission Discussion**

Chair Meehl and Director Sick continue to discuss the Vision and Mission of the State Board for Career and Technical Education.

We continue to believe we should attempt to align with visions that are already in place in North Dakota and nationally.

***North Dakota's PK12 Strategic Vision*** – All students will graduate choice ready with the knowledge, skills, and disposition to be successful.

***North Dakota's Workforce Vision*** – A skilled workforce to fuel North Dakota's economy.

***Advance CTE's Vision*** – CTE without limits, where every learner can reach success in the career of their choice through a cohesive, flexible, and responsive career preparation ecosystem.

Below are options for the Board to discuss and give Chair Meehl and Director Sick feedback.

### **VISION STATEMENT DRAFTS (Our “Why”)**

A future-ready workforce for North Dakota.

### **MISSION STATEMENT DRAFTS (Our “How”)**

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

**To continue to progress down the path to accomplish the vision and mission, we need to be aware of the Theory of Action.**

### **Theory of Action: Specific Action Steps**

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.

27-Oct-25		Career and Technology Board Time Tracker		QTR:	4	27-Oct
Framework Pillars	Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Outcome Goals	0		← Minutes setting and adopting both student outcome goals and goal progress measures.			
2. Adopting Outcome Goals		0	← Minutes setting and adopting director and board guardrails, and a theory of action			
3. Adopted Guardrails						
4. Adopted Monitoring Calendar for Outcome Goals and Director/ Board Guardrails, and Board Self-Evaluation	28		← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		0	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		24	← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument			
5. Structuring for Success	Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) →					60
6. Active Teamwork and Advocacy	0		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals			
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Be Legendary Governance Institutes Minutes in closed session as permitted by law					
TOTALS	28	24	112			60
Use For Outcome and Adult Behavior Minutes Percentage Calculation:						
<div>52 ÷ 112 × 100 = 46.43 % Student Outcome and Adult Behavior Minutes</div>						
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and						
<div>28 ÷ 112 × 100 = 25.00 % Student Outcome Minutes</div>						

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
9	0	100.00	4	0		#DIV/0!
Consent Items 5. Operations for Success	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed 3. Monitoring Goals Progress Measures	GPMs on Target	% on Target
4	1	75.00		2	1	50.00