State Board for Career and Technical Education Agenda

September 23, 2025
10:00 AM CT
Pioneer Room State Capitol and Microsoft Teams

Microsoft Teams - [Meeting Link](#)

1) **Call to Order**
2) **Outcome Progress Monitoring**
   a) **Rural vs. Non-Rural Recommendation**
3) **Consent Agenda**
   a) **Approve August 25, 2025 Minutes**
   b) **Directors Report – Agency update**
   c) **Financial Report**
   d) **Revised Progress Monitoring**
      i) **Approve Goal Progress Measures**
         i. **Goal Progress Measure 1.1**
         ii. **Goal Progress Measure 1.3**
      ii) **Approve Revised Director Guardrail Progress Measures**
         i. **Guardrail Progress Measure 2.2**
         ii. **Guardrail Progress Measure 3.1**
         iii. **Guardrail Progress Measure 3.2**
         iv. **Guardrail Progress Measure 3.3**
      iii) **Approve Revised Progress Monitoring Calendar**
      iv) **Approve Director Evaluation Procedure**
4) **Items for Discussion and Possible Action**
   a) **CTE Secondary Program Funding Policy**
5) **Information Only**
   a) **Board Time Tracker**
6) **Board Comments**
7) **Adjourn**

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

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

Responses to Board Questions

3) b) Directors Report – Agency Update

As the funding policy approaches adoption, will we begin to see some progress on the development of a catalog of course offerings available. This goal has been on hold for quite a while.

This has been a difficult goal to achieve as school districts that are members of Centers are hesitant to give up their spots to nonmembers, in the event there is a registration change.

I can engage the virtual Center Directors again, to determine if this is still the case and if we should abandon this goal or continue to pursue.

3) e) iv) Approve Director Evaluation Procedure

The revised cut score for Achieves said 50.1%-85.0% (rather than 51.0-85%). It would probably be better stated as:

Developing – 50% or below

Achieves - greater than 50% to 85.0%

Excels – greater than 85%

This would avoid any gaps in the cut scores.

This was an error on my part. It has been corrected.

A closer look at the Evaluation Procedure indicates that possibly we should add to the Monitoring Calendar in April under Leadership Evaluations: CTE Director/Agency Staff Survey Overview

Good addition. It has been added.

Am I correct in my understanding in reviewing the CTE director's evaluation that the only changes will be:

1. Move to a quarterly review with the chair in place of a board formative assessment
2. Increase the threshold for the highest performance ranking to 85%

Yes, that is correct.

3) a) Approve August 25, 2025 Minutes

Looking at the minutes after I left, we'll be transitioning our relationship with E&M from a comprehensive to more as needed/case specific basis? What would that look like.

It would be on an hourly rate. We are awaiting a contract from E&M for our review.

4) a) CTE Secondary Program Funding Policy

Probably a discussion question for the meeting, so disregard and I'll ask then if it's more appropriate, but my only question is what other options besides per administrator were considered for the administrative overhead piece. The reasoning listed in the packet seems reasonable. I am just curious as to what else was considered.

The current proposal includes a flat rate per center as well as a flat rate per CTE Director. We have looked at multiple options. For example, we have looked at only including the access indicators as administrative overhead. The CTE Directors proposed square footage as a multiplier, but we have not received all the data, so we are unable to calculate what that impact may be.

I encourage the subcommittee to weigh in on this during our Funding Policy discussion, as there have been many options discussed.

Agenda item 2a Outcome Progress Monitoring – Rural vs. Non-Rural Recommendation

It has been difficult to report on Student Outcome Goal 3 due to two reasons. One, the Department lacked a definition of a rural student and two, data collection that assigned a student to a Career and Technology Center is lacking.

This discussion is to provide a recommendation on a rural definition and to provide an update on progress on assigning student enrollment to Centers.

In reviewing Dr. Ellie Shockley's work, she has assigned our schools to four major categories and assigned priority to each. These assignments are based on the National Center for Education Statistics (NCES) Local Framework. NCES classifies geographic locations as City, Suburban, Town, and Rural, with additional subclassifications for population size and proximity to larger areas.

1 – Rural: Remote (Highest Priority)

Territory outside an urban area that is more than 25 miles from an urban area with population of 50,000 or more and is also more than 10 miles from an urban area with population less than 50,000.

2 – Rural: Distant (High Priority)

Territory outside an urban area that is more than 5 miles but less than or equal to 25 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with population less than 50,000.

3 – Remote Town Area (Mid Priority)

Territory inside an urban area with population less than 50,000 that is more than 35 miles from an urban area with population of 50,000 or more.

4 – Urban/Adjacent (Low Priority)

This includes all the following:

City: Midsize – Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City: Small – Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 100,000.

Rural: Fringe (of City: Midsize/Small) - Territory outside an urban area that is less than or equal to 5 miles from an urban area with population of 50,000 or more, as well as territory

outside an urban area that is less than or equal to 2.5 miles from an urban area with population less than 50,000.

Suburban: Midsize – Territory outside a principal city and inside an urban area with population less than 250,000 and greater than or equal to 100,000.

Suburban: Small – Territory outside a principal city and inside an urban area with population less than 100,000 and greater than or equal to 50,000.

It is the Department's recommendation to identify Rural: Remote and Rural: Distant as the rural students and Remote Town and Urban/Adjacent as the non-rural students. I believe this aligns with how the baselines were first identified, using the larger thirteen school districts as urban. This provides us with a more data driven approach. This is also updated periodically, which will account for population fluctuations.

Center Enrollment Update:

As discussed during the Board retreat, SLDS and PowerSchool is engaging with the CTE Centers to better identify Center enrollment. This work continues but has not yet been completed. A Power BI dashboard was created, which will not only show student enrollment numbers, but will also inform the Department of what courses and programs are enrolling member schools. I will continue to keep the Board updated as this work progresses.

Year	EntityID	EntityName	InstitutionID	InstitutionName	DetailedLocale	EntityType	Rural Locale Priority
2025	01-013-3599	Hettinger Public School	01-013-3599-3	HETTINGER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	02-007-9463	Barnes County North Public School	02-007-9463-3	BARNES COUNTY NORTH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	02-046-5483	Litchville-Marion High School	02-046-5483-3	LITCHVILLE-MARION HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	03-005-5741	Minnewaukan Public School	03-005-5741-3	MINNEWAUKAN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	03-006-5184	Leeds Public School	03-006-5184-3	LEEDS HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	03-009-0902	Maddock Public School	03-009-0902-3	MADDOCK HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	03-029-9219	Warwick Public School	03-029-9219-3	WARWICK HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	05-001-1033	Bottineau Jr-Sr High School	05-001-1033-3	BOTTINEAU JUNIOR-SENIOR HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	05-017-9325	Westhope Public School	05-017-9325-3	WESTHOPE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	05-054-6043	Newburg-United Public School	05-054-6043-3	NEWBURG-UNITED HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	06-001-1043	Bowman Co Public School	06-001-1043-3	BOWMAN CO HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	06-033-7785	Scranton Public School	06-033-7785-3	SCRANTON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	07-014-1037	Bowbells Public School	07-014-1037-3	BOWBELLS HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	07-027-7158	Powers Lake Public School	07-027-7158-3	POWERS LAKE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	07-036-5262	Burke Central Public School	07-036-5262-3	BURKE CENTRAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	08-028-9470	Wing Public School	08-028-9470-3	WING HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	09-004-1148	Maple Valley Public School	09-004-1148-3	MAPLE VALLEY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	09-085-6888	Hope-Page High School	09-085-6888-3	HOPE PAGE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	10-019-5895	Munich Public School	10-019-5895-3	MUNICH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	10-023-5153	Langdon Area High School	10-023-5153-3	LANGDON AREA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	11-040-2333	Ellendale Public School	11-040-2333-3	ELLENDALE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	11-040-5489	Ellendale Virtual High Academy	11-040-5489-3	ELLENDALE HIGH VIRTUAL ACADEMY	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	11-041-6215	Oakes High School	11-041-6215-3	OAKES HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	12-001-1866	Divide County High School	12-001-1866-3	DIVIDE COUNTY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	13-016-4928	Killdeer High School	13-016-4928-3	KILLDEER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	14-002-5971	New Rockford-Sheyenne Public School	14-002-5971-3	NEW ROCKFORD-SHEYENNE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	15-006-3525	Hazelton-Mof-Brad Public School	15-006-3525-3	HAZELTON-MOFFIT-BRADDOCK HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	15-015-8248	Strasburg Public School	15-015-8248-3	STRASBURG HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	15-036-5288	Linton Public School	15-036-5288-3	LINTON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	16-049-1304	Carrington High School	16-049-1304-3	CARRINGTON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	17-003-0850	Beach High School	17-003-0850-3	BEACH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	17-003-0851	Beach K-12 Virtual Academy	17-003-0851-3	BEACH HIGH VIRTUAL ACADEMY	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	19-049-2328	Elgin-New Leipzig Public School	19-049-2328-3	ELGIN-NEW LEIPZIG HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	20-007-3172	Midkota High School	20-007-3172-3	MIDKOTA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	20-018-1555	Griggs County Central Public School	20-018-1555-3	GRIGGS COUNTY CENTRAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	21-001-5858	Mott-Regent Public School	21-001-5858-3	MOTT-REGENT HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	21-009-6026	New England Public School	21-009-6026-3	NEW ENGLAND HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	21-009-6028	New England Public Virtual High School	21-009-6028-3	NEW ENGLAND PUBLIC VIRTUAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	22-001-8232	Kidder County Public School	22-001-8232-3	KIDDER COUNTY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	23-003-2107	Edgeley Public School	23-003-2107-3	EDGELEY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	23-007-5072	Kulm Public School	23-007-5072-3	KULM HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	23-008-5145	LaMoure Public School	23-008-5145-3	LAMOURE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	24-002-5977	Napoleon Public School	24-002-5977-3	NAPOLEON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	24-056-3013	Gackle-Streeter Public School	24-056-3013-3	GACKLE-STREETER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	25-057-1925	Drake High School	25-057-1925-3	DRAKE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	25-060-6046	TGU Towner Public School	25-060-6046-3	TGU-TOWNER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	25-060-6051	TGU Virtual High School	25-060-6051-3	TGU VIRTUAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	26-004-9849	Zeeland Public School	26-004-9849-3	ZEELAND HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	26-009-0539	Ashley Public School	26-009-0539-3	ASHLEY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	26-019-9477	Wishek Public School	26-019-9477-3	WISHEK HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	27-002-0315	Alexander Public School	27-002-0315-3	ALEXANDER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	27-036-5459	Mandaree Public School	27-036-5459-3	MANDAREE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	28-004-9239	Washburn Public School	28-004-9239-3	WASHBURN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	28-008-8806	Underwood Public School	28-008-8806-3	UNDERWOOD HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	28-051-3052	Garrison High School	28-051-3052-3	GARRISON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	28-072-8562	Turtle Lake-Mercer Public School	28-072-8562-3	TURTLE LAKE-MERCER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	28-085-9363	White Shield Public School	28-085-9363-3	WHITE SHIELD HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	29-003-3529	Hazen High School	29-003-3529-3	HAZEN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	29-027-0924	Beulah High School	29-027-0924-3	BEULAH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	30-013-3537	Hebron Public School	30-013-3537-3	HEBRON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	30-039-2854	Flasher Public School	30-039-2854-3	FLASHER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)

2025	30-048-3165	Glen Ullin Public School	30-048-3165-3	GLEN ULLIN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	31-001-6039	New Town High School	31-001-6039-3	NEW TOWN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	31-002-8218	Stanley High School	31-002-8218-3	STANLEY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	31-003-6925	Parshall High School	31-003-6925-3	PARSHALL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	32-001-8826	Dakota Prairie High School	32-001-8826-3	DAKOTA PRAIRIE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	32-066-5136	Lakota High School	32-066-5136-3	LAKOTA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-006-1323	Cavalier Public School	34-006-1323-3	CAVALIER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-006-1324	Red River Valley Virtual Academy	34-006-1324-3	RED RIVER VALLEY HIGH VIRTUAL ACADEMY	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-019-1928	Drayton Public School	34-019-1928-3	DRAYTON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-100-6982	North Border-Pembina Public School	34-100-6982-3	NORTH BORDER-PEMBINA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-100-9186	North Border-Walhalla Public School	34-100-9186-3	NORTH BORDER-WALHALLA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	34-118-2109	Valley-Edinburg High School	34-118-2109-3	VALLEY-EDINBURG HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	35-005-7614	Rugby High School	35-005-7614-3	RUGBY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	36-002-2113	Edmore Public School	36-002-2113-3	EDMORE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	36-044-8230	Starkweather Public School	36-044-8230-3	STARKWEATHER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	37-019-5296	Lisbon High School	37-019-5296-3	LISBON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	37-024-2387	Enderlin Area Public School	37-024-2387-3	ENDERLIN AREA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	38-001-5778	MLS-Mohall Public School	38-001-5778-3	MLS-MOHALL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	39-008-3432	Hankinson Public School	39-008-3432-3	HANKINSON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	39-018-2739	Fairmount Public School	39-018-2739-3	FAIRMOUNT HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	39-028-5260	Lidgerwood Public School	39-028-5260-3	LIDGERWOOD HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	39-042-9627	Wyndmere Public School	39-042-9627-3	WYNDMERE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	40-001-1966	Dunseith High School	40-001-1966-3	DUNSEITH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	40-003-8152	St John Public School	40-003-8152-3	SAINT JOHN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	40-004-5055	Mt Pleasant Public School	40-004-5055-3	MT PLEASANT HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	40-007-8567	Turtle Mountain Community High School	40-007-8567-3	TURTLE MOUNTAIN COMMUNITY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	40-029-7555	Rolette Public School	40-029-7555-3	ROLETTE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	41-002-5719	Milnor Public School	41-002-5719-3	MILNOR HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	41-002-7757	Sundale Colony School	41-002-7757-3	SUNDALE COLONY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	41-003-6130	North Sargent Public School	41-003-6130-3	NORTH SARGENT HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	41-006-7709	Sargent Central Public School	41-006-7709-3	SARGENT CENTRAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	42-029-5533	McClusky-Goodrich High School	42-029-5533-3	MCCLUSKY-GOODRICH HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	43-003-8036	Solen High School	43-003-8036-3	SOLEN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	43-003-8037	Solen Jr High School	43-003-8037-2	SOLEN JR HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	43-008-7804	Selfridge Public School	43-008-7804-3	SELFRIDGE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	45-013-0884	Belfield Public School	45-013-0884-3	BELFIELD HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	45-034-7433	Richardton-Taylor Public School	45-034-7433-3	RICHARDTON-TAYLOR HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	46-019-2827	Finley-Sharon Public School	46-019-2827-3	FINLEY-SHARON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	47-003-5657	Medina Public School	47-003-5657-3	MEDINA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	47-010-7087	Pingree-Buchanan High School	47-010-7087-3	PINGREE-BUCHANAN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	47-014-5794	Montpelier Public School	47-014-5794-3	MONTPELIER HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	47-019-4892	Kensal Public School	47-019-4892-3	KENSAL HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	48-010-1277	North Star Public School	48-010-1277-3	NORTH STAR HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	49-009-3630	Hillsboro High School	49-009-3630-3	HILLSBORO HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	49-014-5526	May-Port CG Middle-High School	49-014-5526-3	MAY-PORT CG HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	50-005-2891	Fordville-Lankin Public School	50-005-2891-3	FORDVILLE-LANKIN HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	50-008-9208	Park River Area Public School	50-008-9208-3	PARK RIVER AREA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	50-018-3231	Grafton High School	50-018-3231-3	GRAFTON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	51-028-4882	Kenmare High School	51-028-4882-3	KENMARE HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	51-161-7108	North Shore Plaza Public School	51-161-7108-3	NORTH SHORE PLAZA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	52-025-2792	Fessenden-Bowdon Public School	52-025-2792-3	FESSENDEN-BOWDON HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	52-038-3479	Harvey High School	52-038-3479-3	HARVEY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	53-002-7352	Ray Public School	53-002-7352-3	RAY HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	53-015-8463	Tioga High School	53-015-8463-3	TIOGA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	53-099-3281	Grenora Public School	53-099-3281-3	GRENORA HIGH SCHOOL	Rural: Remote	Public School	1-Rural: Remote (Highest Priority)
2025	03-030-2910	Four Winds Comm High School	03-030-2910-3	FOUR WINDS COMMUNITY HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	09-002-4934	Kindred High School	09-002-4934-3	KINDRED HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	09-017-1354	Central Cass Public School	09-017-1354-3	CENTRAL CASS HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	09-097-6121	Northern Cass Public School	09-097-6121-3	NORTHERN CASS HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	18-044-5169	Larimore High School	18-044-5169-3	LARIMORE HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	18-061-8416	Thompson Public School	18-061-8416-3	THOMPSON HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	18-128-5707	Midway Public School	18-128-5707-3	MIDWAY HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)

2025	18-129-6134	Northwood Public School	18-129-6134-3	NORTHWOOD HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	25-001-9003	Velva Public School	25-001-9003-3	VELVA HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	25-060-3253	TGU Granville Public School	25-060-3253-3	TGU-GRANVILLE HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	28-001-9451	Wilton Public School	28-001-9451-3	WILTON HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	28-050-5519	Max Public School	28-050-5519-3	MAX HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	30-049-6033	New Salem-Almont High School	30-049-6033-3	NEW SALEM-ALMONT HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	33-001-1350	Center-Stanton Public School	33-001-1350-3	CENTER-STANTON HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	38-026-3169	Glenburn Public School	38-026-3169-3	GLENBURN HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	39-044-6120	Richland Jr-Sr High School	39-044-6120-3	RICHLAND JUNIOR-SENIOR HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	45-009-8060	South Heart Public School	45-009-8060-3	SOUTH HEART HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	45-009-8070	South Heart K-12 Virtual Academy	45-009-8070-3	SOUTH HEART HIGH VIRTUAL ACADEMY	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	49-003-1369	Central Valley Public School	49-003-1369-3	CENTRAL VALLEY HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	49-007-3504	Hatton Eielson Public School	49-007-3504-3	HATTON EIELSON HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	50-020-5759	Minto Public School	50-020-5759-3	MINTO HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	51-007-8823	Des Lacs-Burlington High School	51-007-8823-3	DES LACS-BURLINGTON HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	51-016-7717	Sawyer Public School	51-016-7717-3	SAWYER HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	51-070-8068	South Prairie Public School	51-070-8068-3	SOUTH PRAIRIE HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	51-161-0916	Berthold Public School	51-161-0916-3	BERTHOLD HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	51-161-0918	Lewis and Clark Virtual High School	51-161-0918-3	LEWIS AND CLARK VIRTUAL HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	53-006-2270	Eight Mile Public School	53-006-2270-3	EIGHT MILE HIGH SCHOOL	Rural: Distant	Public School	2-Rural: Distant (High Priority)
2025	02-002-8954	Valley City Jr-Sr High School	02-002-8954-3	VALLEY CITY HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	02-002-8955	Valley City High School Alternative High School	02-002-8955-3	VALLEY CITY HIGH SCHOOL ALTERNATIVE HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	27-001-5605	Watford City Virtual Academy	27-001-5605-3	WATFORD CITY VIRTUAL ACADEMY HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	27-001-5606	Watford City High School	27-001-5606-3	WATFORD CITY HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	36-001-1827	Devils Lake Alternative High School	36-001-1827-3	DEVILS LAKE ALTERNATIVE HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	36-001-1829	Devils Lake High School	36-001-1829-3	DEVILS LAKE HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	39-037-9170	Wahpeton High School	39-037-9170-3	WAHPETON HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	45-001-1844	Southwest Community High School	45-001-1844-3	SOUTHWEST COMMUNITY HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	45-001-1845	Dickinson High School	45-001-1845-3	DICKINSON HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	45-001-1862	Roughrider 9-12 Virtual Academy	45-001-1862-3	ROUGHRIDER HIGH VIRTUAL ACADEMY	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	47-001-4570	Jamestown High School	47-001-4570-3	JAMESTOWN HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	53-007-1775	Del Easton Alternative High School	53-007-1775-3	DEL EASTON ALTERNATIVE HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	53-007-9416	Williston High School	53-007-9416-3	WILLISTON HIGH SCHOOL	Town: Remote	Public School	3-Remote Town Area (Mid-Priority)
2025	09-001-1740	Fargo Davies High School	09-001-1740-3	FARGO DAVIES HIGH SCHOOL	City: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-001-2744	South High School	09-001-2744-3	SOUTH HIGH SCHOOL	City: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-001-6125	North High School	09-001-6125-3	NORTH HIGH SCHOOL	City: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-001-9516	Dakota High School	09-001-9516-3	DAKOTA HIGH SCHOOL	City: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	08-001-0970	Bismarck High School	08-001-0970-3	BISMARCK HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	08-001-1365	Century High School	08-001-1365-3	CENTURY HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	08-001-2972	Bismarck 9-12 Virtual Academy	08-001-2972-3	BISMARCK HIGH VIRTUAL ACADEMY	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	08-001-5199	Legacy High School	08-001-5199-3	LEGACY HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	08-001-8050	South Central Alternative High School	08-001-8050-3	SOUTH CENTRAL ALTERNATIVE HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	18-001-1291	Grand Forks Virtual High School	18-001-1291-3	GRAND FORKS VIRTUAL HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	18-001-1530	Community Alternative High School	18-001-1530-3	COMMUNITY ALTERNATIVE HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	18-001-3239	Central High School	18-001-3239-3	CENTRAL HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	18-001-7360	Red River High School	18-001-7360-3	RED RIVER HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	51-001-5752	Minot High School	51-001-5752-3	MINOT HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	51-001-5756	Minot North High School	51-001-5756-3	MINOT NORTH HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	51-001-8047	Souris River Campus Alternative High School	51-001-8047-3	SOURIS RIVER CAMPUS ALTERNATIVE HIGH SCHOOL	City: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	09-006-9403	Horace High School	09-006-9403-3	HORACE HIGH SCHOOL	Rural: Fringe (of City: Midsize)	Public School	4-Urban/Adjacent (Low Priority)
2025	51-004-6006	Nedrose Public School	51-004-6006-3	NEDROSE HIGH SCHOOL	Rural: Fringe (of City: Small)	Public School	4-Urban/Adjacent (Low Priority)
2025	09-006-0531	West Fargo High Virtual Academy	09-006-0531-3	WEST FARGO HIGH VIRTUAL ACADEMY	Suburb: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-006-7865	West Fargo Sheyenne High School	09-006-7865-3	WEST FARGO SHEYENNE HIGH SCHOOL	Suburb: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-006-9315	West Fargo High School	09-006-9315-3	WEST FARGO HIGH SCHOOL	Suburb: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	09-006-9517	West Fargo Community High School	09-006-9517-3	WEST FARGO COMMUNITY HIGH SCHOOL	Suburb: Midsize	Public School	4-Urban/Adjacent (Low Priority)
2025	30-001-5453	Mandan High School	30-001-5453-3	MANDAN HIGH SCHOOL	Suburb: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	30-001-8288	Mandan Virtual High School	30-001-8288-3	MANDAN VIRTUAL HIGH SCHOOL	Suburb: Small	Public School	4-Urban/Adjacent (Low Priority)
2025	51-041-8266	Surrey Public School	51-041-8266-3	SURREY HIGH SCHOOL	Suburb: Small	Public School	4-Urban/Adjacent (Low Priority)

Minutes for State Board for Career and Technical Education
August 25, 2025 Meeting/Retreat

Call to Order:

The State Board for Career and Technical Education members attended a meeting/retreat at the Career Impact Academy in Grand Forks. Members attended in person and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 9:08 am CT.

Voting members present include:

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

Also present: Wayde Sick, John Gruenberg, Gwen Ferderer, Laurie Elliott, Daniel Spellerberg, Eric Ripley, Sarah Johnson, Pam Stroklund, Kenzie Brown and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Wayde Sick introduced Mr. John Gruenberg, CTE's new Assistant State Director.

Outcome Progress Monitoring:

Director Sick presented an update for Director Guardrail 2, The Director will not allow the Department to operate without systems to ensure high quality instructors, along with the progress measures. Progress Measure 2.1 had a 2024-25 target of 87% of qualified CTE educators. We only progressed to 84.6% and did not meet our target. The Department's next steps are to continue to monitor all educators who are currently on a plan of study to ensure they continue through completion and continue to advocate for CTE educators to utilize the NDRise program. There were presentations of the program held during our PD Conference in August to CTE Administrators and Instructors.

Progress Measure 2.2 target was 1,200 educators, the number of CTE educators that attend professional development. We progressed to 1,362 for 2024-25. Although some of those are duplicate numbers as educators can attend more than one event, we met our goal. The Department's next steps include Director and Assistant Director to meet with Program Supervisors to determine the needed professional development opportunities and develop a 2025-26 calendar. The Department will also study PD Conference attendance and determine gaps and strategies to address.

For Director Guardrail 3, The Director will not allow the Department to operate without systems in place to encourage public/private partnerships, Progress Measure 3.3 target was 910. Our progress for 2024-25 is 1,036 which is again a duplicate number. The Department's next steps include continuing to engage with the private sector to develop CTSO partnerships, continue to utilize our vendors – Compass and WBL Coordinator Training – to expand awareness of work-based learning and learn more about pre-apprenticeship to develop strategies to engage employers and CTE program partnerships.

Mike McHugh moved to accept the Director's Guardrail report for Progress Measure 2.1, 2.2 and 3.3 as presented and it was seconded by Eric Nelson. The motion passed unanimously 9-0-0.

Board Self Evaluation:

Chair Meehl guided the completion of the Board's Quarterly Progress Tracker for Quarter 2. The completed form will be saved in our Teams channel for member's access.

Levi Bachmeier moved to approve the Board Self Evaluation which includes the Quarterly Progress Report and the Time Use Trackers. Jason Rohr seconded the motion. The motion passed unanimously 9-0-0.

Consent Agenda:

Lyndsi Engstrom moved to approve and accept the items listed on the consent agenda and it was seconded by Mike McHugh. The motion passed unanimously 9-0-0.

Items for Discussion and Possible Action:

There were no items.

Board Retreats:

After a short break the members returned to move into the retreat training which was led by Laurie Elliott. Items reviewed included Theory of Action and Board Guardrails.

Chair Meehl called for recess at 11:45 am and those attending in person participated in lunch followed by a presentation from Eric Ripley and tour of the new Career Impact Academy.

The retreat was reconvened at 1:35 pm.

Director Sick reviewed the Board Student Outcome Goals. Discussion was held on rural students and special population targets and what members felt is significant to target. Wayde will revise Goal 1 – Goal Progress Measures 1.1 and 1.3 prior to the next meeting.

Director Sick's recommendations for the Monitoring Calendar were reviewed. The changes would align the calendar more with when data is made available.

Laurie Elliott reminded members of the Community Engagement Subcommittee and their responsibilities. This subcommittee will reconvene and a meeting will be set up. Members of this subcommittee will be Sonia Meehl, Mike McHugh, Kirsten Baesler and Jason Rohr along with the help of Laurie Elliott. Since this is a public meeting, Lorie Ruff will be involved for minute-taking purposes.

The next subcommittee to be created will be the Procedure Manual Subcommittee. Laurie reviewed the document and purpose of this manual. Members of this subcommittee will be Lyndsi Engstrom, Mike McHugh and Jason Rohr along with Trainer Laurie Elliott. Again, being a public meeting Lorie Ruff will be included.

Chair Meehl reviewed the 2025-26 Board Calendar and the procedures and timelines associated with meeting material packets.

The Director Evaluation was reviewed and it was agreed that the process needs to be streamlined. After discussion, it was recommended that Chair Meehl and Director Sick revise the procedures and bring their proposed documents to the September meeting.

Chair Meehl reminded members that the September Board Meeting will be held on September 23 due to the Joint Board Meeting on September 22. Watch for location notice of the 23rd meeting since the Department will be moved but we do not know the status of our AVI equipment.

Discussion was held on the E&M Contract that will expire 10/30/2025. Laurie Elliott agreed that they will continue to offer their services on as-needed basis.

The retreat adjourned at 4:11 pm CT.

_____
Sonia Meehl
SBCTE Chairperson

Agenda Item 3) b)

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CTE State Director's Report
September 2025

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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.

A final policy recommendation is included in the Board Packet.

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

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

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

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

General Updates

Executive Officer for State Board for CTE

I continue to monitor updates concerning Perkins V. We have been notified that we will be required to transition from G5 to Grant Solutions and Payment Management System for funding requests. Training was provided in September. We did learn our federal reporting system will not change at this time.

The Department currently has a vacant Assistant Agricultural Education Supervisor position. The position is currently posted, closing on September 17th.

Interpret and Implement Board Policy and State and Federal Law

We continue to work with PowerSchool and SLDS to college and report CTE Center data. A Power BI report has been created and can be shared with the Board once it is finalized. This report will be able to tell the Department, down to the course level, the home school of the students enrolled at a CTE Center. This will also provide us with the accurate data to determine the base allocation for CTE Center Enrollment.

Planning and Coordination

The Department has finalized its move to the Hughes Education Center. We are currently settling in and determining what other needs the staff may have.

I continue to participate in the Workforce Subcabinet meetings. I have been asked to be a panelist at the upcoming Workforce Summit, on October 2nd.

The next quarterly directors meeting is tentatively scheduled for October 28-29.

Fiscal Management

No update, except the monthly financial report, as included in the consent agenda.

Advocate for Career and Technical Education

The Team Vision season is upon us. Asst. Director Gruenberg has been busy working with staff and reviewing past practices in preparation for the upcoming season. The Vision Visit Schedule is provided below.

September 29 - October 2, 2025

- **Fargo Schools and Cass County Virtual CTC**, Fargo

October 7-8, 2025

- **Turtle Mountain Community High School,** Belcourt

October 9, 2025

- **Four Winds Community High School**, Fort Totten

October 13-15, 2025

- **NDSCS Wahpeton**, Wahpeton

October 20-23, 2025

- **Minot Public Schools & Minot Area Workforce Academy,** Minot

October 30, 2025

- **Richardton–Taylor Public School**, Richardton

November 4, 2025

- **Napoleon Public School**, Napoleon

November 6, 2025

- **Washburn Public School**, Washburn

November 12-14, 2025

- **North Valley Area CTC**, Grafton

November 18-19, 2025

- **Nueta Hidatsa Sahnish College,** New Town

I will be attending the Advance CTE, CTE Unlocked Summit October 6-8. This conference will be a focus on forward thinking on the future of CTE in the country and how we influence policy at the national level.

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

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	$5,964,593.00	$5,838,390.00	$475,716.87	8%	$5,362,673.13
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	$425,987.63	9%	$4,319,623.37
GRANTS	$14,007,349.00	$14,007,349.00	$2,091,120.28	15%	$11,916,228.72
GRANTS - SECONDARY	$52,037,780.00	$52,037,780.00	$768,036.00	1%	$51,269,744.00
GRANTS - STEM	$100,000.00	$100,000.00	$0.00	0%	$100,000.00
WORKFORCE TRAINING	$3,500,000.00	$3,500,000.00	$0.00	0%	$3,500,000.00
MARKETPLACE FOR KIDS	$400,000.00	$400,000.00	$0.00	0%	$400,000.00
TOTAL EXPENDITURES	$80,755,333.00	$80,755,333.00	$3,760,860.78	5%	$76,994,472.22
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$62,077,324.00	$62,077,324.00	$1,301,854.93	2%	$60,775,469.07
FEDERAL FUND EXPENDITURES	$17,273,035.00	$17,273,035.00	$2,452,024.04	14%	$14,821,010.96
SPECIAL FUND EXPENDITURES	$1,404,974.00	$1,404,974.00	$6,981.81	0%	$1,397,992.19
TOTAL EXPENDITURES	$80,755,333.00	$80,755,333.00	$3,760,860.78	5%	$76,994,472.22

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2025 - 2027 Biennium

Aug-25	25 - 27 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,964,593.00	$224,642.31	$475,716.87	$5,488,876.13	7.98%	8.33%
OPERATING EXPENSES	$4,745,611.00	$63,155.38	$425,987.63	$4,319,623.37	8.98%	8.33%
TRAVEL	$380,000.00	$8,448.56	$15,497.06	$364,502.94	4.08%	8.33%
DUES & PROFESSIONAL DEVELOPMENT	$359,111.00	$21,403.59	$24,603.59	$334,507.41	6.85%	8.33%
PROFESSIONAL SERVICES	$1,361,500.00	$4,500.00	$4,500.00	$1,357,000.00	0.33%	8.33%
RENT/LEASES/UTILITIES/REPAIRS	$450,000.00	$10,942.86	$10,942.86	$439,057.14	2.43%	8.33%
POSTAGE	$25,000.00	$151.75	$322.78	$24,677.22	1.29%	8.33%
OPERATING FEES	$200,000.00	$772.34	$1,039.34	$198,960.66	0.52%	8.33%
SUPPLIES	$1,500,000.00	$0.00	$343,081.88	$1,156,918.12	22.87%	8.33%
PRINTING & PAPER	$100,000.00	$1,229.25	$1,864.41	$98,135.59	1.86%	8.33%
TELEPHONE	$20,000.00	$669.34	$1,410.07	$18,589.93	7.05%	8.33%
ITD	$200,000.00	$15,037.69	$22,725.64	$177,274.36	11.36%	8.33%
FURNITURE & EQUIPMENT	$150,000.00	$0.00	$0.00	$150,000.00	0.00%	8.33%
TOTAL	$10,710,204.00	$287,797.69	$901,704.50	$9,808,499.50	8.42%	8.33%

Agenda item 3) e) i) – iii) – Revised Progress Monitoring – Director Recommendations

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

5) a) iii) Outcome Goals and Progress Measures – Goal 1

GPM 1.1 – As requested by the Board during the August retreat, I have eliminated the rural concentrator Goal Progress Measure, previously GPM 1.1. It has been replaced with a revised GPM 1.1, focusing specifically on economically disadvantaged student concentrator rates.

GPM 1.3 – GPM 1.3 has also been amended. It now only measures concentrator rates for students with disabilities.

These transitions align with the themes of the K12 Strategic Vision, which focuses on Native American student, Economically Disadvantaged, and Students with Disabilities.

5) a) iv) Director Guardrails and Progress Measures

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

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

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

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

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

5) a) v) – Monitoring Calendar

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

August

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

Guardrail 2.2 – CTE Ed PD – Same

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

October

Guardrail 2.2 – Eliminate – Report is provided in August

November

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

Eliminate Formative Director Evaluation

December

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

January

Guardrail 2.1 – Qualified CTE Educator – Mid-year update

March

Eliminate 2.2

May

Eliminate Summative Director Evaluation

June

Eliminate Guardrail 2.1 and 3.3

Add Summative Director Evaluation

GOAL 1

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

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

GPM 1.1 The percentage of economicaly 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.			
Baseline	29%	26%			
2024	31%	28%			
2025	33%	29%			
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	
Baseline	14%	17%/595	9%/213	14%/344	
2024	16%	19%	11%	16%	14.30%
2025	18%	21%	13%	18%	
2026	20%	23%	15%	20%	
2027	22%	25%	17%	22%	
2028	24%	27%	19%	24%	

GPM 1.3 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.

TARGETS	Disabilities	
Baseline	23%/1191	
Year 2023	25%	
Year 2024	27%	
Year 2025	29%	
Year 2026	31%	
Year 2027	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	ALL								
Baseline	88%								
2024	89%	91%							
2025	90%								
2026	91%								
2027	92%								
2028	93%								

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

TARGETS	ALL								
Baseline	24%								
2024	25%	34.38%							
2025	35%								
2026	36%								
2027	37%								
2028	38%								

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

TARGETS	ALL								
Baseline	35%								
2024	41%	44.74%							
2025	45%								
2026	49%								
2027	53%								
2028	57%								

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

TARGETS	ALL								
Baseline	26%								
Year 2023	27%	34.33%							
Year 2024	35%								
Year 2025	36%								
Year 2026	37%								
Year 2027	38%								

GOAL 3

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

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

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

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

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

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

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

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

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

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

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

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

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

Progress Measure 1	The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.				
Baseline	**2025**	**2026**	**2027**	**2028**	**2029**
0%	1	2	*TBD*	*TBD*	*TBD*
Actual	1				

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

Progress Measure 1	The % of qualified CTE educators will grow from 86.9% in May 2024 to 91% in May 2029.				
Baseline	**Target**	**Target**	**Target**	**Target**	**Target**
86.9%	*87.0%*	*88.0%*	*89.0%*	*90.0%*	*91.0%*
Actual	84.6%				

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

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

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

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

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

MONITORING CALENDAR

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

Agenda item 3) e) iv) Director Evaluation Procedure – Recommendation

As requested by the Board, Chair Meehl and I met to continue to review the Director Evaluation Procedure. The following recommendations are being made.

Page 1, paragraph 2 was added.

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.

This process mirrors how supervisors in the state system manage employee performance. Instead of a formal October/November evaluation, the Board Chair is responsible for providing the Director with feedback on performance on at least a quarterly basis.

Page 7, Evaluation rating calculation.

It is recommended to amend the cut scores for the Director evaluation.

Developing- 50% or below
Achieves 51% - 85.0%
Excels- Greater than 85%

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.

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:

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

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

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

Overall rating:

Developing   Achieves   Excels

Subcategory Scoring:

Strong Performance	Area of Growth	Subcategories
		a. Administers Board, State, and Federal Policy. Recommends updates to Board Policy
		b. Works with Chairperson and the Board to prepare meeting agendas

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

Additional Comments:

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

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

Overall Rating

Developing   Achieves   Excels

Subcategory Scoring

Strong Performance	Area of Growth	Subcategories
		a. Oversee completion and analysis of the Consolidated Annual Report (CAR) for accountability and improved performance report
		b. Oversees the development and implementation compliance of Perkins 5-year state plan (upon reauthorization of federal law)

		c. Uses data available from all sources on which to make decisions based to support the board/s outcome goals

Additional Comments:

<mark>Question 3.</mark> **Planning and Coordination**

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

Overall Rating

        Developing   *Achieves*   *Excels*

Subcategory Scoring

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

		h. Works with postsecondary institutions to plan and coordinate CTE initiatives
		i. Is an active member of appointed and statutory boards

Additional Comments:

Question 4. Demonstrates Fiscal Management

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

Overall Rating

Developing   *Achieves*   *Excels*

Subcategory Scoring

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

		Subcategories
		g. Meets and follows all state and federal audit requirements
		h. Ensures procurement procedures are followed
		i. Implements procedures to administer competitive grants

Additional Comments:

Question 5: **Advocate for Career and Technology Education**

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

Overall Rating

Developing   Achieves   Excels

Subcategory Scoring

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

Additional Comments:

Members will complete the electronic 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 51% - 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.

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

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

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DIRECTOR DATA OUTCOMES EVALUATION- 2026

BOARD OUTCOME GOALS and DIRECTOR GOAL PROGRESS MEASURES	2026 TARGET	2026 ACTUAL	MET or 2/3 MET
Goal 1-The percentage of students identified as concentrators (grades 10-12) in Career and Technical Education as measured by the Consolidated Annual Report, will increase from 28.5% in January 2024 (2022-2023 school year) to 40% in January 2028 (2026-2027) school year)			
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- 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.			
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.			
Goal 2 The percentage of students who graduate Workforce Ready will increase from 88% in the 2022-2023 school year to 93% in the 2027-2028 school year as measured by the North Dakota Choice Ready report.			
2.1 The percentage of students completing Career Ready Practices will increase from 24% in September 2023 to 29% in September 2028 as measured by the North Dakota Choice Ready Report.			
2.2 The percentage of concentrators completing a work-based learning experience will increase from 35% in September 2023 to 57% in September 2028 as measured by the North Dakota Choice Ready Report.			
2.3 The percentage of students achieving a technical assessment/industry credential will increase from 26% in September 2023 to 31% in September 2028 as measured by the North Dakota Choice Ready Report.			
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.			
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 enrolled in a CTE program will increase from 80% in 2023 to 90% in 2028 as measured by the Consolidated Annual report.			

Data Summary Score Calculation

Data Summary Score Calculation	Targets Met	Weighting Factor	Total Score
Goals Met or 2/3 Met	3	4	12
Guardrail Progress Measures Met	5	1	5
Total Possible Score (Weighted)	18		17
Data Summary Score	Goes to Summative Evaluation==>		94.4%

DATA EVALUATION NOTES:

Goals are met if EITHER the Goal OR 2/3 of the sub-goals are met.

Guardrails are either MET or NOT MET.

Total possible score for Goal achievement is twice the total possible score for Guardrail achievement.

BOARD GUARDRAILS FOR THE DIRECTOR and DIRECTOR GUARDRAIL PROGRESS MEASURES

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 Progress Measure 1 The State Board of Career and Technical Education will receive an equitable access to quality program report utilizing the Opportunity Gap Analysis from zero in May 2024 to two in May 2026.

Baseline	2026 TARGET	2026 ACTUAL	MET Y or N
0	1	0	

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

Guardrail Progress Measure 2.1-The percent of qualified CTE educators will grow from 86% in May 2024 to 91% in May 2027.

Baseline	2025 TARGET (prior year data)	2025 ACTUAL (prior year data)	MET Y or N
86.90%	87%	84.60%	N

Guardrail Progress Measure 2.2-The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 to1300 in 2027

Baseline	2025 TARGET (prior year data)	2025 ACTUAL (prior year data)	MET Y or N
1192	1200	1362	Y

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

Guard 3.1- The number of individuals that are trained as WBL Coordinators will increase from 41 in May 2024 to 98 in May 2027.

Baseline	2026 TARGET	2026 ACTUAL	MET Y or N
41			

Guardrail 3.2- The number of individuals employed as WBL Coordinators will increase from 13 in May 2024 to 35 in May 2027.

Baseline	2026 TARGET	2026 ACTUAL	MET Y or N
13			

Guardrail 3.3 The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 950 in May 2027.

Baseline	2025 TARGET (prior year data)	2025 ACTUAL (prior year data)	MET Y or N
907	910	1036	Y

ND CTE Director Summative Evaluation														
XX/XX/2026														
Developing=1 Achieves=2 Excels=3	Director's Self-Rating (Not Included in Calculation)	Bachmeier	Baesler	Bertagnolli	Engstrom	McHugh	Meehl	Nelson	Rohr	Sanford	Total Points awarded by Board	Total Board points possible	Board Score by percent	Performance Level by Board
Section 1: Executive Officer for State Board											0	27	0.00%	
Section 2: Interpet and Implement Board Policy, State and Federal Law											0	27	0.00%	
Section 3: Planning and Coordination											0	27	0.00%	
Section 4: Fiscal Management											0	27	0.00%	
Section 5: Advocate for CTE											0	27	0.00%	
Total performance by Individual	0	0	0	0	0	0	0	0	0	0	Total Board Points Awarded	Total Board points possible	Final Board Score by percent	Overall Performance Level Assigned by Board
Total points possible by Individual	15	15	15	15	15	15	15	15	15	15	0	135	0.00%	
Individual Score by Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Performance Level Criteria			
Performance Level by Individual	Achieves										Developing=50% or less; Achieves=50.1-85.0%; Excels>85.0%			
Combined Performance Rating	Data Summary Score (60%)	94.4%	Job Description Summary Score (40%)	0.0%	Weighted Combined Score	56.7%	Final Performance Level Assigned							
Reviewed and approved by the State Board; acknowledged by Board Chair and Director.														
		Board Chair												
		Director												

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Agenda Item 3) d) Secondary Program Funding Policy Recommendation

Attached is the proposed funding policy and funding policy spreadsheet. This memo explains the areas that may be different from previous discussion, due to feedback from CTE Administrators, work of the funding policy subcommittee, and work of the Department.

Below are changes from what was presented in June.

1) Allocations Percentage Changes – The Department is recommending the following changes to the allocation percentages:
    a. Lower the Base Program Funding from 75% to 70% and increase the Center Operations Allocation from 25% to 30%. This will provide additional dollars to draw in based on the operations and outcomes of the Center.
    b. Reduced the Center membership allocation from 25% to 15% and increase Enrollment and Programs to 30%. This is for several reasons. First, if a member school joins, a Center should also gain enrollments. The Center should still receive dollars to support the increase in students, at a greater rate. Also, the member schools are a finite variable, therefore they can only grow so much. Finally, if a small school district closes or consolidates with another, the reduction in funding to the Center should be minimized.

2) Page 2 – Base Allocation - Program Tiers have been eliminated. This was primarily due to feedback from the CTE directors. Although they are supportive of some sort of tiered funding, there is much work to be done to determine what that looks like. The recommendation is for the Department to continue to work on a tiered approach to programmatic funding. If possible, a recommendation may come as early as the end of calendar year 2025, but it is more likely implement in the 2027-28 school year. The subcommittee also supports the Department in continuing to explore tiered funding, based on the following:

    a. Aligning with Board Goals
    b. Aligning with high wage, high skill, in demand occupations
    c. Support high-cost programs.

    I believe this will work though using multipliers instead of tiers. The Department will continue this work, with feedback from CTE Administrators.

3) Page 2 – Funding Allocations for Career and Technical Centers – To support the Operations of a Center, each Center will receive a flat allocation. It is recommended that each Brick-and-Mortar Center receives a 2:1 Operating allocation, in

comparison to a Virtual Center. The rationale for the difference is a Virtual Center does not have a physical space and the related expenses, while still providing some level of state support.

4) Page 3 – Appendix I – All allocations are tentative. Allocations cannot be determined until after the December payments.

5) Page 3 – Appendix I – CTE Directors. The Department is proposing that each CTE Director FTE will receive the same allocation as an instructional staff. This provides state support for those positions, as they are a vital part of the success of Career and Technical Education, without over emphasizing administration. The Department does need to approve not only the certification of a director, but also approval funding. Therefore, we can ensure Directors are utilized as needed. Finally, since this covers only a portion of a CTE Administrator, the member schools will still need to approve the additional expenditure of an additional director.

I recommend approval of the Funding Policy as presented, with the ability for the Department to continue to work on allocations and a program tiering system.

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

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:
   o **CTE Concentrator Target:** Meeting the Board-established target for CTE Concentrators (students who complete at least two credits in a coordinated plan of study).
   o **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 1st.
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)
  - $15,000
- CTE Administrator - $15,000 (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)
  - $45,000
- CTE Administrator (per approved Director FTE)
  - $45,000

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: $800
- CTE Concentrator Target: $800

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 - $9,000 per unique program offered
- Member School Districts - $5,500 per member school district
- Student Enrollment - $50 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:

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

Total Funds		$20,139,492					
	4%	$805,580	2% Performance Based Bonus (% converted to flat $ amount that can be reviewed annually but not necessarily need to be changed annually)				
		$19,333,912	could also use flat $ amount for deduction instead of %				

	Centers		Districts			% of total Funding
Allocation to Centers/Districts	67%	$12,953,721	33%	$6,380,191	$19,333,912	96.0%
Base Program Funding Per FTE	70%	$9,067,605				
Center Operations Allocations	30%	$3,886,116				
Center Access Allocations						
Enrollment (Based on actual)	30.0%	$1,165,835		$0	$1,165,835	6.0%
Programs (Based on actual)	30.0%	$1,165,835		$0	$1,165,835	6.0%
Members (Based on actual)	15.0%	$582,917		$0	$582,917	3.0%
Center Infrastructure Allocations						
Operations (Based on flat rate per center)	25.0%	$971,529				
	100.0%					15.1%

FTEs to Allocation for Performance Indicators		145			346		491	
Performance Allocation for WBL Goal	centers only	$820		dist only	$820	combined	$1,641	$820
Performance Allocation for Conc Goal	centers only	$820		dist only	$820	combined	$1,641	

August 25. 2025			Career and Technology Board Time Tracker		QTR:	2	25-Aug

Framework Pillars	Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
1. Adopting Outcome Goals 2. Adopting Outcome Goals 3. Adopted Guardrails	0		← Minutes setting and adopting both student outcome goals and goal progress measures.	
		0	← Minutes setting and adopting director and board guardrails, and a theory of action	
4. Adopted Monitoring Calendar for Outcome Goals and Director/ Board Guardrails, and Board Self-Evaluation	0		← Minutes receiving, discussing, and voting on Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
		1	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar	
		67	← 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) →	12
6. Active Teamwork and Advocacy	290		← 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	**290**	**68**	370	12

Use For Outcome and Adult Behavior Minutes Percentage Calculation:	358	÷	370	× 100 =	96.76	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Outcome Goals and	290	÷	370	× 100 =	78.38	% Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
9	0	100.00	0	0		#DIV/0!

Consent Items 5. Operations for Success	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed 3. Monitoring Goals Progress Measures	GPMs on Target	% on Target
4		100.00		3	2	67.00