



State Board for Career and Technical Education Agenda

December 16, 2024

10:00 AM CT

Microsoft Teams

Microsoft Teams - [Click here to join the meeting](#)

Meeting ID: 268 269 582 038 - Passcode: Mm8TFk

Video Conference ID: 111 508 658 6

- 1. Call to Order**
- 2. Board Outcome Progress Monitoring**
 - a. Guardrail Progress Measures 2.1 Monitoring Report**
- 3. Consent Agenda**
 - a. Approve November 25, 2024 Minutes**
 - b. Accept State Director's Report – Agency Update**
- 4. Information Only**
 - a. November Board Time Tracker**
- 5. Items for Discussion and Possible Action**
 - a. Second Reading of Proposed TrainND Funding Policy**
 - b. Discuss Draft CTE Funding Policy**
- 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 Packet Questions – December 2024

2.a. To be clear, the educators designated as “unqualified” are fully licensed to teach by ESPB, correct? If so, do they have a provisional license and how long do those last? What recommended plans of study are available to them to become qualified?

Yes, the teachers have a credential that allows them to teach. They do possess some sort of provisional license and they last a year or two, depending on the type. Also, the recommended plan of study varies by what the individual brings to the table. For example, an industry individual would need to complete the transition to teaching program as well as two follow up courses. These courses are History and Philosophy of Career and Technical Education and Managing a Career and Technical Student Organization. Another example is an individual that may take the Praxis test to teach a CTE program. This individual may only need to take the before mentioned CTE Courses.

3.b. In the Advocate section of your report, you mention a marketing contract with KX and “holiday greeters” being distributed. What is a “holiday greeter” and how will these be distributed to parents and students? You mention they will be distributed in December 2025; do you mean 2024, or is this an entire year away? What is the nature of the “more targeted campaign” that you refer to?

The Holiday Greeter ads will be distributed via TV and social media. They are PR ads, to reach students, parents and employers with a holiday message and images of students at CTE programs around the state. You are correct, I meant 2024. The more targeted campaign are TV and digital ads. We will have a series of TV ads during various news times, as well as video and digital ads on social media. There will also be banner ads that will pop up on individuals’ mobile devices, as they attend different events around the state, such as a basketball game. The intent of these ads is to educate students and parents of the value of CTE and to register for coursework. We are timing the ads to coincide when school registration me be occurring.

5.a. I admit that I’m not well-acquainted with TrainND programming. The submitted written comments suggest that TrainND can and does offer training remotely to out-of-state students that may never work in North Dakota. Other than perhaps collecting training fees for the provided training, how does this support North Dakota workforce needs?

TrainND does offer and execute training for out-of-state students. As one would expect, some of those training events or participants may be just across the border in Minnesota, South Dakota, or Montana, maybe Canada. However, some trainings do reach well beyond our neighboring states, like the example in the comments. TrainND has reach, and the regions are open to these opportunities where training fees collected will have a positive impact in supporting TrainND. Greater than 99% of TrainND Northeast’s training is delivered to North Dakotans within the borders of North Dakota.

5.a Can you help us understand how the proportions of 60%, 20%, and 20% were determined in the proposed Train ND Funding Policy? Were any other proportions considered?

The reason behind the 60% equal split was to provide each region, regardless of its size, a base to support a functioning office to meet the needs to each region. The equal split of 20% and 20% based on the outputs of headcount and contact hours seemed to be the most equitable way to accommodate how the TrainND regions deliver training differently. They

react to the needs of their regions. Some require more short-term training; others are looking for more long-term training. The 20/20 split also ensures a TrainND region does not focus only on one success measure.

Other variables and proportions were discussed. For example, the SB2122 split the funds as a flat amount, covered employment, and head count. The Directors did look at both lowering and raising the flat rate which had an impact on the headcount and contact hours proportions. You will also see in the feedback from Southeast that it is suggested for the outcome funding to be strictly based on contact hours.

5.a. Was there any discussion about / consideration of a phased approach to get to the 60%, 20% and 20% proportions in the proposed Train ND Funding Policy (ex. Year 1: 70%, 15%, 15% and then Year 2: 60%, 20%, 20%)?

No, there wasn't any discussion concerning a phased in approach.

I do need to add that I have heard from Legislators recently that there may be a bill introduced in the upcoming Legislative Assembly that would codify this funding policy. While it does need to go through the Legislative process, it may be best for the Board to approve a policy that aligns with the potentially proposed Legislation.



Director Guardrail Progress Measure 2.1

Director Guardrail Progress Measure 2.1

The % of qualified CTE Educators will grow from 86.9% in May 2024 to 91% in May 2029.

Annual Targets: 2025-87%,2026-88%,2027-89%,2028-90%,2029-91%

Numerator and Denominator Definitions

Numerator – All CTE educators that are attached to a NDCTE approved CTE program and have completed any recommended plan of study.

Denominator – All CTE educators attached to a NDCTE Approved Program

Numerator and Denominator Data Sources

Numerator – ESPB and Trade, Industry and Health Sciences Program Supervisor (I was provided those that were still on a plan of study)

Denominator –Program Supervisor provided information

Director Guardrail Progress Measure 2.1 Status

Numerator – 688

Denominator – 802

Target – 87%

Status – 85.8%

Director Response

Unfortunately, we did not meet our 2024-25 target, but that may be due to a number of variables.

- This is a new target and we have not implemented formal programs to address teacher retention.
- A large number of new programs have come on line in the past two years, adding to the increase in “unqualified” educators.

Next Steps

A first next step is to review our current Perkins budget, to determine if there is room to shift dollars, with an emphasis on teacher retention, primarily in the area of mentorship. Also, a next step is to advocate with the Legislature to either provide CTE with additional dollars that focus on programs to address retention or add dollars to the current teacher mentorship program, to allow for more access for our CTE teachers.

**Minutes for State Board for Career and Technical Education
November 25, 2024**

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, November 25, 2024, in the CTE Conference Room and via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:02 am CT.

Roll call was conducted and voting members present include:

Board Member Levi Bachmeier
Superintendent Kirsten Baesler
Board Member Pat Bertagnolli
Board Member Lyndsi Engstrom
Chancellor Mark Hagerott
Vice-Chair Mike McHugh
Board Member Eric Nelson

Also present: Wayde Sick, Mark Wagner, Gwen Ferderer, Laurie Elliott, Pam Stroklund, Daniel Spellerberg, Lyle Krueger, Randal Brockman, Mike Hanson, Sara Vollmer, Courtney Bernhardt, David Steffan, Maggie Backen, Kelly Pierce, Nikki Fideldy-Doll and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Board Outcome Progress Monitoring:

Wayde Sick reviewed Student Outcome Goal 2, proposing new target numbers for GPM 2.1 and 2.3 for 2024 through 2028 and changing the measurement tool in 2.2 from Choice Ready Report to Consolidated Annual Report. The proposed changes are because we have already surpassed our five-year goal and the CAR is a better measuring tool to track student's achievements. Wayde then presented the proposed adjustments to the monitoring calendar, removing the Board Self Evaluation from August as that is typically the month of the Board's planning retreat and moving Formative Director Evaluation to November to align with the Board's accepted policy. Finally, Wayde reviewed GPM 2.1, 3.1 and 3.2 Monitoring Report stating that the verbiage referring to ND Choice Ready be changed to Consolidated Annual Report and that the qualified teacher data numbers are not available at this time. After some discussion, there were questions if Director Guardrail PM 3.1 numbers were correct. Wayde will check into these and let members know. Superintendent Baesler moved to accept Wayde Sick's recommendations to change the GPM 2.1 and 2.3 targets, the Monitoring Calendar, PM 2.2 Monitoring Report and Guardrail Progress Measures Monitoring Report and allow Wayde Sick to make any corrections to PM 3.1 if he finds that it's misrepresented. It was seconded by Mike McHugh. The motion passed unanimously.

Consent Agenda:

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

Information Only:

Board Time Tracker: Laurie Elliott reviewed the October meeting tracker that was included in the material packet.

Funding Subcommittee Update: Reference was made to the report included in the material packet. The subcommittee's next meeting will be December 3 with the hopes of bringing a document to be considered at this Board's December 16th meeting.

Modernization of the Career Clusters Framework: Wayde referred to the guidebook and explained key terminology and the Framework wheel. These have not been revised since 2002-03. Page 36 displays the crosswalk from the old framework to the modernized framework. The agency's next steps are to define what a CTE concentrator is, align our current course codes to the new modernized frameworks, develop program of studies and look at teacher licensing. Wayde Sick will provide Board members with updates as we continue to work through these.

Items for Discussion and Possible Action:

Approve Director Formative Evaluation: Chair Meehl referred to evaluation documents that were included in the material packet and informed members that she has reviewed these results with Wayde Sick. There are a few comments that Wayde needs clarification and he will contact those individuals. Board members commended Wayde for a job well done and his willingness to be transparent and engaging with this Board. Lyndsi Engstrom moved to approve the Director's Formative Evaluation and it was seconded by Mike McHugh. With no further discussion a roll call vote was administered:

Chancellor Hagerott – Aye
Vice-Chair Mike McHugh – Aye
Board Member Eric Nelson - Aye
Board Member Levi Bachmeier - Aye
Superintendent Baesler – Aye
Board Member Pat Bertagnolli - Aye
Board Member Lyndsi Engstrom - Aye
Chair Sonia Meehl - Aye
8-0-1 Absent

The approved evaluation will be signed and placed in Wayde Sick's personnel file.

Conduct Board Self Evaluation: Chair Meehl reminded members that everyone was to assess on the digital survey where they felt this Board was progressing. Seven responses were received. Discussion was held on the current ranking of each framework compared to the last quarter, as well as completing where Members feel we will rank next quarter. Total scores consisted of 13 last quarter, 38 for the current quarter and 38 for next quarter with a student outcome and adult behavior percentage of 47.38. Mike McHugh moved to approve the quarterly progress tracker and it was seconded by Lyndsi Engstrom. With no further discussion a roll call vote was administered:

Superintendent Baesler – Aye
Board Member Pat Bertagnolli - Aye
Board Member Lyndsi Engstrom - Aye
Chancellor Hagerott – Aye
Vice-Chair Mike McHugh – Aye
Board Member Eric Nelson - Aye
Board Member Levi Bachmeier - Aye
Chair Sonia Meehl - Aye
8-0-1 Absent

Lorie Ruff will scan signed document and send to Chair Meehl and Laurie Elliott for their files.

First Reading of Proposed Train ND Funding Policy: Wayde Sick reminded members that the draft policy and his recommendations were included in the packet. During the 2023 Legislative Session a bill was introduced that would codify how TrainND funding was distributed to the four regions. The original bill did not pass but was turned into a legislative study on how funds should be distributed. Wayde Sick recommends approval of the TrainND Funding Policy effective July 1, 2025. Mike McHugh moved to approve this as a first reading of the proposed TrainND Funding Policy and Superintendent Baesler seconded it. With no further discussion a roll call vote was administered:

Board Member Eric Nelson - Aye
Board Member Levi Bachmeier – Aye
Superintendent Baesler – Aye
Board Member Pat Bertagnolli - Aye
Board Member Lyndsi Engstrom - Aye
Chancellor Hagerott – Aye
Vice-Chair Mike McHugh – Aye
Chair Sonia Meehl - Aye
8-0-1 Absent

Prior to the next meeting Wayde Sick will contact stakeholders for their comments of this proposed policy.

Due to other commitments, Chancellor Hagerott left the meeting at 12:06 pm.

Board Comments:

Chair Meehl thanked everyone for their work on the Director’s Evaluation and the Board Self Evaluation. She also informed members that the agency is working on an accessible location for our working documents.

There being no other business brought before the Board, the meeting adjourned at 12:07 pm.

Sonia Meehl
SBCTE Chairperson

CTE State Director's Report December 2024

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 draft policy will be provided and discussed later in the agenda.

- 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. October's training session is the conclusion of the formal training from E&M. The remainder of the assistance from E&M will include coaching for the Director 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 continues to be a discussion with the Funding subcommittee, to determine how to best fund and deliver virtual career and technical education statewide.

General Updates

Executive Officer for State Board for CTE

Health Sciences Education position open – An offer has been made and accepted by one of our candidates. A formal announcement will be made later in December. An expected start date of January 5th is planned.

Interpret and Implement Board Policy and State and Federal Law

Work is in full swing preparing the 2023-24 Consolidated Annual Report. This will be provided to the Board in January 2025 for review and approval.

Planning and Coordination

I attended the December 5th Workforce Development Council meeting. Due to availability, I presented on behalf of the K12 Coordination Council on its Legislative Recommendations.

The next CTE Directors Meeting is planned for December 18th. Agenda items include Legislative strategy, Funding Policy, a grant opportunity with Lake Region State College, and Infinite Campus.

The Department is currently planning two new professional development opportunities. The targets will be our Technology and Engineering Instructors and the state's Trade and Industry Instructors.

Fiscal Management

The Department's 2022-23 State Auditor's Report was provided to the Legislative Audit and Fiscal Review Committee. The Department had a clean audit and received very complimentary remarks from the Auditor's Office.

Advocate for Career and Technical Education

The Department has entered a marketing contract with KX. Holiday greeters will be distributed in December 2025, with a more targeted marketing campaign starting in January. The targets are parents and students, encouraging them to engage in programs offered at our high schools and CTE Centers.

After evaluating Governor Burgum's Executive Budget, it has been determined the following has been added to our base budget. Although it is not everything we are looking for, it is a good start.

- Staff raises – He is recommending an average of a 4% merit increase the 1st year of biennium and a 3% merit increase in the 2nd year of biennium.
- Secondary Grants increases from \$41, 537,780 to \$49,037,780. The items below contribute to the increase.
 - o Cost to continue - \$4M – For those of you that are new, this is continued funding to support reimbursement of existing CTE programs.
 - o New and Expanding programs - \$3M – This would be funding set aside to support any new programs at our CTE Centers or High Schools.
 - o Work-Based Learning Coordinators - \$500,000 – The Governor now has this earmark set at \$2M.
- Marketplace for Kids - \$100,000 – This will bring this line items to \$400,000
- FTE Funding Pool – \$543,726 added back into our budget for the FTE Funding Pool – Last session, dollars were pulled out of our budget anticipating staff vacancies and placed in the FTE Funding Pool. Also, any funds attached to new FTE's we requested were left in the FTE Funding Pool and the Department needed to request them, once hired. If the FTE Funding Pool was drained, the Department would have had to ask for deficiency funds. We did not have to do this.

There is also operating budget increases, to account for increases in NDIT charges.

I will have the opportunity to meet with Governor-elect Armstrong's Transition Team on December 13th.

TIME USE TRACKER		North Dakota State CTE Board		QTR:	1	Nov-24
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails			← Minutes setting and adopting both student outcome goals and goal progress measures.			
		0	← Minutes setting and adopting superintendent and board guardrails, and a theory of action			
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	27		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
		8	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar			
		38	← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument, developing and creating Superintendent evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices. Training for success.			
5. Structuring for Success	Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) Non-Be Legendary Committee meetings, Board Workshops, and/or non-statue Board Hearings				→	51
6. Active Teamwork and Advocacy	← Minutes hosting two-way communication meetings on student outcome goals, Guardrails, theories of action and/or progress toward student outcome goals. ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals					
Non-calculated time	Board Manager Evaluation Minutes fulfilling statutorily required public hearings, forums, and comments				→	
TOTALS	27	46	124			51

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{73}{124} \times 100 = 58.87$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome Goals: $\frac{27}{124} \times 100 = 21.77$ % Student Outcome Minutes

Board Members Present- 6. Active Teamwork and	Board Absent	% Attendance
9	3	75.00

Consent Items 4. Operations for	Consent Items Removed	% Remaining on Consent Agenda
3	0	100.00

Count of 'Other' Agenda Items

5

Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
1	1	100.00

GPMS Discussed 3. Monitoring Goals	GPMS on Target	% on Target
2	2	100.00

TrainND Workforce Training Funding Policy

During the 2023 Legislative Session, SB 2122 was introduced that would codify how TrainND funding was distributed to the four regions. The bill would provide a base funding amount to each region, with the remaining of the dollars was distributed based on number of businesses in each region and trainee headcount. Since the creation of TrainND in 1999, the funding has been distributed based on covered employment. NDCTE worked with Job Service North Dakota, who would determine the number of employers in each region and then report to us how many employees were attached to those employers.

SB 2122 was amended to become a Legislative study of how TrainND funds should be distributed. The formula included in the bill was amended out. This study was selected by Legislative Management and assigned to the Interim Workforce Committee to complete. I worked with the college presidents and the TrainND Directors to draft a funding policy, that was presented to the Interim Workforce Committee in February 2024. The Committee appreciated the idea that was developed and decided it should not be in statute and should be left at the CTE State Board level. There has never been a CTE State Board approved TrainND Funding Policy. It was originally in statute but removed and has been an informal agreement among the presidents for years.

The draft policy is attached, but the highlights are below:

- 60% of the total TrainND Appropriation is equally distributed among the TrainND regions.
- 20% of the total TrainND Appropriation is distributed proportionally based on Training Contact Hours. (Sum of hours from 2nd, 3rd, and 4th prior years. 1st previous year is not used because final data would not be available when budgets need to be developed.)
- 20% of the total TrainND Appropriation is distributed proportional based on unduplicated participants. (Sum of hours from 2nd, 3rd, and 4th prior years. 1st previous years is not used because final data would not be available when budgets need to be developed.)

Below are how the regions would be impacted if this policy is approved.

Funding Distribution - Proposed Formula - All Regions				
Region	Part 1 - Equal Distribution	Part 2 - Training Hours	Part 3 - Unduplicated Participants	Total Funding Distribution
NW	\$ 150,000	\$ 64,243	\$ 115,594	\$ 329,837
NE	\$ 150,000	\$ 14,394	\$ 25,550	\$ 189,944
SE	\$ 150,000	\$ 44,768	\$ 15,830	\$ 210,598
SW	\$ 150,000	\$ 76,595	\$ 43,026	\$ 269,621
Total	\$ 600,000	\$ 200,000	\$ 200,000	\$ 1,000,000

Proposed vs. Current Formula		
Region	Proposed Formula	Current Formula - FY23 FY24
NW	\$ 329,837	\$ 189,786
NE	\$ 189,944	\$ 153,167
SE	\$ 210,598	\$ 399,274
SW	\$ 269,621	\$ 257,773
Total	\$ 1,000,000	\$ 1,000,000

The TrainND Directors all agreed to this policy, when reviewed in the winter/spring of 2024, although there were concerns from the region that would see a reduction in funding. Three of the four college presidents were in favor when presented, with the fourth ultimately agreeing, following the lead of his TrainND Director. The TrainND Directors worked through the spring of 2024 to determine how to count Contact Hours and Participant Headcount. This policy was ready for approval summer 2024, but there were other TrainND initiatives that were introduced which may had to be included in this policy. This caused a delay in bringing this to the Board’s attention. Those initiatives were either not adopted or are to be kept separate from this policy due to specific intent. Therefore, this policy is now ready for Board review as written.

That said, there is a Legislative expectation a TrainND Funding Policy is adopted. This was included in the Chair of the Interim Workforce Committee report to Legislative Management on November 14th. I recommend approval of the TrainND Funding Policy effective July 1, 2025. This will allow regions time to adjust their business plans, adjust dollar amounts if the Legislature does increase TrainND Funding, and allow TrainND and NDCTE the time to develop the data collection required to determine funding. With this policy being located at the CTE State Board level, adjustments can be made, if warranted, without requesting Legislative action.

TrainND Workforce Training Funding Policy

Of the total amount appropriated for the biennium for workforce training, North Dakota Career and Technical Education, State Director & Executive Officer, shall distribute sixty percent evenly among the four TrainND regions; twenty percent distributed proportionally among the regions based on training hours provided by each region during a lookback period of three consecutive fiscal years starting four fiscal years prior to the year of distribution, and twenty percent distributed proportionally among the regions, based on the number of unduplicated participants trained by each region during a lookback period of three consecutive fiscal years starting four fiscal years prior to the year of distribution.

Proposed Formula

$$\frac{(\text{Total Annual State Appropriation} \times 60\%)/4 + (\text{Total Annual State Appropriation} \times 20\%) \times [(\text{Region's Total Training Hours})/(\text{Sum of Contact Hours of All Regions})] + (\text{Total Annual State Appropriation} \times 20\%) \times [(\text{Region's Total Unduplicated Participants})/(\text{Sum of Unduplicated Participants of All Regions})]}{1} = \text{Region's Current Fiscal Year Distribution}$$

Region's Total Training Hours = Sum of the region's reported training hours from the 2nd, 3rd, and 4th prior fiscal years from the current fiscal year distribution.

Sum of Training Hours of All Regions = Sum of contact hours reported by all regions for the 2nd, 3rd, and 4th prior fiscal years from the current fiscal year distribution.

Region's Total Unduplicated Participants = Sum of the region's reported unduplicated participants from the 2nd, 3rd, and 4th prior fiscal years from the current fiscal year distribution.

Sum of Unduplicated Participants of All Regions = Sum of unduplicated participants reported by all regions for the 2nd, 3rd, and 4th prior fiscal years from the current fiscal year distribution.

Below are the criteria for counting total contact hours of training and number of unduplicated participants trained, to be used to calculate performance-based funding for TrainND.

Qualified Training Event

- Content must correspond to one of the training categories computers, technical, organizational, or employee development.
- In-person training events must have a minimum of one participant with an instructor.
- Must be definable by a period, with specific start and end dates and times.

- An online course (including asynchronous online) must involve TrainND staff or instructional time to facilitate. Online courses such as Ed2Go are eligible, so long as they are career training or fundamental courses that are business-related.
- Conferences, workshops, summits, and institutes are eligible if the TrainND region is both financially and educationally responsible for the event.
- Dual-credit and apprenticeship programming are not qualified training events when college credits are issued. TrainND may be hired by institutions to deliver courses for-credit and/or non-credit, only non-credit courses are qualified training events.
- Rental of TrainND or college facilities not associated with TrainND training may not be counted. TrainND must be responsible for the training event and educational content to be counted.

Qualified Attendance

- Participants may register for a qualified training event themselves, or be registered by an employer, sponsor, or other third party.
- Participants must be registered for a qualified training event to be eligible to be counted.
- A participant's registration for a training event must include at minimum the participant's first and last name.
- Participants must have both been registered for and attended the qualified training event to be eligible to be counted.
- TrainND regions must have a mechanism for checking-in event participants and for cancelling no-show participants for conferences, workshops, summits, and institutes.

Period and Place of Performance

- TrainND's annual period of performance begins on July 1st of each year and ends on June 30th the following year, the period is the North Dakota University System's fiscal year.
- TrainND regions shall record performance-based data based on training event end dates. E.g. If a training event begins on June 1, 2023, and ends July 15, 2023; the reporting for the event will be recorded in FY2024 because the training ended during FY2024.
- Out of state and out of country training events shall be eligible for performance-based funding so long as they meet the eligibility requirements cited in this document.

Number of Participants Trained (Unduplicated)

- Participants must be entered into a database.

- Participants are counted once during the fiscal year (period of performance). i.e. Sally Johnson attended a CNA class, QSP training, and CNA testing within the fiscal year, the number of unduplicated participants = 1
- Participants must have attended a qualified training event and met the requirements of qualified attendance.
- Period of Performance rules must be followed so performance measures are accounted for in the correct fiscal year.
- Eligible participants must attend a training event, online course, workshop, conference, summit, institute, or testing event that the TrainND region has a vested financial and educational interest in to be counted.

Total Contact Hours of Training Provided.

- A best effort shall be made to establish and record an accurate number of contact training hours for every training event and participant.
- Participants must have attended a qualified training event and met the requirements of qualified attendance.
- Contact hours that may be counted for a conference, workshop, summit, institute attendee are those spent in a keynote speaker session or breakout sessions meeting the criteria in the qualified training event section of this document.

The policy will be effective July 1, 2025. This policy and available funding are contingent on Legislative appropriations.

December 5, 2025

To the Members of the State Board for Career and Technical Education,

My name is Nichole Wischnak, and I am the current TrainND Southeast Director at NDSCS. I am writing to oppose the current proposal for the funding formula for TrainND starting in July 2025. I feel a more appropriate and fair funding formula for all quadrants of TrainND should be as follows:

75% funding distributed equally between all four quadrants
25% funding distributed based on hours of training provided to participants

The reason for the change in the proposal comes down to quality. Our goals within TrainND are to provide quality training to individuals and to prepare them for the workforce, or to provide additional training to keep retention in the workforce throughout North Dakota. I feel the focus should be on the quality of training hours provided versus how many people we can quickly serve where the training hours are limited.

When you review our FY23 training hours, please note that the SE region has the largest population of the four quadrants where we averaged 55.8 hours of training per person versus the 8.4 hours of training per person provided in the NW region. The goal of TrainND SE is to provide quality training and not all training is created equally. Just as the Higher Education system is paid on producing student credit hours (SCH) vs. student enrollment, the focus for TrainND should be on contact/training hours of participants, and not on the number of participants.

For context, it should be known that I started as the TrainND SE Director in April 2024, after these original discussions were made. At the time, I was informed that this was the funding formula moving forward. The current proposal for the new funding formula puts my quadrant at a disadvantage while the other quadrants will not feel the effects as severely, in fact, some gain additional funding. We have training hours at similar rates for two of the three quadrants but are the only quadrant losing funding.

I, like my other TrainND Directors, want to see the SE quadrant and TrainND flourish while providing training opportunities and do not feel this purposed funding formula is the best approach. This funding formula would not allow the SE quadrant to succeed. Please vote no on this formula and consider approving the funding formula listed above.

Thank you for your time and consideration on this important matter.

Nichole Wischnak
TrainND Southeast-Director

December 05, 2024

Wayde Sick
State Director & Executive Officer
North Dakota Department of Career and Technical Education
State Capital Building, 15th Floor
600 E Boulevard Ave, Dept 270
Bismarck, ND 58505

Dear Director Sick,

I'll begin by saying I didn't anticipate further comment being requested on this topic after the four presidents; President Flanigan, President Darling, President Jensen, and President Hirning and the four directors; Susie Richards Carlson, myself, Sara Vollmer, and Kenley Nebeker reached unanimous approval on November 29, 2023, for the TrainND Workforce Funding Policy dated June 2024.

I appreciate the opportunity the North Dakota State Board for Career and Technical Education CTE has afforded to provide further comments regarding the TrainND Workforce Funding Policy. My approach to the policy remains consistent, we need what is best for TrainND as a whole, while being mindful that TrainND is unique. It would be easy to fall into modeling a funding policy for TrainND from the funding policy the North Dakota University System has in place for its institutions, however I don't believe that policy would be a good fit for TrainND.

Here are the primary reasons I support the TrainND Workforce Funding Policy dated June 2024:

1. **Reasonable compromise.** Training demand across the state is varied. Historical performance data shows the northern regions (NW and NE) would benefit the most from a funding policy based solely on number of participants trained, and conversely the southern regions (SW and SE) would benefit the most from funding policy based solely on number of the number of training hours delivered. This was very apparent in all discussions leading up to, and during the November 29th meeting. A reasonable solution, and compromise, seems to be a funding policy that includes both success measurements, the number of participants trained, and the number of training hours delivered.
2. **Balanced incentives.** Having two equally weighted success measurements as part of the funding policy reduces the likelihood of a region focusing heavily on just one of the success measurements. Here is an example of how a region might focus resources differently if only one success measurement was in place. A region might screen training opportunities and new initiatives on what will provide the greatest number of training hours given the least amount of inputs. An initiative to increase the delivery of on-line related technical instruction for an out-of-state non-credit Electrician apprenticeship could be an example.
3. **Mission, outreach and expansion.** I believe the number of participants trained is an equally important success measurement to the number of training hours generated. As of June 2024, North Dakota's workforce was 431,936 people. During FY 2024 TrainND collectively trained 11,686 unduplicated participants. Is it reasonable that one of the success measurements that incentivizes regions should be the number of participants trained?

Additionally, looking at the challenge of low-cost outreach through a business lens, we know the more people TrainND trains, the more exposure TrainND gets, the exposure allows people and clients to become familiar with what TrainND is and does. So, in addition to striving to meet our mission, the people we train gain first-hand knowledge of the value TrainND provides.

Lastly, I offer up three realistic scenarios to ponder and determine which region delivered more value to the state of North Dakota and which one deserves a larger share of state funding.

Region X

Region X trained 150 individuals to become Qualified Service Providers (QSP) via one-on-one sessions across North Dakota in a year. QSPs offer services to help those who are elderly or disabled live at home by assisting with household chores and personal cares. By providing these QSP services many elderly and disabled can live in their own homes longer postponing the need for higher level care, such as entering a skilled nursing facility. Each QSP received 20 hours of training, for a total of 3,000 hours of training.

Region Y

Region Y trained 50 individuals assisting them with earning their Commercial Drivers License (CDL). Each individual received 160 hours of training, for a total of 8,000 hours of training.

Region Z

Region Z trained 30 individuals in Massachusetts via a distance education model assisting them with completing their required Related Technical Instruction for their Electrician Apprenticeship. Each individual received 320 hours of training, for a total of 9,600 hours of training.

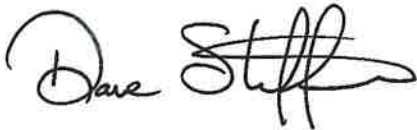
Which region is delivering the greatest value to North Dakota?
Which region deserves more state funding based on the training they delivered?

Should the funding policy incentive(s) be:

- a) Based solely on the number of participants trained.
- b) Based solely on the number or hours of training delivered.
- c) Based on both, equally weighted success measurements.

It's imperative the TrainND Workforce Funding Policy is fair and reasonable for all regions. The TrainND Workforce Funding Policy dated June 2024, which the board reviewed and approved the first reading on November 25, 2024, is the best policy for TrainND at this time.

Sincerely,



Dave Steffen, Director
TrainND Northeast
Lake Region State College

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Funding Subcommittee Progress

Purpose of Today's Discussion

1. To provide the full Board a deeper explanation of the proposed funding policy.
2. To see the full Board's input on a few points upon which the committee is stuck.

Funding Sub-committee Principles

- 1) Ensures equitable access
- 2) Ensures quality
- 3) Incentivizes high quality
- 4) Is easy for stakeholders to understand
- 5) Lessens the time burden on NDCTE Staff and local recipients
- 6) Focuses on outputs instead of inputs

State Board Student Outcome Goals Alignment

The draft funding policy aligns with the State Board Student Outcome Goals:

- 1) CTE Concentrator Achievement
- 2) Students graduating Workforce Ready
- 3) Rural students enrolling in programs at a CTE Center

Draft Funding Policy Structure - Programs

Equal base funding regardless of program area

- Center programs are funded higher than high school delivered programs
- Rates determined by FTE count of instructors and counselors

Incentive funding can be earned for

- Program Quality Indicators (all programs)
- Program Access Factors (CTE Center programs only)

Program Quality Indicator Incentives

Programs earn incentives for meeting State determined targets in the following areas:

- CTE Concentrator Achievement
- Work-based Learning Completion

Career and Technology Center Access Incentives

CTE Centers may also earn access incentive dollars based on:

- Student Enrollment
- Number of Schools served
- Number of Programs offered

Administration Allocation

Current funding policy includes a reimbursement category called “Local Administration” which contributes to all operational and administrative costs supporting all programs offered by a Center. The draft policy proposes to fund Local Administration based on solely FTEs, creating the perception the policy may encourage Centers to hire additional CTE Directors.

Potential solution: Separate funding for Administration and Operating

- Administration Allocation – based on Director FTE(s) for both schools and Centers
- Operating Allocation – specific to the operating costs of the Centers

Operating Allocation Factors

If Operating Allocation is not based on FTE, what factors should be used to determine how to allocate funds to support CTE Center Operations?

Possible options include:

- 1) Base Center operation reimbursement on actual dollars spent
- 2) Base off number of sites, square footage, etc.
- 3) Base Center Operating Allocation on the Access Incentives
- 4) Other ideas?

Administration and Operating for Virtual Centers

Is it appropriate to fund Administration and Operating at the same rate for

- Brick and Mortar Centers
- Virtual and/or Hybrid Centers